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 # U215J080192
Grants.gov Tracking#: GRANT00452513

OMB No. 1890-0009, Expiration Date: 06/30/2008
Closing Date: APR 15, 2008

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

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

Application for Federal Assistance SF-424

Version 02

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

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

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Seattle Public Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
(b)(2)	078199965

d. Address:

* Street1:	2445 3rd Avenue S.
Street2:	P.O. box 34165
* City:	Seattle
County:	King
* State:	WA: Washington
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	98124-1165

e. Organizational Unit:

Department Name:	Division Name:
Equity,Race & Learning Support	Student Learning Support

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

Prefix:	Ms.	* First Name:	Carolyn
Middle Name:			
* Last Name:	Kramer		
Suffix:			

Title: Student Health Services Coordinator

Organizational Affiliation:

Seattle Public Schools

* Telephone Number:	206-252-0754	Fax Number:	206-252-0016

* Email: cjkramer@seattleschools.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.):

City of Seattle, Washington

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

Full-Service Community Schools in Seattle

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: WA 1&7
* b. Program/Project: WA 1&7

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

17. Proposed Project:

* a. Start Date: 07/01/2008
* b. End Date: 06/30/2013

18. Estimated Funding ($):

* a. Federal	397,480.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	397,480.00

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

○ a. This application was made available to the State under the Executive Order 12372 Process for review on .

○ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

● c. Program is not covered by E.O. 12372.

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

○ Yes ● No

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

☑ **** I AGREE**

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

Authorized Representative:

Prefix: Dr.
* First Name: Maria
Middle Name:
* Last Name: Goodloe-Johnson
Suffix: Ph.D

* Title: Superintendent

* Telephone Number: 206-252-0167
Fax Number: 206-252-0016

* Email: magoodloe@seattleschools.org

* Signature of Authorized Representative: Kevin Corrigan
* Date Signed: 04/14/2008

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

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

Attachments

AdditionalCongressionalDistricts

File Name	Mime Type

AdditionalProjectTitle

File Name	Mime Type

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Seattle Public Schools

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

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 55,000	$ 58,000	$ 58,100	$ 60,305	$ 62,620	$ 294,025
2. Fringe Benefits	$ 13,000	$ 13,650	$ 14,332	$ 15,049	$ 15,801	$ 71,833
3. Travel	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000	$ 30,000
4. Equipment	$ 4,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 8,000
5. Supplies	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 1,000	$ 9,000
6. Contractual	$ 290,000	$ 377,250	$ 370,862	$ 378,855	$ 376,248	$ 1,793,216
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 50,000
9. Total Direct Costs (lines 1-8)	$ 380,000	$ 467,900	$ 462,295	$ 473,209	$ 472,670	$ 2,256,075
10. Indirect Costs*	$ 17,480	$ 21,523	$ 21,265	$ 21,767	$ 21,742	$ 103,779
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 397,480	$ 489,423	$ 483,560	$ 494,977	$ 494,413	$ 2,359,854

***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? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 9/1/2008 To: 8/31/2009 (mm/dd/yyyy)
Approving Federal agency: [X] ED [ ] Other (please specify): _____
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[X] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1890-0004 Expiration Date: 06/30/2005
Name of Institution/Organization: Seattle Public Schools	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Kevin Corrigan	* TITLE Superintendent	
* APPLICANT ORGANIZATION Seattle Public Schools		* DATE SUBMITTED 04-14-2008

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

1. * Type of Federal Action:
- __a. contract
- ●b. grant
- __c. cooperative agreement
- __d. loan
- __e. loan guarantee
- __f. loan insurance

2. * Status of Federal Action:
- __a. bid/offer/application
- ●b. initial award
- __c. post-award

3. * Report Type:
- ●a. initial filing
- __b. material change

For Material Change Only:
year quarter
date of last report

4. Name and Address of Reporting Entity:

●Prime __SubAwardee Tier if known:

* Name: Seattle Public Schools

* Address:
P.O. Box 34165

2445 3rd Avenue S.

Seattle

WA: Washington

98124-1165

Congressional District, if known:
WA 1&7

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:

U.S. Department of Education

7. * Federal Program Name/Description: Fund for the Improvement of Education

CFDA Number, if applicable: 84.215

8. Federal Action Number, if known:

9. Award Amount, if known:

10. a. Name and Address of Lobbying Registrant (if individual, complete name):

* Name:
N/A

N/A

* Address:

b. Individual Performing Services (including address if different from No. 10a):

* Name:
N/A

N/A

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* Signature: Kevin Corrigan

* Name:
Dr.

Maria

Goodloe-Johnson

PhD

	Title: Superintendent Telephone No.: 206-252-0167 Date: 04-14-2008
Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name	Mime Type
7032-GEPA.FSCS.doc	application/msword

Ensuring Access/Participation – Compliance with GEPA (General Education Provisions Act):

To ensure equal access and treatment, Seattle Public Schools will adhere to the following affirmative action policies in the operation of this program. Seattle Public Schools is committed to a policy of equal educational opportunities for all persons regardless of race, color, age, disability, sexual orientation, national origin or gender. This policy is adopted as a matter of law and as a matter of educational policy consistent with the goals and purposes of the District. The District also adheres to a policy of equal employment opportunity and affirmative action to end any illegal pattern of discrimination and to overcome the effects of past discrimination. The District schools enroll students without regard to gender, race, national origin, color, disability, or age.

- In the implementation of this program all partners and staff will provide services to all students regardless of race, color, age, disability, sexual orientation, national origin or gender by providing services to all students enrolled in the school and their families.
- All family involvement programs and events will be publicized in the native languages of the student or his/her family.
- All training and community events will be held in accessible locations and accommodations will be made for participants requiring sign language, computer adaptations or other support.
- All community partners will be apprised of and asked to act in compliance with the above policies. This will be overseen by the Project Coordinator.

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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 Seattle Public Schools
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Dr. * First Name: Maria Middle Name: * Last Name: Goodloe-Johnson Suffix: Ph.D * Title: Superintendent
* SIGNATURE: Kevin Corrigan * DATE: 04/14/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**
Ms.

Carolyn

Kramer

*** Address:**
P.O. Box 34165

2445 3rd Avenue S

King
County

Seattle

WA: Washington

98124-1165

USA: UNITED STATES

*** Phone Number:**
206-252-0754

Fax Number:
206-252-0016

Email:
cjkramer@seattleschools.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: GRANT00452513

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **2849-FSCS_Abstract.doc**

Seattle Public Schools
Full-Service Community Schools Project Abstract

Contact Information:
Seattle Public Schools
PO Box 34165
Seattle, WA 98124-1165

Carolyn Kramer, MPH
Project Coordinator
cjkramer@seattleschools.org
206-252-0754

Project Goal and Objectives
The goal of the Seattle Full-Service Community Schools (FSCS) Project is to increase the number of students who meet achievement standards and challenging academic content at 2 under-performing high schools, Cleveland and Rainier Beach, through the implementation of a coordinated, collaborative school/community partnership that provides comprehensive educational, social, and health services for students, families, and communities. The Seattle FSCS Project Objectives include 1) to improve the ability of the schools and community partners to coordinate, communicate, and collaborate in reducing academic and non-academic barriers to learning; 2) to increase family involvement with their student's education; 3) to increase students' access to academic, enrichment and support services; and 4) to increase the percentage of students demonstrating healthy well-being and positive youth development.

Partners
YMCA of Greater Seattle is the lead partner for Cleveland High School and Communities in Schools is the lead partner for Rainier Beach High School. Each lead partner will hire a full-time FSCS site director to work in partnership with the Building Principal and FSCS Grant Coordinator to coordinate the efforts of the school's community partners. Other school partners that have been involved in grant planning include Reinvesting in Youth, Seattle MESA, Communities for Youth, Washington Women in Transition, Broadway Bound, Intiman Theater, and the Teen Health Center providers.

Program Services
The following program services have identified for the Seattle Project: 1) remedial education and academic enrichment activities, 2) mentoring and youth development programs, 3) programs that promote parental involvement and family literacy activities, 4) programs that provide assistance to students who have been truant or suspended, and 5) primary health and dental care.

Capacity to Provide and Coordinate Quality Services
Seattle School District staff are experienced in working collaboratively with community partners. The District's Community Alignment Initiative provides support to out-of-school time programs at over 80 district sites. Program managers are experienced in coordinating community partnership projects such as the 21st Century Community Learning Center and the Parent, Schools, and Communities Partnership Projects. The Seattle Communities in Schools organization is based on the National Communities in Schools model which was founded in 1977. The YMCA of Greater Seattle currently operates five school-based community learning centers and integrates two full-time YMCA Youth Development Directors into each school.

Comprehensive Plan
The first year of the grant will be used to develop a comprehensive plan that will be implemented in years two through five of the project. In the second year of the project, partners will provide direct services to an additional 175 students. It is expected that 950 students/year will benefit indirectly from this project due to the increased capacity of the two schools to address academic and non academic barriers to learning. The grant will provide funding for profession development and staff time to work to develop a program plan. The training will build on the current staff work using the Pyramid of Intervention and will be integrated into the School's Transformation Plan. The community partners will participate in the training and planning. Faculty from the University of Wyoming will provide the professional development using the Mariner Model to assists schools and communities in using a structure planning process. The FSCS budget will provide funds to expanded community partner services starting in year two. The grant will also provide for a strong program evaluation.

Project Narrative

Project Narrative

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Seattle Public Schools
Full Service Community Schools Application

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Seattle Public Schools
Full Service Community Schools Application

1. Quality of Project Design (up to 35 points)

Introduction

The Seattle Public Schools (SPS) is applying for a grant to support the implementation of Full Service Community Schools (FSCS) at two of its under-performing high schools. SPS believes that uniting the schools with community partners and families to provide student services and supports will be an effective method for creating a healthy school climate and increasing student achievement.

SPS's commitment to implementing FSCS at Cleveland High School (CHS) and Rainier Beach High School (RBHS) is best understood within the context of SPS's work, at all levels of the system, to increase academic achievement and ensure that all students graduate from high school prepared for post-secondary endeavors. SPS has as its mission to provide every student with effective, high quality teaching and learning experiences, relevant curriculum and support services, in a safe and healthy environment. Recently, the SPS School Board approved The Southeast Education Initiative to ensure that secondary schools in South and Southeast Seattle provide high-quality choices for students and families, beginning with a focus on the two schools targeted by the FSCS project, Cleveland and Rainier Beach High Schools. The Initiative provides additional resources to CHS and RBHS to

- Expand the range of quality programs and instruction offered to students.
- Increase the level of rigor in core academic subject areas.
- Expand academic and elective offerings, including Honors and Advanced Placement (AP) courses.
- Apply research-based programs to improve student achievement.
- Implement strategically aligned professional development for all staff.
- Build upon and expand existing university and community partnerships.

FSCS therefore aligns with the district's overall vision as well as its specific goals for schools in the Southeast Region. Further, Seattle City Mayor Greg Nichols recently announced a Southeast Action Agenda with five key areas: create jobs and encourage business; build affordable places to live, work, and play; improve education, training, and human services; strengthen public safety and community relations; and promote the arts, culture and parks.

At the school level, each Seattle public school creates a yearly "Transformation Plan" which defines the school-based strategies it will use to raise the bar for all students and close the achievement gap. Each school in this project is committed to FSCS as a cornerstone of its whole-school reform effort and understands that without a direct and concerted effort aimed at providing essential health and support services, as well as targeted academic enrichment and remediation, their "transformation" visions will not become a reality.

Demographic Characteristics and Need for the Project

The participating schools are historically Seattle's neediest, lowest achieving schools. They serve similar communities in Seattle's Southeast Corridor, a region identified by (in comparison with other areas of Seattle and Washington State) ethnic diversity, a large immigrant population, high rates of poverty, and a low median household income. Sixty-five% of students at each of the schools do not live with both parents.

Several school-based indicators document the relative status and needs of students and communities at each of the participating schools. These statistics are from the 2006-07 school year, except where indicated. The Washington Assessment of Student Learning (WASL) scores are for 10th grade students.

Table 1

Demographic Information

School	Characteristics			Ethnicity				
	Special Ed	F/RL	ELL	White	Hispanic	Afr. Am.	Asian	Nat. Am.
Cleveland	16.7%	62.9%	34.6%	6.2%	10.2%	55.2%	25.9%	2.5%
Rainier Beach	12.5%	61.8%	21.3%	5.0%	9.4%	59.8%	24.4%	1.4%

Table 2

Truancy, Suspension, Attendance

	Suspension	Truancy*	Attendance
Cleveland	20%	39%	75%
Rainier Beach	11%	42%	78%
District Avg.	6%	21%	91%

**Two or more days of unexcused absence*

Table 3

Test Scores, and Graduation Rates

School		% passing 2007 WASL		Exit status class '07	
	Enrollment	Reading	Writing	Grad Rate	Drop Out Rate
Cleveland	600	62.7%	73.7%	68.8%	28.8%
Rainier Beach	457*	70%	72%	64.4%	24.4%

**RBHS enrollment this school year has dropped to 347.*

Because the WASL is taken in 10th grade, other academic and curricular indicators are necessary to document achievement in grades 10-12. In alignment with the initiatives described above, both schools are looking to college-readiness measures as an indicator of school success.

Table 4

College Readiness Indicators

School	AP Tests		SAT	
	Number Taken	Number scoring>2	# Taken	Avg. Scores
Cleveland	20	0	51	398
Rainier Beach	8	2	73	380

The following data is from the Healthy Youth Survey, a highly-reliable survey administered to determine school and community risk and protective factors. Students are surveyed in 10th and 12th grades. Below are the school results, on selected measures, for students who were in 10th grade in 2006.

Table 5

Selected Risk Factors

	Marijuana use*	Carrying a Weapon*	Asthma	Never seen dentist
Cleveland	32%	21%	31%	14%
Rainier Beach	24%	2%	23%	0%
State Avg.	18%	9%	3%	2%

**In the last 30 days.*

In the Healthy Youth Survey, answers to a wide range of questions about risk and protective factors are aggregated to create a risk factor scale a percentage of students in a school community that are at risk; and a protective factor scale a percentage of students that are resilient and able to resist problem behaviors.

Table 6

Community Risk and Protective Factors

	Low Neighborhood Attachment	Laws & Norms favorable for drug use	Opportunities for pro social involvement
Cleveland	63%	61%	52%
Rainier Beach	41%	39%	60%
State Avg.	48%	40%	66%

At the school level, SPS uses a student climate survey to measure similar core constructs, including attachment to school and opportunities for pro social involvement. Below are the aggregated results (by core construct) and trend (scores are given for the years 2005, 06, 07):

Table 7

School Climate*

	School Attachment	Safety	Pro-social involvement
Cleveland	91-101-106	90-87-83	90-97-102
Rainier Beach*	106-104-101	88-88-89	106-101-104

** The 2003 district average for all themes was 100 (2003 was the baseline year used for subsequent comparisons).*

***Rainier Beach results may not be accurate due to low number of respondents.*

Lastly, while neither school has a particular tracking system for family involvement, the following data provide proxies for current levels of family engagement, using selected school data:

Table 8

Parent Involvement

	Parent Involvement Identifiers			
	PTSA	Family Night	Open House	Parent Volunteers
Cleveland	35	200	25 parents	15
Rainier Beach	20	25	40 parents	4

Project Description

Overview

The existing data suggest that both CHS and RBHS and their school communities are in need of a wide array of support services to ensure students are able to improve their overall health, attend and engage in school, and graduate prepared for post-secondary endeavors. To address these needs, SPS and its partners propose to develop the capacity of the school community to offer a seamless system of support to reduce academic and non-academic barriers to learning. In order to build this system, the FSCS project will increase the capacity of staff at school and district levels, families, and community partners to coordinate delivery of a full array of theoretically sound, evidence-based programs and services to address identified barriers.

The overall goal of Seattle's FSCS project is as follows:

Project Goal: To increase the number of students who meet achievement standards and challenging academic content at CHS and RBHS through the implementation of a coordinated,

collaborative school/community partnership that provides comprehensive educational, social, and health services for students, families, and communities.

This goal will be met by an innovative project that provides a broad-range of services oriented around four key evidence-based objectives and informed by a central process. The services this project will provide to schools are as follows: 1) remedial education and academic enrichment activities; 2) mentoring and youth development programs; 3) programs promoting parental involvement and family literacy; 4) programs providing assistance to students who have been truant or suspended, and 5) primary health and dental care.

The objectives of this effort are as follows:

Objective 1: To improve the ability of the schools and community partners to coordinate, communicate, and collaborate in reducing academic and non-academic barriers to learning;

Objective 2: To increase family involvement with their student's education;

Objective 3: To increase students' access to academic, enrichment and support services; and

Objective 4: To increase the percentage of students demonstrating healthy well-being and positive youth development.

The central model around which these services will be provided is *The Mariner Model* an evidenced-based community and school improvement process model that creates a framework for "health promoting school communities"; this model will be integrated with schools' existing work towards creating a Pyramid of Intervention (discussed below). The Mariner Model, inspired by the "seamless and self-contained system of support for military families" was developed initially for schools through the support of the Department of Education Secretary's Fund for the Improvement and Reform of Schools and Teaching (Hoyle, 2007) and is based on the Ecological Model (McLeroy

et al, 1988). Its theoretical framework is found in the Model for Planned Change in Schools (Parcel et al, 1988) and Theories of Organizational Change (Goodman et al, 1990).

The Mariner Model is not a programmatic effort - it *"is a vehicle for school improvement....a systemic, school-based process that strengthens internal and external supports for positive youth development and encourages the necessary school and community connections for addressing risk and protective factors"* (Hoyle, 2007, p. 5).

Teams, as well as individual members of the school community, will assess need, develop priorities, and determine theoretically-sound, evidence-based, data-driven strategies as part of school-based Comprehensive Plans that address academic and non-academic barriers to learning and school success. The continually-evolving plans will be collaboratively implemented and monitored for effectiveness in achieving the identified outcomes of the FSCS initiative. Because the use of *The Mariner Model* and the creation of the Comprehensive Plan are essential to the successful planning and implementation of the grant activities, SPS will use year one of the project to engage in this process. As such, the following description focuses on year one activities and how those planning activities drive the activities of years two through five.

Year One Description

In year one, teams at school, district, and community levels, which include parents and care-givers, come together for training focused on building capacity for the collaborative development and ultimate sustainability of evidence-based programs and services. These identified programs and services will be strategically linked to need, resources, project objectives, and the development of a quality school environment for the students and staff at CHS and RBHS.

Professional development will focus on effective group process, theoretical models of change, needs assessment and asset mapping, the development of evidence-based strategies for addressing identified needs, and adherence to a six-step process model for capacity-building and continuous improvement in schools.

