

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 # U215J080435

Grants.gov Tracking#: GRANT00452663

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

Closing Date: APR 15, 2008

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Application for Federal Assistance SF-424

Version 02

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

State Use Only:

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

* a. Legal Name: Ogden City School District	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 87-6000507	* c. Organizational DUNS: 961843877

d. Address:

* Street1: 1950 Monroe Boulevard
Street2: _____
* City: Ogden
County: Weber
* State: UT: Utah
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 84401

e. Organizational Unit:

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

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

Prefix: Ms.	* First Name: Kathleen
Middle Name: _____	
* Last Name: Bideaux	
Suffix: _____	
Title: Teacher Specialist: Fed. Grants Coordinator	
Organizational Affiliation: Ogden City School District	
* Telephone Number: 801-737-7300	Fax Number: 801-627-7654
* Email: bideauxk@ogdensd.org	

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-021508-001

* Title:

Full-Service Community Schools Program CFDA 84.215J

13. Competition Identification Number:

84-215J2008-1

Title:

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

Ogden, Weber, Utah

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

School & Community in Ogden Partnering for Excellence (SCOPE)

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="499,130.29"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="499,130.29"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

- Yes
- No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

**** I AGREE**

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Attachments

AdditionalCongressionalDistricts

File Name

Mime Type

AdditionalProjectTitle

File Name

Mime Type



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Ogden City School District

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

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

Budget Categories	Project Year 1 (a)	(b)(4)
1. Personnel	S 80,500	S
2. Fringe Benefits	S 23,175	S
3. Travel	S 9,838	S
4. Equipment	S 91,800	S
5. Supplies	S 46,788	S
6. Contractual	S 212,520	S
7. Construction	S 0	S
8. Other	S 606	S
9. Total Direct Costs (lines 1-8)	S 465,228	S
10. Indirect Costs*	S 20,795	S
11. Training Stipends	S 13,105	S
12. Total Costs (lines 9-11)	S 499,130	S

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

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

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

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

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

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

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

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



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Ogden City School District

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Kate Bideaux	* TITLE Executive Director
* APPLICANT ORGANIZATION Ogden City School District	* DATE SUBMITTED 04-15-2008

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input checked="" type="checkbox"/> a. bid/offer/application</p> <p><input type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known:</p> <p>* Name: Ogden City School District</p> <p>* Address: 1950 Monroe Boulevard</p> <p>Ogden</p> <p>UT: Utah</p> <p>84401</p> <p>Congressional District, if known: UT 1st</p>	<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>	
<p>6. * Federal Department/Agency:</p> <p>Department of Education</p>	<p>7. * Federal Program Name/Description: Fund for the Improvement of Education</p> <p>CFDA Number, if applicable: 84.215</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: NONE</p> <p>NONE</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: NONE</p> <p>NONE</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>		<p>* Signature: Kate Bideaux</p> <p>* Name: Mr. Bruce Penland</p> <p>Title: Executive Director</p>

	Telephone No.: 801-737-7300 Date: 04-15-2008
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

1453-Ogden_GEPA_0404.pdf

Mime Type

application/pdf

GEPA Statement

*Efforts of
Ogden City Schools*

School and Community in Ogden Partnering for Excellence (SCOPE) Program
to Meet the Requirements of Section 427 of the General Education Provisions Act (GEPA)

This section was written to address Section 427 of the General Education Provisions Act (GEPA). The applicant, Ogden City Schools (OCS), is committed to providing an environment free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability (physical, health impairment, learning disability, or behavior disorder), status of veteran of the Vietnam era, sexual orientation or preference, or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging of all people in an environment.

Employment

OCS is an equal opportunity employer and committed to providing career opportunities to all people regardless of race, color, ethnic background, national origin, religion, creed, age, disability, sexual orientation / preference, or gender. Discrimination and harassment are prohibited by Titles IV, VI, and VII of the 1964 Civil Rights Act and Title IX of the Education Amendments of 1972. In addition, various other constitutional provisions, statutes, and common law causes of action prohibit such discriminatory conduct. It is the policy of OCS to enforce these laws as part of its employment practices.

To encourage applications from persons of traditionally underrepresented groups, project job announcements will be posted widely, electronically and in print, in English and Spanish.

Participation

Individuals who are members of special populations will be provided full access to SCOPE services and activities. The project director and principals will identify participants with special needs who may require instructional and other accommodations to benefit from project services and activities. Specifically, SCOPE will:

- ensure that all facilities used for SCOPE services and activities will be open and accessible to all appropriate participants regardless of gender, race, national origin, color, disability, creed, religion, or age;
- provide all SCOPE materials in large print, Braille, and/or audio formats as needed by participants; and
- provide sign language interpreters for all project activities as needed by participants.

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

Ogden City School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
--

Prefix: Mr. * First Name: Bruce Middle Name:
* Last Name: Penland Suffix: * Title: Executive Director

* SIGNATURE: Kate Bideaux * DATE: 04/15/2008
--

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**

Ms.

Kathleen

Bideaux

*** Address:**

1950 Monroe Boulevard

Weber

County

Ogden

UT: Utah

84341

USA: UNITED STATES

*** Phone Number:**

801-737-7300

Fax Number:

801-627-7654

Email:

bideauxk@ogdensd.org

2. Applicant Experience:

Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName

MimeType

Tracking Number: GRANT00452883

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **7925-Ogden_FSCS_abstract.pdf**

PROJECT ABSTRACT

Applicant: Ogden City Schools

Address: 1950 Monroe BLVD., Ogden, UT 84401

Contact: Ms. Kathleen Bideaux, 801.737.7300, bideauxk@ogdensd.org

Title: *School and Community in Ogden Partnering for Excellence (SCOPE)*

Key partnering entities:

- Weber State University
- Ogden-Weber Applied Technology College
- YMCA / YWCA
- Mexican Ministry of Education
- Your Community Connection
- Hispanic Coalition
- Weber Human Services
- Utah Division of Workforce Services
- Ogden-Weber Community Action Partnership
- Community of Caring

Qualified services:

- Early Childhood Education
- Community service / service-learning
- Mentoring / youth development
- Primary health and dental care
- Parental involvement / family literacy
- Adult Education (including ESL instruction)
- Job training / career counseling

OCS has extensive experience coordinating Federal grant programs and integrating school- and community-based services. We and our partners have the capacity (in expertise and resources) to successfully create a full-service community school.

SCOPE will be guided by four research-based project objectives (see p.2-5). The seven SCOPE qualified services (see p.11-20) are based on the identified needs and on the capacity and expertise of OCS and its community partners. SCOPE will serve 200 families in the target population during Year 1 and more in subsequent years. Services will be available to individuals and families in Ogden before and after school, in the evenings, on weekends, and in the summer.

Project Narrative

Project Narrative

Attachment 1:

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Attachment 2:

Title: Pages: Uploaded File: **8013-application_requirements.pdf**

QUALITY OF PROJECT DESIGN

(a) The quality of the design of the proposed project

Many families in Ogden, Utah struggle to meet the most basic human needs: food, shelter, clothing, medicine, etc. Many local youth lack protective factors that contribute to the development of healthy, productive citizens: adult role models, educational opportunities / support, mentoring, and pro-social engagement in schools and communities.

Ogden City Schools (OCS) and its community partners propose *School and Community in Ogden Partnering for Excellence* (SCOPE) as a response to these growing needs in our community. We recognize that no single project can completely resolve the challenges facing OCS students and their families. But converting Mound Fort Middle School into a full-service community school through SCOPE will be a significant step in the right direction.

Our plans for SCOPE are based on *successful national models* of full-service community schools and *published research*. We know, for example, that we can best help students meet high academic standards by first meeting their academic and nonacademic needs and those of their families (Dryfoos, J., 2000; Pittman & Cahill, 1992). We have noted in our own community the same trends that researchers are identifying across the nation: risk factors such as persistent poverty, unstructured / unsupervised time, unsafe school environments, cultural disconnects, lack of parental involvement in education, and unaddressed essential needs are increasing across the United States (Children's Defense Fund, 2002; U.S. Census, 2000; Schulte & Keating, 2001; National Institute on Out-of-School Time, 2003; Hurst 2003; Nansel, et al., 2001) and threatening the well-being of our youth. Middle school students are especially at risk.

Many educational administrators and researchers now recognize the absolute necessity of a community-wide, comprehensive effort to make learning possible by meeting learners' essential needs. Paul E. Barton (2000, *Facing the Hard Facts of Education Reform*) said it this way: "We tend to put considerations of family, community, and economy off-limits in education reform policy discussions. However, we do so at our peril. The seriousness of our purpose requires that we learn to rub our bellies and pat our heads at the same time."

Making the Difference, a guidebook published by the Coalition for Community Schools, suggests five conditions that must be established for learning to take place: (1) core instructional program, (2) motivated / engaged students, (3) basic health (physical, mental, and emotional) needs are met, (4) mutual respect and collaboration, and (5) community engagement.

The SCOPE objectives, activities, and evaluation plan we propose are all designed to create a safe and engaging learning environment for every learner in Ogden--whether they are students, their parents and siblings, or community members with no obvious connection to the school other than that they live nearby.

(b) (i) Project objectives based on scientifically-based research

SCOPE objectives are based on a review of published evaluation reports on the impact of 20 full-service community schools initiatives across the country by the Coalition for Community Schools (CCS). CCS reports that community schools have impacts in four areas: student learning, family engagement, school effectiveness, and community vitality. Objective 1 is a **process** objective. Objectives 2-5 each focus on one of the four areas of **impact** that CCS identified. The CCS definition of each area of impact follows each impact objective in *italics*.

Objective 1: Create a full-service community school at Mound Fort Middle School

- Management: Organize SCOPE Advisory Committee (see p.21); hire and/or train key project personnel (see p.26); conduct regular review of SCOPE progress through various committee meetings; regularly review schedules and participation to support continuous improvement.
- Implementation: Purchase and distribute materials, curricula, supplies, etc.; allocate space for all classes, activities, services, etc.; create and disseminate annual calendars of all FSCS services and activities.
- Evaluation: Regularly collect and analyze data; produce project reports according to the proposed evaluation plan (see p.27-35; review of evaluation reports by project leaders and committee members (including parents).
- Communication / dissemination: Prepare and distribute regular project newsletters; update project website; present SCOPE progress reports to school board, PTA, and community.
- Secretary's required performance indicator: Serve 200 families in the target population during Year 1; 300 families during Year 2; 350 families during Year 3; 400 families during Year 4; and 450 families during Year 5.

Objective 2: Increase student learning

“Community students show significant and widely evident gains in academic achievement and in essential areas of nonacademic development.”

- Attendance: The number of students who miss ten or more days of school during the year will decrease 5% each year, or 25% over five years. (Baseline = 341 students)
- CRT performance: The number of students who do not meet proficiency guidelines on CRTs will decrease 5% each year, or 25% over five years. (Baseline = 35%, language arts; 34%,

mathematics; 56%, science. NOTE: These scores are school-wide averages for current Mound Fort students, grades 6-8; 9th grade students will attend Mound Fort starting next year.)

- Behavior: The number of behavioral incidents (as measured by referrals to the office for discipline) will decrease 10% each year, or 50% over five years. (Baseline = 30-50 / weekly)

Objective 3: Increase family engagement

“Families of community school students show increased stability, communication with teachers, and school involvement. Parents demonstrate a greater sense of responsibility for their children’s learning success.”

- Volunteerism: The number of parents volunteering in FSCS activities will increase 10% each year, or 50% over five years.
- Communication: The number of parents who meet with a teacher at least twice yearly to discuss student progress will increase 5% each year, or 25% over five years.
- Family stability: Students’ perception of home and family stability will change from year to year in a positive direction.
- PTA meetings: Parents’ attendance at PTA meetings (especially among minority and low-income families) will increase 5% each year, or 25% over five years.

Objective 4: Improve school effectiveness

“Community schools enjoy stronger parent-teacher relationships, increased teacher satisfaction, a more positive school environment, and greater community support.”

- Parent-teacher relationships: Teachers’ and parents’ perception of parent-teacher relationships will change from year to year in a positive direction.

- *Teacher satisfaction*: Teacher satisfaction with school resources, interactions with parents, relationships with students, and support from administrators will change from year to year in a positive direction.
- *School environment*: School staff, students', parents', and community members' perception of school environment will change from year to year in a positive direction.
- *Community support*: The number of community entities that take an active part in FSCS activities will increase 25% each year as measured against the first-year number.

(b) (ii) Students, families, and school community to be served

Ogden City Schools (OCS) serves nearly 13,000 students in inner-city Ogden, Utah; a mid-sized industrial / military city 30 miles north of Salt Lake City. OCS is proud of its remarkable diversity. The district is one of just three *minority-majority school districts* in the state of Utah (52% minority students). The percentage of OCS students who represent ethnic minorities has increased about 2% each year since 2000. Almost half of all OCS students are Hispanic (46%). A quarter of OCS students (24%) receive English as a Second Language (ESL) services.

OCS students face many barriers to health, well-being, and academic success, including the potent combination of *educational deficits, limited opportunities for pro-social involvement, an eroding tax-base, poverty, unemployment, substandard housing, inadequate health care, gangs, crime, and substance abuse*. Many of these problems are **unique to Ogden** within Utah.

Educational deficits | Only **53%** of students who were seniors in OCS high schools during the 2006-2007 school year earned a diploma. This depressing statistic mirrors local norms: **40%** of all Ogden adults (and **57% of Hispanics**) do not hold a high school diploma or its equivalent

(U.S. Census, 2000). It is not difficult to trace the roots of the graduation problem to OCS' middle schools. Many factors contribute.

- OCS students miss too much school. Absenteeism rates are at least twice as high for every OCS middle school as for middle schools in Utah on average.
- OCS schools report an overall high school dropout rate (8.5% secondary / 4.9% overall) **double** the statewide rate (Kids Count, 2006). **The senior-year (12th grade) dropout rate is a startling 30%**. Over half (65%) of students who drop out of OCS schools are Hispanic.
- Counseling services in OCS middle schools are not adequate. The American School Counselors Association recommends a student-counselor ratio of 1:250; in OCS middle schools, one counselor serves the whole school (600-900 students). Due to counselors' limited time, only students who are outstanding in some way (positive or negative) spend extended one-on-one time with a counselor. The 90%+ of OCS students who fall between these extremes visit a counselor only for perfunctory scheduling sessions (one SEOP meeting per year).
- OCS middle school students perform significantly worse on Utah's NCLB reading / language arts (R/LA) and mathematics tests than their peers in other schools across the state.

Table 1: Student performance on NCLB-mandated math and R/LA tests (2006-2007)

		<i>Reading / Language Arts</i>		<i>Mathematics</i>	
School	AYP made?	%Proficient	vs. Utah (81%)	%Proficient	vs. Utah (78%)
Highland MS	NO	72%	-9%	62%	-16%
Mound Fort MS	NO	66%	-15%	58%	-20%
Mount Ogden MS	NO	76%	-5%	68%	-10%

- Not only are core-deficient students unprepared to succeed in college, they may even lack the opportunity to try. Utah's graduation exam is called the *Utah Basic Skills Competency Test*

(UBSCT). Students must pass the test to earn a high school diploma. A recent study by OCS employee Ms. Natalie S. Ormond highlights revealing correlations between core-subject participation / success and UBSCT results: (a) 72% of students who do not pass Algebra I by the end of 9th grade **fail** the UBSCT; and (b) 97% of students who earn a “C” or higher in Geometry or another advanced math class during their 10th grade year **pass** the UBSCT.

Limited opportunities for pro-social involvement | OCS administers the *Student Health and Risk Prevention (SHARP) Prevention Needs Assessment (PNA)* to students every other year. SHARP is administered through Utah’s Dept. of Human Services and supported by the Federal Center for Substance Abuse Prevention. **In general**, recent OCS SHARP data reveal that many OCS students face “risk factors” that lead to self-destructive behaviors; they also lack “protective factors” that guard against these behaviors.

Table 2 contains data related to OCS students’ alarmingly high use of alcohol and drugs. The table contrasts OCS students’ use of alcohol / drugs with their statewide peers.

Table 2: OCS students’ alcohol and drug use (SHARP PNA, 2007)								
	Grade 6 %	State %	Grade 8 %	State %	Grade 10 %	State %	Grade 12 %	State %
Alcohol use during lifetime	17.3	11.3	46	23.2	48.6	35	50.6	38.2
Alcohol use in the last 30 days	3.8	1.8	23.8	8.7	19.9	15.9	29.5	19
Binge drinking	4.6	1.7	17.6	5.1	12.1	8.8	14.1	11.7
Early initiation of drug use	17.6	14.4	45.1	19.2	30.4	19.6	26.6	20.8

Table 3 (following page) shows that OCS students are much more likely to face risk factors that tend to lead to drug use than Utah students on average. OCS students (especially 8th graders) perceive that parents, friends, and the community have favorable attitudes toward drugs. Many indicate that they intend to use drugs.

