

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 # U215J080061

Grants.gov Tracking#: GRANT00452055

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

Closing Date: APR 15, 2008

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

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify) _____
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* 3. Date Received: 04/11/2008	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: _____	* 5b. Federal Award Identifier: _____
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State Use Only:

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

* a. Legal Name: Urban Education Partnership

* b. Employer/Taxpayer Identification Number (EIN/TIN): (b)(4)	* c. Organizational DUNS: 118279744
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d. Address:

* Street1:	315 W. Ninth Street, Suite 1110
Street2:	_____
* City:	Los Angeles
County:	Los Angeles
* State:	CA: California
Province:	_____
* Country:	USA: UNITED STATES
* Zip / Postal Code:	90015

e. Organizational Unit:

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

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

Prefix: _____	* First Name: Ellen
Middle Name: _____	
* Last Name: Pais	
Suffix: _____	
Title: Project Director	
Organizational Affiliation: Lead Agency, Pacoima Neighborhood Partnership	
* Telephone Number: 213-622-5237	Fax Number: 213-629-5288
* Email: epais@urbanedpartnership.org	

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-021508-001

* Title:

Full-Service Community Schools Program CFDA 84.215J

13. Competition Identification Number:

84-215J2008-1

Title:

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

Northeast San Fernando Valley of Los Angeles County, California, including the communities of Pacoima, Sylmar, Arleta, and San Fernando.

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

Pacoima Neighborhood Partnership project to develop a coordinated system of service delivery that connects students and parents to services that meet their needs.

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="492,451.00"/>
* b. Applicant	<input type="text" value="2,014,022.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,506,473.00"/>

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

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

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

- Yes
- No

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

**** I AGREE**

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

Attachments

AdditionalCongressionalDistricts

File Name

4477-Additional_Congressional_Districts.doc

Mime Type

application/msword

AdditionalProjectTitle

File Name

Mime Type

Additional Congressional Districts:

CA-31



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Urban Education Partnership

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

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

Budget Categories	Project Year 1 (a)	(b)(4)
1. Personnel	S 188,080	
2. Fringe Benefits	S 37,616	
3. Travel	S 6,766	
4. Equipment	S 50,000	
5. Supplies	S 16,502	
6. Contractual	S 131,500	
7. Construction	S 0	
8. Other	S 0	
9. Total Direct Costs (lines 1-8)	S 430,464	
10. Indirect Costs*	S 61,987	
11. Training Stipends	S 0	
12. Total Costs (lines 9-11)	S 492,451	

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2003 To: 6/30/2005 (mm/dd/yyyy)

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

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

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



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Urban Education Partnership

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

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Standard Form 424B (Rev. 7-97)
Prescribed by OMB Circular A-102

Tracking Number: GRANT00452055

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 Jean Horwatt	* TITLE Project Director
* APPLICANT ORGANIZATION Urban Education Partnership	* DATE SUBMITTED 04-11-2008

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known:</p> <p>* Name: Urban Education Partnership</p> <p>* Address: 315 W. Ninth Street, Suite 1110</p> <p>Los Angeles</p> <p>CA: California</p> <p>90015</p> <p>Congressional District, if known:</p>		<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>
<p>6. * Federal Department/Agency:</p> <p>U.S. Department of Education</p>	<p>7. * Federal Program Name/Description: Fund for the Improvement of Education</p> <p>CFDA Number, if applicable: 84.215</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: N/A</p> <p>N/A</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: N/A</p> <p>N/A</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>		<p>* Signature: Jean Horwatt</p> <p>* Name: Ellen</p> <p>Pais</p> <p>Title: Project Director</p> <p>Telephone No.: 213-622-5237</p> <p>Date: 04-11-2008</p>

Public Burden Disclosure Statement

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

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require

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

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

Estimated Burden Statement for GEPA Requirements

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

Attachment Information

File Name

3861-GEPA427Form.doc

Mime Type

application/msword

GEPA 427 Form

Pacoima Neighborhood Partnership

The targeted communities of San Fernando, Pacoima and Sylmar are primarily Latino, working-class and low-income. From 60% to 85% of students at San Fernando, Arleta, and Sylmar High Schools are eligible for the federal free and reduced price meal program. The percentage of people of Latino or Hispanic ethnicity ranges from 66% in Sylmar to more than 88% in San Fernando. Latino students make up 93% to 97% of the schools' student bodies. From 60% to 80% of people speak a language other than English at home, predominately Spanish, which produces high percentages of English learners in the schools.

Sixty percent of the population age 25 or older in San Fernando and Pacoima does not have a high school degree (40% in Sylmar), versus 20% nationwide. While 24.4% of the national population age 25 or higher has a bachelor's degree, only 5% to 13% of people in the project's target areas have completed a college degree. Less than 40% of students in the schools complete the requirements for acceptance into California's public universities.

The community identified high dropout rates and low graduation rates as their primary concern. In focus groups with parents, dropouts and students and conversations with school staff, the collaborative discovered four barriers: lack of coordinated services; underutilization of current services and opportunities; lack of comprehensive evaluation of service impact; and lack of regular forum for students and parents to communicate whether programs meet their needs.

The entire Pacoima Neighborhood Partnership project will target a population that is not on a college pathway and will work to reduce barriers: keep students in high school, keep students on track academically, make students aware of information about college, give students assistance with college access, and encourage increased parent involvement in children's education.

Key activities of the collaborative to reduce barriers to a college pathway will be to:

- 1) develop a comprehensive understanding of which service-providers are active at each school, their target populations and capacity
- 2) establish a system that ensures that the students and families who need services are referred to appropriate services, thereby maximizing use of the current services
- 3) standardize evaluation for the programs to determine effectiveness
- 4) provide community forums at the individual schools and the larger community for feedback from participants and community conversation around significant issues.