Parents and family care-givers, community partners, school staff, and district leadership will develop a collaborative, Comprehensive Plan that identifies evidence-based strategies appropriate to each school and the community it serves. Each school's plan will include measurable objectives, data sources, programs and services to be delivered, as well as those responsible for carrying out necessary action steps and a timeline for their completion.

The activities will be informed by the oversight of the Center for Community School Improvement as they provide training and technical assistance in the application of *The Mariner Model* and will be facilitated by each school's lead partner (Cleveland: YMCA; Rainier Beach: Communities in Schools). The roles and capacity of these organizations are discussed in detail below. Table 9 details the year one activities, products, staffing, and timeline.

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Table 9: Year One Activities

Activities	Outcomes/Products	Leaders	Timeline (Month)
Establish contracts for lead partners, partners, Mariner Model trainers, and evaluator.	Mobilized leadership Establishment of Parent Advisory Committee	Principals Lead Partners	1-2 2-12
Establish Comprehensive Planning Team, Parent Advisory, and partner teams	Mobilized comprehensive planning team (CPT) and increased family/community involvement	Principals	2
Four- day Mariner Model training	Leadership Skills; effective group processes; health promotion in schools; identification of services	CCSI Lead Partners	2-12
Monthly CPT meetings	Updates/plans for completing ongoing work	Lead Partners	2-12
Assessment (critical elements, force field analysis, nominal group processes, focus groups, assets mapping)	Understanding of currently available community resources, resource gaps, and ability of community to support project efforts	CCSI Lead Partners	2-12
Develop implementation procedures for Comprehensive Plan & Evaluation-year two.	Identification of operating procedures for comprehensive plan and evaluation procedures for Years 2-5.	Site Directors Project Coor.	7-12
Review Project Progress	Project process is modified and improved	Oversight Com.	6, 12
Two-day booster training	Completion of comprehensive plan	CCSI & CPT	End of yr.

Years Two-Five Description

The capacity-building process for school improvement implemented during year one will have resulted in the formation of Comprehensive Planning Teams (CPT) at each of the schools that include key administration and staff, parents and care-givers, as well as community partners. Trainings for the CPT will lead to increased team effectiveness and coordination in the development of a Comprehensive Plan for the delivery of evidence-based programs and services targeting the reduction of academic and non-academic barriers to learning (Objective 1).

In addition, the Comprehensive Plan, as a result of valuable input from its parent/family members, will include strategies for increasing family involvement in student learning, as well as for family literacy and parenting education (Objective 2). As the plan is implemented, with multiple opportunities for review and revision, and the system of support is created, students will have increased access to academic, enrichment, and support services (Objective 3). Community partners, as a result of the collaborative development of the Comprehensive Plan, will become increasingly aware of better able to utilize the resources, both human and fiscal, to meet the schools' needs for programming targeting positive development, health and well-being of students (Objective 4).

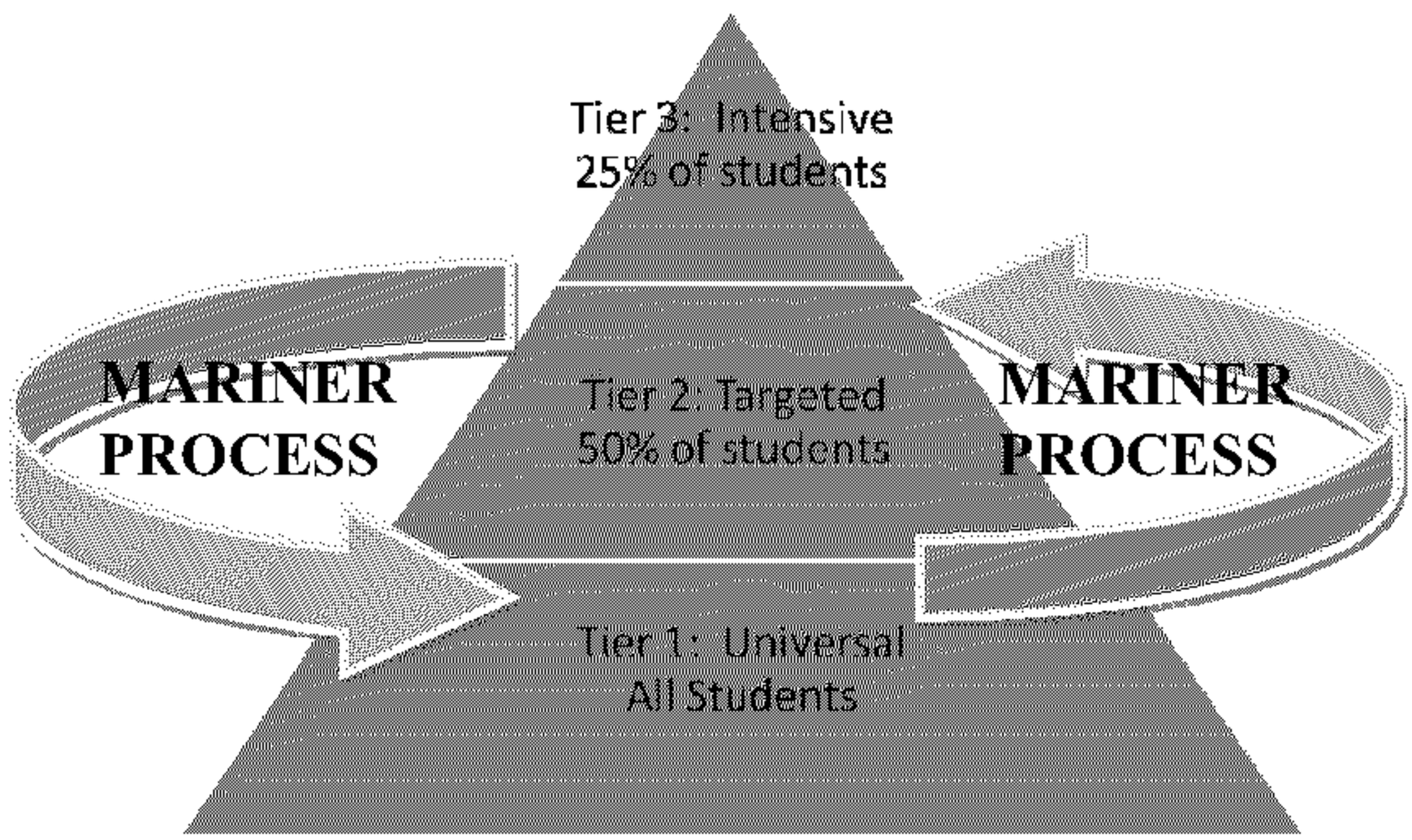
The coordinated delivery of an increased number of targeted, evidence-based programs and services and the seamless system provided through collaborative efforts of schools, families, and the community will ensure that all students are well-served according to individual need, resulting in increased student attendance, reduced truancy and drop-out rates, and increased WASL scores, as per the project goal.

Research indicates the effectiveness of a three-tiered approach targeting populations of students based on a Pyramid of Intervention model (Adelman &Taylor 2006; Dwyer & Osher

2006). The capacity-building processes of *The Mariner Model* will ensure organizational and community capacity to provide the appropriate services to address the needs of students in each tier.

Illustration 1

Model/Process for Determining Service Provision



Tier 1: Schools' curricular programs and non-academic activities that target all students and their families, like family involvement and primary health care.

Tier 2: Targeted enrichment and remediation, internships, drama programs.

Tier 3: Intensive support of truant or suspended students, intensive remediation, specific health services.

While the details of which students will be served by which services are to be determined through these models and processes in the first year of planning, SPS estimates the following numbers for additional students to be directly served by this project, including estimates of family and members of the community who participate in project activities:

Table 10

Number Directly Served Annually

	Students	Families Members	Community Members
Year Two	175	25	25
Year Three	175	50	35
Year Four	175	75	45
Year Five	175	100	55

It is expected that the full school community will benefit from this project due to an improved school climate and increased capacity of the schools to address academic and non academic barriers to learning.

Evidence

Substantial evidence links students' health and resilience to improved academic achievement; project objectives are explicitly linked to this evidence base, and project partners are experienced with and committed to a project design and implementation faithful to rigorous standards.

1) Evidence to link the provision of integrated (highly collaborative, holistic, process-oriented) student services to academic success:

The Mariner Model itself is based on the convergence of a variety of evidence-based school, organization, and community-change theories (Bandura, 1977; Bracht & Kingsbury, 1990; Goodman et al, 1990; McLeroy et al, 1988; Parcel et al, 1988). Further, the lead partners coordinate services through evidence-based processes. Lead Partner Communities in Schools participated in a rigorous study, conducted by ICF International, comparing CIS and non CIS schools. The results provide clear evidence that CIS is more effective in reducing dropout and graduation rates, and increasing reading and math proficiency (ICF in house study, 2007).

The effect size of CIS outcomes for high implementing sites exceeds the U.S. Department of Education .25 threshold regarding positive outcomes with respect to dropout (.28) and graduation (.33) rates. Based upon the analysis of the U.S. Department of Education's What Works Clearinghouse, ICF has concluded that CIS is one of only three programs to satisfy this threshold with respect to dropout rates, and the CIS Model is *the only* dropout prevention program proven to *increase graduation rates* (students graduating on time with a regular diploma). Further, findings of the CIS Longitudinal Evaluation indicate that CIS presence in a school can improve that school's statewide ranking in dropout and graduation rates, as measured by the U.S. Department of Education's "Improvement Index."

2) Evidence to link community risk and protective factors and academic success:

Recently, researchers from the Social Development Research Group at the University of Washington, in a study of over 40,000 students in Washington, found a correlation between students' WASL scores and risk and protective factors (as measured by the Healthy Youth Survey described above). The study found

- Tenth grade students in schools where students report experiencing more risk factors are less likely to meet the standards on the mathematics, reading, and writing sections of the WASL.
- Tenth grade students in schools where students report experiencing more protective factors are more likely to meet the standards on the mathematics, reading, and writing sections of the WASL (SDRG, 2007)

Given this evidence, a project of the type SPS is proposing has great salience, as 2008 is the first year students are required to pass the WASL in order to graduate. This project could be an

excellent pilot project for Washington State High Schools seeking to understand ways to address WASL remediation.

3) Evidence to link family involvement and student achievement:

Research has consistently shown that students whose families are more involved in schools experience greater academic success, better attendance, better grades, and better motivation (Caspe, et al., 2007; Watson, et al., 1983; Griffith, 1986; Henderson and Berla, 1995; Levine and Lezotte, 1995). Moreover a recent longitudinal study shows that 1) increases in family involvement predict increases in literacy achievement and that 2) family involvement in school matters most for children at greatest risk (Dearing et. al, 2004).

This evidence link is why SPS has chosen family involvement as a project objective.

Community Partners

While CHS and RBHS currently have myriad partners providing a wide variety of services, those partners who have initially agreed to participate, and with whom the project has secured a Memoranda of Understanding (MOU), are identified in the chart below. Further information about the current activities and capacity of these organizations can be found in Section Two, Adequacy of Resources. The MOUs established with all partners for the planning year are provided in Appendix B and letters of support from other partners are provided in Appendix C. The MOU provided by Public Health is the existing MOU for the operation of the schools' Teen Health Centers.

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Table 11

List of FSCS Community Service Partners*

Partner	Service Area	Current # Served
Washington Women in Transition: *Tutoring and family involvement strategies*	Fam. Inv., Remediation	125 (RB)
Broadway Bound: *Youth-focused drama production.*	Acad. Enrichment	45 (RB)
Intiman Theater: *Youth focused drama production*	Acad. Enrichment	7 (CHS)
Teen Health Centers: *In-school primary medical and dental care*	Health Services	552 (Both schools)
Communities for Youth: *Youth development and mentoring*	Mentoring	62 (Both schools)
Communities in Schools: ***School/community service integration.***	Lead Partner: Coordination	NA
YMCA: ***School/community service integration. Lead Partner.***	Lead Partner: Coordination	NA
Math, Engineering & Science Achievement: *Academic pathway and college preparation for minority youth*	Fam., Inv., Acad. Enrichment	130 (Both schools)
Reinvesting in Youth	Technical Assistance	NA

*NOTE: Other partners will be added during and after year 1.

2. Adequacy of Resources (Up to 15 points)

Budget

Both the project plan (above in Section One) and the management plan (below in Section Three) are accounted for in the budget. The number of students to be served is based on the budgetary capacity and resources of all project partners.

Staff

The staff at all levels are qualified and prepared for implementation to meet the project goals. Resumes of lead staff from all lead organizations in the project partners, district, evaluator, technical assistance provider, and schools are provided in Appendix A. All are uniquely qualified to adequately perform the roles set forth for them. A description of the lead roles is provided in the Management Plan below.

Expanded Community

Further, as mentioned above, SPS, the City of Seattle, and King County have directed resources towards elements of this plan. Additional funding and technical assistance from these groups will ensure that the schools' Comprehensive Plans are well supported and sustained beyond the resources in the grant. The Office for Community Learning of SPS is specifically committed to school community partnerships, was integral to planning the proposed project, and will align its resources with project goals and objectives.

Schools

CHS and RBHS themselves are committed to increasing their capacity by engaging in the planning and implementation of this project. Both have ample facilities to house community and service providers. The expansion of programs and services resulting from project activities will enhance accomplishment of their schools' goals and priorities.

Partners

Each project partner comes with a history of experience and an ongoing commitment to providing evidence-based, results-oriented student services and/or student service coordination, as well as to allocating adequate resources to meet the goal of the project. Details related to partners are found in Table 11 above and Appendix D. Further information related to the capacity and resources of the project's Lead Partners, universal service providers, and technical service providers is detailed below.

Communities in Schools Lead Partner, Rainier Beach

Communities In Schools, Inc. (CIS), the nation's largest dropout prevention organization, has a documented, 30-year history of producing outcomes at both the student level and school level. Founded in 1977, CIS operates in 27 states and the District of Columbia, serving 1.2 million elementary and secondary students in 3,400 schools. Communities In Schools was founded on the concept that students can and will achieve academically when resources to address their academic and social service needs are tailored, coordinated and accessible. That premise has evolved into CIS's community-based, integrated student services, whole-school approach (described in the project design), which provides widely accessible prevention resources.

YMCA of Greater Seattle Lead Partner, Cleveland High School

The YMCA of Greater Seattle currently operates middle and high school Community Learning Centers (CLC) coordinating services for over 1500 students in six schools. The CLC model is similar to the model to be utilized in the FSCS project: the YMCA Youth Development Directors are integrated into each participating school's staff team. These staff, working in collaboration with the school principal and teachers, families and community partners, utilize a

group work and values development approach to design and implement an array of educational and enrichment activities during school and out-of-school time.

Reinvesting in Youth (RIY) Technical Assistance Provider

Reinvesting in Youth (RIY) is a new, county-wide effort to find and implement best practices to reduce drop-out rates. Using an evidenced-based approach to services coordination, RIY will assist the project specifically around its approach to truant and suspended youth.

Teen Health Center Public Health, Seattle and King County

School-based and school-linked health centers, nationally recognized as one of the best ways to provide effective, efficient, and appropriate health services to adolescents, serve the medical and mental health screening and treatment need of young people on or near school grounds. The clinics, established on a community partnership model, deliver services which are tailored to the unique needs of the school community. Additional services are provided based on the needs of the users and available resources of each sponsoring agency. Youth Health Services (YHS) collaborates with seven community health agencies to administer 14 school-based health centers in Seattle and two school-linked health centers in South King County. All of the partner agencies contribute significant resources and expertise to the clinics they operate. All school-based and school-linked health centers provide

- Medical care, mental health counseling, health education, and preventive services;
- Services to youth in a familiar and "teen-friendly" setting on or near school grounds, and
- Professional staff who are experienced and trained to work with adolescents.

Evaluation and Professional Development

Adequate resources are devoted to developing contracts with experienced, credentialed evaluators from the University of Wyoming and the Wyoming Survey & Analysis Center (see

pages 34-35 for a full description). Further, the scope of work and budget for professional development and training specialists from Center for Community School Improvement will ensure that CPT are well prepared, supported, and effective in their adherence to the Mariner process (described above in the project design) and faithful to the project goal and objectives.

3. Quality of the Management Plan (Up to 25 points)

SPS and its partners will collaborate to successfully implement the FSCS management plan which has been collaboratively developed by Principals of the two high schools, district office staff, and community partners. A briefing on the project was made to the Seattle School Board and Superintendent on March 26th and the School Board Directors authorized the grant application on April 9th. These roles and responsibilities defined below will support the successful implementation of the FSCS Project.

Table 12: FSCS Leadership and Management Roles and Key Responsibilities

Roles	Individual/Organization	Key Responsibilities
Cleveland and Rainier Beach Principals	Princess Shareef and Robert Gary, Jr.	Provide instructional leadership; Share leadership and partner with Site Director; Participate in FSCS planning and events.
Lead Partner / Site Director	FSCS Coordinators (Site Directors to be selected)	Implement services with fidelity; Coordinate/facilitate work of partners; Communicate project activities.
Project Coordinator	Carolyn Kramer	Provide technical assistance to sites; Coordinate professional development; Support evaluation plan and provide reports; Manage project budget and expenditures.

Community Partners	(See list of Partners on page 17.)	Participate in comprehensive planning; Implement services; Collect and report evaluation data.
Parents	Cleveland and Rainier Beach families served by the FSCS Project	Attend school events; Support student learning; Representatives serve on project committees.
School staff	Instructional, health, counseling, and other support staff	Participate in comprehensive planning; Support work of partners; Identify of students and families to be served.
Central Office Support	Lisa Taylor, Lin Carlson, Caprice Hollins, Michael Tolley	Provide supervision and technical assistance to Project Coordinator, Principals & Site Directors
Technical Assistance Providers and Evaluators	Tena Hoyle, Todd Bartee, and WYSAC (University of Wyoming	Provide training in *The Mariner Model;* Provide ongoing consultation and technical assistance throughout implementation and evaluation of the project.

The FSCS Management Plan includes site and central office leadership, a Comprehensive Planning Team at each school, a Community Planning Team at each site, a Parent Advisory Committee at each site, and a School Community Oversight Committee, each of which is described below.

Site Leadership Coordination: The CHS and RBHS Site Directors are responsible for the successful implementation of the schools' comprehensive plans and partner service delivery

plans. The Lead Partners will include the Cleveland and Rainier Beach Principals in the selection of the Site Directors. Beginning in September 2008, the Principal and Site Director at each school will meet twice a month to coordinate comprehensive planning in year one and implementation of services beginning in year two.

Central Office Leadership: The Project Coordinator, Carolyn Kramer, will be responsible for ensuring that CHS and RBHS receive the resources and technical assistance necessary to successfully implement FSCS project activities. The Project Coordinator will assist the Principals and Site Directors in implementing comprehensive planning during year one.