Table 3: OCS students' risk factors (SHARP PNA, 2007)

	Grade 6 %	State %	Grade 8 %	State %	Grade 10 %	State %	Grade 12 %	State %
Parent attitudes favor drug use	9.1	7.6	24.9	15.1	30.1	21.2	16.5	17.4
Comm'ty norms favor drug use	34.3	25.3	42.9	21.6	26.9	17.3	32.9	19.6
Friends' use of drugs	18.3	11.1	48.1	24.1	29.7	22.1	25	18.7
Intention to use drugs	23.5	20.3	29.9	13.4	21.7	18.7	23.1	19.2

OCS students also lack “protective factors,” that is, the elements in their lives that would tend to pull them *away* from high-risk behaviors and *toward* constructive activities and habits. Table 4 shows that many OCS students lack the most important “protective factors”: family attachment, interaction with pro-social peers, and opportunities for pro-social involvement, etc.

Table 4: OCS students' reported protective factors (SHARP PNA 2007)

	Grade 6 %	State %	Grade 8 %	State %	Grade 10 %	State %	Grade 12 %	State %
Opportunity for pro-social community involvement	56	66.3	44	72.9	60.8	73.3	54.8	75.4
Opp. for pro-social school involv.	63.2	57.5	62.5	64.6	67.9	69.7	63	71.2
Family attachment	61.1	67.9	48.7	65.2	68.1	66.5	56	68.4
Interaction with pro-social peers	59.7	65.9	54.3	68.3	61.6	70.5	62	70.7

Eroding tax-base | Inner-city Ogden is caught in an economic downward spiral. Aging infrastructure, dilapidated buildings, and urban blight have driven away many of the large businesses that carried much of the local tax burden. Many smaller businesses that depended on their bigger neighbors to attract customers have followed. And with them has gone a large chunk of local tax funding. Ogden City and OCS now find themselves with *shrinking funding* to address *growing needs*.

Poverty and unemployment | About **28%** of Ogden's inner-city residents live in poverty (**three times** the statewide average), including **half** of Ogden's inner-city children under the age of six (U.S. Census, 2000). Nearly one Ogden resident in ten (**9%**) is unemployed--**double** the statewide rate. Most of Ogden's employed adults hold low-paying jobs: the city's median household income (**\$38,950**) is 22% lower than the national average (\$50,046) (U.S. Census, 2000). Two thirds (**66%**) of the city's working adults earn *less than \$25,000 annually* (the "working poor"). Almost two-thirds (approx. **60%**) of OCS students qualify to receive *free and reduced-price lunch* (vs. 34% statewide).

Substandard housing | Housing available to low-income residents of inner-city Ogden *fails to meet health and safety standards*. Most units have fallen into disrepair: **80%** of inner-city Ogden rental properties have been cited for *zoning and inspection violations* since 2000. Rents in inner-city Ogden are lower than in surrounding communities, but because Ogden residents earn less than their neighbors, housing is relatively *less affordable*. A startling 32% of Ogden residents pay out at least 35% of their income as rent (United States Census, 2000).

Inadequate access to primary health care | Many OCS parents and students do not have access to even basic health care services because they lack medical insurance and are not eligible for either Medicaid or Utah's Children's Health Insurance Program (CHIP) for one reason or another. In emergencies, they can visit local hospital emergency rooms for critical care; as a result, these facilities are often overcrowded and overtaxed.

Gang activity and crime | Inner-city Ogden reports the *highest juvenile violent crime rate* in the state of Utah (**18%**, Juvenile Court State Supervision, 2002). This rate has **doubled** over the last decade as gang membership has increased. Local law-enforcement officials estimate that *one*

of every six area youth (16%) belongs to a gang. Gang members account for *75%-80% of crimes* (and *50% of violent crimes*) reported in the city each day. The Ogden Metro Gang Unit reports that gang-related incidents have increased explosively since 1997, including traffic violations (up 1,100%), weapons possession (+833%), disorderly conduct (+400%), and narcotic violations (+300%).

Substance abuse | The consequences of substance abuse for OCS students are threefold: (1) physical and mental disabilities resulting from mothers' usage during pregnancy, (2) neglect resulting from parents' current substance abuse, and (3) increased likelihood that children themselves will abuse alcohol or drugs.

Ogden is at the center of Utah's growing methamphetamine ("meth") epidemic. Almost two thirds (64%) of meth users in the state are women. Of women in treatment for meth addiction in Utah, nearly three-quarters are mothers (7%+ are pregnant at the time of admission). Meth use during pregnancy can lead to birth defects and disabilities in children. Later, mothers' meth use can lead to child neglect. Many children disabled as a result of their mothers' meth use during pregnancy (so-called "meth babies") and many more who are abused and neglected by drug-abusing parents attend OCS schools.

OCS students are far more likely to abuse alcohol and drugs than their statewide peers. For example, 24% of OCS 8th graders report using alcohol in the past 30 days (vs. 9% statewide). Nearly half (46%) report having ever used alcohol (vs. 23% statewide). Almost 1 in 5 (17%) report having ever engaged in "binge drinking" (vs. 5%). Almost half (45%) report having ever used drugs (vs. 20%). (*Student Health and Risk Prevention [SHARP] Needs Assessment, 2007.*) A quarter (25%) of OCS 8th graders feel that their parents' attitudes are "favorable to drug

use” (vs. 15%). Half (48%) report that their friends use drugs (vs. 24%). Twice as many OCS 8th graders as Utah 8th graders intend to use drugs (30% vs. 13%).

The bottom line | The risk factors described above have a particularly cruel impact on the district’s most vulnerable students and families. Low- to middle-income families are hardest hit by the challenges our community is struggling to overcome. OCS and its partners propose SCOPE as an intervention targeted to meet community members’ needs by creating a full-service community school in Ogden.

(b) (iii) Project services

Mound Fort Middle School already offers *some* services that are typical of full-service community schools (FSCS). But we recognize that turning Mound Fort into true, effective FSCS will involve much more than simply expanding these services and adding a few more. A school can do many things that a full-service school does without being truly a “community school.” We wholeheartedly agree with the Coalition for Community Schools when they say of FSCS that they are “...*both a place and a set of partnerships between the school and other community resources.*” The activities we propose are important--but they are **most** important as indicators of the strength of the partnerships we have formed with people and entities across our community.

Today, OCS offers Family Literacy and Parent Nights, limited student tutoring / mentoring, service learning, and a summertime lunch program (free for children, low-cost for adults).

Through SCOPE, Mound Fort will expand current offerings and add many more: Head Start, education-focused drop-in daycare, Asset-Building Nights, computer / writing lab access for adults, a Mound Fort Hispanic Center, one-on-one mentoring, *Student to Student* tutoring, cross-age reading, Inclusion Center activities, adult employable skills classes, health

education services, preventative healthcare services, GED classes, and *Plazas Comunitarias* adult education classes.

These activities fit into seven of the twelve FSCS qualified services categories. Activities in each category are described in detail in the following sections.

Activity 1 (Qualified Service #1): Early childhood education | The Ogden-Weber Community Action Partnership (OWCAP) is a Head Start provider in Weber County, including parts of Ogden City. OWCAP operates 13 Head Start sites, but **none on the north side of Ogden**--the area served by Mound Fort Middle School. Eligible children in the Mound Fort neighborhood must travel outside of the city to one of OWCAP's northern Weber County locations if their parents choose to participate. OWCAP has a standing waiting list of approximately 100 students, many from the Mound Fort neighborhood. Many more north side parents would likely choose to participate if transportation and access were less of an issue.

OWCAP is eager to make its Head Start program more accessible to north side families. For several years, the organization has been willing to provide qualified staff and needed materials for new classes if a suitable north side location was made available. SCOPE will provide a home for Head Start on the north side of Ogden City by leasing a relocatable classroom at Mound Fort Middle School. OWCAP will place **two full-day Head Start classes** and **one half-day evening class** at Mound Fort. Each class will serve 20 students (60 students in all).

The new Mound Fort location will make Head Start a realistic early childhood education option for needy children and families who live in surrounding neighborhoods. SCOPE will organize students and community members to install commercial playground equipment at Mound Fort that complies with Head Start regulations as a service-learning project.

Beyond the formal Head Start program at Mound Fort, SCOPE will partner with OWCAP to offer a less structured, educationally focused drop-in daycare setting. The program will operate **before school** (7:00 AM - 9:00 AM), **after school** (3:30 PM - 5:30 PM), and in the evenings (5:30 PM - 8:00 PM) each week day (Monday - Friday) on a drop-in basis during the school year. The program will also operate during the summer. Its purpose will be to provide a place for parents to leave their younger children while they attend other activities at Mound Fort with their older children or for themselves. Parents will know that their children will be cared for in a safe environment by qualified educators and educators-in-training who will use the time to teach the building blocks of school-readiness skills (literacy, numeracy, school-appropriate social interaction, etc.). Parents will be enabled to attend other community school activities worry-free; their young children will learn and grow in a safe environment.

Activity 2 (OS #3): Parental involvement and family literacy | OCS and its partners already offer a handful of programs at Mound Fort Middle School designed to increase parental involvement and family literacy. These activities will be strengthened through SCOPE. New activities will be added in order to increase the depth of parental involvement and offer family literacy support to the most disadvantaged families in the Mound Fort neighborhood, especially the area's large Hispanic population. Through SCOPE these services will also be available throughout the summer months to encourage continued parental involvement and family literacy.

- OCS (through a 21st Century Community Learning Centers program called "CCLC Cares") hosts two or three Family Literacy Nights at the school each year. Through SCOPE, We will introduce additional literacy-focused family activities (e.g., "Story-telling Nights," "Read Together Nights," and free book exchanges) throughout the year. These supplemental activities

will encourage home-based family literacy. In addition to SCOPE-sponsored literacy activities, SCOPE will provide transportation to community-based literacy events (e.g., WSU's storytelling festival, OAYA's family activities, etc.).

- SCOPE will add Asset-Building Nights, which feature a variety of activities, including a student performance, baby-sitting for children, presentations, and discussions of relevant social / educational issues, and engaging family activities (games, panel discussions, make-and-take activities, etc.). Each will focus on one or more of the research-based Developmental Assets identified by the Search Institute, e.g. "Family Support," "Caring Neighborhood," and "Service to Others." The Institute describes Developmental Assets as "concrete, common sense, positive experiences and qualities essential to raising successful young people."
- SCOPE will open one of Mound Fort's computer / writing labs to parent use in the evenings. Volunteers from Weber State University's Community Outreach initiative will staff the lab. These volunteers will help parents learn basic computer skills, including resume-writing, Internet use and safety, etc. and use online resources like job search sites, online reference works (e.g. Wikipedia), news sources, etc.
- SCOPE will establish a Hispanic Center at Mound Fort. The Mexican Consulate, with OCS' ALL (Adult Language Learning) Specialist and parent liaison, will lead in developing this component of the project and coordinating local partners. The Center will provide limited legal / educational services ("know your rights"), translation services, assistance with applying for Federal and state programs (Medicaid, food stamps, housing, etc.), tax preparation assistance, guidance on day-to-day complexities of life in the United States (utility billing, obtaining a driver's license, etc.), workshops on how to interact constructively with teachers

and school administrators, and so on. Services provided at the Hispanic Center will significantly improve parents' ability to care for their families' needs. Perhaps the most important services of the Hispanic Center at Mound Fort will be a program of the Mexican Consulate called *Plazas Comunitarias* (see "Adult Education," p.18).

- SCOPE will maintain Summer Media Center hours to encourage student and family literacy throughout the summer. Mound Fort's library will open on Mondays and Fridays for four hours. On Wednesday they will have a field trip to the city library.

Activity 3 (OS #4) Mentoring, other youth development programs | OCS wants every student to have an adult mentor. In most cases, students' parents are able to fill this role. But many parents lack experience needed to be a role model for their children in some areas, especially education: almost half of Ogden adults have not earned a high school diploma (see p. 5). And many OCS students come from one-parent households. Young men, in particular, often lack adult role models in their own homes. SCOPE will use several types of mentoring to meet students' needs. We will partner with several community organizations to train adult volunteers and facilitate mentoring relationships.

- One-on-one mentoring | The Big Brothers / Big Sisters' model for mentoring will be used. The Ogden Chamber of Commerce, OCS, the Ogden-Weber Applied Technology College, and the Mexican Consulate will establish culturally-appropriate mentoring for all students.
- Student to Student | *Student to Student (STS)* is operated by Weber State University. The mission of STS is "*To instill Ogden City School District students and their families with a passion for learning while preparing those students for formal education beyond high school.*" The program has three goals: (1) providing academic support to students in secondary schools,

(2) facilitating parental involvement in the education process, and (3) participating in community partnerships that support the mission of Student to Student. Through STS, university students are trained as mentor-tutors. Program volunteers work with Mound Fort students and their families on a regular basis, both in class and after school.

- Cross-age Reading | SCOPE will give Mound Fort students a chance to be mentors as well as mentees. They will serve as reading / literacy mentors for younger students in the Mound Fort Head Start program (see p.12) and at Gramercy Elementary (immediately adjacent to Mound Fort). Cross-age reading sessions will take place once each week in advisory classes for 9th grade students and reading classes for 7th and 8th grade students. We anticipate that Mound Fort students will benefit from this activity both in terms of their reading skills and their self-confidence and self-esteem.
- Inclusion Center services | The Inclusion Center at Westminster College (located in Salt Lake City) provides youth development retreats designed to help students “explore options for living successfully in an increasingly diverse world.” Student participants are encouraged to design projects that engage the school and community in inclusive activities that promote acceptance and appreciation for diversity.

Activity 4 (OS #6) Community service and service-learning opportunities | Two venues for community service and service-learning will be strengthened and expanded through SCOPE. Quarterly service-learning projects will be coordinated by OCS in partnership with Ogden City and the Ogden Chamber of Commerce. We will mobilize students, parents, teachers, and community partners to: (1) build, refurbish, and/or maintain community facilities (e.g., playgrounds, parks, school grounds, etc.), (2) make and/or collect and distribute essential

supplies (e.g., food, clothing, shoes, coats, etc.) for Ogden's economically disadvantaged citizens and families, and (3) provide services learned in school (e.g., graphic design, word processing, etc.) to local non-profit organizations.

A second community service program will be facilitated through the Utah chapter of Eunice Kennedy Shriver's National Center for Community of Caring. This program is built around "five core values that empower young people to be responsible and caring members of a community: caring, respect, responsibility, trust, and family." These values are the foundation for developing opportunities for students to learn social, work, and civic skills while serving the community. Community of Caring provides professional development that enables teachers to integrate service-learning in education. It is a valuable resource for organizing community service.

Activity 5 (QS #8) Job training and career counseling services | OWATC and other community partners will offer periodic mini-courses (at least monthly) in basic employable skills at Mound Fort. A new science / technology center is nearly completed at Mound Fort Middle School. This new wing of the building will have fully-equipped labs for science, computer-aided drafting (CAD), and computer science. Cutting edge technology and equipment will make these classrooms ideal learning environments. Two of the classroom-labs will be dedicated for the OWATC courses that are taught on-site in the afternoons and evenings.

One aim of these classes is to teach employable skills to neighborhood adults. Examples of courses: Business Administrative Support, Customer Service, Medical Assisting / Coding, Resume-writing and interview skills, etc. In concert with the OWATC mini-courses, the Utah Division of Workforce Services will provide counseling in resume preparation and job interview skills. They will help participants find and apply for available jobs using their database.

Activity 6 (Qualified Service #10) Primary health and dental care | Weber-Morgan Health

Department will partner with SCOPE to provide a variety of educational and preventative-care services at Mound Fort. Both will be provided by a registered nurse (RN) that SCOPE will employ half-time (0.5 FTE; 3 PM - 6 PM each weekday).

- Health education services will include courses on nutrition, smoking cessation, avoiding childhood obesity, child car-seat installation, and sustainable healthy lifestyles.
- Preventative care services will include well-child screenings, physicals, immunizations (specifically the required TB shots for 7th grade students), inoculations (e.g. flu vaccines and others), and referrals to low- and no-cost medical services providers for treatment.
- Mental health services will include evening counseling through a Licensed Clinical Social Worker (LCSW) employed by Children's Aid Society. Counseling services will be available from 3 PM to 7 PM, two nights each week and will be primarily focused on family counseling.

Activity 7 (OS #12) Adult education, including ESL instruction | OCS currently offers GED

tutoring courses for area adults through the 21st Century Community Learning Centers program (CCLC Cares). SCOPE funding will enable the district to serve more adults (especially adults 18-24) through this program. Earning a GED will enable these individuals to obtain better employment.