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 Urban Education Partnership	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: * First Name: Ellen Middle Name: * Last Name: Pais Suffix: * Title: Project Director	
* SIGNATURE: Jean Horwatt	* DATE: 04/11/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

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2. Applicant Experience:

Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName

MimeType

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **6035-AbstractFinal.doc**

Pacoima Neighborhood Partnership Abstract

Title: Pacoima Neighborhood Partnership. Lead Agency: Urban Education Partnership, 315 W. Ninth St., #1110, Los Angeles, CA 90015. Contact: Ellen Pais, (213) 622-5237 x266, epais@urbanedpartnership.org

Core Partners: LAUSD Local District 2, San Fernando High School, Arleta High School, Sylmar High School, Project GRAD LA, Youth Speak Collective, Pacoima Beautiful, Kennedy-San Fernando Community Adult School

Qualified Services: a) Remedial education and academic enrichment activities; b) Mentoring and other youth development programs; c) Parenting education and parent leadership

Capacity: The lead agency has a 20-year history in the area, solid relationships with the target schools and nonprofits, long record of parent engagement, and has been lead agency or on the steering committee of many community-school collaboratives, including six at present. The partners have long provided the qualified services in the area, have strong relationships with the target schools, and a commitment to collaboration. PNP began forming in 2005 at the request of the community and schools, conducted an 18-month needs assessment, and identified the barriers to service and needs of the community. Thus, PNP has community buy-in and support. The PNP members have the capacity to deliver the services and develop a coordinated system.

Plan: The northeast San Fernando Valley in Los Angeles is a low-income, minority, working-class area that lacks a college-going culture. The community identified high dropout rates and low graduation rates at the target high schools (enrollment 8,300) as their primary concern, and four key needs to be addressed: a coordinating body to organize services; more parent involvement in children's education; increased participation in underutilized services at the schools; more academic enrichment and student support. The project goal is to increase the number of students who stay in school, graduate and are prepared for postsecondary education. PNP partners have secured non-FSCS funds to provide the qualified services, as well as the cooperation of an additional 26 nonprofit and government agencies in the area. PNP seeks FSCS funds to develop a coordinated system of service delivery that connects students and parents to services that meet their needs, to establish centralized evaluation and communication, to further develop school-nonprofit-community relationships and processes, and to align services between the high schools and feeder middle schools.

The PNP collaborative will offer vision, planning and oversight for the delivery of services in three areas: evaluation, communication and resource development. The qualified services are already in place, and our ambitious FSCS organizing project will begin at one high school and roll out to the other two in years 2 and 3. Each school will have a coordinator (paid by grant funds), an advisory council and a resource coordinating council to map resources, organize services, ensure students and parents who need assistance are referred to appropriate services, and to respond to emerging needs. In year 1, PNP will help feeder middle schools align their services with the high schools.

The number of unduplicated individuals to be served per year is 5,600. The frequency varies by service: Tutoring: M-Th and summers. Academic enrichment: 2 days/week for 35 wks, two 6-day SAT prep classes, one month summer institutes. Youth development: 3 times/week, weekly, quarterly and seasonal college access workshops. Parent leadership: monthly trainings, weekly meetings, ongoing outreach, seasonal workshops on college access.

Project Narrative

Project Narrative

Attachment 1:

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**Pacoima Neighborhood Partnership
Full-Service Community Schools Proposal**

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**Pacoima Neighborhood Partnership, a collaborative led by Urban Education Partnership
Full-Service Community Schools Grant Proposal**

The Pacoima Neighborhood Partnership began forming in 2005, bringing together nonprofit agencies that have decades of experience serving the northeastern San Fernando Valley in Los Angeles, local schools, government agencies and community residents. The collaborative held monthly meetings and conducted needs assessments over the next 18 months to identify the important issues confronting secondary students and families – the community identified high dropout rates and low graduation rates as their primary concern. In focus groups with parents, dropouts and students and conversations with school staff, the collaborative discovered four barriers: lack of coordinated services; underutilization of current services and opportunities; lack of comprehensive evaluation of service impact; and lack of regular forum for students and parents to communicate whether programs meet their needs. The collaborative identified four key needs:

1. Coordinating body to create and organize services with the schools
2. Parent involvement: increase understanding of how parents can be involved in children's education
3. Increase participation of students and parents in underutilized services
4. More student support services: after-school, enrichment, service-learning, tutoring, intervention

The Pacoima Neighborhood Partnership (PNP) began to develop a plan for confronting these issues, beginning at San Fernando High School. Each nonprofit partner then identified the role that it could play, tackling one of these causes or conditions based on the core competencies of their organization. The result was a division of labor among collaborators in a community-school model, which is in its beginning phase. A Full-Service Community Schools grant will enable the PNP collaborative to accelerate and expand the implementation of the community-school model at San Fernando High in year 1 and develop a community-school model at two more high-need schools (Arleta High School and Sylmar High School) in years 2 and 3, respectively. The total enrollment of the three schools is above 8,300. In year 1, the project also will improve coordination of services between the high schools and feeder middle schools.

The core partners in the PNP collaborative are lead partner Urban Education Partnership; the Los Angeles Unified School District's Local District 2, San Fernando High School, Arleta High School, Sylmar High School, Project GRAD LA, Youth Speak Collective, Pacoima Beautiful, and Kennedy-San Fernando Adult School. The collaborative also includes 26 cooperating partners that provide a variety of services at the high schools we anticipate the number of cooperating partners to increase over the term of an FSCS grant. Each partner has secured resources to provide services in the targeted schools. However, the collaborative needs to develop an infrastructure that will coordinate community-school services at each high school and across the region, thus addressing the issues identified in its needs assessment and providing a wider group of students and families with more comprehensive services that overcome barriers to participation and address the needs of the community.

Members of the PNP collaborative have secured non-FSCS funds to provide services at the target schools. However, the most crucial elements for the success of the PNP collaborative are development of a coordinated system of service delivery that connects students and parents to services that meet their needs, tracks and analyzes outcome data, further develops school-community relationships, and establishes organizational processes among the schools and nonprofits. As a result of our proposed five-year Full-Service Community Schools project, student achievement will rise, parents and students will increase college knowledge and access, and parents will raise their involvement in their children's educations.

1. QUALITY OF THE PROJECT DESIGN

(i) The project objectives, which must be based on scientifically based research

The project goal is to increase number of students who stay in school, graduate and are prepared for college or other postsecondary educational options. The PNP collaborative recognizes that this will require a spectrum of support and coordination of services so that students and families can be matched with the assistance that meets their needs from among the many service-providers currently at the schools.

The PNP collaborative has identified the following project objectives, which are directly

connected to our community needs assessment and are based on scientific research.