Ms. Kramer will report to Lin Carlson, School Support Manager and work closely with Lisa M. Taylor, Community Learning Supervisor. All three are part of the Equity, Race, and Learning Support Department under the direction of Dr. Caprice Hollins. Dr. Caprice Hollins reports to Carla Santorno, the Chief Academic Officer. Carla Santorno reports to Dr. Maria Goodloe-Johnson, Superintendent of Seattle Public Schools.

Comprehensive Planning Teams (CPT): The Principal and Site Director will schedule monthly meetings of the Cleveland and Rainier Beach Comprehensive Planning Teams. Members will be identified by September 31, 2008. Each school's team will include at least five staff members, including the Principal or designee, one of the school counselors, the school nurse, a health or Physical Education teacher, and another support staff (coach, security, lunchroom staff, custodian, or office staff.

Community Partnership Teams (CTPT): Community partners providing direct services will meet once a month with their school's Site Director to share information on services to students and families, review plans for the next two weeks, and resolve problems in implementing services. Community partners will provide monthly reports to their Site Director. The Site

Director will conduct monthly site visits to observe the services and meet individually with each community partner. The Site Director will provide feedback and technical assistance to the partner on the fidelity of their service delivery.

Parent Advisory Committee (PAC): The Site Director will recruit a diverse group of parents and family members at his/her school site to serve on the Parent Advisory Committee, which will meet monthly during the school year. During year one, the committee will have an opportunity to contribute to the development of the Comprehensive Plan. Starting in year two the committee will make recommendations to strengthen the Project and family involvement activities. The committee will meet once a month during the school year.

School Community Oversight Committee (SCOC): Twice a year, the Project Coordinator will convene the School Community Oversight Committee to review project progress and recommend mid-course corrections. The SCOC will be composed of the High School Director, Southeast Education Initiative Director, Department Director, the Principals, Site Director, two community partners, two family members, two community members, and program evaluators.

As described above, SPS will use the first year of the grant for extensive planning and the creation of a Comprehensive School Plan. As such, a detailed management plan, including a timeline for year one activities is provided in Table 9 on page 10. The management plan has been designed so that project staff will have sufficient time to successfully meet the FSCS Project outcomes, outputs, activities, and performance measures.

Table 13: Time Commitments of Key Personnel and Rationale for Involvement

Key Personnel	Commitment	Rationale
Carolyn Kramer	.6 FTE	A .6 position will provide the necessary time to coordinate professional development, manage project budget and

		expenditures, support the evaluation plan and reporting, and provide technical assistance to site staff.
FSCS Coordinator (Site Director)	1.0 FTE at each site	A full-time Site Director will ensure successful implementation of planning, services, facilitate meetings, provide effective communication, and ensure fidelity of program services.
Principals	Minimum of six hours a month.	Principals will meet regularly with their Site Director, attend FSCS events, and support staff collaboration with community partners, families, and the community.
CPT members	6 days of PD annually; 9 hours for mtgs.	The professional development time and planning meetings will allow staff to successfully develop and implement the FSCS comprehensive Plan
Community Partners	6 days of PD annually; 9 hours for mtgs; additional time for service delivery in years 2-5.	The professional development time and planning meetings will allow staff to successfully develop and implement the FSCS comprehensive Plan.
Community Partner Directors	8 hrs per year	This will allow the Site Director to meet quarterly with agency Directors to strengthen community partnerships.
Cleveland and	9-15 hours per	The insights and contributions of parents and family

Rainier Beach Parents	school year; minimum of two parents serving 4 hours on SCOC.	members will greatly enhance the success of the FSCS Project.
Lin Carlson	6 hours monthly	Supervision meetings with Ms. Kramer will provide important support.
Lisa M. Taylor	6 hours monthly	Ongoing experience with out of school time programs will provide valuable guidance to the Project.
Caprice Hollins	4 hours per semester	Oversight by the Department Director will ensure alignment with district priorities and programs
Michael Tolley and Pat Sander	4 hours per semester	Directors participation on the SCOC will ensure alignment with district priorities and programs

4. Quality of Project Evaluation (Up to 25 points)

This evaluation of this project, utilizing the Centers for Disease Control and Prevention (2008) evaluation model, will ensure cohesive and ongoing planning, monitoring, and evaluation focused on measurable process, intermediate, and long-term outcomes.

Process Evaluation Process data will, specifically, measure and report outcomes for the first two project objectives. Process evaluation data will provide timely and valid information on the management, implementation, and efficiency of the project. As the change process is implemented, school, district, and community teams will document program activities and processes and use this information to guide ongoing and continuous school improvements.

Process data sources will include team rosters, meeting minutes, and planning and assessment documents. Additional types of process data include the development of an organizational chart of the decision makers and school leaders and their responsibilities related to school improvement, an asset map of existing programs and services in each school, an inventory of potential community partners, and an assessment of school capacity.

As part of year one, CPT will identify existing data sources and record relevant baseline data. Site Directors and the Project Coordinator will monitor data collection efforts to ensure the use of appropriate procedures. Project consultants will also conduct quarterly conference calls with the Site Directors and the Project Coordinator to provide guidance on the development of protocols to obtain consistently reliable and accurate data.

The qualitative and quantitative process data gathered as part of the process evaluation will provide descriptive statistics and will detail the strategic learning experiences of school, district, and community participants. In addition, student participation in academic, enrichment, and support programs offered through the schools and by their community partners will be monitored. Data will include, but not be limited to, the number of students/families targeted for services and the number of targeted and non-targeted students/families receiving services.

Data will be reported through a case study design, providing specific process data for each participating school. Table 14 illustrates the relationship between process outcomes, data sources, collection methods, and frequency of data collection.

Outcome Evaluation The outcome evaluation will assess the impact of the FSCS on academic achievement (as measured by WASL standardized test scores and average SAT scores). Correlates of academic achievement, including attendance and graduation rate, will also be

measured as will targeted variables related to school climate. All data will be collected, annually or bi-annually, using school records. The project will begin collecting data in year one.

We will employ an experimental design to measure impact on long-term target outcomes. Participants in FSCS programs and services will be compared to a random sample of non-participants, matched to participants on core demographic variables (e.g., eligibility for F/RL, ethnicity). Table 15 provides information on data sources, collection methods, and performance measures for each targeted outcome.

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Table 14: Process Evaluation

Process Outcomes	Performance Measures	Data Source	Data Collection Frequency
Involvement and ongoing commitment of key leaders	Participation among principals, site directors, project coordinator, district staff, lead partners, & family who participate in Year One activities, attend monthly meetings, and engage in coordination	Attendance lists; minutes	Consistent with meeting schedule
Involvement & ongoing commitment of project teams	# of team members (CPT, CPPT, PAC, S/COC), who participate in Year One activities, attend scheduled meetings, and engage in coordination	Schedule of meetings; team rosters; minutes	Consistent with meeting schedule
Articulation of common purpose & understanding of role of team members	Comprehensive plan that articulates 1) vision & mission consistent with community and district; 2) goals, objectives, strategies, and action steps, including roles of all participants	School-specific comprehensive plans with responsibility lists	Once, at the end of year one
Assessments Critical Elements		Critical Elements Survey	Commencement of training event; year one

Participatory decision making	Increase in staff awareness of perceived barriers to learning; ID of 3-5 barriers in each school building		PDM worksheet, (Hoyle, 2007)	Whole-school staff mtgs - years one, three & five
Profiling	Increased awareness among CPT members of ongoing status of health-promotion & learning support, strategies, and activities at each school		Health-Promoting School Matrix; team dialogue (Hoyle 2007)	Training events - years one, three and five
District organizational analysis (force-field analysis)	Awareness among leadership of impact of four elements (structural, political, human, symbolic) working for or against	Likert scale and summary	Organizational Analysis (Bolman & Deal, 2003, Hoyle, 2007)	Project Coordinator, District Learning Support Staff, assessment years one, three, and five
District capacity assessment	Shared perception of presence & function of structures, external supports, resources, policies, and professional development	Likert scale on characteristics of capacity	Capacity Assessment Tool (adapted from Hoyle, 2007)	Project Coordinator, District Learning Support Staff assessment years one, three, and five
Demographics template	Baseline school, district and community data/demographics	Completed template	Demographic Template (Hoyle 2007)	Completed by project staff- years one and five

Community dialogue and action planning	Facilitated conversations among school community members yielding issues, solutions, and steps to move forward	Transcription of dialogue; flip charts of results	Community Dialogue Guide (adapted Norris, Howell, 1999)	Years one and five
Process (Empowerment) evaluation conducted	Comprehensive Plans, indicating measurable objectives with data sources	Qualitative review of plans by evaluation consultants	Comprehensive Plan	Plan developed by CPT - year one and evolving throughout project review years 1,3,&5
Team portfolio	Collection of artifacts and evidences of degree of implementation of the Comprehensive Plan	Qualitative review/checklist related to data sources in plans	Team Portfolio	Site Directors recording and submitting to evaluation team
Fully-developed Pyramid of Intervention	Indicates support in the school environment for positive academic, physical, social, and emotional development	Staff review for evidence-based strategies	Pyramid of Intervention	Developed by Principals, Site Directors, CPT, TA Consultants, and Project Coordinator

Table 15: Project Outcomes

Outcome	Measures	Benchmarks	Project Target
Increased Academic Achievement: percentage of students meeting WA proficiency standards on WASL (10th grade scores)	WASL reading	Yr 2: 3%; Yr 3: 7%; Yr 4: 11%	increase, over baseline, of 15%
	WASL math	Yr 2: 5%; Yr 3: 10% Yr 4: 17%	increase, over baseline, of 25%
	WASL writing	Yr 2: 4%; Yr 3: 9%; Yr 4: 14%	increase, over baseline, of 20%
	WASL science	Yr 2: 5%; Yr 3: 12%; Yr 4: 22%	increase, over baseline, of 35%
Increased Academic Achievement: SAT scores	combined SAT scores, Math and Verbal	Yr 2: 850 Yr 3: 900 Yr 4: 950	1020
Academic Success: graduation rates (as reported on WA Report Card	on time graduation	Yr 2-4: annual increases of 8%	Cumulative increase of 32%
	extended graduation	Yr 2-4: annual increases of 6%	Cumulative increase of 24%
Academic Success: increased attendance	CHS attendance records	Yr 1: no decline; Yr 2: no decline; Yr 3: 2%; Yr 4: 4%	Increase in attendance of 6%
	RBHS attendance records	Yr 1: 2%; Yr 2: 4%; Yr 3: 6%; Yr 4: 8%	Increase in attendance of 10%

To assess the creation of a positive school climate, school staff and students will complete the self-reported Staff School Climate Survey and the Student School Climate Survey each spring. The student survey measures fourteen major themes related to school climate and student well-being including the following: academic expectations, academic failure, adult/student interactions, attachment to school, commitment to school, classroom management, pro-social involvement-opportunities, pro-social involvement-rewards, safety, student/peer relations, social competency, diversity, bullying intervention, and bullying victimization. The staff survey evaluates general school climate, teaching collegiality, perception of principal's leadership for reform, teacher influence-policy, respect, and teacher interaction.

Both surveys combine the data to form an overall index score, ranging from 1 to 5, with 5 meaning strongly agree and 1 meaning strongly disagree. Index scores are reported, annually, in the each school's Benchmark Profile Report. At the end of each funding year, beginning with year 1, positive school climate will increase by one-tenth of a point for both students and staff.

Both high schools collect data on several measures that could potentially be affected by the proposed project. Hence, undoubtedly, we will monitor several indicators not specifically mentioned in this evaluation plan (e.g., truancy rate, suspensions, sense of safety, and school connectedness).

Evaluation Reporting Evaluators will submit an annual report at the end of Years 1 4, and a final summative evaluation report at the end of Year 5. Reports will summarize process and outcome data and offer lessons learned during the preceding year of project implementation. The final report will also include recommendations for sustaining successful efforts ands for replicating the project.

Evaluation Team The evaluation team consists of Todd Bartee, Ph.D. and Tena B. Hoyle, Ed.D. Dr. Bartee is an Associate Professor of Health Promotion (Division of Kinesiology and Health, University of Wyoming). He will serve as lead evaluator for this project. He has evaluated youth- and education-oriented programs for the Wyoming Departments of Education and Health including the evaluation of the *Wyoming Coordinated School Health Program Pilot Project (*for the WY Department of Education, Health and Safety Unit), the evaluation of the *Collaborative Practices to Promote Sexual Abstinence* (for the WY Department of Education, Health and Safety Unit), and the evaluation of the *Youth Empowerment Program* in Laramie, WY. Dr. Hoyle, Assistant Professor Health Promotion (Division of Kinesiology and Health, University of Wyoming), will assist Dr. Bartee, specifically, in evaluation planning and in the evaluation of process outcomes. Dr. Hoyle served on the Design Team and Evaluation Advisory Group for the *National School Health Coordinator Leadership Institute*; was the evaluator for the *Middle School Coordinators Grant Program* in Rock Hill (SC) School District Three, (for the US Department of Education Safe & Drug-Free Schools and Communities) was co-Investigator/Evaluator on the *Development and Evaluation of Coordinated School Health Programs for Challenged Schools in the Midlands of South Carolina* (for the SC Department of Education and the SC Department of Health & Environmental Control)*;* and evaluated the *SC Emergency Management Gran*t (for Rock Hill (SC) School District Three and the US Department of Education). Additionally, the Wyoming Survey & Analysis Center (WYSAC) of the University of Wyoming will provide specialized expertise in program evaluation, including both process and outcome evaluation. They will assist in research design, data collection, data entry and management, data analysis and interpretation of statistical results, and the

writing of project reports. WYSAC's full-time staff of more than 20 researchers with advanced degrees in education, statistics, political science, economics, psychology, sociology, and public administration has experience with both quantitative and qualitative evaluation methods. WYSAC currently is conducting the *2008 Prevention Needs Assessment* for the WY Department of Health, Mental Health and Substance Abuse Services Division and is currently evaluating the *21st Century State Incentive Grant* for the Wyoming Department of Education, Health and Safety Unit. WYSAC also co-authored the Wyoming's application for the *Federal Strategic Prevention Framework State Incentive Grant,* and now evaluates the project.

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Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **4189-Mandatory_Appendix_A.FSCS.resumes.pdf**

Attachment 2:
Title: Pages: Uploaded File: **9677-Appendix_B.FSCS.MOUs.pdf**

Attachment 3:
Title: Pages: Uploaded File: **6385-Appendix_C.FSCS.letters.pdf**

Attachment 4:
Title: Pages: Uploaded File: **703-Appendix_D.FSCS.partners.doc**

Attachment 5:
Title: Pages: Uploaded File: **8968-Appendix_E.FSCS.capacity.doc**

CURRICULUM VITAE

Roderick Todd Bartee **January 2008**

Education

Year	Institution	Degree
2000	University of Alabama and University of Alabama-Birmingham (Joint Program) – Health Behavior and Promotion	Ph.D.
1996	University of Alabama – Health Studies	M.A.
1994	University of Nebraska – Community Health Education	B.S. Ed.
1992	Central Community College-Platte	A.A.

Professional Experience

2006-present Associate Professor, Division of Kinesiology and Health, University of Wyoming, Laramie, WY
Position: **Associate Professor**, Division of Kinesiology and Health
Duties: Teach graduate and undergraduate courses, conduct scholarly research; provide professional service to the University of Wyoming, city of Laramie, and state of Wyoming.
Job Description: Teaching 65%; Research 25%; Service 10%

Selected Research and Scholarship

Grants

2004-2008 Primary Investigator: Kelley, R.O., Principal Investigator: Smith, D.T., Co-Principal Investigator: **Bartee, R.T.**
Building Clinical Research Infrastructures: Developing Capacity for Community-Based Health Research (Section) 2P20RR016474-04
NIH/NCRR ($600,000) (7/01/04-3/31/2008)

Contracts

2004 – 2005, PI: **Bartee, R.T.**
University of Wyoming, Division of Kinesiology and Health, Evaluation of the *Wyoming Coordinated School Health Program Pilot Project*. Wyoming Department of Education, Health and Safety Unit. Cheyenne, Wyoming.[$64,634.50]

2004 - 2005, PI: **Bartee, R.T.**
University of Wyoming, Division of Kinesiology and Health, *Coordinated school health technical assistance, staff support and program implementation*. Wyoming Department of Education, Health and Safety Unit. Cheyenne, Wyoming. [$60,000]

2003 PI: Winnail, S.D., Co-PI: **Bartee, R.T.** Evaluating Collaborative Practices to Promote Sexual Abstinence. Wyoming Department of Education, Health and Safety Unit. Cheyenne, Wyoming. [$9,320]

1999-2000 CoPI: **Bartee, R.T.**, Winnail, S.D. Wyoming School Administrator Primary Concerns Survey. Wyoming Health and Physical Education Network, Laramie, WY. [$840]

Publications (Refereed Journals)

Eisenmann, J.C., **Bartee, R.T.**, Smith, D.T., Welk, G., Fu, Q. (In Press). Combined influence of physical activity and television viewing on overweight in U.S. youth. (*International Journal of Obesity*) [data-based]

Smith, D.T., Vendela, M.J., **Bartee, R.T.**, & Carr, L. (In Press). Significant Body Mass Index Gains in Rural First Graders, 1999-2004: A time for behavioral intervention? *Journal of Rural Health*. [data-based, student author]
Bartee, R.T., Olsen, S.E., & Winnail, S.D., (2006). Comparison of Professional Health Education and Public Health Core Competencies. *American Journal of Health Studies, 21,* 11-19. [data-based, student author]

Winnail, S.D., **Bartee, R.T.**, & Kaste, S. (2005). Existence of the School Health Coordinator in a Frontier State. *Journal of School Health, 75,* 329-333. [data-based]

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Dunn, M.S., **Bartee, R.T.,** Perko, M.A. (2003). Self-reported alcohol use and sexual behaviors of adolescents. *Psychological Reports, 92*, 339-348. [data-based]

Winnail, S. D. & **Bartee, R. T.** (2002). How can primary concerns of school district superintendents guide school health efforts? *Journal of School Health, 72*, 408-412. [data-based]

Eisenman, J.C., **Bartee, R.T.,** & Wang, M.Q. (2002). Physical activity, TV viewing, and weight in U.S. youth: 1999 Youth Risk Behavior Survey. *Obesity Research, 10*, 379-385. [data-based]

Dunn, M.S., Eddy, J.M., Perko, M.A., & **Bartee, R.T.** (2001). Influence of Parents, Coaches and Trainers on Attitudes, Subjective Norms, and Intentions Regarding Dietary Supplement Use Among Male and Female Adolescent Athletes. *Journal of Adolescent and Family Health, 3*, 141-146. [data-based]

Dunn, M.S., Eddy, J.M., Wang, M.Q., Nagy, S., **Bartee, R.T.** & Perko, M.A. (2001). The influence of significant others on attitudes, subjective norms, and intentions regarding dietary supplement use among adolescents. *Adolescence, 36, 583-591*. [data-based]

Perko, M.A., **Bartee, R.T.**, Dunn, M.S., Wang, M.Q., & Eddy, J.M., (2000). Giving new meaning to the term "taking one for the team": Influences on the use/non-use of dietary supplements among adolescent athletes. *American Journal of Health Studies, 16*, 99-106. [data-based]

Presentations (Refereed National and International Abstracts)

The 3 R's for Health-Promoting School Communities: Rules, Roles, and Relationships, *Pre-Conference Workshop*, to be presented at American School Health Association (ASHA) National Conference, Honolulu, Hawaii, July 2007.
Hoyle, T.B., **Bartee, R.T.**, Junk, A.S., Samek, B.B., York, S.E.