As mentioned previously, the centerpiece service of the Mound Fort Hispanic Center will be an adult education program called *Plaza Comunitaria*. This component is a distance education service of Mexico's Ministry of Education through the country's regional consulate in Salt Lake City and in partnership with the Mexican Institute of Adult Education. *Plaza Comunitaria* serves expatriate Mexican citizens. (See the appended letter of support.) *Plaza Comunitaria* at Mound

Fort Middle School (PC@MFMS) will allow Hispanic parents to complete their elementary, middle, and high school education *in Spanish*, as accredited by Mexico's Ministry of Education. On average, Hispanic parents in OCS neighborhoods have completed between nine or ten years of primary education. Many lived in rural areas of Mexico without access to education before emigrating to the United States. PC@MFMS will allow them to pick up their primary education where they left off. The skills, knowledge, and confidence parents will develop will enable them to better support their children academically and socially.

Plaza delivers instruction through three modes: satellite broadcasts, web-based curriculum modules, and in-person instruction from staff. All *Plaza Comunitaria* services are free of charge to participants. In fact, Mexico's congress voted last year to fund scholarships (i.e. stipends) for *Plaza* participants who complete blocks of coursework. Scholarships will serve as a strong incentive to parents to participate in the program; they will compensate for the loss of income parents could have earned during the time they spend bettering their education.

Enabling parents to access *Plaza Comunitaria* at their children's middle school will also encourage participation. Many Hispanic parents find large institutional buildings (like the OCS district office complex, State of Utah and US government buildings, etc.) intimidating and unwelcoming and would not feel comfortable attending classes there. They are more likely to participate in a smaller, more intimate neighborhood setting like Mound Fort Middle School.

Beyond their role in setting up *Plazas Comunitaria* at Mound Fort, the regional consulate of Mexico will consult with SCOPE staff during the pre-program planning phase (see p.22) and on an ongoing basis. Their contribution to the project will be invaluable: they will increase the cultural competency of project staff and help them design activities and offer resources that

OCS' Hispanic parents will appreciate and regularly use. Their input will help OCS make Mound Fort a place where Hispanic parents feel truly welcome.

ADEQUACY OF RESOURCES

(a) The adequacy of the resources for the proposed project

OCS has extensive experience coordinating Federal grant programs and implementing school- and community-based activities and services of similar size and scope to the proposed project. Examples include two Smaller Learning Communities grants (\$1.5 million each), a Carol M. White Physical Education Program grant (\$1.5 million), and a Teaching American History grant (\$500,000). Initiating and overseeing such programs has helped OCS develop grants management expertise and successful and long-standing partnerships with many community entities. We and our partners (see below) possess all the knowledge, experience, personnel, and resources to successfully create full-service community schools.

(b) (i) Adequacy of support... facilities, equipment, supplies, and other resources

OCS involved its partners, students, and parents in a review of resources needed for successful implementation of SCOPE. Our experience managing Federal grants of similar size and complexity has helped us estimate the need for facilities, resources, and equipment to support SCOPE and plan accordingly. Committed support from the district and many community partners, summarized below and detailed in appended forms, will meet SCOPE needs:

- Facilities | The addition of a new wing at Mound Fort Middle School (the new science / technology center described earlier) means that the school has ample facilities for all SCOPE activities, including: gyms, state-of-the-art computer labs, libraries, kitchens, classrooms, outdoor recreation fields, office space, etc. Mound Fort is committed to opening its facilities to

the community for a minimum of 65-70 hours each week (12 hours / day M-F, 5-10 hours / weekend). OCS will install two portable buildings on the grounds of Mound Fort to house the Head Start program, the educational drop-in daycare, and the registered nurse who will provide health education / preventative medical services through SCOPE (the project will lease this space from the district). SCOPE will also borrow classroom space as needed at a recently renovated religious education facility immediately adjacent to Mound Fort in the evenings.

- *Equipment* | Most project activities and services require very little equipment. OCS will be the primary supplier of equipment, including: projectors, computers, software, TVs, DVD players, books, copy machines, gym / athletic equipment, etc. Community partners will contribute specialized equipment as needed to support specific activities.
- *Personnel* | All partners are committed to contributing to the success of SCOPE through school councils, the SCOPE Advisory Committee, etc. Beyond staff to be hired specifically for project duties, full-time staff now employed by each partner will take an active part in the project (see appended memoranda of understanding). Parents and community members are also committed to volunteer their time and expertise as volunteers on councils and in school- and community-based services.

(b) (ii) Relevance and demonstrated commitment of each partner

SCOPE has broad-based community support from multiple, diverse, and qualified project partners dedicated to meeting the needs of Ogden's youth and families. Each partner will have a representative on the SCOPE Advisory Committee, an extension of the existing Ogden Area Youth Alliance (see p.25). Each organization will work under the direction of the Committee in

different yet coordinated ways to accomplish their common goal. Each organization has the capacity (in the form of resources and experience) to carry out its role:

- Weber State University | WSU will play an active role in project activities related to tutoring, mentoring, college preparation (financial and general), parent education and outreach, and health-related services (through nursing and dental hygienist programs among others). The university will be a critical source of skilled volunteers, will host summer and in-school field trips and workshops for students and families, and will play a leading role in components of the project focused on parent education. WSU and OCS have enjoyed a mutually beneficial partnership over many years. As OCS' "local" university, WSU has provided many services to OCS and its students through outreach programs.
- Ogden-Weber Applied Technology College | The OWATC represents an outstanding additional post-secondary and adult education option for the Ogden community. OWATC and OCS have long partnered to provide technical education programs in OCS high schools; the proposed project will be an opportunity to capitalize on this existing strong partnership to offer OWATC classes at FSCS. SCOPE will make available a range of mini-courses designed to increase basic job skills and improve employability, courses like: Business Administrative Support, Customer Service, Medical Assistant, Resume-writing and interview skills, workplace communication, etc. These mini-courses may also act as a bridge to full OWATC programs.
- Mexican Consulate | The Mexican Consulate is a key partner in SCOPE. The most important contribution of the Consulate is access to the Plazas Comunitarias program. The Consulate will also assist in planning and implementing culturally-appropriate services (e.g., the Hispanic Center, youth mentoring programs, etc.).

- YMCA / CCLC Cares | The YMCA has a long history of serving youth across America. Currently, OCS' "CCLC Cares" after school program is administered by the district and operates on Federal grant funding (21st Century Community Learning Centers). In order to improve the security and sustainability of this important program (which will be a key partner with SCOPE in the after-school hours), we have chosen to move CCLC Cares under the umbrella of the local YMCA chapter beginning with the next fiscal year. CCLC brings with it partnerships with many important community entities, including: Boys and Girls Club, Your Community Connection, and others. These CCLC partners are eager to participate in SCOPE. We anticipate a close working relationship between CCLC Cares / YMCA (and all associated partners) and SCOPE / OCS throughout the proposed project period to avoid duplication of services and to ensure that resources are used as efficiently as possible.
- Children's Aid Society | The Children's Aid Society is a top-rated children's charity and a nationally-recognized expert in developing and implementing community schools. Children's Aid Society will be an invaluable source of technical assistance and support as OCS implements SCOPE.
- Weber Human Services | WHS works closely with OCS administrators and teachers to provide integrated school- and community-based services for students and their families. They will make select services available at FSCS to more readily accommodate community members' needs. They will also help OCS develop and implement Asset Building Nights.
- Utah Division of Workforce Services | OCS and the Division of Workforce Services (DWS) have been seeking opportunities to work together to expand services to OCS families. SCOPE provides an opportunity for these two entities to offer employment counseling and assistance.

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- Ogden City Recreation | Ogden City Recreation uses Mound Fort's facilities in the evening and on weekends to host several adolescent and adult athletic leagues (e.g., basketball, volleyball, etc.). These leagues are an important source of physical activity and community-building.
- OWCAP | The Ogden-Weber Community Action Partnership (OWCAP) is the area provider for the Head Start program. They are eager to establish a Head Start program at Mound Fort. Space for the program will be provided by OCS and OWCAP will fund the personnel and materials needed. Over the summer months OWCAP will administer a non-Head Start preschool program (see p.13).
- Community of Caring | The University of Utah is the local site for the Eunice Kennedy Shriver National Center for Community of Caring. Community of Caring is an evidence-based and nationally-recognized youth development / character education program. They will be a key partner in coordinating service-learning training and opportunities for SCOPE participants.

(b) (iii) Costs are reasonable in relation to the number of persons to be served / services to be provided

The project will serve 200 OCS families during the first year of the project and more in subsequent years. Much of the target population is traditionally under-served (ethnic minorities, transient, low-income, English language limited, etc.) and will benefit greatly from the services available through SCOPE; many of them have no other means of receiving these critical services. This full-service community school will be a permanent source of comprehensive services for the community, making it an investment in future students and community members. Given this level of impact on the entire community, OCS believes that the Federal budget request is reasonable. OCS and its partners believe in the potential of SCOPE to the extent that they are generously contributing resources to the project even though no match is required.

QUALITY OF THE MANAGEMENT PLAN

(a) The quality of the management plan for the proposed project

Ogden City Schools accepts legal responsibility for the control and management of all FSCS funds awarded in connection with this application. The management plan described below will assure that SCOPE is carried out in accordance with Federal regulations and established goals.

(b) (i) Planning, coordination, management, and oversight...

OCS administrators drew on important and long-standing partnerships to bring to the project a broad range of perspectives, expertise, and resources. OCS has a long history of working with these entities to meet the needs of its students. The committees described below have been and will be involved in every phase of planning, management, and evaluation of SCOPE services.

SCOPE Advisory Committee | OCS and all project partners are members of the Ogden Area Youth Alliance (OAYA). Upon funding, OAYA will form a SCOPE Committee comprising members of each partners organization. The Advisory Committee will consist of the Project Director and representatives from each community parter (see list of partners, p.22). The Board will review evaluation data in order to make data-driven decisions about what is working about SCOPE and what is not--and how to fix what is not working. The Committee will meet monthly (in conjunction with regular OAYA meetings) to make and follow up on assignments.

School Community Council | Under Utah law, every school in the state is required to establish a School Community Council. Councils meet monthly. Each council is comprised of elected “parent or guardian members” and “school employee members.” (The principal is an appointed member but cannot serve as the Council chair.) Members serve two-year terms. Councils are responsible to develop a school improvement plan, develop the School LAND Trust Program,

assist in the development and implementation of a staff professional development plan, develop a child access routing plan, and advise and make recommendations to school and school district administrators and the local school board regarding the school and its programs, school district programs, and other issues relating to the community environment for students.

(b) (ii) Roles and time commitments of key personnel

Table 5 outlines the major project personnel, their qualifications, and their time commitments. These key project leaders will also be supported by the FSCS committees described above, which include OCS personnel, community partners, parents, and students.

Person / entity	Qualifications / time commitment	Roles and responsibilities
FSCS Administrator	OCS Executive Director of Curriculum Mr. Rich Moore* (0.10 FTE). Advanced degree in education & administration; experience in leadership & curriculum.	Oversees administration of the project; develops resources/ materials/ partnerships to support project goals and sustainability; and monitors timeline.
Mound Fort Principal	Mr. Kevin Kuykendall (0.10 FTE, district contribution). Advanced degree in Educational Administration; 15+ years' experience in teaching and administration.	Oversee implementation & administration; develop partnerships and materials to support goals and sustainability. Report to Superintendent.
Project Director / Community School Coordinator	To be hired (1.0 FTE). Preferred qualifications: Advanced degree in education; experience in teaching, school reform, school administration, leadership training, partnerships.	Coordinates site FSCS integration/ implementation; oversees finances; develops resources and partnerships to support goals and sustainability. Reports to Principal.

Registered Nurse	To be hired (1.0 FTE). Preferred qualifications: RN certification; 3+ years' experience.	Provide health education at FSCS; refer students and/or families to appropriate school- and community-based mental health services
Licensed Clinical Social Worker	To be hired (.50 FTE). Preferred qualifications: LCSW; 3+ years' experience in school counseling	Provide counseling for individuals and families as referred by school counselors
School Data Clerk	Current staff at Mound Fort; expert in data collection and management	Provides needed data to project leaders and external evaluators.
External Project Evaluators	Drs. Shuster* and Hobbs*; Ph.D.s in Research and Evaluation Methodology and Administration, Curriculum, and Instruction; experience in educational evaluation, measurement, etc.	Oversee evaluation, including data collection, management, analysis and reporting. (Refer to <i>Quality of Project Evaluation</i>)
* see appended vita		

QUALITY OF THE PROJECT EVALUATION

(a) The quality of the evaluation to be conducted of the proposed project

Ogden City Schools will contract with a highly qualified external evaluator to conduct a comprehensive formative and summative evaluation of SCOPE.

Spectrum Education Group (SEG) will serve as the independent evaluator for SCOPE. SEG evaluates programs across the United States; over sixty to date, encompassing \$160+ million in federal funding. SEG evaluators who hold advanced degrees in Research and Evaluation Methodology; Administration, Curriculum, and Instruction; and Education Leadership have extensive experience in evaluation, assessment, measurement, administration, staff development, and teaching and use advanced theoretical methods and statistical technology to gather, analyze, and report vital project data. Dr. Thomas Shuster (Ph.D. in Research & Evaluation) and Dr.

Deborah Hobbs (Ph.D. in Curriculum & Instruction) will serve as lead evaluators for the proposed project. (See vita, appended.)

(b) (i) Objective measures that are clearly related to the intended outcomes

We have selected measurable performance indicators to assess progress toward each project objective (see below). Objective 1 is a *process evaluation objective*; Objectives 2-4 are *performance evaluation objectives*. Below, we will describe evaluation activities connected with each objective, including *what* quantitative and qualitative data will be gathered and *how* it will be collected, analyzed, and reported.

OBJ. 1: CREATE A FULL-SERVICE COMMUNITY SCHOOL AT MOUND FORT

Evaluation of Objective 1 will yield data that satisfies the Secretary's **required performance indicator**, which is *the percentage of families targeted for services who receive services*.

Activities for Objective 1 will comprise an implementation and process evaluation of SCOPE, describing and documenting the project and its history. Evaluators will comprehensively describe organizational structure, program goals, the project intervention as implemented, the underlying theoretical framework and assumptions, and the specific project activities. Changes made during the project in response to evaluation findings or practical considerations will be noted. Programmatic and organizational factors that contributed to problems and/or project successes will be identified and described. The community context and target population will be studied and described, including participants' experiences with and reactions to the program.

Evaluators will use data from three sources to measure progress toward this objective: (1) reviews of program documents, curriculum, websites, records (including attendance records), and others materials; (2) surveys, interviews and focus groups with students, parents, school

staff, and community partners; and (3) on-site observations. This information will provide a rich, multi-faceted view of SCOPE and its implementation.

OBJ. 2: INCREASE STUDENT LEARNING

Types of data (quantitative and qualitative) to be collected

To assess whether and to what extent student learning has increased, evaluators will collect the following data:

- *Attendance data*, including records of absences and tardies. We will discriminate between excused absences (illness, family emergencies, etc.) and unexcused absences.
- *CRT performance data*, or students' scores on the Utah Performance Assessment System for Students (U-PASS) criterion-referenced tests (CRTs). The U-PASS CRT includes tests of student knowledge in several subject-areas: mathematics, language arts, and science.
- *Behavior*, or the number of incidents that result in a student being referred to a school- or district-level administrator for discipline.

Instruments and collection methods

Most data related to this objective will come from extant records that the school either maintains on site (attendance, grade, and behavior data) or receives from state agencies (CRT data). Evaluators will receive flat files containing needed data on a regular basis (varies by data-type depending on availability) and will import these values into a secure, web-based project data management system. Student data files will be scrubbed to remove personal identifying information that is not relevant to the evaluators' analyses.

How data will be analyzed

Data for Objective 2 are strictly quantitative in nature (e.g. days missed, scores earned, behavioral incidents recorded, etc.). Evaluators will use standard statistical tools and methods to analyze changes in each indicator within each project year and across all project years. Subgroup analyses will reveal possible differences in impacts of the project on specific groups of students (e.g. economically disadvantaged students, minority students, ESL students, etc.).

Collection and reporting schedule

As mentioned above, data related to Objective 2 are extant and are released on a regular schedule (i.e., the end of each semester). CRT data is released in July of each year. Attendance data is collected on an ongoing basis and may be collected as needed to support planned analyses. Table 6 (section b.ii, p.34) is a master reporting schedule for all project data.