1. Increase parent involvement in their children's education

The Harvard Family Research Project published a meta-analysis of studies related to parental involvement in children's education, which included data from 77 studies including more than 300,000 students. 52 of the studies included secondary students and parents, who are also the target population for the PNP collaborative. The meta-analysis found that parent involvement is a significant factor in student achievement, whether the involvement comes independently from the parent or as part of parent-involvement programs (Jeynes, 2005). The achievement increases were consistent across various measures, e.g., grades, standardized test scores, etc. (Jeynes, 2005). The effects of parent involvement were larger for Latino and African American students (our primary target groups), and the largest effect related to parents' expectations for their children (Jeynes, 2005). Our proposed parent involvement work will help parents develop high expectations for their children's education and the skills to assist their children in preparing for postsecondary education. When parents learn the actual costs of college and the ways to pay for college, they realize higher education is within their family's reach, and this positively influences their children's postsecondary educational plans (Hossler et al., 1999). This finding bolsters our plans to inform parents about college and financial options.

A recent report (*Organized Communities, Stronger Schools: A Preview of Research Findings* by Kavitha Mediratta, Seema Shah, Sara McAlister, Norm Fruchter, Christina Mokhtar, Dana Lockwood at the Annenberg Institute for School Reform at Brown University, March 2008) provides preliminary results from a six-year program funded by the Charles Stewart Mott Foundation to organize eight urban communities around educational issues. The study uses a multi-site case study design, theory of change methodology, and quantitative and qualitative methods. The researchers found that when low-income, underserved parents are involved in advocating for their children's education—an element of the PNP collaborative's parent involvement strategies—their children's academic achievement increases in areas including higher graduation rates and college enrollment. Parents also increase their civic engagement and

helped strengthen school-community relationships.

2. Increase the academic skills of and high school students participating in the academic enrichment programs

Research has shown that extended learning time programs, such as after-school or summer programs outside the school day the strategies our project will offer can be effective in helping at-risk, low-income students catch up to grade level and increase their achievement (Council of Chief State School Officers, 2006; American Youth Policy Forum, 2006; Silva, 2007). Two core partners will offer tutoring and academic support at the three schools.

A study prepared for the Hispanic Dropout Project assessed academic support and enrichment programs that had been proven effective with Latino students in rigorous evaluations this included Project GRAD, the partner providing these services in our proposed project at San Fernando and Arleta high schools. The researchers found that scientifically conducted students had shown that the Project GRAD model reduced dropouts, improved school achievement, and had a positive impact on college attendance (Fashola and Slavin, 1997) for Latino students, the primary population that will participate in our proposed project.

Also, Project GRAD was evaluated over five years by MDRC, a nonprofit, nonpartisan research organization, with funding from the Ford Foundation. The study compared Project GRAD high schools to non-Project GRAD high schools in the same districts. Researchers found that in Project GRAD's flagship school, there was a statistically significant positive impact on number of students who passed the required courses for high school graduation in four years (MDRC, 2006). In the initial years at two other high schools, researchers found improvements in attendance and promotion to 10th grade that were greater than the improvements at comparison schools (MDRC, 2006).

Though not scientifically conducted research, Project GRAD has had positive results in California schools with students having the same demographic characteristics as those targeted by the PNP collaborative. Project GRAD found that over eight years, (1999-2006), the unweighted average API scores for Project GRAD high schools increased 96 points (from 476 to

572). Using the state's formula for calculating API growth targets over five years, schools starting at an API score of 476 would have been expected to increase 58 points, so the Project GRAD schools exceeded the state target by 38 points.

3. Increase college awareness, access and eligibility for youth

On behalf of American Youth Policy Forum and Pathways to College Network, researchers analyzed research into 20 school reform models that prepare students for college to determine which models were most effective in increasing college access for low-income, minority students. (*The Link between High School Reform and College Access and Success for Low-Income and Minority Youth*, 2005, by Monica Martinez and Shayna Klopott, Washington, DC: American Youth Policy Forum and Pathways to College Network) From the results of the numerous models, the researchers identified four practices that help low-income minority students attend college. In developing the PNP collaborative, the partners are collaborating with and complementing the target schools and district so that all four practices with the greatest potential to improve college access for low-income minority students are present in our project:

- ***Access to a rigorous academic common core curriculum for all students.***

LAUSD is beginning to require that all students complete what is known in California as the "a-g" classes, which meet the requirements of the University of California and California State University systems. This is a rigorous core curriculum, and the academic supports provided by PNP partners will assist students in successfully completing these courses. Also, PNP will monitor the progress of students toward these requirements.

- ***Prevalence, in structure or climate, of personalized learning environments for students.***

LAUSD is restructuring all of its comprehensive high schools into small learning communities for greater personalization in learning. Sylmar and San Fernando high schools have restructuring plans that they are in the process of implementing; Arleta High opened in 2006-07 with an SLC structure and contiguous space for its SLCs. Sylmar and San Fernando have site plans to provide contiguous space for their SLCs, which will support personalization.

In addition, PNP lead partner Urban Education Partnership provides the Humanitas small

learning communities model at San Fernando (three SLCs) and Sylmar (one SLC). Humanitas offers college-prep instruction that is interdisciplinary, theme-based and teacher-led. Humanitas has been shown over more than 20 years to produce achievement for participating Los Angeles high school students that exceeds that of non-Humanitas students in the same schools.

- ***A balance of academic and social support for students in developing social networks and instrumental relationships.***

The PNP partners are providing this essential practice in through tutoring and college-access programs. The PNP partners will also create a coordinated method for ensuring that services are well-matched to individual student and family needs.

- ***Alignment of curriculum between various levels, such as high school and postsecondary, and between levels within the K-12 system.***

LAUSD Local District 2, one of the PNP core partners, is focusing on K-12 articulation in the family of schools in the northeastern corridor of the San Fernando Valley. PNP core partner Project GRAD is working closely with the local district in these efforts. Our proposed FSCS project targets the high schools, but the collaborative partners envision a larger effort that will encompass the feeder middle and elementary schools to support these curriculum-alignment efforts. In addition to Project GRAD, other PNP collaborative partners already work in these middle and elementary schools.