Body mass index in rural elementary school children: progressive increase in body mass index of first graders. American College of Sports Medicine National Meeting, New Orleans, LA, 2007. [data-based, student author]
Vendela, M.J., **Bartee, R.T.**, Carr, L.J., and Smith, D.T.

Existence of the School Health Coordinator in a Frontier State. AAHPERD National Convention, Salt Lake City, UT, 2006. [data-based]
Bartee, R.T.

Association between sports supplement use and selected health risk behaviors among rural college students. AAHPERD National Convention, Salt Lake City, UT, 2006 [data-based, student author]
Nitschke E.M. & **Bartee, R.T.**

Linking researchers and communities using community-based participatory research principles.
Society for Public Health Education (SOPHE) National Meeting, December, 2005. Philadelphia, PA. [student author]
Bartee, R.T., Smith, D.T., Nitschke, E.M.

Predicting psychological well-being among college students: The role of physical activity and strength training. American Alliance for Health, Physical Education, Recreation and Dance National Convention, Chicago, IL, 2005
Schmitt, N.M., **Bartee, R.T.**, & Winnail, S.D. [data-based, student author]

Girls Gone Wild: Female Athletes as the Next Target Market for Sports Dietary Supplements. American Alliance for Health, Physical Education, Recreation and Dance National Convention, Chicago, IL, 2005
Perko, M.A., **Bartee, R.T.**, & Dunn, M.S.

TENA B. H0YLE, Ed.D., Assistant Professor
Kinesiology and Health 118 Corbett Building
Dept 3196, 1000 E. University Avenue
University of Wyoming Laramie, WY 82071
Office: (307) 766-2354 E-mail: thoyle@uwyo.edu

EDUCATION

Ed.D	Health Education Administration University of South Carolina	2005
M.A.	Special Education-EMR, TMR University of Alabama	1972
B.S.	Home Economics Education University of Alabama	1969

CHRONOLOGY OF EXPERIENCE

Assistant Professor	Division of Kinesiology and Health University of Wyoming, August 2006 to present
Trainer/Consultant (Self-employed)	School Improvement/School Health Programs *ACCORDING TO: Hoyle & Associates*, 1997 to present
State Program Director	South Carolina Healthy Schools, 1998-2000 SC Dept. of Education / SC Dept. of Health & Environmental Control
State Training Coordinator	SC Healthy Schools Regional Partnerships – August 1997 – 98 USC School of Public Health
Adjunct Faculty	Winthrop University – 2002 - 2006 Furman University – 1999 - 2006 University of South Carolina Graduate Regional Studies – 1997-2006 Southern Wesleyan University Adult & Graduate Studies – 1993-2006
Project Director	The Mariner Project, Berkeley County Schools, SC–July 1994 – June 97
Public School Teacher	Life Skills/Health, Home Economics, Special Education, English 1969-1994

AWARDS, ACHIEVEMENTS, and SERVICE (National only)

Fellow – American School Health Association – 2007
Distinguished Service Award – American School Health Association – 2006
Nominee – Liaison to Sections – American School Health Association – 2006 (not elected)
Nominee – President American School Health Association (ASHA) – 2005 (not elected)
Excellence in Leadership for School Health Coordination – ASHA Coordinator Section Award – 2005
Organizer and Charter Chair – Coordinator Section – American School Health Association: 2002-2004
Immediate Past Chair – Coordinator Section – American School Health Association (ASHA): 2004-2005
Professional Development Committee – American School Health Association: 2004-present
Awards Committee – American School Health Association: 2004-2007
Organizer and Member – Council for Administrative Support for School Health – ASHA: 2002-present
American Cancer Society (ACS) Volunteer
ACS National School Health Coordinator Leadership Institute - Design Team/Core Team/Faculty/Facilitator/ Evaluation Advisory Group – 1998 - 2002
Outstanding School Health Educator Award, American School Health Association - 1997
Director's Award of Excellence Finalist, Centers for Disease Control and Prevention/Division of Adolescent and School Health - 1997

PUBLICATIONS

Hoyle, T.B., Samek, B.B., Valois, R.F., Building Capacity for the Continuous Improvement of Health-Promoting Schools. *Journal of School Health*. 78(1), 1-8.

Valois, R.F., **Hoyle, T.B.**, Health in Education: The Challenge Continues. *American Journal of Health Education*. 36(1), 43-47.

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PRESENTATIONS: (National and International only - 2000-2008)

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Hoyle, T.B., *The Pueblo Project: "Reculturing" Schools for Health Promotion in Pueblo, Colorado*, Workshop presented at the International Union Health Promotion and Education (IUHPE) Conference, Vancouver, BC, Canada, June 2007.

Hoyle, T.B., St Leger, L., *Quality, Effective Professional Development: The Missing Component in Building Capacity for Health-Promoting Schools*, Workshop presented at the International Union Health Promotion and Education (IUHPE) Conference, Vancouver, BC, Canada, June 2007.

Allensworth, D.D., **Hoyle, T.B.**, *Promoting Quality Coordinated School Health Programs as a Means to Reduce Health and Educational Disparities*, Oral presentation, International Union Health Promotion and Education (IUHPE) Conference, Vancouver, BC, Canada, June 2007.

Hoyle, T.B., *Leadership Across the System*, Healthy School Communities Project, Association of Supervision and Curriculum Development, Alexandria, VA, January 2007.

Hoyle, T.B., Junk, A.S., Samek, B.B., York, S.E., *The Mariner Model: A Six-Step Process Model for the Continuous Improvement of Health-Promoting Schools,* American School Health Association (ASHA) National Conference, St. Louis, October 2006.

Hoyle, T.B., Junk, A.S., Samek, B.B., York, S.E., *Developing Theoretically-Sound, Evidence-Based School Health Programs*, American School Health Association (ASHA) National Conference, Burbank, CA, October 2005.

Hoyle, T.B., York, S.E., *"Reculturing" the School Environment for Health Promotion: A Six-Step Process Model*, Presented at American School Health Association National Conference, Pittsburgh, PA, October 2004

Hoyle, T.B., *"CSHP? You Want Me To Do WHAT? Isn't That Beyond the Borders of My Position?"* Presented at American School Health Association National Conference, El Paso TX, October 2003.

Hoyle, T.B., York, S.E., "The One-Minute Advocate: Summoning Support for Student Health And School Success – As Easy as 1 – 2 – 3," Presented at American School Health Association National Conference, Charlotte, NC, October 2002.

Hoyle, T.B., Foster, T.D., Beverly, A., York, S.E., "Using a Public Health Program Planning Model to Mobilize School and Community Advocates for Student Health and School Success," Presented at ASHA National Conference, Charlotte, NC, October 2002.

Hoyle, T.B., York, S.E., "Utilizing a Public Health Program Planning Process Model to Deliver Coordinated School/Community Health Programming and Reduce Barriers to Learning," Presented at CDC 2002 National Leadership Conference to Strengthen HIV/AIDS Education and Coordinated School Health Programs, Washington, DC, February 12, 2002.

Hoyle, T.B., Foster, T.D., Rubin, M., Samek, B.B., Vaissiere, S., York, S.E., "In-Depth Planning and Implementation of Coordinated School Health Programs Using a Public Health Program Planning Model," Presented at National ACS School Health Coordinator Leadership Institute, Washington, DC, February 8, 2002.

Hoyle, T.B., York, S.E., Valois, R.F., "Coordinating for Safe and Drug-Free Schools and Communities: Rebuilding the Connection in the 21st Century", Presented at ASHA National Conference, Albuquerque, New Mexico, November 8, 2001.

Hoyle, T.B., York, S.E., "School Community Collaboration: Addressing the Strategic Mission of Schools through Positive Youth Development", Presentation at National Conference of Association for Supervision and Curriculum Development (ASCD), Boston, MA, March 2001.

Hoyle, T.B., York, S.E., "Using a School/Community Collaboration Process for Effective School Health Programs" ASHA National Conference, New Orleans, LA, October 2000.

Valois, R.F., Lohrmann, D.K., **Hoyle, T.B.,** "Evaluation Design: South Carolina Healthy Schools Partnership" ASHA National Conference, New Orleans, LA, October 2000.

Hoyle, T.B., "Coordinating School Health in the Context of Community" ASHA Summer Institute, Ithaca College, NY, August 2000.

Hoyle, T.B., York, S.E., "Use of The Mariner Model for CSHP Development and Management" Presented at

National ACS School Health Coordinator Leadership Institute, Orlando, FL, July 2000.

Linwood R. Carlson
701 N. 68th Street
Seattle, WA 98103
206-252-0854 (Wk.)
(b)(6)
lcarlson@seattleschools.org

Education: M.S.W. University of Washington, March 1976
B.A. Purdue University, 1973

Leadership and Supervision

Manager, School Services, Seattle Public Schools, September 2006 to present. Implemented a new community partnership project with five organizations to assist high school students and their families in preparing to retake the WASL exam. As part of the Equity, Race, and Learning Support Department, provides guidance to Student Health Services, Counseling and Career Centers, and the Truancy and Disciplinary Hearings Office. Native American Education, and the Readiness To Learn Program. Assists with strategic planning and the implementation of the Families and Education Levy programs.

Director, School Services Department, Seattle Public Schools, June 2003 to August, 2006. Provided leadership for programs that address barriers to learning: Student Health Services, Health Education, Family Support Workers, Family Partnerships, Prevention/Intervention Services, Truancy and Disciplinary Hearings Office, and Community Learning. Served on the Senior Leadership Team, Teaching and Learning Directors Team, and reported regularly to the School Board. Participated in District budget development planning and served on the Fiscal Integrity Steering Committee. Assisted with the implementation of the District's Five-Year Plan and monitoring of annual benchmarks.

Supervisor, Connections Stay in School Program, Sept. 1995 to 2003, and Comprehensive Student Assistance Program, Sept. 1998 to 2003, for Seattle Public Schools. Implemented a truancy reduction and dropout prevention program and expanded into twelve schools. Supervised fourteen specialists. Program provided family conferences, home visits, truancy interventions, and case management. Supervised 20 school-based drug/alcohol intervention specialists and manage state and federal grants. Coordinated the delivery of violence prevention, drug prevention/ intervention, and tobacco prevention services. Evaluated program effectiveness and assist with district student surveys.

Lead Specialist and Acting Supervisor, Comprehensive Student Assistance Program, Seattle Public Schools, Nov. 1987 to Sept., 1995. Provided staff training on using drug prevention/education curriculum and intervention strategies. Coordinated district Natural Helper program and trained students in peer leadership programs. In 1993, supervised drug/ alcohol intervention specialists, wrote and managed federal grants, and supported district Drug/Alcohol Advisory Committee.

Program Coordinator, Center for Human Services, November, 1983 to October, 1987. Managed Youth Substance Abuse Treatment Department and supervised counseling staff. Negotiated contracts with school districts and county agencies for drug treatment and prevention services and administered budgets. Provided training and consultation to surrounding school districts.

Social Work Supervisor, Friends of Youth-Griffin Home, October, 1980 to October, 1983. Supervised child care workers in a residential treatment center for troubled adolescent boys. Provided clinical services to residents and their families. Taught skills for independent living.

Counselor, Youth Eastside Services, 1979-1980 school year. Provided counseling and group activities to junior high students in a special school program for delinquent and disturbed youth.

Intake Supervisor and Heads Up Center Coordinator, Youth Eastside Services, July 1976 to June 1878. Supervised and trained staff providing assessment, crisis intervention, and referral services to youth and families. Coordinated volunteer staff for teen drop-in center.

Social Worker, Big Brothers of Seattle, Sept. 1974 to May, 1976

Caseworker, Happy House Community Services, Indianapolis, Ind., June, 1973 to Aug. 1974. Happy House was a residential treatment center.

Community Service and Collaboration:

Worked with communities in Kilomeni, Tanzania in January 2006 and in Mali Tatu, Kenya in July 2007 as part of Global Citizens Network team.
Reinvesting in Youth Steering Committee, 2004-2008.
Experience Wellness Project Leadership Team, 2000-2002.
Safe Schools/Healthy Students Grant planning team, 2001.
City of Seattle SafeFutures Interagency Staffing Group, 1998-2001.
1995 and 1999 Seattle Teen Health Survey Planning Team
Moderator, University Baptist Church, 2003
President, Hood Canal Cooperative, 1999
Local planning committee, KCTS/PBS Bill Moyers on Addiction, 1998.
Seattle Public Health and Safety Network Board, 1997-1999.
District Safe Schools Committee, 1995-2000.
Co-editor, Feel the Power Parent Newsletter 1995-2003.
Planning Committee, South Pacific Islander Family Summit, Nov. 1997.
Planning Committee, YWCA Week Without Violence Project, 1996-97.
Board member, Phinney Neighborhood Association,
King County Community Organizing Program Advisory Committee, 1990-1996.
Planning Committee, Seattle Parent Summits, 1994, 1995, 1996.
Annual Salute to Students and Staff Helping Schools Become Drug-Free
Co-author, "Kids Like Us are Everywhere (KLUE)" and "Substance Abusing Youth Intervention Training" curricula.
Director, Partners in Prevention Teen Camp, 1984-1987.
Task Force on Services to Minority youth and families, Center for Human Service, 1986.
KIXI "Citizen of the Day", Feb. 4, 1982.
Organizer and Climb Leader, Youth Eastside Services "Climb for Youth" fundraiser of Mt. Rainier, 1980 and 1981.
Social Skills Consultant, Echo Glen Children's Correctional Center, 1976.

Interests: Family, social justice, running, hiking, and bicycling.

References: Professional and personal references available upon request.

Petrina S. Fisher

6123 37th Avenue NW * Seattle, WA 98107 * 206.328.4834

AREAS OF EXPERTISE

- Non-profit management
- Strategic planning and leadership
- Youth Development
- Community Engagement
- Fund development
- Grant writing
- Program Evaluation

PROFESSIONAL EXPERIENCE

Communities In Schools of Seattle. *Seattle, WA.*
Executive Director, June 2005 to present

- Work with Board of Directors to set and carry out a strategic vision for the organization.
- Develop and expand programs to serve at-risk students in Seattle Public Schools.
- Develop and maintain relationships with agency partners, schools, and the community.
- Serve as a liaison to Seattle Public Schools and to the general public at large.
- Manage all aspects of day to day operations and annual budget.
- Develop, monitor, and implement program evaluation.
- Oversee all fund raising activities including an annual luncheon and other special events.
- Hire, train, and supervise all staff.

Cocoon House. *Everett, WA.*
Development Director, May 2002 to June 2005

- Successfully completed a $4.2 million capital campaign.
- Implemented strategies to meet the annual $1.5 million operating budget. Worked closely with the Executive Director, Board Members, Fund Development Committee, and other volunteers to meet all revenue goals.
- Coordinated all media relations and acted as an agency spokesperson. Oversaw website, newsletter and annual report production.
- Managed and coordinated the agency's annual luncheon and other special events.
- Member of the leadership team. Instrumental in the annual budgeting process and developing a strategic vision for the organization.

Work Options for Women. *Denver, CO.*
Development Director, May 2001 to April 2002

- Developed strategies to meet the annual operating budget through grants, direct mail, special events, donor cultivation and stewardship. Worked closely with the Executive Director, Board Members, and other volunteers to meet all revenue goals.
- Created the agency's first written Development Plan. Established revenue goals and increased private funding.
- Served as an agency spokesperson and developed partnerships throughout the community. Cultivated relationships with donors, volunteers, and community at large.
- Instrumental in the creation of the website and newsletter.
- Coordinated all aspects of special events.

Navidec, Inc. *Denver, CO.*
Project Coordinator, May 2000 to March 2001

- Managed client expectations and project requirements for complex e-solutions.

Petrina S. Fisher
6123 37th Avenue NW * Seattle, WA 98107 * 206.328.4834

- Developed documentation for project requirements, specifications, and scheduling.
- Led project teams by managing issues and implementing change control.

VVAF's Campaign for a Landmine Free World. *Washington, DC.*
Research Consultant, January 2000 to May 2000
Manager of Individual Giving, August 1998 to January 2000

- Developed and implemented individual and major gifts fundraising strategies.
- Coordinated direct mail campaigns, including renewals and prospecting.
- Conducted research on major gift prospects. Assisted in developing solicitation plans.
- Wrote and edited marketing and fundraising collateral material.
- Managed public relations events and special events, including an online auction. Worked directly with celebrity spokespeople.

National Parks Conservation Association. *Washington, DC.*
Development Associate, February 1997 to August 1998

- Managed and coordinated major gifts ($10,000+) and planned giving programs.
- Implemented charitable gift annuity program. Coordinated bequests.
- Organized special events for major donors, board and council members.

American Symphony Orchestra League. *Washington, DC.*
Development Assistant, May 1996 to February 1997

OTHER EXPERIENCE

Western Washington University. *Everett, WA*
Guest Lecturer: "Financial Management of Nonprofit Organizations", 2004

EDUCATION

University of Wisconsin. *Madison, WI.* B.B.A., 1996. Majors in Marketing and French. Certificates in International Business and International Studies.

University of Washington. *Seattle, WA.* Program Evaluation Certificate, 2007.

RECENT VOLUNTEER AND LEADERSHIP ACTIVITIES

Committee Member, Northgate Educational Resource Council. 2007 – present
Program and Format Committee Chair, Asian Hall of Fame/Robert Chinn Foundation. 2006 – 2007
Board Member, Sharing Wheels. 2004 – 2006
Program Committee Member, Association of Fundraising Professionals, Washington Chapter. 2004 – 2006
Participant, Project LEAD. United Way of King County, 2004.

Anna-Maria de la Fuente
6729 Shaffer Ave. S.
Seattle, WA 98108
(b)(6)
(206) 616-9654 (work)
amdelafuente@msn.com

EDUCATION:

University of Washington
Doctoral Student, Educational Leadership
Leadership for Learning Program
Degree anticipated: June 2009

Stanford University
M.A., Education June 1987

University of California at Berkeley
B.A., English May 1986

EXPERIENCE:

9/00 – present

Director, Seattle MESA (Mathematics, Engineering, Science Achievement) Program.