OBJ. 3: INCREASE FAMILY ENGAGEMENT

Types of data (quantitative and qualitative) to be collected

To assess whether and to what extent family engagement has increased, evaluators will collect the following data:

- Student responses to the *Profiles of Student Life: Attitudes and Behaviors Survey* from the Search Institute (see description, below).
- Project records of *volunteerism* at the school, including the number of individual volunteers, the total number of volunteer hours received, and the types of volunteer service provided.
- Teachers' and counselors' records of *interactions with parents*, including the number of interactions, the nature of interactions, and total time spent in interactions.
- Records of parent *attendance* at PTA meetings. To the extent possible, attendance records will include links between parents and their students so that evaluators can disaggregate attendance

data in order to determine changes in attendance patterns by subgroup (e.g. parents of economically disadvantaged, ESL, and minority students).

Instruments and collection methods

The *Profiles of Student Life: Attitudes and Behaviors Survey* is a product of the Search Institute, an independent, nonprofit, nonsectarian organization whose mission is to provide leadership, knowledge, and resources to promote healthy children, youth, and communities. This research-based survey comprises 156 items providing “an aggregate portrait of the Institute’s 40 Developmental Assets as experienced by 6th-12th grade youth... In addition to measuring Developmental Assets, the survey also measures eight thriving indicators, five developmental deficits, and 24 risk-taking behaviors.” Evaluators will use results from this instrument to learn about the internal and external “assets” students do or do not possess related to high-risk behaviors and schooling performance. These include family support, positive family communication, and parent involvement in schooling.

Project evaluators will provide online forms that staff will use to track volunteer hours and interactions with parents. Forms will include spaces for all needed data elements (names, dates, times, descriptive codes, links to students, etc.). (See the appendix for a full description of the online project data system, which will include these forms.)

How data will be analyzed

Evaluators will conduct the following analyses on data from the *Profiles of Student Life* survey:

- Trends in the percentage of students reporting that they possess each of the 20 “external assets”
- Trends in the percentage of students reporting that they possess each of the 20 “internal assets”
- Trends in the average number of assets reported by students

Evaluators will analyze these trends collectively to identify broader changes in assets across the community (aggregate) and among key highly impacted subgroups (disaggregate).

Other quantitative data associated with Objective 3 (volunteerism, interaction with parents, attendance at PTA meetings) will be analyzed using statistical methods and tools similar to those used to analyze Objective 2 data (see description on p.29).

Collection and reporting schedule

Evaluators will administer the *Profiles of Student Life* survey to a sample of students at Mound Fort Middle School each year. A baseline measurement will be taken before the project begins. Other data for Objective 3 will be collected on an ongoing basis. It will be sent to the evaluators at the end of each semester. Table 6 (p.34) is a master reporting schedule for all project data.

OBJ. 4 IMPROVE SCHOOL EFFECTIVENESS

Types of data (quantitative and qualitative) to be collected

To assess whether and to what extent school effectiveness has improved, evaluators will collect the following data:

- Student, teacher, parent, and community members’ responses to the *Creating a Great Place to Learn* from the Search Institute (see description, below).

- Project records of *community support* at the school, including the number of individual volunteers; the expertise, resources, and/or equipment received; and other support provided.

Instruments and collection methods

The *Creating a Great Place to Learn* (CGPL) survey is a product of the Search Institute (see description above). Research indicates that a positive school learning and work climate is critical for student success and connection to the school and for staff performance and satisfaction. The CGPL surveys (one for students, one for staff) measure student and staff perceptions of the school climate. Both surveys examine three dimensions of school climate: relationships, organizational attributes, and personal development.

Project evaluators will provide online forms that staff will use to track support from community members (e.g., volunteer hours, donated resources and expertise, etc.). Forms will include spaces for all needed data elements (names, dates, times, descriptive codes, links to students, etc.). (See the appendix for a full description of the online project data system, which will include these forms.)

How data will be analyzed

Data collected using the *Creating a Great Place to Learn* survey is qualitative in nature. While numeric values can be assigned to the various responses for the purpose of analyzing trends, the principle use of the data will be to salient themes in the participant responses. Evaluators will prepare periodic reports presenting the state of the school's climate and recommending areas in which school staff should consider making changes in order to improve the school.

Other data associated with Objective 4 (community support, volunteerism, etc.) are quantitative in nature; evaluators will analyze these data using statistical methods and tools similar to those used to analyze Objective 2 and 3 data (see description on p.29-31).

Collection and reporting schedule

Evaluators will administer the *Creating a Great Place to Learn* survey to a sample of students at Mound Fort each year. A baseline measurement will be taken before the project begins. Other data for Objective 4 will be collected on an ongoing basis. It will be sent to the evaluators at the end of each semester. Table 6 is a master reporting schedule for all project data.

(b) (ii) Timely and valid information on the management, implementation, or efficiency of the project

Project evaluators will produce a formative report once each quarter for project leaders. Data to be included in each report are described in Table 6.

Table 6: Quarterly evaluation reports

Goals	Q1 report (Oct)	Q2 report (Jan)	Q3 report (Apr)	Q4 report (Jul)
OBJ. 1: Create FSCS	- Reports on surveys and focus groups with students, parents, and/or teachers	- Process evaluation progress report	- Reports on surveys and focus groups with students, parents, and/or teachers	- Process evaluation progress report
OBJ. 2: Increase student learning	- Prior Spring behavior data	- Fall semester attendance data - Fall semester student grades	- Prior Fall behavior data	- Spring semester attendance data - Spring semester student grades - Report on prior year's CRT data

Goals	Q1 report (Oct)	Q2 report (Jan)	Q3 report (Apr)	Q4 report (Jul)
OBJ. 3: Increase family engagement	Parent volunteerism report	PTA attendance report	Report on <i>Profiles of Student Life</i> survey data	Parent-teacher interaction report
OBJ. 4: Improve school effectiveness	Report on prior year's <i>Creating a Great Place to Learn</i> data			Report on community support

(b) (iii) Guidance on or strategies for replicating or testing the project intervention in multiple settings

One of the most important features of the evaluation plan described above is that it provides for ongoing documentation of the development and evolution of the theory and practice of full-service community service schools in Ogden City Schools. The product over five years will be a comprehensive record of the challenges, solutions, successes, and lessons learned in implementing the principles of full-service community schools in a diverse school environment. The accumulated evaluation reports will serve as a handbook for implementing similar strategies in other settings across the district and state.

Application Requirements

1. A list of partner entities that will assist the eligible applicant in coordinating or providing services.

- Weber State University
- Ogden-Weber Applied Technology College
- Mexican Consulate
- YMCA / CCLC Cares
- Children's Aid Society
- Weber Human Services
- Utah Division of Workforce Services
- Ogden City Recreation
- Ogden-Weber Community Action Plan (OWCAP)
- Community of Caring

2. A memorandum of understanding between the applicant and all partner entities describing the role the partner entities will assume.

See attached memoranda of understanding from each partner.

3. A description of the capacity of the applicant to provide and coordinate qualified services at an FSCS.

OCS has extensive experience coordinating Federal grant programs and implementing school- and community-based activities and services. Initiating and overseeing such programs has helped OCS develop the capacity (in the form of resources, experience, and partnerships) to successfully create full-service community schools. Please refer to pp. 20-27

of the program narrative for additional information regarding our capacity to implement full-service community schools.

- 4. A comprehensive plan that includes descriptions of the students, families, and school community to be served, including information about the demographic characteristics and needs of the students, families, and community residents, the estimated number of individuals to be served, and the frequency of services to be provided.**

Ogden City Schools (OCS) serves nearly 13,000 students in inner-city Ogden, Utah; a mid-sized industrial / military city 30 miles north of Salt Lake City. OCS is proud of its remarkable diversity. The district is one of just three *minority-majority school districts* in the state of Utah (52% minority students). The percentage of OCS students who represent ethnic minorities has increased about 2% each year since 2000. Almost half of all OCS students are Hispanic (46%). A quarter of OCS students (24%) receive English as a Second Language (ESL) services.

OCS students face many barriers to health, well-being, and academic success, including the potent combination of *educational deficits, limited opportunities for pro-social involvement, an eroding tax-base, poverty, unemployment, substandard housing, inadequate health care, gangs, crime, and substance abuse*. Many of these problems are **unique to Ogden** within Utah. (see p.5-11 for additional information).

SCOPE will be guided by four research-based project objectives (see p.2-5). The seven SCOPE qualified services (see p.11-20) are based on the identified needs and on the capacity and expertise of OCS and its community partners. SCOPE will serve 200 families in the target population during Year 1 and more in subsequent years. Services will be available to

individuals and families in Ogden before and after school, in the evenings, on weekends, and in the summer.

5. A list and description of the qualified services to be provided or coordinated by the eligible entity and its partner entities.

- Activity 1 (QS #1) Early childhood education
- Activity 2 (QS #3) Parental involvement and family literacy activities
- Activity 3 (QS #4) Mentoring and other youth development programs
- Activity 4 (QS #6) Community service and service-learning opportunities
- Activity 5 (QS #8) Job training and career counseling services
- Activity 6 (Qualified Service #10) Primary health and dental care
- Activity 7 (QS #12) Adult education, including ESL instruction

Please refer to the program narrative (p.11-20) for a full description of each activity.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **4678-Mandatory_Ogden_FSCS_appendix.pdf**

Appendix

- Resumes / Curriculum Vitae
- Memoranda of Understanding

Rich E. Moore

Ogden City Schools
1950 Monroe Boulevard
Ogden, UT 84401
Phone: 801-625-8765
Fax: 801-625-8778
Email: moorer@m.ogden.k12.ut.us

(b)(6)

Education

Doctor of Philosophy (Instructional Leadership) <i>Utah State University</i>	2007 <i>Logan, Utah</i>
Reading Endorsement Certification <i>Weber State University</i>	2002 <i>Ogden, Utah</i>
ESL Endorsement Certification <i>Weber State University</i>	1996 <i>Ogden, Utah</i>
Gifted and Talented Endorsement Certification <i>Utah State University</i>	1987 <i>Logan, Utah</i>
Professional Administration Certificate <i>Utah State University</i>	1986 <i>Logan, Utah</i>
Master of Education <i>Utah State University</i>	1982 <i>Logan, Utah</i>
Bachelor of Sciences, Elementary Education <i>Weber State University</i>	1980 <i>Ogden, Utah</i>

Professional Experience

Executive Director Curriculum <i>Ogden City Schools</i>	2003-Present <i>Ogden, Utah</i>
Ogden High School Assistant Principal <i>Ogden City Schools</i>	2002- 2003 <i>Ogden, Utah</i>
Area Director and K-12 Curriculum Coordinator <i>Ogden City Schools</i>	1997- 2003 <i>Ogden, Utah</i>
Elementary Principal <i>Dee and Lynn Elementary</i>	1987- 97 <i>Ogden City Schools</i>
Teacher, Grades 3-6 <i>Bates Elementary</i>	1980 – 87 <i>Weber County Schools</i>
Instructor Weber State University <i>ESL Assessment and Parent involvement courses</i>	2007 – Present <i>Weber State University</i>
ESL Endorsement Instructor for Teachers	2000 – Present

<i>Northern Utah Curriculum Consortium</i>	
Facilitator / Xerox Problem Solving <i>Ogden City Schools</i>	1997 – Present <i>Ogden City Schools</i>
ESL Endorsement Instructor for Administrators <i>Foundations / Strategies</i>	1996-98 <i>Ogden City Schools</i>
Covey Seven Habits Trainer <i>Ogden City Schools</i>	1995 – 99 <i>Ogden City Schools</i>

Honors and Leadership

Administrator of the Year <i>Ogden City School District</i>	2001-2002 <i>Ogden, Utah</i>
Board Member <i>Ogden City Credit Union</i>	1997 - 2002 <i>Ogden, Utah</i>
Child Advocate of the Year <i>Child Abuse Prevention Center</i>	1997
Resource List of Exemplary Educators <i>Utah State Office of Education</i>	1995 – 98 <i>Utah</i>
President, Elementary Administrators Association <i>Ogden City Schools</i>	1993 – 94 <i>Ogden City Schools</i>
Principals Academy <i>Utah State Office of Education</i>	1990 – 91 <i>Utah</i>

Professional Service and Field – Based Activities

- District Math Curriculum Coordinator	1997 – present
- District Science Curriculum Coordinator	1997 – present
- District Educational Technology Coordinator	1997 – present
- District Library Media Coordinator	1997 – present
- Ben Lomond Area Director	1997 – present
- District Language Arts Curriculum Coordinator	1997 – 99
- Teacher Education Committee Weber State University	1999 – present
- Consultant, Carbon County Schools	1997 – 98
- Presenter, Title I State Conference	1997
- LEP Classroom and Building Models Instruction	1997 – 98
- Presenter, National Conference Year-around Schools	1992
- Mentor, Springfield Development for new principals NAESP	1992
- Facilitator, Ogden City Schools	1991 – present

Professional References

Dr. Reed Spencer	801-737-7289
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Superintendent Noel Zabriskie
Sandy Coroles

801-737-7301
801-737-7502

Associations

- Phi Delta Kappa, Weber State University Chapter
- Member, Utah and National Association Elementary School Principals
- Member, Utah and National Association of Supervision and Curriculum Development
- Member of Ogden City Schools Administrators Association
- Member of Northern Utah Curriculum Directors Association

KATHLEEN A. BIDEAUX

4187 SOUTH 4100 WEST
West Haven, Utah 84401
(801) 731-4602
bideauxk@ogdensd.org

EDUCATION

M.Ed.	Weber State University, Ogden, Utah	1998
	<ul style="list-style-type: none">• <i>Special Education Endorsement</i>• <i>Curriculum & Instruction</i>	
	Roosevelt University, Chicago	1992
	<ul style="list-style-type: none">• <i>The Teaching of Journalism Summer Internship Program</i>	
B.A.	University of Illinois, Chicago	1991
	<ul style="list-style-type: none">• <i>Teaching of English</i>	

PROFESSIONAL EXPERIENCE

Educator , Ogden City School District	1993 – present
<ul style="list-style-type: none">• Grants Coordinator	2005 – present
<ul style="list-style-type: none">• Smaller Learning Communities Site Facilitator	2003 – 2005
<ul style="list-style-type: none">• Comprehensive School Reform Facilitator	2002 – 2005
<ul style="list-style-type: none">• Language Arts Educator	1998 – 2004
<ul style="list-style-type: none">• Special Educator & Department Chairperson	1994 – 98
<ul style="list-style-type: none">• Project CARES Site Coordinator	1993 – 94
Adjunct Faculty , Weber State University	1998-1999
English/Journalism Teacher , Chicago Public Schools	1991-1993
Physical Recreation Instructor , Chicago Park District	1989-1991

MISCELLANEOUS PROFESSIONAL EXPERIENCE

Secondary Literacy Planning Team , Utah State Office of Education	2007 – present
State Social Studies Committee , Utah State Office of Education	2007 – present
Ogden City Chamber of Commerce , Ogden City Schools	2007 - present
School Support Team Specialist , Ogden City School District	2006 – present
Advanced Placement Committee , Utah State Office of Education	2006 – present
Instructional Focus Chair: Language Arts , Ogden City School District	2005 – 2006
Accreditation Team Leader , Ogden City Schools—Ben Lomond	2003 – 2005
Teaching & Learning Committee , Utah Education Association	2002 – 2004
District Literacy Team , Ogden City School District	2001 – 2004
Fall Author Contest Committee , Ogden School Foundation	2000 – present
Teacher Leader , Ogden City School District	1998 – present
Executive Board , Ogden Education Association	1998 – 2002

NUMEROUS GRANTS AWARDED

2007	Teaching American History <i>Frontiers in the Making of American History</i>	Awarded: \$500,000
2006	Advanced Placement Incentive Program <i>Ogden Middle Schools: AVID</i>	Awarded: \$118,000
2006	Smaller Learning Communities <i>Cohort 6: Instructional Coaching & Curriculum</i>	Awarded: \$1.5 million
2005	Smaller Learning Communities Grant <i>Special Initiative: Reading Program</i>	Awarded: \$2.5 million
2004	Utah State Office of Education <i>Entry Year Enhance Program: Teacher Mentoring</i>	Awarded: \$20,000
2004	Comprehensive School Reform Grant <i>School Improvement Plan/Developing Learning Communities</i>	Awarded: \$80,000
2003	Comprehensive School Reform Grant <i>School Improvement Plan/Developing Learning Communities</i>	Awarded: \$70,000
2001	National Education Association, Urban Grant <i>Implementing Effective Mentoring</i>	Awarded: \$5,000
2001	Jordan Fundamentals <i>Heroes, Icons, & Role Models</i>	Awarded: \$2,500
2000	National Education Association, Urban Grant <i>Teacher Induction Program</i>	Awarded: \$5,000
2000	Incentives for Excellence <i>Improving & Integrating Literacy</i>	Awarded: \$4,000
1998	Incentives for Excellence <i>Improving Reading for A-Risk Students</i>	Awarded: \$4,000