Our project's college access strategies will target both students and parents, which researchers have found is necessary to improve access for students from families with little or no college experience (Vargas, 2004; St. John, 1991). By providing college guidance to low-income families, they gain crucial knowledge about postsecondary education, and students are more likely to attend (King, 1996). If low-income students take the same steps toward eligibility and admission, they are just as likely to attend college as eligible middle-income. (Berkner & Chavez, 1997; Choy, 1998). Also, college access improves if low-income students who are not likely to go to college participate in programs that offer college information, particularly information on financial aid (Horn & Chen, 1998; Berkner & Chavez, 1997).

At San Fernando High, Project GRAD has succeeded in increasing the eligibility of students for college. Though not scientific research, from 1999 to 2006, Project GRAD doubled the percentage of students who met college prep class requirements from 14% to 35%. (Note that the a-g requirements will be required for incoming LAUSD ninth-graders starting in 2008; prior to this a-g has been optional.) From 2005 to 2007, they increased the percentage of seniors who applied for financial aid by submitting FAFSA and applying for Cal Grants from 35% to 55%.

4. Increase communication and service coordination in the target area among nonprofit agencies, schools and community members

The Coalition for Community Schools examined research findings from 20 community school initiatives that have produced notable improvements in student learning, family engagement, school effectiveness, and community vitality. (*Making the Difference: Research and Practice in Community Schools*; Martin J. Blank, Atelia Melaville, Bela P. Shah; Coalition for Community Schools, Institute for Educational Leadership, 2003). The meta-analysis identified four elements of successful community schools, which our proposed project will achieve through an FSCS grant:

- ***A motivating vision that describes how community schools can promote learning.***

As described above, the community, schools and nonprofit agencies in the area conducted needs assessments, focus groups and analyses over 18 months to develop the focus and vision for the PNP collaborative, creating strong buy-in across the community. To achieve the community vision, students and families will need a wide variety of services, provided by organizations that are working together. The vision is

- To create a network of support that ensures that youth from Pacoima graduate from high school and fulfill their potential.
- To develop a program that empowers, motivates and educates parents and students toward high school graduation
- To connect students with real-life experiences that allow youth to engage more with school

- To change the Pacoima community culture to make high school graduation the status quo
- ***Connected learning experiences in which in-class curriculum and instruction and out-of-class learning are coordinated to build complementary, reinforcing skills & abilities.***

Project GRAD, Pacoima Beautiful and Youth Speak Collective will provide tutoring, instruction and academic enrichment programs that are coordinated with classroom learning. Project GRAD has developed a true partnership with teachers and administrators to ensure a cohesive learning experiences. Pacoima Beautiful’s academic enrichment activities, offered in conjunction with Project GRAD, are also aligned with coursework. Youth Speak designs “disguised learning” projects with classroom teachers, using media projects to reinforce state standards and curriculum.

- ***Community partnerships that exponentially increase the resources, support and expertise available to community schools.***

The PNP collaborative is an ambitious effort that marshals forces from nonprofit and government agencies to address the educational barriers that are undermining the future of an entire region. The resources and expertise of the collaborative’s core partners are being deployed at the target schools in what is on track to become a well-coordinated effort that will create a whole that is greater than the sum of its parts. The collaborative has engaged the support of numerous cooperating partners, which will coordinate their services with the core partners to provide schools, families and students with significantly more options that they now have access to, due to a lack of communication, cultural unfamiliarity and lack of organization in available services. The members of the PNP collaborative are employing their individual resources and seeking additional resources for the collaborative in order to have an impact on the schools.

- ***Strategic organization and financing approaches that encourage effective working relationships between a school and its community partners, a results-oriented focus, and financial support for community school activities.***

The primary focus of our proposed FSCS project is to create the structural, financial, operations, communication and evaluation processes that will enable the PNP collaborative to

fulfill this key element of effective community schools.

Through the proposed project, the PNP collaborative will strengthen these four key elements identified by researchers, enabling us to increase student achievement, parent involvement and community relationships in support of local schools. The project will lay the groundwork for future linkages among the high schools, collaborative, service-providers and feeder middle and elementary schools.

(ii) Demographics & needs of students, families, and community; est. number to be served

Our target area is in the northeast San Fernando Valley of Los Angeles, including the communities of San Fernando, Pacoima and Sylmar, which are primarily Latino, working-class and low-income. The three targeted high schools are within 5.6 miles of each other and are demographically similar. In the 2000 census, the percentage of people living below the poverty level ranged from 13.1% in Sylmar to more than 19% in San Fernando and Pacoima, well above the national rate of 12.4%. From 60% to 85% of students at the three high schools are eligible for the federal lunch program. In the census, the percentage of people of Latino or Hispanic ethnicity ranged from 66% in Sylmar to more than 88% in San Fernando. Latino students make up 93% to 97% of the schools' student bodies. From 60% to 80% of people speak a language other than English at home, predominately Spanish, which produces high percentages of English learners about one-third of students in the target high schools. In the 2000 census, 60% of people age 25 or older in San Fernando and Pacoima did not have a high school degree (40% in Sylmar), versus 20% nationwide. While 24.4% of the U.S. population age 25 or higher has a bachelor's degree, only 5% to 13% of people in our target areas have a college degree. Less than 40% of students completed the required courses for entering California's public universities in 05-06.

After a 44% rise in gang crime in the San Fernando Valley in 2006, the target area was designated as one of eight "gang reduction zones" by the mayor and police department. The district attorney has secured gang injunctions against the most destructive gangs, including the Pacoima Boys gang, which operates near San Fernando High, and the Blythe Street and Langdon Street gangs, which operate near Arleta High. These efforts resulted in a 5.3% decline in gang

crime in the Valley from 2006 to 2007, but gang activity is still unacceptably high.

California calculates an Academic Performance Index (API) score for each school, based on results of the California Standards Tests, with a goal that all schools will reach 800 on a scale of 200 to 1000 all three schools are below 600. The state also establishes an API growth target for every school annually. Each school has an API rank (comparison to all other high schools) and a similar schools rank (comparison to demographically similar schools) on 1-10 (highest) scale. Also, none of the schools made adequate yearly progress (AYP) per No Child Left Behind in 2007. Two schools are in Program Improvement (PI). Arleta High opened in 2006-07 with grades 9-10 to relieve overcrowding at San Fernando High, added grade 11 in 2007-08 and will add grade 12 in 2008-09. Because Arleta's first testing year was 2007, not all data are available. Data from all schools show low proficiency only about one-quarter of students are proficient in English language arts and math.