- Develop and manage student, teacher, and parent services in a K – 12 mathematics/ science outreach program aimed at underrepresented students.
- Provide professional development to teachers from 29 Seattle-area schools.
- Coordinate local Advisory Board, and collaborate with state staff and state Board of Directors.
- Develop and manage program budget, capacity building, strategic planning, and corporate/community partnerships.
- Coordinate local fundraising, which has resulted in doubling program budget over last four years.
- Hire, train, and supervise seven staff members.
- Teach ninth grade students through Summer Math Scholars program, and eleventh grade students through annual SAT courses. Hire and train instructors for both programs.

9/92 – 8/00

Mathematics Teacher, Rainier Beach High School, Seattle Public Schools.

- Taught MESA, mathematics courses from Pre-Integrated Math through Pre-Calculus, and all levels of Language Arts courses.
- Served as chairperson of mathematics department.
- Developed, coordinated and taught in Summer Math Scholars program, designed to help incoming ninth-grade students succeed in high school mathematics courses. Collaborated with University of Washington personnel and school district staff to secure funding.

6/98 – 8/98

Pre-Calculus Teacher/Program Supervisor, ALVA Program, NASA's Jet Propulsion Laboratory, Pasadena, California.

- Taught pre-calculus to incoming university freshmen, supervised students through a pre-college program sponsored by the University of Washington's Minority Science and Engineering Program.

- Worked as an intern on a JPL robotics project leading to design of a sub-glacial probe.

8/90 – 6/92 **English/Mathematics Teacher**, Evergreen Junior High School, Lake Washington School District.
- Taught seventh through ninth grade mathematics and English courses.
- Served as chairperson of English department.

8/89 – 1/90 **Chapter One Math Teacher**, Madison High School, Portland School District, Portland, Oregon. Taught Chapter One mathematics courses.

8/87 – 6/89 **English/Mathematics Teacher**, Martin Luther King, Jr. Intermediate School, Hayward School District, Hayward, California. Taught seventh and eighth-grade English and mathematics courses.

OTHER EXPERIENCE/TRAINING:
- National Society of Black Engineers (NSBE) national convention presenter, 2004,2005,2006: "Navigating the Career Fair" and "Problem Solving in Mathematics".
- Puget Sound Grantwriters Conference presenter, 2005: "Outcomes and Evaluation".
- SAT class coordinator and teacher, 1993 – present.
- Rainier Scholars Math Teacher, 2002.
- UW Engineering Biomaterials Summer Institute, 2002.
- Seattle Public Schools Math Summit presenter, 2002.
- Curriculum Integration in Action distance learning courses, 2001-2002.
- NSBE (National Society of Black Engineers) national convention, 2000 - 2005.
- SHPE (Society of Hispanic Professional Engineers) national convention, 2000 - 2003.
- Creating a Community of Math Learners (ongoing collaboration and training with University of Washington mathematics and education professors), 1999 – 2000.
- Standards-based curriculum revision, Rainier Beach High School. Coordinated department-wide work to revise mathematics curriculum and teaching in alignment with state essential learnings and NCTM standards, 1999 – 2000.
- MESA local and state workshops, with training focused on integrated engineering, mathematics, and science activities, as well as promoting equity in education, 1995 – 2005.
- NASA's NEWMAST program (summer aerospace training for math and science teachers), Ames Research Center, 1994.
- Seattle Coalition for Educational Equity, 1993.
- Math Educators Summer Program, Seattle Pacific University, 1992.

ACTIVITIES AND MEMBERSHIPS:
- Seattle Transition Math Project Steering Committee, 2006 – present
- Dr. Martin Luther King, Jr. Scholarship Committee, 2004 – present
- NSBE (National Society of Black Engineers) member, 2001 – present
- SHPE (Society of Hispanic Professional Engineers) member, 2001-present.
- ASCD (Association for Supervision and Curriculum Development) member, 2000-present
- NCTM (National Council of Teachers of Mathematics) member, 1990 – present.
- Varsity Volleyball Coach, Rainier Beach High School, 1993 – 2000.
- Assistant Activities Coordinator, Rainier Beach High School, 1996 – 1998.

Robert Gary, Jr.
12254 58th Place South
Seattle, Washington 98178
(206) 772-2984

EDUCATION

Franklin High School, Seattle Public Schools, 1983

Bachelor of Arts Degree in Society of Justice, 1988
University of Washington, Seattle, WA

Teaching Certification, 1991
Seattle University, Seattle, WA

Masters of the Arts Degree in Education Administration, 1996
Western Washington University, Bellingham, WA

EMPLOYMENT HISTORY

2005-Present	Principal, Rainier Beach High School, Seattle Public Schools
1997-2004	Assistant Principal, Rainier Beach High School, Seattle Public Schools
1996-1997	House Administrator, Madison Middle School, Seattle Public Schools
1992-1996	Social Studies Teacher, Madison Middle School, Seattle Public Schools
1991-1992	Project Coordinator, Cities In Schools (United Way), Seattle Public Schools
1990-1991	Recreation Coordinator, Seattle Parks Department
1988-1989	Special Education Assistant, Roosevelt High School, Seattle Public Schools

ORGANIZATIONS AND MEMBERSHIPS

- Life Member Undergraduate Advisor-Omega Psi Phi Fraternity Incorporated
- Track and Field Representative-Big W Alumni Club, University of Washington
- Member-National Association of Black School Educators

PERSONAL INFORMATION

Married to Demetra and has two children (daughter Janelle, son Robert III)

CAROLYN J. KRAMER, MPH
20231 78th Place NE, Kenmore, WA 98028
206-240-3989 • carolynjkramer@gmail.com

GOAL: To work with districts and schools to create healthy learning environments for students and staff

SUMMARY OF QUALIFICATIONS:

Over twelve years experience with:

- Program management, community organizing, policy development & systems level change
- Group facilitation with diverse audiences
- Assessment- using both quantitative and qualitative methods

Demonstrated ability to:

- Work collaboratively
- Condense information and communicate findings to a wide variety of audiences
- Work independently and as a part of a multidisciplinary team

I have:

- Excellent verbal and written communication skills
- Experience working with Microsoft Office 2007 (Word, Excel, Access & Powerpoint), Pagemaker, statistical analysis and spreadsheet programs, Internet & Web Design

I am

- An avid bike commuter (over 15 years)
- A non-competitive triathlete
- Conscious about my own health and the health of the environment
- Aware and active member of my community

EDUCATION

Masters of Public Health, Social and Behavioral Sciences, University of Washington, June 2001
Awarded 4.0 for Masters Level Thesis entitled: "No Glove, No Love: Messages about Contraception in Teen Movies"- a quantitative and qualitative analysis

B.A. Psychology, **B.A. Sociology** (with Honors), June 1995, University of California, Santa Cruz
Awarded Honors for thesis entitled: "Financially Independent Students: Falling through the Cracks"- an analysis of the 1992 Higher Education Amendments

RELEVANT WORK EXPERIENCE

Steps Schools Coordinator, March 2003 to present
Seattle Public Schools, Seattle. WA. Facilitated systems level and policy changes in the areas of Coordinated School Health, staff wellness, health education, nutrition and physical education. Served as a Community Liaison/Gatekeeper to schools. Coordinated programs and services to support academic success. Mobilized health champions, community support and funding for these efforts within schools.

Key Successes:

- With another coordinator, brought in over $500,000 in additional funding for health promotion activities to schools
- Worked with community/school advisory committee to develop a series of Fitness Polices for Seattle Public Schools
- Coordinated the development and implementation of a Physical Education Policy and the subsequent Physical Education Curriculum Adoption.
- Worked with physical education community to successfully advocate for the re-establishment of a district level Physical Education Manager.
- Established a staff wellness program, including annual: health fairs, mammogram mobile visits, stress reduction seminars, gym discounts, and annual staff walking challenge.
- Coordinated WA State's first annual Healthy Schools Summit, working with a multidisciplinary committee to plan the event. Attended by over 300 schools and community partners from throughout the state and was rated very highly.

Research Project Manger/Health Educator, August 2001- March 2003
Group Health Community Foundation, Evaluation Team. Seattle, WA. Managed evaluation of a CDC/HRSA funded project focused on public health workforce development. Worked closely with contracting agency and community representatives to develop evaluation plans, data collection protocols and instruments. Collected data, summarized findings, prepared reports. Disseminated findings through presentations at national and regional meetings and conferences. Provided health education services, one to one health education and school wide health promotion campaigns, as a part of school-based Teen Health Centers at two public high schools.

Teaching Assistant, January 1999-June 2001.
Department of Health Services, University of Washington, School of Public Health. Teaching assistant for Introduction to Health Services: an overview of the U.S. health care and public health systems, Community Needs Assessment, Health Program Management, Introduction to Psychology, and Personality Psychology. Assisted in daily planning of class activities. Coordinated guest speakers. Facilitated student study sessions.

Education Coordinator, September 1997-August 1999
Cascades East Area Health Education Center, Klamath Falls, Oregon. Planned, implemented, and evaluated continuing education programs for health care professionals in rural Oregon; participated in 'policy watch' of policies that affect rural Oregonians; developed marketing strategies; worked closely with media to publicize events; coordinated summer program for teens interested in health careers; raised scholarships for summer program from regional service organizations and foundations. Assisted with grant writing.

Vista Community Outreach Worker, WIC/IMM Integration Project, June 1996-1997
Lake County Health Department. Lakeview, Oregon. Assessed barriers to immunizations and WIC (Women, Infants, and Children Program) participation; developed procedures to overcome barriers; created partnerships with local businesses, physicians and community members in a small rural community; coordinated two (2) successful free immunization days; coordinated volunteer program.

REFERENCES AVAILALE UPON REQUEST

1700 23rd Ave East
Seattle, WA

(206) 351-1998
emullen@seattleschools.org

Erica Mullen

Professional Experience

2005 - Present Meredith Mathews East Madison YMCA Seattle, WA

Associate Director, Educational Enrichment Programs

- Responsible for coordination and operation of five YMCA Middle School Community Learning Centers in Seattle Schools, Y. U. LEARN summer academic enrichment program and YMCA Community Learning Center at Chief Sealth High School. Supervise six Senior Youth Development Directors and a team of 13 total staff, working with two branches within the YMCA. Manage budgets totaling over $1,200,000.
- Manage several funding sources, including: Bill and Melinda Gates Foundation, Stuart Foundation, 21st Century Community Learning Centers and the Middle School Community Learning Center investment area for the Families in Education Levy. Ensure that all reporting, outcomes and targets are met and that students are receiving services that will enhance their academic engagement and success.
- Collaborate with Seattle Parks Department and Seattle Schools to develop comprehensive Out of School Time programming for middle and high school students. Develop plan for professional development and culturally relevant programming to further enhance services. Serve on Learning Partners Group with the goal aligning Out of School Time providers with Seattle Schools Academic Standards.
- Manage Partners With Youth annual fundraising campaign for Meredith Mathews East Madison YMCA. In 2008 raised over $210,000 (106% of goal).

2000 - 2005 Meredith Mathews East Madison YMCA Seattle, WA

Senior Youth Development Director

- Responsible for development and operation of YMCA Community Learning Center at Meany Middle School. Coordinate successful after school program serving over 80% of the school. Work with administration and staff to create positive youth development programs that are aligned with Seattle Schools curriculum. Partner with multiple agencies and organizations to leverage over $500,000 additional grant money for Meany.
- Collaborate with and provide direction for Meany Family Enrichment Center & all family programs. Provide support for Meany families in need, with food, clothing, school supplies & holiday gifts.
- Support MMEM YMCA through Leadership & Branch Operations Group. Served as overall Staff support for Partners With youth Community Campaign, ensuring the exceeding of goals for the 2003 & 2004 campaigns, increasing the goals from $60,000 to $70,000.
- Co-Director of Y. U. LEARN an innovative summer school collaboration. Partners include: YMCA of Greater Seattle, Seattle Public Schools, Seattle University and the City of Seattle. Implemented curriculum strengthening and assessment plan.

1997-2000 Sammamish Family YMCA Issaquah, WA

Senior Youth Development Director

- Responsible for development and implementation of Teen Development Program including: Youth & Government, Leaders Club, YMCA Earth Service Corps, Y-Tutors and Hand to Hand.
- Responsible for developing and operation of successful day camp programs at YMCA Camp Terry. Programs provided for approximately 150-200 children ages 5-15. Supervised staff of 25.
- Supervised 2 full time staff and programming in aquatics, family program, teens and youth sports.

1995-1997 Southeast Area YMCA St. Paul, MN

Community/Teen Program Director

- Responsible for community and teen programming at a new YMCA facility.
- Responsible for developing and operation of large, successful day camp program serving over 200 children ages 4-15.
- Developed strong community connections with agencies and groups in the community. Worked with neighborhood group to share and train on Developmental Assets.

Education

1991-1995 Macalester College St. Paul, MN

- B.A., Psychology & History.
- Honors Program Graduate, Cum Laude.

Trainings/ Certifications

- YMCA Senior Director
- Presenter & Participant at John Hopkins' Summer Learning Conference, 2004 & 2005
- Facilitator for Courageous Conversations Seattle Public Schools' cultural competency trainings.

References

Paula Houston
Executive Director
Meredith Mathews East Madison YMCA
1700 23rd Ave E
Seattle, WA 98122
206-322-6969

Kyle Cronk
Associate Executive Director
Downtown YMCA
909 4th Ave
Seattle, WA 98104
206-382-5061

Princess Shareef
Principal
Meany Middle School
301 21st Ave E
Seattle, WA 98122
206-252-2500

Ms. Catherine Jones

P. O. Box 98104, Seattle, WA 98198-7114
Jcriley4@aol.com

OBJECTIVE

SUMMARY OF QUALIFICATIONS

- Over eighteen years in responsible business management including significant experience in marketing, personnel management, bookkeeping / personnel record keeping, payroll & taxes, cultivating new clients, negotiating contracts, and public relations.
- Personnel management experience includes recruiting, interviewing, placement, training and orientation, scheduling, coaching and motivating, assessments / skills evaluations, supervising, background / security checks, and employee relations.
- Computer proficiency in online and PC environments including word processing (Word), spreadsheets (Excel), presentations (PowerPoint), email, and Internet navigation.
- Excellent organizational and time management skills include ability to prioritize workload, schedule and plan projects, multitask, delegate, and meet commitments and deadlines.
- Strong communication skills include ability to interact in a positive and productive manner, listen and network effectively, articulate ideas clearly, write concisely, and make compelling and informative oral presentations.

EXPERIENCE

Washington Women in Transition 2001, Seattle, WA
Exec: Director **4/99 to Present**
Founded and Developed Washington Women In Transistion (WWIT) is a non-profit agency providing, tutoring in reading writing and math, employment training, life skills education, mentoring, motivation and support to students ages 13- 21 who are at risk, economically disadvantaged, and with out the skills to make positive life changes and realize their true potential.

JC Riley, Inc., Seattle, WA
Vice President / Recruiting and Retention **4/91 to 7/04**
Developed and implemented recruiting strategy (hired / placed 115 employees to date). Handled all employee relations issues, coach managers, benefits, and compensation. 401K administration, terminations, sourcing, interviewing and hiring. Composed articulate offer letters that compelled response and successfully achieve objectives. Developed and authored employee handbooks, described position requirements, provided training and curriculum, and created internal forms for business operations. Assessed candidates skills and matched them to corresponding positions. Determined salaries for various positions / candidates and managed day-to-day activities of a human resources department including oversight of twelve (12) employees. Planned and executed special events. Placed individuals in positions from high tech to executive level, handled benefit determination, and handled Internet recruiting, screening and interviewing.

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EDUCATION

City University, Bellevue, WA
Earned a Bachelor of Science Degree in Business, 1985; Leadership Certificate: Dominion University; Computer proficiencies: MS Office Software, HTML, People Soft, Excel, Outlook, Quicken, Access, PowerPoint, etc.

References available upon request.

Princess Shareef
301 21st Ave. East
Seattle, WA 98112
E-mail: pshareef@seattleschools.org

CAREER GOAL: To demonstrate courageous leadership with regard to creating rigorous academic programs which meet the needs of all students. To continue to gain skills and expertise as it relates to curriculum, teacher training and community building.

EDUCATION

1974 B.A. Trinity College, Hartford, Connecticut
1980 M. Ed. Seattle University, Seattle, Washington
2000 Principal Credentials, Heritage College, Toppenish, Washington

PROFESSIONAL EXPERIENCE

2008 -	Principal Cleveland High School
2003-Present	Principal Meany Middle School
2001 – 2003	Assistant Principal Washington Middle School
1997 – 2000	Head Counselor Washington Middle School
1992 – 1997	Head Counselor Meany Middle School
1989 – 1992	Head Counselor Hamilton Middle School
1986 – 1989	Counselor Eckstein Middle School
1976 – 1986	Teacher Seattle Public Schools • Leschi Elementary • Van Asselt Elementary • Blaine Jr. High
1974 – 1976	Instructional Assistant Kimball Elementary

Offices

President Principal's Association of Seattle Schools

Non Profits/Affiliations

Conflict Resolutions Unlimited Board
Coyote Jr. High Arts Program Board
National Association of Secondary School Principal's
Association for Supervision and Curriculum Development
Alpha Kappa Alpha Sorority

Lisa M. Taylor, M.A.
1810 S. Charles Street, Unit 302
Seattle, WA 98144
(206) 440-1416
traveldiva36@yahoo.com

QUALIFICATIONS

Fifteen years of professional non-profit and community building experience. A "can do" person with the tenacity and cultural competency to accomplish any challenge. Excels in the macro activities and relationship-building to create and provide effective services. Administrator, organizer, trainer, creator, and coach who is effective in mentoring others to find and use their passion in their work.

- Positive, professional attitude; committed to excellence.
- Successful in establishing productive work relationships.
- Strong interpersonal and communication skills, both written and spoken.
- Resourceful and self-confident; get the job done, and do it well.
- Enthusiastic, energetic, and polished professional and a willingness to "go the extra mile."

PROFESSIONAL EXPERIENCE

Manager, Office for Community Learning-Seattle Public Schools
Equity, Race and Learning Support
Seattle, WA 2005-Present

Manage grants and contracts in excess of $1 million dollars with the objective of increasing effective school-community partnerships. Draw daily on skills of professionalism, planning, budget development and management, and strong interpersonal and communication skills. Partners include local non-profits including faith-based (Mount Zion Baptist Church), culturally specific (El Centro de la Raza), and academic focused (Explorations in Math). I pride myself on representing Seattle Public Schools in a manner that is conscientious and respectful, while keeping the focus on the clients we serve: the 46,000 children and families that reflect the cultural and language diversity of our nation.