AWARDS & RECOGNITIONS

2005	Teacher of the Year—Ben Lomond Community Council
2003	Teacher of the Year—Ben Lomond High School
2002	Teacher of the Year, <i>Sam's Club</i>
1999	Focus on Excellence, Ogden Foundation
1998 – 01	Teacher Apple Award, <i>Standard Examiner</i>

NUMEROUS PRESENTATIONS

2007	Northwest Educational Laboratories <i>Sustainability = Success</i>
2007	<i>High Schools That Work</i> Summer Conference <i>Developing Effective Professional Development Programs</i>
2004-05	Ben Lomond High School <i>Implementing Focus Teams and Achieving School Goals</i>
2004	Ben Lomond High School <i>Creating a Common Syllabus</i>
2004	<i>High Schools That Work</i> Summer Conference <i>Developing an Effective Mentoring Program</i>
2002	Ogden/Weber School District Reading Endorsement Program <i>Teaching Writing Using the 6 Traits</i>
1998 –	Ogden City School District New Teacher Induction

REFERENCES

- **Rich Moore**, Executive Director of Curriculum and Special Programs for the Ogden City School District, 1950 Monroe, Ogden, Utah, Utah 84401. Telephone: 801-737-7300
- **Reed Spencer**, Executive Director of Elementary Education for the Ogden City School District, 1950 Monroe, Ogden, Utah, Utah 84401. Telephone: 801-737-7290
- **Dr. Bruce Penland**, Executive Director for the Ogden City School District, 1950 Monroe, Ogden, Utah, Utah 84401. Telephone: 801-737-7309

1350 SOUTH GLEN EAGLES DRIVE SYRACUSE, UT 84075
PHONE 801.779.1449 EMAIL kuykendallk@ogdensd.org

KEVIN KUYKENDALL

EDUCATION:

- 1995 University of Utah SLC, UT
M.Ed. Educational Administration
- 3.5 GPA
 - Area of particular interest- legal issues in education
- 1991 Brigham Young University Provo, UT
Bachelor of Arts
- Major in Spanish
 - Minor in Coaching

PROFESSIONAL EXPERIENCE:

- 2006-present Mound Fort Middle School Ogden, UT
Principal
- 2001-2006 Mound Fort Middle School Ogden, UT
Co-Principal
- 1997 -2001 Ben Lomond High School Ogden, UT
Assistant Principal
- Freshman Center Administrator
 - Multiple duties as assigned
- 1991-1997 Brockbank Junior High School Magna, UT
Teacher
- Taught Spanish & ESL
 - Served as Dean of Students for two years
- 1991-1997 Brockbank Junior High School Magna, UT
Coach
- Head volleyball and track
 - Assistant head coach for American Fork High School

1993-1994 West Lake Junior High
Intern Assistant Principal

West Valley City, UT

- Multiple duties as assigned

INTERESTS AND ACTIVITIES:

Bilingual in Spanish and Portuguese
Public Speaking
Writing children's stories in Spanish
Award winning racquetball player
Membership – NASSP, UASSP, NACD

COMMUNITY:

Co-taught "legal issues" at and around Ben Lomond High School
Taught Spanish courses for Bowman and Kemp Steel
Taught Spanish courses in Ogden (OCSD)
Minority advocate, transition from Ben Lomond to Weber State University

REFERENCES:

Rich Moore-Ogden City School District (801) 737-7288
Bruce Penland- Ogden City School District (801) 737-7309

Bruce R. Penland, Ed.D.
Academic/Professional Vita

Personal

Address:

(b)(6)

Office: Ogden City School District, District Administrative Offices 1950 Monroe Blvd. Ogden,
Utah 84401

(801) 625-8756 Office Desk

(b)(6)

(801) 625-8778 Fax

Academic Credentials

Doctor of Education Degree - 1985 University of Alabama

Major: Special Education (Mental Retardation)

Minor: Educational Administration

Masters of Education of Degree - 1972 University of Utah

Major: Special Education (Mental Retardation)

Bachelor of Arts Degree - 1971 University of New Mexico

Major: Secondary Education

Minor: Geography

Professional Teaching/Administration Experience

Public Schools

1997 to present

District Applied Technology Director, and District Educational Coordinator
(K-12)

1995 to 1997

Principal, Ben Lomond High School

Employer: Ogden City School District, Ogden, Utah

1993 to 1995

Principal, Washington Alternative High School

Employer: Ogden City School District, Ogden, Utah

1986 to 1993

Principal, Washburn District High School

Employer: Maine School Administrative District #45, Washburn, Maine

1977 to 1987

District Director of Special Education

District Director Chapter 1

Employer: Caribou School Department, Caribou, Maine

1974 to 1977 Program Curriculum/ Designer and District Wide Chairman of the Self-contained Learning Disabilities

Employer. Fairfax County Public Schools, Fairfax, Virginia

1972 to 1974 Special Education Teacher, Tuscaloosa County High School Employer:

Tuscaloosa County Public Schools, Tuscaloosa, Alabama

Professional Teaching Experience

State Institutions

1975 (summer) Director of Summer School and Curriculum Development

Northern Virginia Training School (State institution for the Mentally Retarded)

1971 (Jan.-June) Research Assistant, Department of Psychology Behavior Modification Research Project

Employer. Los Lunas Hospital/Training School, Los Lunas, NM

Professional Teaching Experience

University Level

1979 to 1993 Adjunct Professor, Department of Education, University of Maine at Presque Isle, Presque Isle, Maine

Teaching Assignments included the following course titles:

Mainstreaming Handicapped Students
Handicapped Students in Public Schools
Introduction of Exceptional Children
Secondary Students with Special Needs
Introduction to Learning Disabilities

1979 to 1993 Adjunct Professor, Department of Psychology, University of Maine at Fort Kent, Fort Kent, Maine

Teaching Assignments included the following course titles:

Child Psychology
Abnormal Psychology
Interviewing and Counseling
Individualizing Classroom Instruction
Behavior Modification
Psychology of the Exceptional Child

1973 to 1975 Graduate Assistant Lecturer (doctoral level) University of Alabama, Tuscaloosa, Alabama

Teaching Assignments included the following course titles:

Introduction to the Exceptional Children
Assessment of the Exceptional Child
Mental Retardation
Multiple Handicapped Child

Past Related Professional Activities

1. **Fulbright Memorial Fund recipient** – three week educational research project, Japan, October 2002.
Member of the Ogden City School **District Leadership Team** 1994-present
2. Member of the Ogden City School District, **Employer Negotiating Team** 1994 and 2001
3. **Facilitators Training** - Heller and Cunningham Consulting Inc, Boston, MA. 1998
4. **Advanced Facilitators Training** -- Heller and Cunningham Consulting Inc., Boston, MA. 1999
5. **Certified Trainer** of the Stephen Covey's 7 Habits 1998
6. **President, Ogden City School District Administrative Association** 1995-1996
7. **Public School Representative**, Weber/Davis County Gang Task Force 1993-1994
8. Member of the Maine State Department of Education, **University Accreditation Team** 1982 - 1984
9. Member of the University of Maine -Presque Isle **Secondary Education Curriculum Development Committee**
10. Member of the **University Teacher Education Advisory Council**, University of Maine - Fort Kent 1984-1986, University of Maine - Presque Isle 1982-1984
11. Publicly elected **School Board Member**, Maine School Administrative District #45, 1985 - 1986
12. **Member of the New England Association of Schools and Colleges Accreditation Team** (assignment- Assistant Chairman, High School Accreditation Division) 1986-1992
13. **President**, Aroostook County Directors of Services for Exceptional Children 1984-1985
14. Treasurer, (President Elect) Executive Council, Maine Association of Directors of Services for Exceptional Children 1984-1986
15. Member of the Maine State Department of Education, School Districts Special Education Evaluation Team 1979-1986
16. Public School **Representative**, Bureau of Mental Retardation, State of Maine Department of Education Articulation Committee 1982-1986
17. School District **Representative**, Maine Central Aroostook Regional Administrator Certification Compact 1989-1993
18. District **Asbestos Compliance Officer**, Maine School Administrative District #45, Washburn, Maine 1988-1993 (Certification/Training through State of Maine EPA Department
19. **Chairman**, State Soccer Committee, Maine Secondary Principals Association 1992-1993

References: Upon Request

Eileen M. Nicholas

(b)(6)

Experience:

More than thirty five years in the field of Education, including teaching all three grade levels and graduate and under graduate studies.
Counseling all levels (K-Graduate School)
Teacher Specialist supervising the district's school counselors and the grants and programs in the areas of Character Education, Service Learning, Teen Pregnancy Prevention, Human Sexuality, Gang Prevention and Intervention, Comprehensive Guidance, and At Risk Funding
Due Process Hearing Officer for the Ogden School District.
University Teacher and Counselor for the University of Phoenix for 14 years.

Employment History

Ogden City School District – Ogden, Utah
Teacher Specialist at Student and Family Services 6/05 to Present
Elementary Counselor T.O. Smith 10/21 to 5/05, Student and Family Services Teacher Specialist 1/98 – 10/18/02, Counselor 1/98 – 8/87, and Teacher 8/87-8/78
State Youth Development Center (Dept. of Juvenile Corrections- Ogden, Utah
Teacher 5/78 – 8/72 (Art and Reading)
University of Phoenix-Salt Lake City
Teacher, Counselor, and Area Chair 8/92-Present

Education:

Utah State University – Logan, Utah
Classes taken in the Administrative Endorsement Program.
Brigham Young University – Provo, Utah
Masters of Education with a School Counseling Certification
April 17, 1987
Weber State University – Ogden, Utah
Bachelor of Science in Secondary Education
June, 1972 Middle School Endorsement

Awards:

Counselor of the Year for the State of Utah 1996
Represented the State of Utah as Counselor of the Year on the National Level USCA Conference Indianapolis 1996
CEP Award 1998 Character Ed. School in the Nation
An Apple for the Teacher Award 1988, 89, 92, 97
Child Advocate of the Year 1999
Teacher of the Year University of Phoenix Utah 1999-2000

Professional Organizations:

USCA Board Member, ASCA, OEA, ASCD and NEA
Community of Caring and Service Learning National Trainer
Salvation Army- Board of Directors Ogden
Crossroads of the West Board Member Ogden
Weber Healthy Community Coalition Ogden

Thomas Anthony Shuster, Ph.D.

Spectrum Education Group
1750 North Research Parkway
North Logan, UT 84341
Phone: (435) 753-9333
Fax(435) 753-9444
E-mail: shuster@spectrumconsulting.com

EDUCATION:

Ph.D. in Psychology with specialty in Research and Evaluation Methodology
(Utah State University), 1996

M.S. in Psychology (Utah State University), 1995

B.S. Elementary Education (Arizona State University), 1978

PROFESSIONAL AFFILIATIONS:

American Educational Research Association

American Evaluation Association

American Psychological Association

National Council of Teachers of Mathematics

PROFESSIONAL EMPLOYMENT:

Occupational Venue: Spectrum Education Group

Time Period: January, 1997 - Present

Position/Title: **Managing Partner**

Occupational Venue: Western Institute for Research and Evaluation

Time Period: April, 1993 - December, 1996

Position/Title: **Senior Research and Evaluation Associate**

Occupational Venue: Edith Bowen Laboratory School

Utah State University

Time Period: March, 1990 - March, 1993

Position/Title: **Research and Development Director**

Occupational Venue: Center for Information Technology

Utah State University

Time Period: July 1988 - February, 1990
Position/Title: **Research Associate / Professional Training Specialist**

PUBLICATIONS:

Shuster, T. A. (1996). The comparability of peer sociometric measures with the School Social Behavior Scales (SSBS) in identifying peer-rejected students. Unpublished doctoral dissertation. Department of Psychology, Utah State University, Logan, Utah.

Shuster, T. A. (1996). The relationships of gender and age with peer acceptance in primary-grade, multiage classrooms at Edith Bowen Laboratory School. Unpublished master's thesis, Department of Psychology, Utah State University, Logan, Utah.

Byrnes, D. A., **Shuster, T. A.**, & Jones, M. (1994). Parent and student views of multiage classrooms. Journal of Research in Childhood Education, 9(1), 15-23.

Shuster, T. A. (1993). The fate of reading in the information age. Journal of Utah's National Association of English Teachers.

Shuster, T. A., & Klag, P. (1992). Early childhood learning communities: Findings and initial recommendations. The Collaborator, 4(10), 3-4.

PRESENTATIONS AT PROFESSIONAL MEETINGS AND CONFERENCES:

Shuster, T. A. (1995, April). Patterns of peer acceptance in primary-grade, multiage classrooms. American Educational Research Association, San Francisco, CA.

Shuster, T. A., & Klag, P. (1991, February). A showcase presentation of Edith Bowen Laboratory School's research and development program upon selection as the nation's outstanding laboratory school. Annual meeting of the National Association of Laboratory Schools, Atlanta, GA.

Shuster, T. A. (1990, October). Using Video-based instruction to teach core mathematics concepts to groups and individuals. Northeastern regional conference of the National Council of Teachers of Mathematics, Parsippany, NJ.

Shuster, T. A. (1990, January). Using Level I videodisks to teach math and science in the elementary and middle school. Annual conference of the National Diffusion Network, Washington, D.C.

Dr. Shuster has conducted dozens of workshops to classroom teachers at both the elementary and secondary school levels in two specialty areas: (1) Cooperative Learning in the Classroom; and (2) Talents Unlimited™ (A critical and creative thinking skills program).

FUNDED RESEARCH, EVALUATION, & DEVELOPMENT PROJECTS:

The following are selected examples representative of the \$130 million + in similar projects that Dr. Shuster and SEG has obtained and evaluated.

Title / Year: Teaching American History, 2007-10.
Amount: \$999,974
Agency: Madison County Board of Education / Alabama

Title / Year: Teaching American History, 2007-10.
Amount: \$499,953
Agency: Grangeville Joint School District / Idaho

Title / Year: Teaching American History, 2007-10.
Amount: \$999,512
Agency: SCMCEED / Mississippi

Title / Year: Teaching American History, 2007-10.
Amount: \$478,891
Agency: Passaic County Technical Institute / New Jersey

Title / Year: Teaching American History, 2007-10.
Amount: \$999,947
Agency: Logan City School District (NUCC) / Utah

Title / Year: Teaching American History, 2007-10.
Amount: \$500,000
Agency: Ogden City School District / Utah

Title / Year: Teaching American History, 2007-10.
Amount: \$999,389
Agency: Weber School District / Utah

Title / Year: Teaching American History, 2007-10.
Amount: \$499,966
Agency: Clarkston School District / Washington

Title / Year: Jacob K. Javits Gifted & Talented Education, 2004-07.
Amount: \$774,239
Agency: Davis County School District / Utah

Title / Year: Steppingstones, 2004-07.
Amount: \$377,693
Agency: Spectrum Consulting / Utah

Title / Year: USDE Smaller Learning Communities, 2004-07.
Amount: \$546,124
Agency: Jordan School District / Utah

Title / Year: Physical Education for Progress, 2004-07.
Amount: \$1,466,770
Agency: Ogden School District / Utah

Title / Year: Improving School Libraries Grant, 2004-07.
Amount: \$348,911
Agency: Opelika School District / Utah

Title / Year: Improving School Libraries Grant, 2004-07.
Amount: \$349,039
Agency: Lawrence School District / Mississippi

Title / Year: Project thereNow, 2004-05.
Amount: \$497,050
Agency: Weber School District / Utah

Title / Year: Teaching American History, 2004-07.
Amount: \$994,476
Agency: Washington County School District / Utah

Title / Year: Teaching American History, 2004-07.
Amount: \$999,913
Agency: Davis County School District / Utah

Title / Year: Ute 21st CCL, 2003-06.
Amount: \$1,031,620
Agency: Uintah School District & Ute Indian Tribe / Utah

Title / Year: Reading First, 2003-06.
Amount: \$996,124
Agency: Ogden City School District / Utah

ABBREVIATED VITA
Deborah Evelyn Hobbs

EDUCATION

- Ph.D. in Administration, Curriculum, and Instruction, with an emphasis in instruction. Major: English Education--Rhetoric and Composition. Completed December 1983, University of Nebraska, Lincoln, NE 68588
- M.A.C.T.(Master of Arts in College Teaching) Major: English, with an emphasis in English for the disadvantaged learner. Completed 1976, Auburn University, Auburn, AL
- B.S. in Education. Major: English Minor: French. Completed in 1970, Auburn University, Auburn, AL 36830