School	Enroll	API score	Met API target?	API rank	Sim sch rank	Made AYP?	PI Yr	% prof ELA	% prof math
San Fernando	3,354	561	No	1	5	No	1	29%	26%
Arleta	1,358	578	n/a	n/a	n/a	No	n/a	21%	22%
Sylmar	3,623	587	No	1	4	No	5	29%	23%

One of the most troubling issues in the region is high dropout rates identified by community members as the primary issue they want the PNP collaborative to address. Although LAUSD's largest racial and ethnic minority group is Latino (73%), this group has the lowest high school graduation rate at 39% (The Civil Rights Project at Harvard University, 2005). The overall graduation rate for LAUSD is not much better: 45.3% (EPE Research Center, 2008).

At **San Fernando High**, for the classes of 2008, 2007, 2006 and 2005, the number of seniors enrolled had declined as much as two-thirds (58%, 65%, 68%, 67%, respectively) from the number of freshman that entered four years earlier, indicating that perhaps as few as one-third graduated on time. The current sophomore class at San Fernando High declined 32% from

freshman enrollment (1,205 to 819), and the junior class declined 26% from sophomore enrollment (983 to 725). These losses are not offset by gains at *Arleta High*, which opened for the 2006-07 school year to relieve overcrowding at San Fernando High. From its first to second year, Arleta High's classes increased enrollment by 6%: 308 to 325 for the current juniors, and 495 to 523 for the current sophomores. At *Sylmar High*, enrollments declined from freshman to senior year for the classes of 2008, 2007, 2006 and 2005 by 35%, 54%, 60% and 26%, respectively. (The class of 2005 experienced an additional decline from 773 seniors to 591 graduates, for a total decline of 44%). The current sophomore class declined 23% (1,205 to 924) from freshman year. The junior class declined 22% (1,018 to 794) from the prior year's enrollment, following a decline of 20% (1,279 to 1,018) from freshman to sophomore year.

Truancy and suspension are often precursors of dropping out and indicate students' lack of engagement in school. *San Fernando High* has particularly high truancy: 11.6% in 05-06 (536 incidents over 4,616 students), which rose to 18.1% in 06-07 (680 incidents over 3,753 students) triple the district rate and double the Sylmar High rate. In 2005-06, San Fernando High had 222 suspensions, for a per-student rate of 4.8%. Because it opened in 2006-07, public data for *Arleta High* is available only for truancy that year: 13.5% (109 incidents over 806 students). *Sylmar High* has lower truancy rates: 6.4% in 2005-06 (236 incidents over 3,685 students), rising to 8.8% in 2006-07 (318 incidents over 3,630 students). Sylmar has a slightly higher suspension rate: 5.37% in 05-06 (198 suspensions over 3,685 students). The LAUSD rates for truancy (6.5%) and suspension (6.7%) reflect data from middle and high schools and thus are not entirely accurate comparisons for high schools only.

The total number of unduplicated individuals to be served per year through qualified services is 5,600. The qualified services will be provided to participants beginning in year 1 at the three schools, as described below. The coordination efforts will begin at San Fernando High in year 1, rolling out to Arleta High School in year 2, and to Sylmar High School in year 3.

(iii) Qualified services to be provided or coordinated; how services meet needs; frequency

Three qualified services will be provided at all three schools. The table below indicates

which of the partners will provide which service at the schools, using non-FSCS funds. Federal funds will provide coordination. The services are described in greater detail below.

Partners Providing Qualified Services at Target Schools

Qualified Service	San Fernando HS	Arleta HS	Sylmar HS
Remedial education and academic enrichment activities	<ul style="list-style-type: none"> • Project GRAD LA • Youth Speak Collec. • Pacoima Beautiful 	<ul style="list-style-type: none"> • Project GRAD LA • Pacoima Beautiful 	<ul style="list-style-type: none"> • Kennedy-San Fernando Adult School
Mentoring and other youth development programs	<ul style="list-style-type: none"> • Project GRAD LA • Youth Speak Collec. • Pacoima Beautiful 	<ul style="list-style-type: none"> • Project GRAD LA • Youth Speak Collec. 	<ul style="list-style-type: none"> • Youth Speak Collec.
Parenting education and parent leadership	<ul style="list-style-type: none"> • Urban Ed Partnershp • SFHS Parent Center • Project GRAD LA 	<ul style="list-style-type: none"> • Arleta Parent Center • Project GRAD LA 	<ul style="list-style-type: none"> • Urban Ed Partnershp • Sylmar Parent Ctr.

Services Meet Needs: These services reflect the needs revealed by the community data detailed in the prior section. Retention, truancy and suspension data substantiate the community’s opinion that dropouts are a critical problem, pointing to the need for programs that engage students more in school, increase academic achievement so students do not drop out because of failure, and establish the rewards of postsecondary education as a reason for completing high school. Gang activity, truancy and suspension point to the need for positive youth development activities.

School achievement data show that these students need additional support to achieve proficiency, but the community’s low-income families do not have the resources to pay for extra student academic support. The lack of college graduates in the community and lack of high school graduates from the schools who are prepared for California public universities indicate a need to establish a college-going culture and to inform students and parents about the requirements and processes needed to pursue college. The large number of Spanish-speaking

families indicates potential linguistic isolation from schools and community services. A large immigrant population indicates cultural barriers such as the belief that teenagers are safer at home than at school in the afternoons, not understanding the value of extra-curricular activities, concerns about children going away to college, etc., which need to be respectfully addressed in parent involvement and outreach. Also, parents who lack education themselves are likely unaware of the ways they can become involved in their children's education.