Director, YMCA-Gatzert Elementary School
Community Learning Center 2003-2005
YMCA of Greater Seattle, Seattle, WA

Led team of 10 staff from diverse backgrounds and also community partners including Explorations in Math, Seattle University's Children's Literacy Project, and Arts Corps, in creating learning opportunities for the children and families of Gatzert throughout the school day. Included literacy classes for East African communities (Oromo and Somali); family dinners with themes such as "Reading with your Children," and "Math Can Be Fun!" Successfully grew program from serving 60 children per year to over 200 and 150 families per year.

Program Manager, Youth Opportunities (YO!)
YWCA of Seattle-King County, Seattle, WA 2001-2003

Led team of ten Case Managers and one Employment Specialist in creating education and employment plans and opportunities for youth ages 14-21. Major responsibilities included training, fiscal management, government contracts, program development and program evaluation. Clients often presented both education and employment challenges which required savvy yet compassionate staff and community partners. Key areas of responsibility included monitoring contract goals and outcomes as they pertained to client outcomes.

Program Coordinator, Check Point (pregnancy prevention program)
Planned Parenthood of Western Washington, Seattle, WA 1998-2001

Implemented pregnancy prevention strategies that targeted girls and boys grades 607 at three local middle schools: Denny, Madison and Aki Kurose. Innovative, creative program grounded in research, developmentally appropriate, asset-based model for youth identified as at-risk for sexual behavior by school counselors and staff. Responsibilities included recruitment of participants, administering survey twice per year, data collection and analysis, program planning, implementation and evaluation, and providing educational services to those in experimental group over the course of 12-24 months.

Case Manager, Teen Parent Program
YouthCare, Seattle, WA 1996-1998

Provided case management services for six teen parents, some former gang and/or street-involved. Assisted in development of career, education, and life skills planning including college and vocational training.

EDUCATION

Bachelor of Arts in Psychology	University of California-Davis
Master of Arts in Education	Bowling Green State University

COMMUNITY INVOLVEMENT

Board Member Emeritus - Country Doctor Community Health Centers Fund Development Committee	2006-2007
Seattle Women's Commission (Health Committee, Summit Committee)	2003-2006
Board member - Powerful Voices	2001-2004
Board Member - Country Doctor Community Health Centers	1996-2001

PR/Award # U215J080192

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MEMORANDUM OF UNDERSTANDING BETWEEN SEATTLE PUBLIC SCHOOLS AND

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Background

This Memorandum of Understanding ("MOU") is entered into between Seattle School District No. 1 ("District" or "SPS") and __Community for Youth_____ (referred to as the "Partner"). The purpose of this MOU is to describe the partnership between the District and the Partner to implement the Full-Service Community Schools ("FSCS") Grant Project at Rainier Beach and/or Cleveland High Schools. The purpose of the Full-Service Community Schools Project is to assist Cleveland and Rainier Beach High Schools in the coordination of educational, developmental, family, health, and other services for students and families through partnerships with community-based organizations. This collaboration will provide comprehensive educational, social, and health services for students, families, and communities. The first year of the project is for comprehensive program planning and decisions about services to be funded by the grant will be determined by the District by the end of the first year.

The Partner provides __mentoring and youth development programs for students at Cleveland and Rainier Beach High Schools._____

Duration

The term of this MOU will become effective when the MOU is signed by the District and the Partner, unless terminated under Section 5 or extended by written agreement. The MOU will end five years after the last date the MOU is signed by a party.

Responsibilities of SPS

A. The District will be responsible for administering the FSCS Grant Project and providing ongoing communication to the Partner through the building administrator and the FSCS site director. Any survey information gleaned from the general school community through climate surveys or other district tools, will be shared with the Department of Education-Full Services Community Schools project partners, as permitted under the Family Educational Rights to Privacy Act ("FERPA").

B. The District will use the first year of the Department of Education-Full Services Community Schools project as a planning year. This means that there will be no allocation of fund for services in year one of the grant. The amount of per year funding is conditioned on being award a grant and the terms of the grant.

C. Under this MOU, the District at its sole discretion determines the role and scope of the partner agency's access to and work with designated high school students and their families.

D. The District will, at its discretion, provide financial support to partners as determined by the total grant award from the Department of Education each year.

E. The District agrees to promote the Partner's program as deemed appropriate by SPS.

F. The District will work with the Partner to inform the community at large about the Partner's Program and track this initiative for potential resources. The Partner further agrees to collaborate in communications with the District to ensure that the initiatives are represented accurately and with a unified and positive voice.

PR/Award # U215J080192

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Responsibilities of Community Partner

Under this MOU, the Partner will participate in the Full-Services Community Schools Project as described in the grant proposal and work in partnership with school staff and other participating community partners to implement the FSCS Grant Project.

A. The Partner will utilize Department of Education-Full Services Community Schools Grant funds as provided by a District Personal Services Contract to implement project services.
B. The Partner will collect, describe, and provide data requested by the District for the purposes of the grant project.
C. The Partner will participate in the year one comprehensive program planning and provide services in one or more of the Grant Project focus areas listed below.
    a. Remedial education and academic enrichment activities
    b. Programs that promote parental involvement, education, and leadership
    c. Mentoring and other youth development programs
    d. Programs that provide assistance to students who have been truant, suspended, or expelled.
    e. Primary health, dental care, and mental health counseling services.

Termination.

The District may terminate this MOU at any time, for its own convenience, for any reason, with 90 days written notice to the Partner. The Partner may terminate this MOU for any reason, with six months written notice to SPS. Otherwise, the MOU will end five years after the last date the MOU is signed by a party. Notwithstanding any other provision in this MOU, this MOU terminates immediately if grant funds are not awarded by the Department of Education to fund this project.

Assignment

Neither party shall assign its rights or responsibilities under this MOU without the written authorization of all the other parties.

Severability

If any term of this MOU is held invalid or unenforceable, the remainder of the MOU will not be affected, but continue in full force.

Integration

This writing contains all terms and conditions of this MOU. It replaces all prior negotiations and agreements regarding the terms and conditions in this MOU. Modifications to this MOU must be in writing and be signed by each party.

SEATTLE PUBLIC SCHOOLS	Community Partner
Capree L. Hillman	Mary Bressler
(Signature)	(Signature)
Dated: 4/14/08	Dated: 4/11/08

PR/Award # U215J080192

e2

MEMORANDUM OF UNDERSTANDING BETWEEN SEATTLE PUBLIC SCHOOLS AND

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Background

This Memorandum of Understanding ("MOU") is entered into between Seattle School District No. 1 ("District" or "SPS") and Broadway Bound Children's Theatre (referred to as the "Partner"). The purpose of this MOU is to describe the partnership between the District and the Partner to implement the Full-Service Community Schools ("FSCS") Grant Project at Rainier Beach and/or Cleveland High Schools. The purpose of the Full-Service Community Schools Project is to assist Cleveland and Rainier Beach High Schools in the coordination of educational, developmental, family, health, and other services for students and families through partnerships with community-based organizations. This collaboration will provide comprehensive educational, social, and health services for students, families, and communities. The first year of the project is for comprehensive program planning and decisions about services to be funded by the grant will be determined by the District by the end of the first year.

The Partner provides musical theatre programs at Rainier Beach High School.

Duration

The term of this MOU will become effective when the MOU is signed by the District and the Partner, unless terminated under Section 5 or extended by written agreement. The MOU will end five years after the last date the MOU is signed by a party.

Responsibilities of SPS

A. The District will be responsible for administering the FSCS Grant Project and providing ongoing communication to the Partner through the building administrator and the FSCS site director. Any survey information gleaned from the general school community through climate surveys or other district tools, will be shared with the Department of Education-Full Services Community Schools project partners, as permitted under the Family Educational Rights to Privacy Act ("FERPA").

B. The District will use the first year of the Department of Education-Full Services Community Schools project as a planning year. This means that there will be no allocation of fund for services in year one of the grant. The amount of per year funding is conditioned on being award a grant and the terms of the grant.

C. Under this MOU, the District at its sole discretion determines the role and scope of the partner agency's access to and work with designated high school students and their families.

D. The District will, at its discretion, provide financial support to partners as determined by the total grant award from the Department of Education each year.

E. The District agrees to promote the Partner's program as deemed appropriate by SPS.

F. The District will work with the Partner to inform the community at large about the Partner's Program and track this initiative for potential resources. The Partner further agrees to collaborate in communications with the District to ensure that the initiatives are represented accurately and with a unified and positive voice.

PR/Award # U215J080192

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Responsibilities of Community Partner

Under this MOU, the Partner will participate in the Full-Services Community Schools Project as described in the grant proposal and work in partnership with school staff and other participating community partners to implement the FSCS Grant Project.

A. The Partner will utilize Department of Education-Full Services Community Schools Grant funds as provided by a District Personal Services Contract to implement project services.
B. The Partner will collect, describe, and provide data requested by the District for the purposes of the grant project.
C. The Partner will participate in the year one comprehensive program planning and provide services in one or more of the Grant Project focus areas listed below.
    a. Remedial education and academic enrichment activities
    b. Programs that promote parental involvement, education, and leadership
    c. Mentoring and other youth development programs
    d. Programs that provide assistance to students who have been truant, suspended, or expelled.
    e. Primary health, dental care, and mental health counseling services.

Termination.

The District may terminate this MOU at any time, for its own convenience, for any reason, with 90 days written notice to the Partner. The Partner may terminate this MOU for any reason, with 90 days ~~six months~~ written notice to SPS. Otherwise, the MOU will end five years after the last date the MOU is signed by a party. Notwithstanding any other provision in this MOU, this MOU terminates immediately if grant funds are not awarded by the Department of Education to fund this project.

Assignment

Neither party shall assign its rights or responsibilities under this MOU without the written authorization of all the other parties.

Severability

If any term of this MOU is held invalid or unenforceable, the remainder of the MOU will not be affected, but continue in full force.

Integration

This writing contains all terms and conditions of this MOU. It replaces all prior negotiations and agreements regarding the terms and conditions in this MOU. Modifications to this MOU must be in writing and be signed by each party.

SEATTLE PUBLIC SCHOOLS	Community Partner
Caprice R. Hollins	Maya Jones Wachter
(Signature)	(Signature)
Dated: 04/14/08	Dated: April 10 - 2008

PR/Award # U215J080192

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MEMORANDUM OF UNDERSTANDING BETWEEN SEATTLE PUBLIC SCHOOLS AND COMMUNITIES IN SCHOOLS OF SEATTLE

Background

This Memorandum of Understanding ("MOU") is entered into between Seattle School District No. 1 ("District" or "SPS") and Communities In Schools of Seattle (referred to as the "Partner"). The purpose of this MOU is to describe the partnership between the District and the Partner to implement the Full-Service Community Schools ("FSCS") Grant Project. The Partner will service as the FSCS Project site lead at Rainier Beach High School. The purpose of the Full-Service Community Schools Project is to assist Cleveland and Rainier Beach High Schools in the coordination of educational, developmental, family, health, and other services for students and families through partnerships with community-based organizations. This collaboration will provide comprehensive educational, social, and health services for students, families, and communities. The first year of the project is for comprehensive program planning and decisions about services to be funded by the grant will be determined by the District by the end of the first year. Contingent of Grant funding, the Partner will provide a full time site director to coordinate the work of the FSCS community partners at the school and work in partnership with the building administrator. The Partner will implement the site lead/director responsibilities as described in the FSCS Grant Proposal.

The Partner agency provides oversight to the FSCS site director, coordinates community partnerships, and supports the collaboration of all partners to the project. In addition, the Partner agency provides opportunities to connect with the national Communities In Schools network and best practices.

Duration

The term of this MOU will become effective when the MOU is signed by the District and the Partner, unless terminated under Section 5 or extended by written agreement. The MOU will end five years after the last date the MOU is signed by a party.

Responsibilities of SPS

A. The District will be responsible for administering the FSCS Grant Project and providing ongoing communication to the Partner through the building administrator and the FSCS site director. Any survey information gleaned from the general school community through climate surveys or other district tools, will be shared with the Department of Education-Full Services Community Schools project partners, as permitted under the Family Educational Rights to Privacy Act ("FERPA").

B. The District will use the first year of the Department of Education-Full Services Community Schools project as a planning year. This means that there will be no allocation of funds for services in year one of the grant. The amount of per year funding is conditioned on being awarded a grant and the terms of the grant.

C. Under this MOU, the District at its sole discretion determines the role and scope of the partner agency's access to and work with designated high school students and their families.

D. The District will, at its discretion, provide financial support to partners as determined by the total grant award from the Department of Education each year.

E. The District agrees to promote the Partner's program as deemed appropriate by SPS.

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F. The District will work with the Partner to inform the community at large about the Partner's Program and track this initiative for potential resources. The Partner further agrees to collaborate in communications with the District to ensure that the initiatives are represented accurately and with a unified and positive voice.

Responsibilities of Community Partner

Under this MOU, the Partner will participate in the Full-Services Community Schools Project as described in the grant proposal and work in partnership with school staff and other participating community partners to implement the FSCS Grant Project.

A. The Partner will provide a full time site director to coordinate the work of the FSCS community partners at the school and work in partnership with the building administrator. The Partner will implement the site lead/director responsibilities as described in the FSCS Grant Proposal.
B. The Partner will utilize Department of Education-Full Services Community Schools Grant funds as provided by a District Personal Services Contract to hire a full time site director.
C. The Partner will collect, describe, and provide data requested by the District for the purposes of the grant project.
D. The Partner will participate in the year one comprehensive program planning, collaborate with school staff, participate in FSCS professional development, facilitate partner meetings, and attend required FSCS project events.

Termination

The District may terminate this MOU at any time, for its own convenience, for any reason, with 90 days written notice to the Partner. The Partner may terminate this MOU for any reason, with six months written notice to SPS. Otherwise, the MOU will end five years after the last date the MOU is signed by a party. Notwithstanding any other provision in this MOU, this MOU terminates immediately if grant funds are not awarded by the Department of Education to fund this project.

Assignment

Neither party shall assign its rights or responsibilities under this MOU without the written authorization of all the other parties.

Severability

If any term of this MOU is held invalid or unenforceable, the remainder of the MOU will not be affected, but continue in full force.

Integration

This writing contains all terms and conditions of this MOU. It replaces all prior negotiations and agreements regarding the terms and conditions in this MOU. Modifications to this MOU must be in writing and be signed by each party.

SEATTLE PUBLIC SCHOOLS	Community Partner
Carmen D. Hollins	
(Signature)	(Signature)
Dated: 04/14/08	Dated: 4/10/08

PR/Award # U215J080192

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MEMORANDUM OF UNDERSTANDING BETWEEN SEATTLE PUBLIC SCHOOLS AND

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Background

This Memorandum of Understanding ("MOU") is entered into between Seattle School District No. 1 ("District" or "SPS") and Intiman Theatre (referred to as the "Partner"). The purpose of this MOU is to describe the partnership between the District and the Partner to implement the Full-Service Community Schools ("FSCS") Grant Project at Rainier Beach and/or Cleveland High Schools. The purpose of the Full-Service Community Schools Project is to assist Cleveland and Rainier Beach High Schools in the coordination of educational, developmental, family, health, and other services for students and families through partnerships with community-based organizations. This collaboration will provide comprehensive educational, social, and health services for students, families, and communities. The first year of the project is for comprehensive program planning and decisions about services to be funded by the grant will be determined by the District by the end of the first year.

The Partner provides theatre education: including development of literacy, vocabulary and social justice/community education - through the use of theatre and dramatic literature.

Duration

The term of this MOU will become effective when the MOU is signed by the District and the Partner, unless terminated under Section 5 or extended by written agreement. The MOU will end five years after the last date the MOU is signed by a party.

Responsibilities of SPS

A. The District will be responsible for administering the FSCS Grant Project and providing ongoing communication to the Partner through the building administrator and the FSCS site director. Any survey information gleaned from the general school community through climate surveys or other district tools, will be shared with the Department of Education-Full Services Community Schools project partners, as permitted under the Family Educational Rights to Privacy Act ("FERPA").

B. The District will use the first year of the Department of Education-Full Services Community Schools project as a planning year. This means that there will be no allocation of fund for services in year one of the grant. The amount of per year funding is conditioned on being award a grant and the terms of the grant.

C. Under this MOU, the District at its sole discretion determines the role and scope of the partner agency's access to and work with designated high school students and their families.

D. The District will, at its discretion, provide financial support to partners as determined by the total grant award from the Department of Education each year.

E. The District agrees to promote the Partner's program as deemed appropriate by SPS.

F. The District will work with the Partner to inform the community at large about the Partner's Program and track this initiative for potential resources. The Partner further agrees to collaborate in communications with the District to ensure that the initiatives are represented accurately and with a unified and positive voice.

PR/Award # U215J080192

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Responsibilities of Community Partner

Under this MOU, the Partner will participate in the Full-Services Community Schools Project as described in the grant proposal and work in partnership with school staff and other participating community partners to implement the FSCS Grant Project.

A. The Partner will utilize Department of Education-Full Services Community Schools Grant funds as provided by a District Personal Services Contract to implement project services.
B. The Partner will collect, describe, and provide data requested by the District for the purposes of the grant project.
C. The Partner will participate in the year one comprehensive program planning and provide services in one or more of the Grant Project focus areas listed below.
    a. Remedial education and academic enrichment activities
    b. Programs that promote parental involvement, education, and leadership
    c. Mentoring and other youth development programs
    d. Programs that provide assistance to students who have been truant, suspended, or expelled.
    e. Primary health, dental care, and mental health counseling services.

Termination

The District may terminate this MOU at any time, for its own convenience, for any reason, with 90 days written notice to the Partner. The Partner may terminate this MOU for any reason, with six months written notice to SPS. Otherwise, the MOU will end five years after the last date the MOU is signed by a party. Notwithstanding any other provision in this MOU, this MOU terminates immediately if grant funds are not awarded by the Department of Education to fund this project.

Assignment

Neither party shall assign its rights or responsibilities under this MOU without the written authorization of all the other parties.

Severability

If any term of this MOU is held invalid or unenforceable, the remainder of the MOU will not be affected, but continue in full force.

Integration

This writing contains all terms and conditions of this MOU. It replaces all prior negotiations and agreements regarding the terms and conditions in this MOU. Modifications to this MOU must be in writing and be signed by each party.