CERTIFICATIONS

- Talents Unlimited (TU) National Certified Trainer (Critical and Creative Thinking Skills Model Elementary Version)
- Talents Unlimited to the Secondary Power (TU2) National Certified Trainer (Secondary Version)
- Concerns Based Adoption Model (CBAM) National Trainer

PROFESSIONAL EMPLOYMENT

- 2003 to Present: Spectrum Education Group, LLC—a Research and Evaluation Firm
- 1990-2003 Utah State University, Associate Professor, Elementary Education/Co-Director, Utah Writing Project
- 1986-1990 Mobile County Public Schools in Mobile, AL 36605
Position: National Director, TALENTS UNLIMITED [a federally funded creative/critical thinking skills model (grades 1-6) in the gifted and talented category of the National Diffusion Network, a division of the Department of Education responsible for disseminating exemplary educational programs nationally]
- 1985-1986 Mobile County Public Schools in Mobile, AL 36605
Position: Composition/Reading Specialist, Department of Staff Development
- 1970-1985 Various school districts across the country as a teacher of English

SELECTED SCHOLARLY ACTIVITIES

Sample of Evaluations Conducted

- Teaching American History (TAH)--six separate projects
- Smaller Learning Communities (SLC)—six separate projects
- Carol White PE Projects (PEP)
- Readiness and Emergency Management for Schools (REMS)

Sample Publications

- **Hobbs, D.E.** & DiRaimo, V. (Spring, 2002). *Storyacting: A Revision Strategy for Young Writers--A Research Report*. National Association of Laboratory Schools Journal, 26(1), 1-7.
- Dever, M.T. & **Hobbs, D.E.** (1998). *The Learning Spiral: Taking the lead from how children learn*. Childhood Education, 75(1), 7-11.
- Smith, J., & **Hobbs, D.** (1996). *Did your family take baths on the prairie? Learning history through literature study groups in second grade*. Social Studies and the Young Learner, 9(2), 12-15.
- **Hobbs, D.E.** (1993). *Using the 'write' talent: Talents Unlimited and the writing process*. In C.L. Schlichter & R. Palmer (Eds.), Thinking Smart: A Talents Unlimited primer (pp. 103-118). Mansfield Center, CT: Creative Learning Press.
- **Hobbs, D.E.** & Schlichter, C.L. (1991). *Talents Unlimited*. In A.L. Costa (Ed.), Developing minds: Programs for teaching thinking (Rev. ed., Vol. 2. pp. 73-78). Alexandria, VA: ASCD.
- Schlichter, C.L., **Hobbs, D.E.**, & Crump, D.W. (1988). *Extending Talents Unlimited to secondary schools*. Educational Leadership, 47(7), 36-40.

Sample Refereed Presentations

- **Hobbs, D.E.** *Storyacting: A Vehicle for Revision with Young Writers and An Authentic Opportunity for Communication #5--Questioning*. National Talents Unlimited Conference (**TU**) in Mobile, AL, February 2003.
- **Hobbs, D.E.** and Harris, N. *Teaching Reading Comprehension Skills Through Writing in Practicum Classrooms*. International Reading Association (**IRA**) in San Francisco, CA, 4/30/02
- **Hobbs, D.E.**; Roberts, P; & Klein, B. *Watsons Go to Birmingham--1963: A Springboard for Powerful Inquiry and Authentic Reading/Writing Opportunities*. National Council of Teachers of English (**NCTE**) in Birmingham, AL, March 2001.
- DiRaimo, V. & **Hobbs, D.E.** *Research Results of Project in Storyacting*. Presented at the National Association of Laboratory Schools (**NALS**) in Boca Raton, FL, March 2000.
- **Hobbs, D.E.** & DiRaimo, V. *Storyacting: A Vehicle for Revision with Young Writers*. National Council of Teachers of English (**NCTE**) In New York City, March 2000.
- **Hobbs, D.** & Zollinger, T. *Finding Voice Through the Book Arts: A Ghosute Tale*. Presented at the National Council of Teachers of English (**NCTE**) in Albuquerque, NM, March 21, 1998.
- **Hobbs, D.E.** *Why TU Works: A View from Cognitive Psychology*. Presented at the Talents Unlimited (**TU**) National Conference in Mobile, Alabama, February 28, 1998.
- **Hobbs, D.E.** & Sturgess, M. *TU²: A Tool for Unlocking the AP English Exam*. Presented at the National Council of Teachers of English (**NCTE**) Conference in Boston, MA, March 22, 1996.
- **Hobbs, D. E.** & Merrill, W. *Talents Unlimited to the Secondary Power: A Vehicle for Embedding the Teaching of Creative and Critical Thinking in the Middle Level Curriculum* . Presented in the Research Strand at the National Middle School Association (**NMSA**) Conference in New Orleans, LA, November 2, 1995.
- **Hobbs, D. E.** *Enhancing Creative and Critical Thinking Through Children's Literature*. Presented at the National Association for Gifted Children (**NAGC**) Conference in Salt Lake City, Utah, November 12, 1994.

Sample Curriculum Consultant Invitations

International

- New Brunswick, Canada. *Talents Unlimited to the Secondary Power: Teacher Workshop*. Conducted a two-day training seminar for 12 secondary teachers in Florenceville, New Brunswick. July 12-14, 1994.
- American Samoa. *TALENTS UNLIMITED: Teacher Workshop*. Conducted a two-day training seminar for elementary teachers from both the public and private schools, October 10-11, 1991.

National

- Auburn, AL. *Cooperative Learning Follow-up and Language Arts Implementation*. Worked with the 7th grade teams from Drake Middle School on their implementation of CL and language arts methods in Auburn, AL, April 19-23, 2004.
- Cincinnati, Ohio. *Talents Unlimited to the Secondary Power: Assessing the Talents*. Conducted a two-day workshop for thirty middle school and elementary teachers at Summit Country Day, August 23-24, 2001.
- Knoxville, TN. *Academic Controversy: An Advanced Cooperative Learning Structure for Teaching Conflict Resolution Skills*. Conducted a one-day workshop for 100 K-12 teachers at Webb School, August 13, 2001.

Sample Consultant and In-service Invitations

- *The Craft of Genre*. Keynoted the Utah Writing Project. 75 teachers from across the state were in attendance. September 30, 2000.
- *The State of the Art in Writing Instruction*. Keynoted the Nebo School District Literacy Conference. 200 teachers in attendance. July 28, 2000.
- *The Mini-Lesson in Writers' Workshop*. Presented a two-hour session to 45 teachers at the Cache County Reading Council February 18, 2000.
- *Successful Reading Programs in America's Schools: What Teachers Need to Know*. Keynoted the Utah Language Arts Conference in Layton, UT, August 4, 1998.
- *Literacy Through the Book Arts*. Workshop for 25 teachers at Westmore Elementary in Alpine School District, Orem, UT, February 11, 1998.
- *Children's Literature Isn't Just for Children Anymore!* Keynote for Weber School District's Teacher Academy for 45 teachers K-12, December 15, 1997.
- *Conferencing with Young Children in Writers' Workshop*. Presented at Lindon Elementary School to 50 teachers from Alpine School District in Lindon, UT, February 11, 1997.
- *Academic Controversy: A Tool for Teaching Conflict Resolution Skills*. Presented at Lindon Elementary School to 35 teachers from Alpine School District in Lindon, UT, 1/28/97.
- *Using Children's Literature to Teach Creative and Critical Thinking*. Presented at Tooele School District's Mid-Winter Institute for 45 teachers at Grantsville High School in Grantsville, UT January 20, 1997.
- *An Inviting Bibliography of Children's Literature*. Presented at Lindon Elementary School to 40 teachers from Alpine School District in Lindon, UT, January 21, 1997.

- *The Power of Literature Study*. Presented at Lindon Elementary School to 45 teachers from Lindon, UT, February 1, 1996.
- *Results of the Box Elder Jr. High Implementation of Talents Unlimited to the Secondary Power*.
- *The Power of Literature Study*. Presented at the Ben Lomond Council of IRA at Weber State University in Ogden, UT, January 13, 1994.
- *Children Think the Darndest Things!* Keynote address for the 1993 Intermountain Gifted Conference in Logan, Utah, June 14, 1993.

Boards

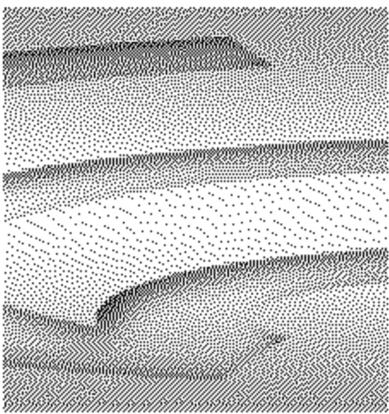
- American West Heritage Center (AWHC) Board of Trustees—Secretary to the Board 2004-
- InTech Collegiate High School Board of Governors—Co-Chair 2005-

Sample of Recognitions

- 1999, 1995, 1994, 1993 Recognized as Teacher of the Year for the Department of Elementary Education.

Sample of Awards

- Teacher of the Year for the College of Education 1993



1-866-356-3779 (voice) - 435.753.9444 (fax)

www.deepwelldata.com

DeepWell Data Services develops advanced web-based tools that collect, store, analyze, and report vital data for clients in real time.

DeepWell clients are:

- Education and government entities (school districts, universities, city and state governments, law enforcement entities, etc.)
- Non-profit community- and faith-based organizations
- For-profit businesses

Our clients rely on DeepWell Data tools to help them manage and evaluate programs and services they provide. We work one-on-one with each client to learn:

- What the client needs to know about their programs and services
- Where needed information "lives" and how we can best help the client gather it
- How data should be analyzed so that the client and others (funders, oversight boards, community members, etc.) can easily interpret and use it
- How data should be reported to meet client needs and funder requirements

Then, we go to work and build a data tool tailored to the client's individual needs.

Our design philosophy

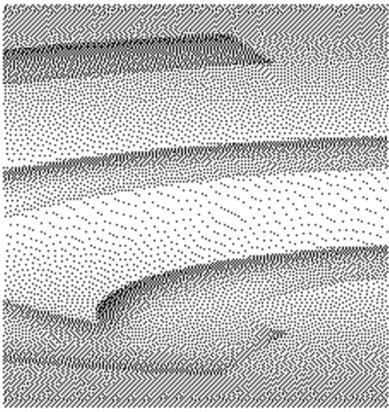
We're believers in the "Get Real" design philosophy described by [37signals](http://www.37signals.com). To quote:

- Getting Real is a smaller, faster, better way to build software.
- Getting Real is about skipping all the stuff that *represents* real (charts, graphs, boxes, arrows, schematics, wireframes, etc.) and *actually building the real thing*.
- Getting Real is less. Less mass, less software, less features, less paperwork, less of everything that's not essential.

Learn more about "Getting Real" at www.37signals.com. Basically, we talk as little as possible, listen as much as possible--and then roll up our sleeves and simply get the job done.

We build tools that are easy to use because we help clients define what they need and build a tool to match: nothing more, nothing less. And our tools are modular. We can build what a client needs now and "snap on" more features later, if and when they're needed.

Most of our clients decide they need a data tool when they kick off a grant-funded program of some sort. Grants usually come with strings attached--like an annual progress report (an "APR") to the funding agency.



1-866-356-3779 (voice) - 435.753.9444 (fax)
www.deepwelldata.com

Services we provide

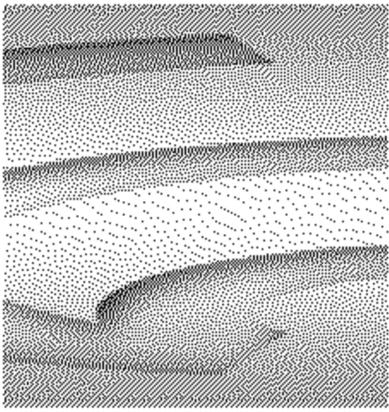
We provide these services to clients:

- *Data needs assessments:* We help clients identify the information they need to answer important questions about their projects and services.
- *Tool design consultation:* We work together with clients to create the look, feel, and functionality they need in a data tool.
- *Tool development:* We code a web-based tool tailored to clients' individual needs.
- *Tool deployment:* We work with clients to launch the new data tool across their organization.
- *Training:* We provide on-site training for users, helping them get off on the right foot.
- *Documentation:* We provide print-based documentation that meets the needs of clients' users--from manuals to job aids, depending on what's needed. A tooltip-based help system is built into every tool, too. Want to see how it works? Just rest your mouse over [this](#) link for three seconds, and viola!
- *Tool hosting:* We host the tools we build on the Web so that clients can access them wherever they can connect to the Internet.
- *Reporting assistance:* We design each tool to meet clients' reporting needs at the click of a button. If a client's project is grant-funded, we design the tool to produce as much as possible of their Annual Performance Report automatically based on data in the system. If a client needs to produce other kinds of reports, we make sure their tool can crunch and format the necessary numbers quickly and simply.
- *Technical support:* We provide technical support that meets clients' individual needs from Day 1. Deepwell staff are available by phone and email to answer questions and solve problems. Our tools are sturdy and simple, but we're always there to help if something goes wrong.

Features of our tools

We custom-fit every tool we build to the client's needs, so every tool is a little different. They all have some key features in common, though. They are:

- *Accessible anywhere:* our tools are web-based, so clients can use them wherever they can connect to the Internet
- *Web-standards compliant:* our tools play equally well with Internet Explorer, Firefox, Safari, Mozilla, etc.
- *Simple and self-explanatory:* our inline, tooltip-based help system gives you the info you need, when you need it
- *Dynamic:* our tools generate clear, Flash-based charts and graphs that draw on all available data in real time, on demand



1-866-356-3779 (voice) - 435.753.9444 (fax)
www.deepwelldata.com

- *Secure*: our tools are built on 128-bit SSL encryption technology, so clients' sensitive data stays safe from prying eyes
- *Role-based*: our tools let clients give different privileges to different people, so users can see and change only what they should given their responsibilities

Want to see some of our tools in action? Click [here](#) and choose a streaming video intro to a few of our latest.

Tool modules

We build our tools out of interoperable pieces. We customize tools on two levels: (1) we mix and match pieces to build a client's full solution, and (2) we customize each piece to meet clients' specific needs. Our current inventory of pieces looks like this (and we're always building new ones):

- Case management forms
- Assessments
- Surveys
- Specialized online evaluation tools (e.g. supporting tools like the *Concerns Based Adoption Model*)
- Calendars
- Contacts and email forms
- Data-entry forms
- Batch-upload portals
- And more



1850 Monroe Boulevard
Ogden, UT 84401-0819
801.737.7300
www.ogdensd.org

Noel R. Zabriskie
SUPERINTENDENT

Eugene N. Hart
BUSINESS ADMINISTRATOR

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April 14, 2008

Department of Education
Office of Innovation and Improvement
Grant Review Committee

Dear Committee Members:

The Ogden City School District firmly believes that by serving the needs of our community, we will increase our students' success and strengthen our families. We believe that our schools should be the center of our community, a place where partnerships thrive to improve education, health, social, family, and economic outcomes. One of the goals of the Ogden City School District is to increase parent involvement. To develop an environment that meets these needs, I am pleased to support our school district's proposal for the U.S. Department of Education's Full-service Community Schools Program "School and Community in Ogden Partnering for Excellence (SCOPE)." Using funding from this grant, we will create a much-needed full service community school at Mound Fort Junior High.

SCOPE will extend education from early childhood through adult education and promote family learning. It will act as the vehicle that strengthens our families and community through partnerships with agencies like Children's Aid Society, Weber-Morgan Health Department, the Ogden-Weber Applied Technology College, and the Consulate of Mexico.

The Ogden City School District is dedicated to ensure that the project is implemented successfully. As superintendent of the Ogden City School District, I pledge my support for the school district's proposed

Sincerely,



Noel R. Zabriskie,
Superintendent

Affirmative Action
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ADA Employer

LEARNING DIVERSITY ABILITY RESPONSIBILITY

PR Avon 4/14/08 05



April 14, 2008

Superintendent Noel Zabriskie
Ogden City Schools
1950 Monroe Ave.
Ogden, Utah 84401

1950 Monroe Boulevard
Ogden UT 84401-0619
801.737.7300
www.ogdensd.org

Dear Superintendent Noel Zabriskie,

The Ogden City Schools, 21st Century Community Learning Center (CCLC-CARES) is offering support to the Ogden City Schools Full-Service Community School Grant Application. For the last 4 years the Ogden School District has provided after-school opportunities in four focus areas: 1) academic support, 2) youth development and prevention education, 3) family education support, 4) student and family transition support. These programs are designed to reinforce and complement the regular academic program of participating students.