As mentioned above, the PNP collaborative conducted focus groups and discussions with students, parents, dropouts, school personnel and nonprofit service-providers to identify the barriers to better educational outcomes and the key community needs that the collaborative needs to address. These four needs are well-aligned with the needs data provided in the prior section and the three qualified services that the PNP collaborative is addressing in our FSCS project:

1. Coordinating body to create and organize services with the schools
2. Parent involvement: increase understanding of how parents can be involved in children's education
3. Increase participation of students and parents in underutilized services
4. More student support services: after-school, enrichment, service-learning, tutoring, intervention

Service Description and Frequency

The three qualified services will be provided with non-FSCS funding secured by the core partners. The PNP collaborative has secured an initial \$680,000 in foundation funds over four years to assist in developing the central collaborative, e.g., strategic planning, evaluation plan development, fundraising plan. Over the course of the FSCS grant period, the PNP collaborative as a whole and the individual members will continue to expand funding to support these services, as well as the overall collaborative.

Federal funds will be used to develop an overarching system to coordinate services at each high school, to establish centralized evaluation and communication and to align academic and support services between the high schools and feeder middle schools.

The coordination process will begin at San Fernando High, the first high school to join the PNP collaborative, in year 1. In year 1, the collaborative will enable feeder middle schools to map and coordinate their services with those at the target high schools. In year 2, the coordination process will expand to Arleta High, a school that opened in 2006-07 with grades 9-10 to relieve overcrowding at San Fernando High. By 2008-09, Arleta will serve grades 9-12. As a new school, Arleta has fewer services now, but the collaborative is committed to adding service-providers as cooperating partners during the grant period. In year 3, the coordination efforts will begin at Sylmar High.

Collaborative Coordination

As discussed, the schools and community members identified barriers to service that include lack of coordinated services; underutilization of current services and opportunities; lack of comprehensive evaluation of service impact; and lack of regular forum for students and parents to communicate whether programs meet their needs. The PNP collaborative will address these barriers by establishing an infrastructure at each school and in the community to coordinate services. Key activities of the collaborative will be to 1) develop a comprehensive understanding of which service-providers are active at each school, their target populations and capacity. 2) establish a system that ensures that the students and families who need services are referred to appropriate services, thereby maximizing use of the current services. 3) standardize evaluation for the programs to determine effectiveness. 4) provide forums in the individual schools and the larger community for feedback from participants and community conversation around significant issues. The PNP collaborative also will develop an internal and external communication strategy, as well as a fundraising strategy to sustain the collaborative and services.

FSCS coordination will be led by Urban Education Partnership's (lead agency) associate director for Connected Communities in the San Fernando Valley (project director), with additional management and supervision from the senior director of Connected Communities, who is a key leader of the PNP collaborative.

At each school, federal funds will provide a high school coordinator and administrative

assistant to organize services. The coordinators will be responsible for mapping and organizing resources and service-providers serving the campus, assisted by the resource coordinating councils and advisory councils, which the coordinators will develop and facilitate at each school. Coordinators will ensure that all providers are not targeting the same “willing to participate” students and families so that services reach those who need them most and participants receive services appropriate to their needs. The coordinators will manage and coordinate services, serve as liaisons between service providers and school staff, manage data collection, supervise outreach, coordinate with parent centers and link to middle schools’ staff and parent centers. In this way, the coordinators will become true partners with the schools.

The advisory council will identify the unique needs and priorities of its school, students and families and seek out services to respond to immediate or developing needs. The resource coordinating council will ensure services do not overlap, students are being matched with the right services and school staff are aware of resources.

In year 1, the PNP collaborative will assist feeder middle schools that have requested assistance with alignment of services. In year 1, the high school middle school articulation coach (the Partnership’s parent & community outreach specialist) will help the middle schools map their existing resources and create a system for service organization that coordinates with the high schools. Coordination at the middle schools will be provided by the Project Grad Connections office or a person on campus. The articulation coach will train the designated middle school coordinators to function as the high school coordinators do, including developing the resource coordinating councils.

Remedial Education and Academic Enrichment Activities

Project GRAD LA (San Fernando, Arleta), 250 served (unduplicated)

Project GRAD offers academic support and enrichment activities that provide high-quality, academically rigorous learning activities and tutoring in math, science and literacy. Tutoring is available Monday through Thursday and serves 250 students per year. In-class tutoring is available for ninth-graders in algebra, geometry and freshman English. In-class

tutoring serves 30 classes per week, with an average of 25 students per classroom, or 750 student contacts per week. Estimate unduplicated students served = 250.

In collaboration with Pacoima Beautiful, Project GRAD offers a one-month College Institute in environmental science in the summer, as well as one-month College Institutes in business that culminate in a trip to New York City to visiting the New York Stock Exchange and corporate offices of a major financial company. Total students served = 250.

The full program is available at San Fernando High. Arleta High is a new school, opened to relieve crowding at San Fernando High, into which students matriculate who joined Project GRAD in middle school. As the number of Project GRAD students at Arleta grows and Project GRAD secures additional resources, the services will grow.

Kennedy-San Fernando Adult Community School (Sylmar), 200 served

The adult community school provides two after-school teachers, each working six hours per week during the fall and spring terms (total frequency 12 hours per week), plus each working a 72-hour summer session (total 144 summer hours). One teacher specializes in math and science; the other teaches English, Social Sciences, and Life Skills. Approximately 175 students who were not doing well in the regular school setting earned credit during the 2006-2007 school year in the after-school learning lab program. Enrollment increased in the 2007-2008 school year, and the school estimates that a minimum of 200 students will earn course credit this year.

Youth Speak Collective (San Fernando), 205 served

In all its programs, Youth Speak Collective seeks to engage students with a history of high truancy, a high number of D's and F's on their report cards, or English as their second language. YSC's SAT prep program meets for six Saturdays twice per year prior to two SAT test dates and serves a total of 100 students.

YSC's Youth Media program offers activities and programs that reinforce in-school curriculum through photography and film. The program meets two days per week for 35 weeks and serves 105 students. The Youth Media program is on-site at San Fernando High but also serves students from other schools at the Pacoima Community Center and area parks.

Pacoima Beautiful (San Fernando), 50 served

Pacoima Beautiful's Youth Environmentalist Program, includes a one-month Environmental Justice College Institute for 50 students during the summer, linked to Project GRAD. The institute focuses on research, data collection and analysis of environmental health issues in Pacoima. Youth conduct environmental community health surveys and interviews and Internet research, record oral histories, and write about their experiences. At the conclusion, students present their findings to elected officials, community residents, parents and peers.