SEATTLE PUBLIC SCHOOLS	Community Partner
Carmen D. Hellman	[illegible]
(Signature)	(Signature)
Dated: 4/14/08	Dated: April 10 2008

PR/Award # U215J080192

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ORIGINAL

Memorandum of Understanding
Between
Public Health Seattle & King County
Seattle Public Schools
For the Provision of
School-Based Primary Healthcare and Population-based, Preventative Healthcare

BACKGROUND AND MISSION

Since 1989, the City of Seattle and Public Health Seattle & King County have collaborated with Seattle Public Schools to establish school-based health centers to provide primary healthcare, including both medical and mental/behavioral health components, and population-based preventative healthcare in designated schools. A total of 14 school-based health centers now offer services in all ten comprehensive high schools and selected middle schools.

Public Health Seattle & King County is designated by the City of Seattle as program manager of funds made available through the 1990, 1997 and 2004 Families and Education Levies and City of Seattle General Funds. These funds support Seattle Public Schools in their provision of nursing services and contractor organizations in their operation of school-based health centers.

All activities undertaken in school-based health programs are intended to enhance the health status of students, thus supporting their academic achievement. This Memorandum of Understanding effectively supports the educational mission and the public health mission.

PURPOSE OF THIS MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is made and entered into, by and between Public Health Seattle & King County, hereinafter referred to as "PH," and Seattle Public Schools, hereinafter referred to as "SPS."

This MOU is to serve as the operating agreement between the parties for the purpose of providing and coordinating preventative and primary healthcare services to students through school-based health centers, school nursing services, and health education activities supported by the Families and Education Levy.

The parties agree that this MOU is intended to ensure the parties' agreement and common understanding of regulatory guidance and policies, so as to support coordination and integration efforts of PH and SPS leadership and school-based health and education professionals.

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INTENDED RESULTS

SPS and PH share a commitment to building a health services delivery system that increases access to comprehensive health services through collaboration and formal partnership. Intended outcomes of system delivery include the following:

1. More efficient use of resources;
2. More diversified funding for health services;
3. Stronger linkages to community partners;
4. System accountability for system-wide standards and results; and
5. Local accountability for school-level health plans and strategies.

GENERAL TERMS AND CONDITIONS

The purpose of this MOU is to formalize terms and conditions under which the parties shall work together to support the provision of healthcare services responsive to individual school environments and buildings. The MOU sets the framework for coordinated policies in the following areas:

1. Separate responsibilities of PH and SPS;
2. Integrated roles and responsibilities at schools served;
3. Population-based strategies in outreach, enrollment, health screenings and campaigns;
4. Space and facilities;
5. Management of life-threatening emergencies, including privacy considerations; and
6. Exchange and disclosure of student information, subject to constraints of privacy considerations and safeguards.

Each party shall defend, indemnify and hold harmless the other for its negligent acts or omissions and those of its officers, employees, agents, or students, howsoever caused.

The parties agree that:

1. The term "primary healthcare," as used in this MOU, shall mean medical, nursing, mental health, drug and alcohol counseling, and health education interventions provided to individual students in a comprehensive and culturally accessible manner. Primary healthcare services are provided in partnership with the student's family and his /her medical home or primary care physician whenever possible.
2. The term "population-based, preventative healthcare," as used in this MOU, shall mean non-curative interventions provided in a group setting for the purposes of health education and health promotion, nutrition services, screening for specific health conditions, health campaigns coordinated across multiple school and community settings, or for prevention of disease through immunization.
3. The term "confidential healthcare," as used in this MOU, shall mean interventions and services regarding reproductive health care, prevention and treatment of sexually transmitted disease, treatment for drug or alcohol use, and mental health services for which state regulation allows provision to minors without parental consent. Confidential healthcare is part of primary healthcare services and interventions.

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RESPONSIBILITIES OF THE PARTIES

PH and SPS agree upon the following general framework for separate responsibilities and contributions to school health programs that are supported by the Families and Education Levy.

Responsibilities of PH

PH agrees to:

1. Provide administrative oversight of school-based health centers and their contractors in agreed upon schools, managing scope of contracts and performance expectations of contracting organizations. Health centers will provide the following scope of services: primary health care; age appropriate reproductive health care including screening and treatment for sexually transmitted diseases; mental health screening, counseling, case management, and referral; health education and health promotion; and coordination and referral for drug/alcohol services.
2. Consult with SPS on an annual basis regarding students' health status and school health program needs, working with SPS to adjust the scope of services accordingly.
3. Monitor quality of care and provide technical assistance in quality improvement processes in primary healthcare services.
4. Provide administrative oversight of nursing and health education services supported by Levy and Seattle General Funds, monitoring and managing scope of contracts and performance expectations.
5. Evaluate and report on program impacts on specific health and academic outcomes, proposing and managing changes in program design consistent with program goals. Provide quarterly and annual reports to SPS, the City of Seattle and other interested parties regarding key aspects, outcomes and impacts of the program.

Responsibilities of SPS

SPS agrees to:

1. Actively promote and integrate school-based health centers into school settings. The building principal or his/her designee will act as liaison between school and health center personnel as well as promote and integration school-based health centers into school settings.
2. Provide, hire and supervise nursing staff; participate in the development and implementation of joint guidelines and procedures that ensure the quality and confidentiality of school-based nursing services and health center services.
3. Provide space and facilities support for school-based health centers in agreed upon schools, continuing to maintain rights, responsibilities, and assumed liabilities respective to landlord and tenant. Leasing and facilities arrangements are described in detail elsewhere in this MOU.

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INTEGRATED ROLES AND RESPONSIBILITIES

1. The parties agree that implementation of joint guidelines and written procedures will most effectively support the integration of clinic services and school nursing services.

   a. The parties will jointly pursue the development of written guidelines that guide usual working relationships in the provision of school-based primary care and population-based, preventative healthcare.
   b. PH will convene and support a working group with appropriate representation from PH, contracting organizations and SPS nursing staff to guide the development of shared standards, principles and guidelines.
   c. The working group will be convened in February 2005. A document describing core system-wide standards, principles and guidelines will be substantially completed by March 2005.
   d. System-wide standards, principles and guidelines will be implemented no later than May 2005.

2. The parties agree that formal data-sharing mechanisms that safeguard the confidentiality of students are needed so as to conduct evaluation outcome studies and develop a systematic basis for allocating scarce healthcare resources among student populations. PH incorporates SPS data into evaluation outcome studies. Studies will be reported to SPS and will be used to guide changes in program design.

   a. SPS and PH will negotiate and execute a data-sharing agreement outlining procedures, a work plan for specific data elements, and safeguards for data exchange.
   b. The data-sharing agreement will be in place by January 2005 and will outline provisions and a time line for data-sharing during the 2004-05 academic year.

3. The parties agree to jointly maintain coordination of health education services.

   a. SPS will convene and support a planning group to review the coordination of shared resources for school-based health education. The planning group will be convened in January 2005.
   b. A planning document recommending system strategies, resource redeployment and resource development will be substantially completed by June 1, 2005. The health education joint work plan will be implemented at the start of the 2005-06 academic year. The planning process and final work plan will be aligned with all SPS preK – 12 Health Education Framework documents.

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OUTREACH, ENROLLMENT, SCREENING AND HEALTH CAMPAIGNS

Population-based, preventative healthcare strategies include but are not limited to:

1. Outreach to children and families about accessible health services;
2. Health screenings (example: vision screenings);
3. Classroom or school-wide presentations that promote and support changes in behavior;
4. Outreach campaigns to promote enrollment in school-based health centers and/or health care coverage; and
5. Health campaigns addressing adolescent risk-taking and health issues (examples: campaigns focusing on smoking cessation or weight management).

The parties agree to share resources and define collaborative staffing models and protocols as needed to support population-based strategies that promote healthy outcomes, increase students' access to primary healthcare, and support academic achievement.

The parties further agree that:

1. Coordinated staff support for health campaigns might include activities of school nurses, health center staff, drug/alcohol specialists and health educators from PH, SPS, and other agencies.
2. Health center staff participation in population-based strategies should not take precedence over primary care responsibilities and achievement of program goals in visit productivity and access.

The parties agree to share resources and define staff support requirements to maximize enrollment in the school-based health center so as to increase students' access to primary healthcare:

1. A signed parental consent form is required to allow enrollment in health center services before any student can receive primary healthcare. PH will provide materials that provide parents with accurate information and appropriate consent options about school-based health services.
2. Confidential healthcare is exempted from the enrollment policy and may be provided to students without signed parental consent.
3. PH will make available sample materials to provide parents with accurate information and appropriate consent options about school-based health services.
4. Distribution of enrollment forms will be incorporated into distribution of SPS education forms requiring parental review and signature. Distribution will occur at schools, through school websites, at SPS enrollment centers, and other communication methods.
5. Enrollment staff will request students and/or parent/guardians to sign a release of information so that health center staff can communicate and coordinate as needed to best serve the student. Releases are not a requirement for services to be provided to the student.

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SPACE, FACILITIES AND SERVICES

The parties agree that:

1. Lease arrangements for health center facilities in the current period in no way constitute a precedent that rent shall be paid in future years by any programs funded by the Seattle Families and Education Levy.

2. Lease agreements for health center facilities will be standardized for all sites. Lease agreements will be executed between SPS and sponsor organizations on an annual basis. Parties to lease agreements continue to maintain rights, responsibilities and assumed liabilities respective to landlord and tenants.

3. ~~Janitorial~~ Custodial services will be provided daily to school-based health centers and the level of service will be standardized across all clinic sites.

The parties further agree to structure communication around facilities issues:

1. Sponsor organizations may designate a staff person or administrator as the point of contact to represent clinic interests and participate in problem-solving around issues concerning facilities and space, ~~janitorial~~ custodial services, and building access. PH will act as building liaison in lieu of sponsor designation.

2. School principals will designate a building liaison to represent the school administration in planning and problem solving around issues concerning facilities and space, ~~janitorial~~ custodial services, and building access.

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MANAGEMENT OF EMERGENCIES AND PRIVACY CONSIDERATIONS

The parties agree that:

1. The school nurse is the primary provider of first aid and routine medications to students, and is among the first line of responders to other school emergencies. If the school nurse is not available in an urgent or emergent situation, other appropriate school personnel will respond to the situation.

2. Health center clinicians will follow their contracting organization's direction and procedures regarding their involvement in responses to urgent or emergent situations. Contracting organizations will communicate information about their procedures and directions to clinicians to the school nurse and principal so that these can be taken into account in emergency response planning.

3. Good Samaritan statutes (RCW 4.24.300) provide immunity from liability for health center clinicians who render emergency medical treatment in a school setting.

4. The Family Educational Rights and Privacy Act (FERPA) allows for personal health information in student education records to be released to school-based clinicians in an emergency or when the information is necessary to protect the health or safety of the student or other persons.

5. The Health Insurance Portability and Accountability Act (HIPAA) and regulations under the Washington State Uniform Health Care Information Act allow for personal health information in health center medical records to be released to school personnel responding to an emergency when the information is necessary to protect the health or safety of the student or other persons.

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EXCHANGE OF STUDENT INFORMATION AND PRIVACY CONSIDERATIONS

Federal and State Regulatory Guidance

The Health Insurance Portability and Accountability Act (HIPAA) and regulations under the Washington State Uniform Health Care Information Act guide management and protection of personal health information in medical records kept by school-based health centers. PH, school based health centers and their contracting organizations, and other Washington State medical providers are HIPAA covered entities.

The Family Educational Rights and Privacy Act (FERPA) guides management and protection of personal information in education records maintained by SPS and school nurses. Education records, including immunization records and other records maintained in the school's administrative office, are specifically exempted from HIPAA privacy regulations.

Washington State regulations and case law allows minors to independently consent for and receive the following confidential health services: alcohol/drug abuse treatment, outpatient mental health treatment, birth control, pregnancy care, STD/HIV diagnosis and testing.

Responsibilities of PH and Contractor Organizations

PH and contracting healthcare organizations will not use or disclose students' personal health information in a manner that would violate the requirements of the HIPAA privacy rule or Washington state regulations.

The parties agree that personal health information in medical records maintained in school-based health centers will not be released to school personnel without required minor or parental consent.

Under HIPPAA and the Uniform Health Care Information Act, PH and contracting healthcare organizations are permitted to disclose the following without specific parental consent:

1. Personal health information related to a child's immunization status might be provided to school nurses. School nurses are recognized under HIPAA as limited "public health entities" for the limited purpose of receiving immunization-related information to prevent and control disease.
2. Personal health information may be provided to the school nurse for the express purpose of the school nurse's assessment and treatment of a student.
3. Personal health information may be provided to a medical provider who is providing care and treatment to the child if it is reasonable to believe that the provider will (i) take appropriate steps to protect the information and (ii) will not use or disclose the information for any purpose other than the delivery of health care to the child.

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PH and its contracting healthcare organizations will:

1. Use appropriate safeguards to prevent use or disclosure of personal health information other than as provided in this MOU and consistent with HIPAA privacy rules and state regulations;
2. Comply with the Transaction Rule in billing third party payers for clinic encounters;
3. Report to SPS any use or disclosure not provided for under HIPAA or in this MOU; and
4. Ensure that contracting healthcare organizations and payers to which the parties may provide protected health information agree to the same restrictions and conditions as apply to the parties.

Responsibilities of SPS

SPS will not use or routinely disclose students' health status information maintained in educational records in a manner that would violate the requirements of the Family Educational Rights and Privacy Act (FERPA) or Washington State statutes regarding provision of confidential services to minors.

SPS nursing staff may disclose the following to clinic staff without specific parental consent:

1. Personal health information may be released in any emergency when the information may be necessary to protect the health or safety of the student or other persons.
2. Personal health information related to a child's immunization status might be provided as school nurses are recognized under HIPAA as limited "public health entities" for the limited purpose of providing immunization-related information to prevent and control disease.

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EXECUTION OF MEMORANDUM OF UNDERSTANDING

The parties agree that:

1. This MOU is expressly subject to and shall not become effective or binding on any party hereto until it has been fully executed by all parties.
2. The MOU shall be binding on all parties, their successors and assigns.
3. All parties shall review terms and conditions of the MOU during the spring quarter of each academic school year. Amendments to the MOU negotiated during the spring quarter affect terms, conditions and binding agreements for the following school year.
4. The MOU reflects the entire MOU between the parties with respect to the subject matter hereof and supersedes all other prior oral or written statements, understandings or correspondence.
5. The persons signing and executing the MOU have been fully authorized to execute this agreement and to validly and legally bind PH and SPS to all the terms, performances and provisions herein set forth.
6. The term of this MOU shall commence on September 1, 2004, and shall continue for a period of one year. Thereafter, this MOU shall continue unless otherwise terminated pursuant to this paragraph. This MOU may be terminated by PH or SPS upon 90 days written notice.

IN WITNESS WHEREOF, the parties have caused this Memorandum of Understanding to be executed.

FOR SEATTLE PUBLIC SCHOOLS:

Raj Manhas — 3/28/05

Raj Manhas
Superintendent

Date

FOR PUBLIC HEALTH SEATTLE & KING COUNTY:

Alonzo Plough, Ph.D, M.P.H.
Director

Date

ACKNOWLEDGED BY CITY OF SEATTLE OFFICE FOR EDUCATION:

Holly Miller — 3/3/05

Holly Miller
Director

Date

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MEMORANDUM OF UNDERSTANDING BETWEEN SEATTLE PUBLIC SCHOOLS AND

_____

Background

This Memorandum of Understanding ("MOU") is entered into between Seattle School District No. 1 ("District" or "SPS") and Washington Women in Transition (referred to as the "Partner"). The purpose of this MOU is to describe the partnership between the District and the Partner to implement the Full-Service Community Schools ("FSCS") Grant Project at Rainier Beach and/or Cleveland High Schools. The purpose of the Full-Service Community Schools Project is to assist Cleveland and Rainier Beach High Schools in the coordination of educational, developmental, family, health, and other services for students and families through partnerships with community-based organizations. This collaboration will provide comprehensive educational, social, and health services for students, families, and communities. The first year of the project is for comprehensive program planning and decisions about services to be funded by the grant will be determined by the District by the end of the first year.

The Partner provides academic enrichment and family engagement activities at Rainier Beach and Cleveland High Schools.

Duration

The term of this MOU will become effective when the MOU is signed by the District and the Partner, unless terminated under Section 5 or extended by written agreement. The MOU will end five years after the last date the MOU is signed by a party.

Responsibilities of SPS

A. The District will be responsible for administering the FSCS Grant Project and providing ongoing communication to the Partner through the building administrator and the FSCS site director. Any survey information gleaned from the general school community through climate surveys or other district tools, will be shared with the Department of Education-Full Services Community Schools project partners, as permitted under the Family Educational Rights to Privacy Act ("FERPA").

B. The District will use the first year of the Department of Education-Full Services Community Schools project as a planning year. This means that there will be no allocation of fund for services in year one of the grant. The amount of per year funding is conditioned on being award a grant and the terms of the grant.

C. Under this MOU, the District at its sole discretion determines the role and scope of the partner agency's access to and work with designated high school students and their families.

D. The District will, at its discretion, provide financial support to partners as determined by the total grant award from the Department of Education each year.

E. The District agrees to promote the Partner's program as deemed appropriate by SPS.

F. The District will work with the Partner to inform the community at large about the Partner's Program and track this initiative for potential resources. The Partner further agrees to collaborate in communications with the District to ensure that the initiatives are represented accurately and with a unified and positive voice.

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Responsibilities of Community Partner

Under this MOU, the Partner will participate in the Full-Services Community Schools Project as described in the grant proposal and work in partnership with school staff and other participating community partners to implement the FSCS Grant Project.

A. The Partner will utilize Department of Education-Full Services Community Schools Grant funds as provided by a District Personal Services Contract to implement project services.
B. The Partner will collect, describe, and provide data requested by the District for the purposes of the grant project.
C. The Partner will participate in the year one comprehensive program planning and provide services in one or more of the Grant Project focus areas listed below.
    a. Remedial education and academic enrichment activities
    b. Programs that promote parental involvement, education, and leadership
    c. Mentoring and other youth development programs
    d. Programs that provide assistance to students who have been truant, suspended, or expelled.
    e. Primary health, dental care, and mental health counseling services.

Termination.

The District may terminate this MOU at any time, for its own convenience, for any reason, with 90 days written notice to the Partner. The Partner may terminate this MOU for any reason, with six months written notice to SPS. Otherwise, the MOU will end five years after the last date the MOU is signed by a party. Notwithstanding any other provision in this MOU, this MOU terminates immediately if grant funds are not awarded by the Department of Education to fund this project.

Assignment

Neither party shall assign its rights or responsibilities under this MOU without the written authorization of all the other parties.

Severability

If any term of this MOU is held invalid or unenforceable, the remainder of the MOU will not be affected, but continue in full force.

Integration

This writing contains all terms and conditions of this MOU. It replaces all prior negotiations and agreements regarding the terms and conditions in this MOU. Modifications to this MOU must be in writing and be signed by each party.