At the beginning of this next fiscal school year CCLC-CARES will be under the umbrella of the YMCA. The YMCA mission is to build strong kids, strong families and strong communities. We are eager to collaborate with the Full Service Community School Project to continue to offer youth and family services during after-school hours. Our plans are to coordinate our efforts along with our community partnerships and work together to build a strong Full Service Community School, which will meet the needs of all our family members in this community.

The key to a strong partnership in the proposed SCOPE Project is communication, committees will need to be formed to coordinate partnerships in the planning, management, and evaluation of SCOPE services, so that we do not duplicate our efforts. We look forward to moving ahead with this project and support the efforts of Ogden School District to improve our students and families' education.

Sincerely

Marsha Prantil, MS
21st Century Community Learning Center Director

Family Community Resource Center
Ogden/Weber After School Program • Marsha Prantil - Program Specialist
281 25th Street • Ogden, Utah 84401 • (801) 737-8572

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United Way of
Northern Utah



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April 14, 2008

Department of Education
Office of Innovation and Improvement
Grant Review Committee

Dear Committee Members:

As principal of MD Fort Junior High, I understand the great need our community has for a full service community school. I recognize that various non-academic factors influence student achievement and will work with our community partners to develop a comprehensive environment that aligns resources and builds relationships. Through *SCOPE*, MD Fort will become the hub of our community, a place where families thrive.

By providing strong leadership and management, I will work to align our school's resources for ensure this success. I will build a thriving, respectful relationship among parents, staff, students, and the community.

Through its implementation, Further, *SCOPE* will extend education at MD Fort from HeadStart through adult education and family literacy. It will facilitate healthy lifestyles and enable families to learn together. Through partnerships with agencies like Children's Aid Society, Weber-Morgan Health Department, the Ogden-Weber Applied Technology College, and the Consulate of Mexico, we will create successful conditions for students succeeding at school and throughout their lives.

In conclusion, MD Fort is dedicated to ensure that the project is implemented successfully. As principal, I pledge my support for the school district's proposed FSCS grant.

Sincerely,



Kevin Kuykendall, Principal

CAS | Children's Aid Society of Utah since 1910

Pregnancy Counseling Adoption Parenting Education
652 26th Street Ogden, Utah 84401

April 11, 2008

Kathleen Bideaux
Ogden City School District Grant Coordinator
1950 Monroe Blvd.
Ogden, Utah 84401

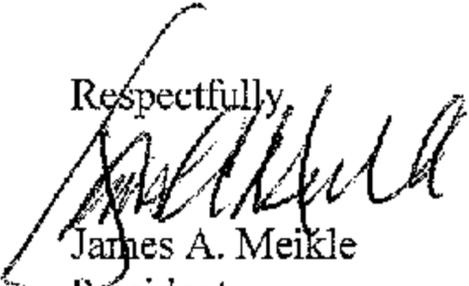
Dear Kathleen,

Children's Aid Society of Utah was established in 1910. The purpose of this organization since that inception has been to protect and strengthen children. Our services encompass but are not inclusive in providing pre-natal counseling, particularly unwanted pregnancies, choices, parenting classes, nurturing and protecting children, life long counseling and strengthening our neighborhoods through focused projects. We recognize the necessity of partnering with other quality organizations and providers in the community in addressing the complex needs of our youth.

Children's Aid Society has participated with the Ogden City District in teaching classes in and outside the classroom regarding decisions, relationships and desired futures. We provide services regarding health care, clothing, school and other personal needs. Members of our staff are fluent in speaking Spanish and as such we address significant needs with the greater Ogden area's Latino-Hispanic population. We are located in an old inner-city mansion and recognized as a "safe house" for students and children.

We see ourselves as providers for the betterment of our youth. We continually look forward to opportunities that will allow us to partner with Mound Fort School and the Ogden City School District in better serving Ogden's youth and children.

Respectfully,



James A. Meikle
President



Consulate of Mexico in Salt Lake City

April 14, 2008

The Consulate of Mexico in Salt Lake City is proud to partner with the Ogden City Schools '*School and Community in Ogden Partnering for Excellence*' (SCOPE) program in order to respond to the growing needs faced by the Hispanic and Mexican communities.

The Consulate of Mexico in Salt Lake City is looking forward to contribute to the SCOPE goals offering continuing support and guidance, helping to promote the program within the Hispanic population and collaborating with community related activities.

Our Community Affairs staff has been working with Ogden City Schools officials in order to enrich SCOPE with an adult education program called *Plaza Comunitaria*. This program has been designed to allow Hispanic parents to re-engage in their education (literacy, elementary and high school) as well as to foster their children education.

As an official representation of the Government of Mexico, our office is committed to the success of the SCOPE activities that will provide outstanding venues to connect specific needs of the Hispanic and Mexican communities with the right providers.

Sincerely,

Eusebio Romero
Consul of Mexico

Tel (801) 521-8502
Fax (801) 521-0534

consuladoslc@consulmexslc.org
<http://www.sre.gob.mx/saltlake>

155 S 300 W, Suite 300
Salt Lake City, Utah 84101



**Ogden-Weber
Community Action
Partnership, Inc.**
3159 Grant Avenue
Ogden, UT 84401
(801) 399-9281
Fax: (801) 399-9887
E-mail: Info@owcap.org

Brad Dee
Board of Trustees
Chairperson

Dr. Donald R. Carpenter
Agency Administrator/
Head Start Director

Mission Statement:
*OWCAP inspires those in
poverty to become self-sufficient
through innovative services and
collaborative efforts.*

CSBG
Adult Education
Asset Management
Employment Assistance
Information & Referral
Low-Income Housing
Food Pantry

HEAD START
Education & Early
Childhood Development
Health, Mental Health,
Disability, & Transportation
Services
Program Management &
Design



April 14, 2008

Kathleen Bideaux
1950 Monroe Blvd.
Ogden, UT 84401

Dear Ms. Bideaux,

As you know, Ogden-Weber Community Action Partnership (OWCAP) has a mission to inspire those in poverty to become self-sufficient through innovative services and collaboration. This grant, School and Community in Ogden Partnering for Excellence (SCOPE), proposed by Ogden City School District (OCS) and operating in conjunction with multiple community partners, fully meets the intent of our mission. OWCAP operates a Head Start program serving Weber County, which includes the Ogden area. We are always looking for opportunities to partner with local schools to provide Head Start services within the school community for the children. By partnering with SCOPE, we will be able to better serve the children in the northern Ogden area. This is a high need area of the community and we consistently have a long waitlist of children we have been unable to serve in this area. A partnership to operate early childhood classes at Mound Fort Middle School will be beneficial for both parties. OWCAP looks forward to working with OCS in support of the SCOPE project.

Sincerely,

Dr. Donald Carpenter
Agency Administrator/ Head Start Director



April 14, 2008

To Whom It May Concern,

Weber State University's pre-college programs, Student to Student Outreach (STS) and TRiO Educational Talent Search (ETS) are two programs designed to help secondary students within Ogden School District to achieve their goals of college-readiness and enrollment. These programs target low-income students who would be the first in their families to attend college. As part of the services delivered, ETS provides students with information regarding college preparation, financial aid assistance, scholarship information, and college enrollment. STS provides students within the schools with college students who act as mentors and tutors, providing academic support and role-modeling for students within the targeted schools, primarily for the students served by ETS.

Ruth Stubbs (ETS) and Sheldon Cheshire (STS) coordinate the efforts of ETS advisors and WSU mentor/tutors within each served middle school and high school.

A full-service community school is greatly needed within the Ogden community. Although outreach efforts are made by WSU to the local public schools, at times, there is a disconnect between the community and the university. A full-service community school would provide a forum where families and prospective college students could have positive first contacts with mentors, tutors and advisors from the STS and ETS programs, thus creating connections to higher education in familiar surroundings.

Weber State's pre-college outreach programs would be committed to the success of the full-service community school by having a presence within the school and providing mentoring, tutoring, guidance and encouragement to support educational success and promote post-secondary access for the students and their families that would be served by this project.

Sincerely,

Sheldon Cheshire, Student to Student Coordinator
Ruth Patifio Stubbs, TRiO-Educational Talent Search Director



April 14, 2008

Ogden School District
1950 Monroe, Ogden UT 84401

Dear Superintendent Zabriskie:

As a co-director of the Community Involvement Center at Weber State University (WSU), I work closely with WSU faculty who engage their students in service-learning projects in the Ogden City School District. It is our understanding that students in Ogden City schools, their parents and the community at large would greatly benefit from the services a full community school could provide. Mound Fort Middle School is already providing necessary services to the community but with some additional funding, it could become a key location in the community wherein partnerships could thrive and a multitude of necessary services could be provided. This is why it is so important for Ogden City schools to secure the grant entitled: **School and Community in Ogden Partnering for Excellence.**

The Community Involvement Center at Weber State University is a ready and willing partner in Ogden School District's grant proposal entitled **School and Community in Ogden Partnering for Excellence.** Weber State University is already a committed community partner with the Ogden City School District and specifically supporting services provided in the after school programs run at Mound Fort Middle School. For example, we have faculty in several departments on campus who require their students provide clubs and programs for youth who are interested in health professions and journalism/communication. The center can help facilitate even more mutually beneficial partnerships between WSU faculty members, their students and the different services being offered at Mound Fort Middle School. Computer science students and students in the Technical Writing programs at WSU would be perfect for staffing the proposed computer lab in this full service community school.

I believe our collaboration on this project fits a growing need in our community. We know that learning to read, write and be math competent are only some of the things necessary for success in today's world. The social and emotional services that can be offered at Mound Fort Middle School as a full service community school are just as necessary to ensure the success of Ogden's youth and their families.

Sincerely,

Brenda Marsteller Kowalewski
Community Involvement Center, co-director



WEBER STATE UNIVERSITY

DEPARTMENT OF PSYCHOLOGY

April 12, 2008

Kathleen Bideaux
Secondary Grants Coordinator
1950 Monroe Blvd.
Ogden, UT 84403-0619

Dear Ms. Bideaux,

I am happy to write a letter of support for the School and Community in Ogden Partnering for Excellence (SCOPE) program. As Chair of the Planning Committee for Ogden-Weber Community Action Partnership and Chair of Ogden City School District's Hispanic Advocacy Group and Assistant Professor for WSU Psychology Department, I have a vested interest in the success of this program.

It is exciting to note that OCSD has plans to turn Mound Fort Middle School into a full-service community school. Limited funding and personnel resources in our community compel community organizations to maximize program success through community partnerships. SCOPE would allow OCSD to enhance their educational service to the community through these partnerships.

Additionally, I commend you on the decision to use Mound Fort Middle School as a full-service community center. New immigrants, people living in poverty, and those who are still learning the area's dominant language are readily marginalized by society. It is imperative that they access the resources needed to allow them to function effectively in the community. Choosing a site that is trusted and frequented in our community is a wise choice.

As a member of this community, an educator, and Latina, I am offering my assistance to SCOPE. I am most interested in helping with the educational programs of the new Plazas Comunitarias. I am willing to help with instruction/training in a number of other SCOPE programs, assist with translations, be involved with public relations as it relates primarily to the Latino community, and assist with placement of WSU Psychology students as volunteers in several of the SCOPE programs.

If I can be of further assistance, please feel free to contact me at (801) 626-7622 during business hours.

Thank you for notifying me about the SCOPE program.

Sincerely,


Maria D. Parrilla de Kokal, M.S.
Assistant Professor, Psychology

DEPARTMENT OF PSYCHOLOGY
WEBER STATE UNIVERSITY 1202 UNIVERSITY CIRCLE OGDEN UT 84403-1202
(801) 626-6247



Ogden-Weber

Applied Technology

College

April 11, 2008

Kathleen Bideaux
Ogden City School District
1950 Monroe Blvd.
Ogden, Utah 84401

RE: Full Service Community School – Mound Fort

Dear Kathleen:

The Ogden-Weber Applied Technology College (OWATC) is excited to participate with Ogden School District and other community partners in the development of a full service community school at Mound Fort Middle School. The OWATC has a long standing partnership with Ogden School District and is dedicated to meeting the technical education needs of this community.

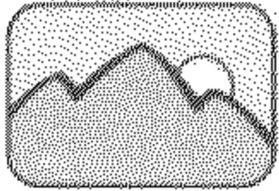
The college will leverage its resources to provide community participants access to career assessment and exploration; job seeking skills including resume writing and workplace communications, and provide opportunities for participants to learn more about high skilled job opportunities within the region.

I look forward to working with you in this joint process which will help serve the critical needs of our community.

Sincerely,

A handwritten signature in black ink, appearing to read 'James R. Taggart', is written over a circular stamp or seal. The signature is fluid and cursive.

James R. Taggart
Vice President, Instructional Services



WEBER HUMAN SERVICES

237 - 26th STREET • OGDEN, UTAH 84401 • (801) 625-3700

April 10, 2008

Superintendent Noel Zabriski
Ogden City School District
1950 Monroe Blvd.
Ogden, UT 84401

Dear Superintendent Zabriski:

I am writing to offer my support for the application you are submitting for the full service community schools grant. Our agency has worked with Ogden City Schools for many years and we recognize the need for this program. Students, families and community members will benefit from the many resources that will be available as a result of this grant.

Weber Human Services Prevention Department will collaborate with Ogden School District on the SCOPE (Schools and Communities in Ogden Partnering for Excellence) Project by providing the following:

Provide materials (English and Spanish) and facilitate the "Guiding Good Choices" parenting program.

Provide materials (English and Spanish) for the "Parenting Wisely" computer based parenting program.

Provide Substance Abuse Prevention resource materials.

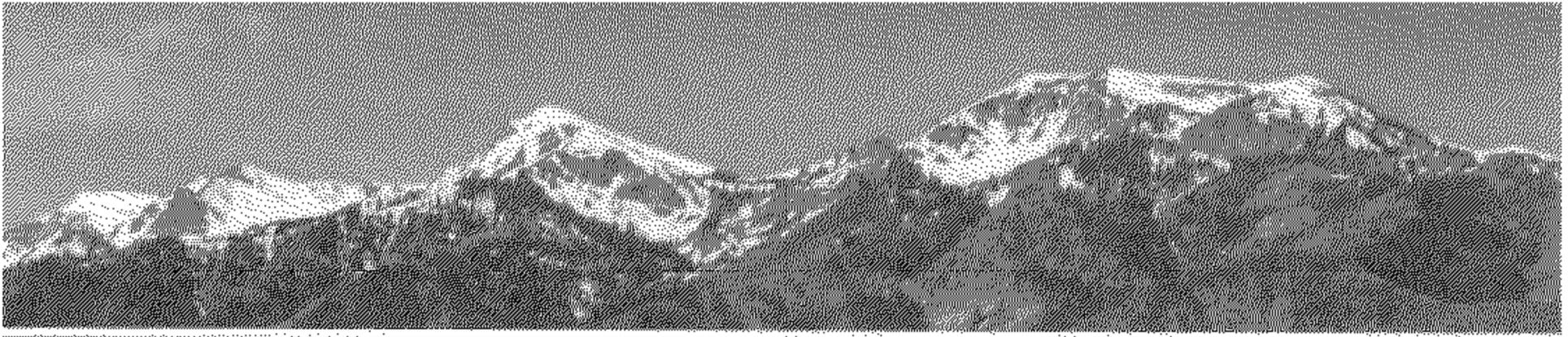
Coordinate with the after school and summer youth programs to provide life skills training.

Assist with Developmental Asset presentations at the family night activities.

We look forward to our continued relationship with the Ogden School District as they move forward with this project.

Sincerely,

Paula Price
Prevention Coordinator
Weber Human Services



WEBER-MORGAN HEALTH DEPARTMENT

GARY M. HOUSE, M.P.H.
Health Officer / Director

Division Directors
KAY LARRISON, Administration
CLAUDIA PRICE, Nursing
JOE DECARIA, Environmental Health
COLLEEN JENSON, WIC

April 11, 2008

Ms. Kathleen Bideaux
Ogden City School District
1950 Monroe Blvd.
Ogden, UT 84401

To Whom It May Concern:

I am pleased to write this letter of support for the Ogden School District. Mound Fort Middle School currently serves as a vital resource for its community. The proposed project, "School and Community in Ogden Partnering for Excellence Program" (SCOPE), would improve the lives of students, families and community members by helping meet their academic and non-academic needs.

Part of the mission of the Weber-Morgan Health Department is to provide health education to the community and ensure access to appropriate health care for the residents. By partnering with Ogden City School District and the SCOPE project, we can assure that residents have the use of these additional unduplicated services. The Weber-Morgan Health Department has committed to provide outreach services and educational programs as requested by Ogden City School District.

We strongly support the proposed grant application for the Ogden City School District SCOPE project.