Mentoring and Other Youth Development Programs

Project GRAD LA (San Fernando, Arleta), 3,300 at San Fernando + 680 at Arleta served

Project GRAD provides a variety of activities focused on college awareness and access, plus scholarships, that are designed to inform high school students about postsecondary options, to inspire and support them to achieve their postsecondary goals, and to assist them financially in college. Activities include Peer Leadership: mentoring and tutoring program that partners grade 11-12 students with grade 9-10 students; year-round for 60 students. Advisory Presentations: college awareness and access presentations given to 25 students per classroom, three per day = 2,700 student contacts per year. Academic Advising: 1:1 and group academic advising to Project GRAD Scholars offered four times per year for five to 10 minutes per student or group; about 1,000 student contacts per year. College Application & Personal Statement Workshops are offered weekly after school in November; 10 to 15 students attend each workshop. Financial Aid & Cal Grant Workshops are offered weekly after school in November, December and January; 10 to 15 students attend each workshop. A small cohort of Partnership Scholars receive year-round mentoring and enrichment activities through private program. Scholar Send-off offers information on support programs and financial aid available for about 75 graduating Project GRAD Scholars at a one-day annual workshop in July.

As noted, the full program is available at San Fernando High and will expand at Arleta.

Youth Speak Collective (San Fernando, Arleta, Sylmar), 450 served

Youth Speak Collective offers three youth education and leadership activities. Youth

Council meets once a week, plus time spent on community activities. Participants identify, document and analyze problems in their community that they then address through advocacy and community development projects. These projects include community and school beautification, volunteer days, advocating at community meetings, and promoting awareness through school campaigns. Current participation: 115 students

Futbolito uses recreation to reach the hardest target audience in Pacoima: boys ages 13-18. Futbolito Pacoima is an athletic community where youth engage in competitive soccer to acquire positive character values, skills, and knowledge of sports and citizenship. Futbolito has two 14-week and one 10-week session, with three two-hour practices a week. Current participation: 77 students

Project Youth Green is a youth-led community garden project that meets on Saturdays year-round. Current participation: 260 students

Pacoima Beautiful (San Fernando), 75 served

Youth Environmentalist Program Network Luncheons: Community and business leaders are invited to meet with about 50 students in an informal luncheon once per year in which each student is asked to engage the guests in a conversation about their knowledge and experiences.

Youth United Towards Environmental Protection is a youth group for Environmental Justice College Institute summer program graduates (see Academic Enrichment) that meets weekly after school.

Parenting Education and Parent Leadership

Urban Education Partnership (San Fernando, Sylmar), 720 served

The Partnership trains schools' Parent Center leaders and 10 volunteer parents at each school as parent leaders. Training covers civic engagement, leadership, advocacy, communication skill-building, child development, A-G requirements, school transitions, college planning, financial aid, structure of the school district, navigating the system, etc. Parent-leaders staff the parent center, conduct outreach to other parents, and lead workshops and meetings for fellow parents to engage them in their children's education. Outreach will target parents whose

children are at highest risk academically and who are not already targeted for intervention by the school, to link them with services. Trainings are held monthly for San Fernando parents, parent meetings are weekly at Sylmar. Ongoing parent outreach reaches 700.

School Parent Centers (San Fernando, Arleta, Sylmar), 925 served

Each school's parent center will offer workshops, parent outreach for school, parent training, college access, graduation information, referrals to outside resources, phone calls to parents for teachers, etc. The San Fernando Parent Center operates from 7:30 a.m. to 4 p.m. Monday through Friday and serves 300 parents. The Arleta Parent Center's are hours 8:30 to 11:30 a.m. daily, and it serves 125 parents. The Sylmar Parent Center is open from 8 a.m. to 2 p.m. daily, and it serves 500 parents.

Project GRAD LA (San Fernando, Arleta), 500 served

Project GRAD provides four informational workshops per year for parents on college access: Welcome to Project GRAD, Student Empowerment through Parent Empowerment, Why Go To College? Understanding the importance of higher education, and How Do I Pay for My Child's College Education? About 325 people attend in total.

Financial Aid Night provides an overview of financial aid assistance for families of seniors who will be attending college, along with line-by-line assistance in completing a FAFSA form held once per month in December, January and February for about 60 families per night, total: 180 families. Note: Project Grad's parent involvement activities are beginning at Arleta and will grow during the grant period.

Cooperating Partners

In addition to the core partners that are applying for an FSCS grant, the PNP collaborative includes many cooperating partners who have agreed to coordinate their services at the target schools and in the community with those of the core partners. Many cooperating partners are members of the PNP collaborative that provide services other than the three selected FSCS qualified services. As shown in the table below, through cooperating partners, the PNP collaborative will be coordinating all 12 types of qualified FSCS services. The number of

cooperating partners and scope of the services available support the need for coordination of services the PNP collaborative through an FSCS grant. The services are numbered using the designations on P. 12 of the FSCS RFP to demonstrate the breadth of services:

Service Number Key

1. Early childhood education	7. Assistance for truant, suspended, or expelled
2. Remedial education & academic enrichment	8. Job training and career counseling
3. Parental involvement & family literacy	9. Nutrition services
4. Mentoring & youth development	10. Primary health and dental care
5. Parenting education and parent leadership	11. Mental health counseling
6. Community service and service learning	12. Adult education, including adult ESL

PNP COLLABORATIVE COOPERATING PARTNERS

COOP. PARTNER	DESCRIPTION	Service No.
ARCHES-ENLACE	School data, info dissemination plan	
Friends of the Family	Founding PNP member. Serves area, not high sch.	1,3,4,5,11
Valley Economic Development Corporation	Founding PNP member. Serves area.	4,8
Child Care Resource Ctr	Founding PNP member. Serves area	1, 3, 8
Emerging Markets/ Los Angeles Urban Funders	Founding PNP member. Outreach to new funding partners	Funder
San Fernando Valley Partnership	At Sylmar and serves students from all schools at their site.	4,6
Kennedy-San Fernando Community Adult School	At Sylmar & San Fernando. Plus region for ESL and adult classes	2,12
Mission College Family Development Network	Schools refer families to them. Serves region	3, 5, 7