SEATTLE PUBLIC SCHOOLS	Community Partner
Caprice D. Hollins	Carmen H. Jones Exec Director WKCC
(Signature)	(Signature)
Dated: 4/14/08	Dated: April 11, 2008

PR/Award # U215J080192

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MEMORANDUM OF UNDERSTANDING BETWEEN SEATTLE PUBLIC SCHOOLS AND YMCA of Greater Seattle

Background

This Memorandum of Understanding ("MOU") is entered into between Seattle School District No. 1 ("District" or "SPS") and the YMCA of Greater Seattle (referred to as the "Partner"). The purpose of this MOU is to describe the partnership between the District and the Partner to for the Full-Service Community Schools ("FSCS") Grant Project. The Partner will service as a the FSCS Project site lead at Cleveland High School. The purpose of the Full-Service Community Schools Project is to assist Cleveland and Rainier Beach High Schools in the coordination of educational, developmental, family, health, and other services for students and families through partnerships with community-based organizations. This collaboration will provide comprehensive educational, social, and health services for students, families, and communities. The first year of the project is for comprehensive program planning. Decisions about services to be funded by the grant will be determined by the District by the end of the first year. Contingent on Grant funding, the Partner will provide a full time site director to coordinate the work of the FSCS community partners at the school and work in partnership with the building administrator. The Partner will implement the site lead/director responsibilities as described in the FSCS Grant Proposal. The District and Partner will enter into a services agreement that will be negotiated for services and responsibilities of the community partner contingent upon grant funding for Seattle Public Schools.

The Partner agency provides leadership in the coordination and collaboration of services at Cleveland High School.

Duration

The term of this MOU will become effective when the MOU is signed by the District and the Partner, unless terminated under Section 5 or extended by written agreement. The MOU will end five years after the last date the MOU is signed by a party.

Responsibilities of SPS

A. The District will be responsible for administering the FSCS Grant Project and providing ongoing communication to the Partner through the building administrator and the FSCS site director. Any survey information gleaned from the general school community through climate surveys or other district tools, will be shared with the Department of Education-Full Services Community Schools project partners, as permitted under the Family Educational Rights to Privacy Act ("FERPA").

B. The District will use the first year of the Department of Education-Full Services Community Schools project as a planning year. This means that there will be no allocation of fund for services in year one of the grant. The amount of per year funding is conditioned on being award a grant and the terms of the grant.

C. Under this MOU, the District at its sole discretion determines the role and scope of the partner agency's access to and work with designated high school students and their families.

D. The District will, at its discretion, provide financial support to partners as determined by the total grant award from the Department of Education each year.

E. The District agrees to promote the Partner's program as deemed appropriate by SPS.

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F. The District will work with the Partner to inform the community at large about the Partner's Program and track this initiative for potential resources. The Partner further agrees to collaborate in communications with the District to ensure that the initiatives are represented accurately and with a unified and positive voice.

Responsibilities of Community Partner

Under this MOU, the Partner will participate in the Full-Services Community Schools Project as described in the grant proposal and work in partnership with school staff and other participating community partners to implement the FSCS Grant Project.

A. The Partner will provide a full time site director to coordinate the work of the FSCS community partners at the school and work in partnership with the building administrator. The Partner will implement the site lead/director responsibilities as described in the FSCS Grant Proposal.
B. The Partner will utilize Department of Education-Full Services Community Schools Grant funds as provided by a District Personal Services Contract to hire a full time site director.
C. The Partner will collect, describe, and provide data requested by the District for the purposes of the grant project.
D. The Partner will participate in the year one comprehensive program planning, collaborate with school staff, participate in FSCS professional development, facilitate partner meetings, and attend required FSCS project events.

Termination

The District may terminate this MOU at any time, for its own convenience, for any reason, with 90 days written notice to the Partner. The Partner may terminate this MOU for any reason, with six months written notice to SPS. Otherwise, the MOU will end five years after the last date the MOU is signed by a party. Notwithstanding any other provision in this MOU, this MOU terminates immediately if grant funds are not awarded by the Department of Education to fund this project.

Assignment

Neither party shall assign its rights or responsibilities under this MOU without the written authorization of all the other parties.

Severability

If any term of this MOU is held invalid or unenforceable, the remainder of the MOU will not be affected, but continue in full force.

Integration

This writing contains all terms and conditions of this MOU. It replaces all prior negotiations and agreements regarding the terms and conditions in this MOU. Modifications to this MOU must be in writing and be signed by each party.

SEATTLE PUBLIC SCHOOLS	YMCA of Greater Seattle
Caprice R. Hellman	
(Signature)	(Signature)
Dated: 04/14/08	Dated: 4-14-08

PR/Award # U215J080192

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Petrina Fisher
Executive Director

Board of Directors

Ruperta Alexis
Social Security Administration

Cary Atlas
WM Financial Services

Leo Backer
Washington Partners

Conor Cook
Kibble & Prentice

Paul Ellis
Merrill Lynch

Mike Flood
Seattle Seahawks

Jennifer Goode
Mulvanny G2 Architecture

Angela Hardy
Prudential

Cecilia Kirksey
F.A.M.E. Child & Family Center

Kathie Lambinicio
Junior Achievement

Eric Mann
Cypress Semiconductor

Ruth Medsker
Seattle Public Schools

Gene Roeglin
Costco Wholesale

Stillman Saunders
High 5 Sportswear

Terry Scheuer
Puget Sound Personnel

Nancy Stephens
Foster Pepper PLLC

Kathryn Thomas
Washington Mutual

Advisory Board

Jerry Quinn Lee
Mulvanny G2 Architecture

Cheri Libby
Starbucks Coffee

Tom Walker
Costco Wholesale

April 9, 2008

Dear Department of Education Grant Review Committee:

Communities In Schools of Seattle (CISS) is proud to partner with Seattle Public Schools in the Full-Service Community Schools project as lead agency at Rainier Beach High School. We are deeply committed to joining the District in its mission to provide comprehensive supports for students and families. For more than a decade CISS has provided effective programs for Seattle students to support academic achievement, creating a path to graduation.

We believe strongly in the coordination of educational, developmental, family, health, and other services through partnerships between schools and the community. CISS operates on a model of collaboration in which we fill the gaps in services to increase students' successful participation in school. From our experience, we know that sometimes students cannot engage in their learning without first addressing their social and emotional well-being. As a partner in this project we are completely dedicated to working with the District and other partners to provide for the unmet needs of youth and their families.

We are very pleased that this project aligns with the District's strategic goals through the Southeast Education Initiative by creating high-quality neighborhood schools in a traditionally underserved area of Seattle. CISS applauds the District's willingness to embrace community partners in its quest for student excellence. We couldn't be more excited about playing a role in creating the systemic, lasting change that is incredibly necessary for our children.

Sincerely,

Petrina S. Fisher
Executive Director

COMMUNITIES IN SCHOOLS OF SEATTLE
6201 15th Avenue NW #522, Seattle, WA 98107 • Tel (206) 252-0008 • Fax (206) 252-0081

PR/Award # U215J080192

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April 9, 2008

YMCA
OF GREATER SEATTLE

We build strong kids,
strong families,
strong communities.

Department of Education, Grant Review Committee:

On behalf of the Meredith Mathews East Madison YMCA, I am pleased to support the Seattle Public Schools' application for the Department of Education Full Service Community Schools grant.

The YMCA of Greater Seattle operates five middle school and one high school Community Learning Centers in Seattle Schools. The goals of these programs include increased: learning time for students, bonding to school, students' academic success, family engagement and supporting students in transition periods (8th – 9th grade). The main vehicles for meeting these goals is through developing relationships with students, teachers and families and creating safe experiences for our students to grow. We collaborate with the school and community to reduce barriers to learning and fill needs identified by students, staff and families.

Meredith Mathews East Madison YMCA

1700 23rd Avenue
Seattle, WA 98122-2997
206-322-6969
Fax 206-322-6868

As a partner with Seattle Schools, we believe that the Department of Education Full Service Community Schools grant will make an incredible impact on students. We feel confident that through partnering with the community, Cleveland High School will be successful at decreasing truancy and increasing academic support for students, opportunities for youth leadership and family engagement. When students and families have services that wrap around all areas of their growth and development, they will be more successful in school and in life. We feel that the Seattle Public Schools are well positioned to work and collaborate with appropriate school and community entities to fully implement this model.

I fully support the Seattle Public Schools for the Department of Education Full Service Community Schools grant.

Sincerely,

Erica C. Mullen
Associate Director, Educational Enrichment Programs

PR/Award # U215J080192

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REINVESTING IN YOUTH

A Regional Partnership

April 7, 2008

Letter of Support for Seattle School District Application for FSCS Grant

To Whom It May Concern:

Reinvesting in Youth is a regional partnership of state, regional and local governments, private funders and community-based agencies. Our mission is to reduce dropout rates, particularly among youth of color, in King County and the State of Washington. We have formed a partnership with the Seattle School District with the intention of developing and implementing a comprehensive action plan to achieve a substantial, measurable reduction in dropout rates in the Seattle Public Schools over the next five years.

An important dimension of our strategy is the development of "Community Collaborative Networks" - combining schools, community agencies, families and citizens. Our research and our experience tell us that, while partnership between school districts and community-based organizations is crucial to dropout prevention, intervention and retrieval, actual, sustained, effective collaboration has generally been difficult to achieve.

Therefore, we are very happy to support the Seattle School District's application for funding from D.O.E.'s Full Service Community Schools grant.

- The timing and focus of the grant fit perfectly with our plans to carry out a comprehensive, research-based assessment of Seattle School District dropout reduction related activities in the fall of 2008.
- The schools, which have been targeted in the grant application, have some of the highest dropout rates in the Seattle District.
- Seattle Schools leadership understands that, to be effective, intervention activities must occur in the context of broad system reform where community collaboration, teaching and learning, leadership and good data each plays a part.
- We believe our work will contribute directly to the implementation of research based practice in the grant.
- And our intention is to seek additional private funding to support the professional development and direct interventions that the district's dropout reduction plan will require.

We strongly urge you to give favorable consideration to the Seattle School District's proposal.

Sincerely,

Jim Street
Director, Reinvesting in Youth Project
Puget Sound Educational Service District
206-218-4740; streetjim@comcast.net

Appendix D: List of FSCS Community Service Partners*

Partner	Service Area	Current # Served
Washington Women in Transition: *Tutoring and family involvement strategies*	Family Involvement, Remediation	125 (RB)
Broadway Bound: *Youth-focused drama production.*	Acad. Enrichment	45 (RB)
Intiman Theater: *Youth focused drama production*	Acad. Enrichment	7 (CHS)
Teen Health Centers: *In-school primary medical and dental care*	Health Services	552 (Both schools)
Communities for Youth: *Youth development and mentoring*	Mentoring	62 (Both schools)
Communities in Schools: *School and community service integration.*	Lead Partner: Site Coordination	NA
YMCA: *School/community service integration. Lead Partner.*	Lead Partner: Site Coordination	NA
****Math, Engineering & Science Achievemen** *Academic pathway and college preparation for minority youth*	Family Involvement, Acad. Enrichment	130 (Both schools)
****Reinvesting in Youth**	Technical Assistance	NA

*NOTE: Other partners will be added during and after year 1.

**Letters of Support included for RIY and MESA

Appendix E: Capacity to Provide and Coordinate Quality Services

The Seattle School District is experienced in working collaboratively with community partners to serve our diverse student and family communities. The District's Community Alignment Initiative provides support to out-of-school time programs at over 80 district sites. Program managers are experienced in coordinating community partnership projects such as the 21st Century Community Learning Center and the Parent, Schools, and Communities Partnership Projects. The Seattle Communities in Schools organization is based on the National Communities in Schools model which was founded in 1977. The YMCA of Greater Seattle currently operates five school-based community learning centers and integrates two full-time YMCA Youth Development Directors into each school. The Principals of Cleveland and Rainier Beach High Schools communicate and collaborate with their families and community partners on a regular basis.

The central office team brings a great deal of experience to the Full-Service Communities Schools Project. Before coming to the school district, Lin Carlson worked for 10 years in youth service agencies. In his coordination of learning support services, Mr. Carlson supports collaborations with the City of Seattle, Public Health Seattle & King County, and many community-based organizations. The City of Seattle Families in Education Levy has supported community and school-based programs to increase student achievement and family involvement since 1990. Lisa M. Taylor as Office of Community Learning Supervisor is responsible for the district's Community Alignment Initiative and the 21st Century Community Learning Center Grant. Ms. Taylor works with Principals and community partners so that out-of-school time programs are aligned with academic standards and district literacy and math curriculum. School-based providers who demonstrate their alignment with academic standards are eligible for reduced rent. For the past four years, Carolyn Kramer has collaborated with the health community for the past 4 years through the Steps to Health Project which is funded by a Centers for Disease Control Grant and implemented in partnership with Public Health - Seattle & King County.

The district is capable of successfully implementing five quality service areas in the Full-Service Community Schools grant through expansion of services with existing partners. The FSCS service areas include 1) remedial education and academic enrichment activities, 2) mentoring and youth development programs, 3) programs that promote parental involvement and family literacy activities, 4) programs that provide assistance to students who have been truant or suspended, and 5) primary health and dental care.

For remedial education and academic enrichment activities, staff are currently working with several partners in these areas. At Rainier Beach High School, Washington Women in Transition currently provides extended learning opportunities funded by the 21st Century Community Learning Center Grant. In addition, Broadway Bound has involved Rainier Beach and Cleveland students in performing arts experiences. The Intiman Theater works with students from Cleveland High School. Last August, *Dream Girls* was performed at Rainier Beach High School.

Family involvement is priority of the Superintendent and School Board. In August of 2004, the School Board passed a Family School Partnership Policy and Procedures. In partnership with

the Seattle Education Association, south end school staff have been provided with training on cultural competence and home visits. At the beginning of the last two school years, staff have conducted home visits. The new position of Family and Community Engagement Coordinator has been created and filled to implement district wide family involvement in student learning.

The Superintendent and Chief Academic Officer have supported efforts to reduce truancy and the need to suspend students. The Office of Disciplinary Appeals and Truancy provides guidance to schools in conducting family conferences and student attendance agreement for truant students. Over the past three years, 400 staff have been trained in positive discipline to increase student engagement in the classroom and reduce referrals to the office. At Cleveland and Rainier Beach, Communities for Youth has provided youth leadership training and mentoring.

The school nurses and Teen Health Centers provide student health services and referrals to primary health care and dental care. The Centers include a nurse practitioner and mental health counselor. The District's Health Education Office and Physical Education Manager provide additional support in the areas of Health and Physical Education.

Seattle Public Schools is well positioned to expand and coordinate qualified services at Cleveland and Rainier Beach High School.

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **8885-Mandatory_FSCS_Budget_narrative.xls**

DOE Grant- 4-14-08

	Year 1	Year 2	Year 3	Year 4	Year 5
1. Personel					
Grant Project Director .6 FTE	$40,000.00	$42,000.00	$44,100.00	$46,305.00	$48,620.25
Staff Time	$13,000.00	$13,000.00	$11,000.00	$11,000.00	$11,000.00
Family stipends	$2,000.00	$3,000.00	$3,000.00	$3,000.00	$3,000.00
2. Fringe	$13,000.00	$13,650.00	$14,332.50	$15,049.13	$15,801.58
3. Travel	$6,000.00	$6,000.00	$6,000.00	$6,000.00	$6,000.00
4. Equipment	$4,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
5. Supplies (incentives)	$2,000.00	$2,000.00	$2,000.00	$2,000.00	$1,000.00
6. Contractual					

Technical Assistance, Consultation, PD	$50,000.00	$50,000.00	$36,000.00	$36,000.00	$50,000.00
Lead partner/Site director	$145,000.00	$152,250.00	$159,862.50	$167,855.63	$176,248.41
Evaluation	$75,000.00	$75,000.00	$75,000.00	$75,000.00	$75,000.00
Partners	$20,000.00	$100,000.00	$100,000.00	$100,000.00	$75,000.00
7. Construction					
8. Other					
Retreat Center	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$10,000.00
Sub total	$380,000.00	$467,900.00	$462,295.00	$473,209.75	$472,670.24
Indirect 4.6%	$17,480.00	$21,523.40	$21,265.57	$21,767.65	$21,742.83
TOTAL	$397,480.00	$489,423.40	$483,560.57	$494,977.40	$494,413.07

Justification

Provides technical assistance to sites; Coordinates professional development; Supports evaluation plan and provides reports; District leadership and DOE; Manages project budget and expenditures. Increases year 2-5 relfect an increase of 5% per a year for Cost of Living Allowances (COLA).

Will be used to support extra time and substitutes for school staff to attend monthly after schools team meetings and for out of school professional development (6 days total/year). Extra funds also provided for translations for announcement of community and family events.
Stipends will be provided to 4-6 parents from each school to be a part of a advisory group and to attend planning meetings and retreats.
Seattle Public Schools standard medical expenses of $9526/year for 2008-9 and benefit rate of 17.979% (for the 2008-9 school year). Increases years 2-5 reflect a 5% increase a year.
Provides funding to reimburse local travel and to support travel for 3 staff (FSCS Site Coordinators and Grant Project Coordinator)to attend yearly DOE meetings and one conference a year.

Purchase of computers for the two FSCS Coordinators in year 1. Years 2-5, funds will be used to support software upgrades and other misc equipment.

To be used to purchase office supplies (paper, pens, etc.), incentives for school staff and family participation (water bottles, T-shirts, etc.). Amount decreases for year 5, as community partners step up to support schools.

Contract with (Tena's group) to provide technical assistance, consultation, and professional development years 1-5 to achieve project goal and all 5 objectives. Provide content and trainers for 6 days of PD a year, on-going consultation with Grant Project Coordinator and FSCS Site Coordinators to support day to day support of school and community teams. Year 1-2, the 'Center' will provide the bulk of training, years 3-5, grant staff will assume resposibility for training under consultation from "The Center". Increase in year 5 reflects increase in work to complete grant activities and prepare staff for replicating and sustaining work.

Contracts with Lead Agencies (YMCA and Communities in Schools) to provide 1.0 FTE FSCS Site Coordinators in each school. Contract includes support of employee benefits and agency indirect.

Contract for process and impact evaluation for FSCS project through University of Wyoming and WYSEC. Organizations will provide both qualitative and quantitative analysis, regular reports, and on-going support.
Year 1, funding for staff time for community partners to participate in planning meetings and professional development. Years 2-5, funding is reserved for community partners to providing interventions identified in the planning year.

Used to support professional development for a team from each school. Professional development will be provided off-site in a retreat setting to allow team members to focus. Funding will support a total of 10 people per a year (lodging, meals, conference facilities) for 6 days of training.

Seattle Public Schools Indirect rate of 4.6% to cover accounting, billing, and other indirects.