Sincerely,

Claudia Price, R.N., B.S.N.
Director of Nursing and Health Promotion

April 14, 2008

To Whom It May Concern,

The Ogden Area Youth Alliance (OAYA) is a collaborative organization consisting of various public and non-profit organizations within Ogden City and Weber County, Utah. The purpose of this coalition is to allow member organizations to act together as a unified voice to make local youth a priority within the community. The organization meets monthly to network and discuss issues affecting the youth of the Greater Ogden Area. Member representatives provide information regarding activities, funding opportunities, and ideas which may help to enhance each organization and improve the quality of services provided to area young people.

Leadership within OAYA consists of member representatives elected to serve a full year term as: Chair, Chair-Elect, Secretary, and Treasurer.

A full service community school would be greatly served by the Ogden Area Youth Alliance. Many of the organizations within OAYA have already expressed a desire to participate with such a venture. The Ogden School District, as a member of OAYA, would take part in providing OAYA members with an opportunity to bring their unique services to the students at the community school. The OAYA members would also be able to collaborate with each other within the schools to enhance the school environment in a unified and concerted effort.

The Ogden Area Youth Alliance would greatly welcome a full service community school to the Ogden Area and would work to support said school in programming and additional needed services and supports as available.

Sincerely,



Sheldon Cheshire, Ogden Area Youth Alliance Chair



Department of Public Services
George Benford, Director

April 14 ,2008

To Whom It May Concern,

Ogden City has recently organized a department (Community Service Involvement) whose objective is to develop a renewed pride in our community. This is done through providing and participating in volunteer service opportunities. In 2007; organized city-wide service projects totaled over 80,000 community volunteer hours.

Ogden City has worked in concert with Ben Lomond High School as their entire student body participates in a service learning opportunity on Community Service Day. They assist in identifying worthwhile needed projects and take great pride in that which is accomplished through their efforts. This concept has made a significant difference in reducing vandalism and graffiti damage. The students assume ownership in Ogden.

We are exploring the concepts of have having Mound Fort adopt a city park, streets that parallel the school and/or other opportunities in the Mound Fort's neighborhood. We would like to partner with them in selecting other beneficial endeavors. We wholeheartedly endorse the concept of this grant and believe it to be an invaluable tool in strengthening our community working with Mound Fort School.

This service learning program will enhance present and future generations in the importance of volunteer service.

Sincerely,

Jan Meikle
Community Involvement Service Director
Ogden City Corporation



Ogden City School District Adult Education Letter of Participation

April 14, 2008

Description of Organization

Ogden City School District Adult Education provides high school diploma/GED; Adult Basic Skills, and English for Speakers of Other Languages classes for: 1) an adult 18 years of age and older whose class has not graduated from high school, 2) 16 to 18 year old students who have dropped-out of the K-12 system prior to their class graduating, and 3) students needing too improve reading, and language mechanics. All Adult Education classes are currently held outside the school district in community partner buildings. The majority of students we currently serve are parents of children who attend K-12 schools in the Ogden School District.

The Need for a Full Service Community School

This grant will provide the needed opportunity for adult education classes within the Ogden City School District. Providing Adult Education classes at the Full Service Community School will also allow for coordination with service agencies located there. Working with service agencies will decrease the barriers that traditionally keep students from completing their education goals.

Commitment to Full Service Community School

Ogden City School District will provide a teacher for a High School Completion/GED class if the student numbers and outcomes can make the class fiscally viable.

Adult Education will provide the educational curriculum, books, materials, and supplies for a High School Completion/GED class.

Adult Education Will Partner By:

- providing a teacher for the High School Completion/GED class.
- provide the educational curriculum, books, materials, and supplies for the class.
- make presentations for the Full Service Community School staff and community agencies concerning Adult Education services.
- will provide educational reports to as requested.
- meet at least semi-annually with the Full Service Community School administrative staff to discuss and evaluate education services and progress.
- writing into Adult Education Federal grants support for a High School Completion/GED class in the Full Service Community School.
- promote and provide advertisement for the Adult Education High School Diploma /GED class at the Full Service Community School.

Dr. Donna Corby, Adult Education Director
Loma Prince, Adult Education Coordinator

LEARNING DIVERSITY ABILITY RESPONSIBILITY



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CHARLEE GALLEGOS

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MARSHALL WHITE CENTER
MOUND FORT MIDDLE SCHOOL
MOUNT OGDEN MIDDLE SCHOOL
NORTH DAVIS JUNIOR HIGH
ROY CITY/WEBER COUNTY
SYRACUSE ELEMENTARY
WEBER STATE UPWARD BOUND
THE TEEN KEYSTONE CLUBS

April 10, 2008

To Whom It May Concern:

The Boys & Girls Clubs of Weber-Davis (BGCWD) is comprised of nine club sites located in the Weber and Davis County areas. As chartered sites since August 2000 through the Boys & Girls Clubs of America, our mission is to inspire and enable all young people, especially those who need it most, to realize their full potential as productive, responsible and caring citizens. This mission statement ensures that we are providing positive places for youth that are safe, supervised, and fun.

Over the past 100 years, The Boys & Girls Club of America has developed effective after-school and summer programs for youth between the ages of 6 and 18. Boys & Girls Clubs endorse five core program areas to support healthy development in youth: Character/Leadership Development, Education/Career Development, Health/Life Skills, Sports/Fitness/ Recreation and The Arts. Our national organization provides the oversight, curriculum, programming, and commitment to quality to ensure that all youth are provided the tools necessary to make the right choices and overcome the pressures in their lives to choose gangs and criminal or antisocial behavior.

Currently, BGCWD provides after school programming in all 3 middle schools in Ogden City Schools, partnering with over a dozen other programs under the direction of the school district. However, there are currently no summer programs for the community at the school sites which is sorely needed. The SCOPE plan to create a community school at Mt. Fort Middle School is an answer to this need as well as providing comprehensive programming for pre-school, school age, and adults that is currently not available to this at-risk, high-need population.

BGCWD will partner with the school district to provide summer programming at SCOPE that meets both the needs of the community and the parameters of the grant. Please do not hesitate to contact me for any additional information.

Sincerely,

Patricia A. Bair, Executive Director



SPECTRUM

E D U C A T I O N G R O U P

1750 N. Research Park Way | North Logan, UT 84341 | 435.753.9333 (v) | 435.753.9444 (f)

April 14, 2008

Superintendent Noel Zabriskie
Ogden City School District
1950 Monroe Boulevard
Ogden, UT 84401

Dear Superintendent Zabriskie:

Spectrum Education Group eagerly anticipates the opportunity to evaluate your proposed Full-service Community Schools project, "*School and Community in Ogden Partnering for Excellence*".

We commit to provide external evaluation services as outlined in "Quality of the Project Evaluation" which we have reviewed. We believe that the Concerns Based Adoption Model that will organize and give direction to project evaluation activities will enable us to provide you with broad, dynamic, and useful evaluation data that will inform your decision-making and enable you to hone programs and features of the project to better achieve the goals you have established.

We anticipate that our broad experience as external evaluators will enable us to provide timely, scholarly formative and summative data to the project's Executive Board in support of its commitment to Continuous Improvement Management.

Sincerely,

Thomas A. Shuster, Ph.D.
CEO | Spectrum Education Group



SEER | Spectrum Educational Evaluation and Research



866.356.3779 (v) | 435.753.9444 (f)
www.deepwelldata.com

Superintendent Noel Zabriskie
Ogden City School District
1950 Monroe Boulevard
Ogden, UT 84401

April 14th, 2008

Dear Superintendent Zabriskie:

DeepWell Data Systems, LLC will provide a data solution to support your "Full-service Community Schools" project according to the terms outlined in the budget we reviewed. Specifically, the data system will have the following capabilities:

- Administering online survey and assessment instruments
- Enabling manual entry of data collected using paper instruments
- Storing and reporting on data from online survey and assessment instruments in real time, via role-limited access over the Internet
- Producing reports that meet specifications established by the "Full-service Community Schools" program office at the Department of Education
- Displaying a "dashboard" of key project indicators in real time to support formative evaluation activities

We will design and implement your data solution in consultation with Spectrum Education Group, your external evaluator.

DeepWell Data Systems will also design, develop and deploy a project web site that offers the features discussed in the project narrative we reviewed. Precise features and functionality of this site will be finalized through discussions with your staff after funding is awarded to you.

We wish you success in your application and look forward to working with you to make the project you propose a resounding success.

Sincerely,

A handwritten signature in black ink, appearing to read "Brent Davis". The signature is stylized and cursive.

Brent Davis
CEO, DeepWell Data Systems

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 4401-Mandatory_Ogden-FSCS_2008_Budget.pdf

**OGDEN SCHOOL DISTRICT - FSCS PROPOSAL
(DETAIL JUSTIFICATION)**

	(3% Cost of Living Increase in years 2 - 5)					
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>TOTAL</u>
Salaries & Wages						
FSCS Coordinator - 1.00 FTE	47,040.00	48,451.20	49,904.74	51,401.88	52,943.93	249,741.75
Asst Coordinator/Community Liaison- .5 FTE	10,857.60	11,183.33	11,518.83	11,864.39	12,220.32	57,644.47
Weekend FSCS Coordinator - .10 FTE	2,227.20	2,294.02	2,362.84	2,433.72	2,506.73	11,824.51
Registered Nurse	15,456.00	15,919.68	16,397.27	16,889.19	17,395.86	82,058.00
Custodial/Sweeper - .25 FTE	4,920.00	5,067.60	5,219.63	5,376.22	5,537.50	26,120.95
Employee Benefits	80,500.80	82,915.82	85,403.30	87,965.40	90,604.36	427,389.68
FSCS Coordinator	12,921.89	13,309.54	13,708.83	14,120.10	14,543.70	68,604.06
Assistant FSCS Coordinators	2,982.58	3,072.06	3,164.22	3,259.15	3,356.92	15,834.94
Weekend FSCS Coordinators	611.81	630.17	649.07	668.54	688.60	3,248.19
Registered Nurse	4,245.76	4,373.14	4,504.33	4,639.46	4,778.64	22,541.33
Custodial/Sweepers	1,351.52	1,392.07	1,433.83	1,476.85	1,521.15	7,175.42
Teacher Stipends	1,061.58	1,064.27	1,067.03	1,069.89	1,072.82	5,335.59
Travel	23,175.15	22,776.98	23,460.29	24,164.09	24,889.02	118,465.52
Annual Conference (2/participants)						
Airfare	800.00	824.00	848.72	874.18	900.41	4,247.31
Hotel/Lodging	900.00	927.00	954.81	983.45	1,012.96	4,778.22
Per Diem	648.00	667.44	687.46	708.09	729.33	3,440.32
Ground Transportation	90.00	92.70	95.48	98.35	101.30	477.82
Busing/Transportation - Summer Busing to Site	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	25,000.00
Busing/Transportation - weekend field trips	2,400.00	2,400.00	2,400.00	2,400.00	2,400.00	12,000.00
Equipment	9,838.00	9,911.14	9,986.47	10,064.07	10,143.99	49,943.67
Computers	9,000.00	9,000.00	9,000.00	9,000.00	9,000.00	45,000.00

**OGDEN SCHOOL DISTRICT - FSCS PROPOSAL
(DETAIL JUSTIFICATION)**

School Portables (\$40,000/lease + \$86,000/yr total)	(\$2,200/mth lease x 12/monthly lease x 2/portables)	52,800.00	52,800.00	52,800.00	52,800.00	264,000.00
Head Start / Playground & Rec Area	(\$30,000/year 1 (40% upkeep and maintenance years 2-5)	<u>30,000.00</u>	<u>12,000.00</u>	<u>12,000.00</u>	<u>12,000.00</u>	<u>78,000.00</u>
	Subtotal Equipment	91,800.00	73,800.00	73,800.00	73,800.00	387,000.00
Materials & Supplies						
ClassWork Software	(\$18,000/school site license 20% year updates)	18,000.00	3,600.00	3,600.00	3,600.00	32,400.00
Family Take Home Libraries	(\$15/title x 5/titles per child x 125/titles - Year 1) - (Year 2 (250/titles)) - (Years 3 - 5 (200/titles))	9,375.00	37,500.00	30,000.00	30,000.00	136,875.00
Nextel Phones	(\$59.02/mth x 12/months x 5/phones)	3,541.20	3,541.20	3,541.20	3,541.20	17,706.00
Asset Building Night Supplies	(\$200/night x 2/monthly nights x 10/months)	4,000.00	4,000.00	4,000.00	4,000.00	20,000.00
Youth Development Summer Program supplies	(\$800/wk x 6 wks)	4,800.00	4,944.00	5,092.32	5,245.09	25,483.85
My Access/Vantage Learning	(\$7.35/license x 350/licenses)	2,572.50	2,572.50	2,572.50	2,572.50	12,862.50
Adult Learning Classes	(\$300/parents night x 15/meetings - Years 1 & 5) - (Years 2 - 4 (24/meetings)	<u>4,500.00</u>	<u>9,000.00</u>	<u>9,000.00</u>	<u>9,000.00</u>	<u>36,000.00</u>
	Subtotal Materials & Supplies	46,788.70	65,157.70	57,806.02	57,958.79	281,327.35
Consultants & Contracts (Partners)						
Children Aid Society	(\$4,500/training & supplies x 2/trainings mth x 6/mths - Year 1) - (Years 2 - 5 (1/training per month))	54,000.00	27,000.00	27,000.00	27,000.00	162,000.00
Children Aid Society/LCSW	(\$75/hr x 4/hrs day x 2.5/days wk x 48/wks - Year 1)-(Years 2 - 5 (3/days a week))	36,000.00	43,200.00	43,200.00	43,200.00	208,800.00
	(\$17.50/hr x 4/hrs day x 2.5/days wk x 48/wks - Year 1) (Years 2 - 5 (4/days a week))	8,400.00	13,440.00	13,843.20	14,258.50	64,627.95
Inclusion Center (Westminster University)	(\$8.50/hr x 3/hrs day x 5/days wk x 48/wks x 4/tutors)	24,480.00	25,214.40	25,970.83	26,749.96	129,967.64
Youth Development Tutors	(\$500/per pairing x 10/pairings)	5,000.00	5,000.00	5,000.00	5,000.00	25,000.00
Big Brother/Big Sisters of Ogden	(\$10/hr x 20/hrs per wk x 48/wks x 1/school)	9,600.00	9,888.00	10,184.64	10,490.18	50,967.70
Utah State University - Regional Resource Center						
Child Care Resource Center						

**OGDEN SCHOOL DISTRICT - FSCS PROPOSAL
(DETAIL JUSTIFICATION)**

OWCAP - Summer Predschool	(\$5,020/preschool class x 2/preschool classes)	10,040.00	10,040.00	10,040.00	10,040.00	50,200.00
Deep Well Data Services, LLC	Setup and hosting of online assessments. Collection and storage of student data via project web portal. Designing, implementing and maintaining project website.	12,500.00	19,000.00	19,000.00	19,000.00	88,500.00
Spectrum Education Group, LLC	Evaluation of the project activities and outcomes for participation and students. Analysis and presentation related to evaluation activities and project data. Implementation of data collection and disaggregation. Disaggregation of student content test data. CBAM teacher evaluation. Ongoing reporting.	52,500.00	54,000.00	54,000.00	54,000.00	268,500.00
Other	Subtotal Consultants & Contracts	212,520.00	206,782.40	208,238.67	209,738.63	1,048,563.30
Local Travel--mileage	(\$.505/mile x 100/miles month x 12/months)	606.00	606.00	606.00	606.00	3,030.00
	Subtotal Other	606.00	606.00	606.00	606.00	3,030.00
Total Direct Costs		<u>465,228.65</u>	<u>461,950.04</u>	<u>459,300.75</u>	<u>464,296.98</u>	<u>464,943.10</u>
Total Indirect Costs	(4.47% of Total Direct Costs - State Approved Rate)	<u>20,795.72</u>	<u>20,649.17</u>	<u>20,530.74</u>	<u>20,754.08</u>	<u>20,782.96</u>
Stipends						
Media Specialist / Summer Program	(\$20.48/hr x 9/hours x 6/weeks)	1,105.92	1,139.10	1,173.27	1,208.47	5,871.48
Teacher Stipends / Club Liaisons	(\$200/stipend x 6/clubs (teachers) x 10/months)	<u>12,000.00</u>	<u>12,000.00</u>	<u>12,000.00</u>	<u>12,000.00</u>	<u>60,000.00</u>
	Subtotal Stipends	13,105.92	13,139.10	13,173.27	13,208.47	65,871.48
TOTAL PROJECT COSTS		<u>499,130.29</u>	<u>495,738.31</u>	<u>493,004.77</u>	<u>498,259.53</u>	<u>498,970.78</u>
						<u>2,485,103.67</u>