COOP. PARTNER	DESCRIPTION	Service No.
Los Angeles Dept of Recreation & Parks	Wants to establish school connections	2, 4
Valley Care Community Consortium	Includes hospitals and community health programs; serves region	9,10, 11
City of L.A. Human Relations Commission	At Maclay Middle, and serves region	4
County of L. A. Human Relations Commission	At Maclay Middle, and serves region	4
Valley Education Collaborative	Education policy and advocacy, especially A-G. Sylmar and Arleta are members	Policy & advocacy
Girl Scouts SF Valley	Serves region	2, 4
San Fernando High School Health Center	On campus at San Fernando	10
College Summit	At Sylmar, 75 students. Opens at Arleta in fall 08	4
Youth Policy Institute	Applied for 21st Century grant to serve Sylmar.	2, 4, 12
North Valley Occup. Ctr	Serves area	2, 8
UCLA Early Academic Outreach Program	College access at all 3 high schools	4
Educational Talent Search	(TRIO) At Sylmar, through Cal State Northridge	2, 4
Escalante Math	At Sylmar	2
Pueblo y Salud	Community org, not on campuses	6, 12
Comision Femenil SFV	Community org, not on campuses	4
Chicano Youth Leadership	At Sylmar	4
I'm Going to College	At Sylmar, run by UCLA	4
LA County Probation Dept	On campus at 3 high schools, preventive focus	7, 4

2. ADEQUACY OF RESOURCES

(i) The adequacy of support (facilities, equipment, supplies, other) provided by partners.

The PNP collaborative core partners will provide all personnel, equipment, supplies and other resources for the qualified services, funded by non-FSCS resources that are detailed in the budget narrative. All Parent Centers have space on campus, which Urban Education Partnership will use for parent involvement activities. The Partnership also has a satellite office in Pacoima, where the SFV associate director (FSCS coordinator) will have an office. The data support assistant will have workspace at the Partnership's offices. Project GRAD has space on campus at San Fernando High for its programs. Youth Speak Collective has program space at San Fernando High, Pacoima Community Center and area parks. Pacoima Beautiful has program space at San Fernando High, Pacoima Community Center and in partnership with Project GRAD.

The high schools have agreed to provide space on their campuses for personnel to be funded by the grant: each school's high school coordinator and an administrative assistant (one full-time at San Fernando, one shared by Arleta and Sylmar).

Included in the year 1 budget are equipment funds for creating a database system (Web-based or other, to be determined) to be used for storage of data from PNP partners regarding clients and service dosage. The budget includes a planning consultant to work with San Fernando and Arleta in year 1, and Sylmar in year 2, to develop local advisory groups and other crucial planning tasks. Also, in year 2 the budget includes a communication system to develop and implement internal and external communications, e.g., newsletter, Web site, that will support the schools and collaborative partners. Additional items that are needed to provide adequate support are a server for the project, as well as laptops, printers, and similar equipment for the coordinators and admin assistants.

(ii) Relevance & commitment of each partner to implementation, success of project

The relevance of each partner is described in the description of services in I. iii above. The commitment of the core partners is demonstrated by the attached MOU, which lists the services each partner will provide. The MOU also confirms their commitment to participate in

the collaborative meetings and evaluation, as well as their commitment to secure funding individually for service provision. The signed MOU also demonstrates each partner's commitment to the mission and goals of the project, as well as the scope and target population. The MOU also designates a responsible person at each core partner to coordinate the organization's efforts with regard to the FSCS project and take responsibility for compliance with federal and local regulations.

Also attached is a letter of support from many of the cooperating partners, which confirms their commitment to the goals of the FSCS project and their intention to participate in and support the PNP collaborative's efforts.

(iii) Costs are reasonable in relation to number of persons to be served & services provided.

We estimate that the number of unduplicated students and parents to be served by the qualified services to be 5,600 each year, using non-FSCS funds. As the PNP collaborative coordinates services and secures additional funding, the number served will likely grow.

Federal FSCS funds will be used to coordinate services at three large high schools that collectively serve more than 8,300 students, plus families. The project includes nine core partners and 26 cooperating partners, and we anticipate adding other service-providers to the collaborative. As shown in our table of cooperating partners, the PNP collaborative will be coordinating providers of all 12 qualified services. The number of students and families, core partners and collaborating partners make this a very ambitious project. We believe our budget outlines reasonable expenses to implement a coordination project of this size and scope.

3. QUALITY OF THE MANAGEMENT PLAN

(i) Plan for coordination, management, and oversight ... including role of principal, the FSCS coordinator, partners, parents and community.

PNP Collaborative: The FSCS project will be overseen by a community collaborative that includes representatives of the high schools, parent centers, nonprofit and governmental service providers and community stakeholders. The role of the PNP collaborative is to provide vision, planning and oversight for the delivery of services to students and their families. The

planning is grouped into three categories: evaluation, communication and fundraising (no federal funds will be used for fundraising), and will result in the creation of a plan for each category.

In evaluation, the PNP collaborative is responsible for working with the evaluator to create a comprehensive evaluation plan and then using data for ongoing assessment of student, school and parent needs and the matching of resources to meet those needs, as well as annual consideration of the progress being made toward achieving the vision, goal and objectives. In communication, the collaborative is developing strategies for increasing communication at the schools between service providers and school staff, among service providers, and among service providers, students and families. Also, the collaborative intends to develop a plan to increase communication among off-campus service providers, schools and the community for additional services. This includes creating opportunities for regular communication among the feeder middle schools and the numerous collaboratives in the northeast San Fernando Valley, such as Healthy Start collaboratives at the elementary schools, the San Fernando Coalition on Gangs, and the Neighborhood Councils. Also, the collaborative will develop a fundraising and outreach plan (supported with private foundation funds) to engage and, if necessary, pay providers to fill crucial service gaps and to develop a sustainability plan for the collaborative.

In its planning phase, the collaborative is meeting monthly, which will become quarterly meetings as the work of the collaborative transitions to oversight from planning.

Lead Agency: Urban Education Partnership was selected as lead agency by the founding members of the PNP collaborative. The lead agency supports and manages the work of the PNP collaborative. The Stuart , Prudential and Lawrence Welk foundations have provided initial seed funding of \$680,000 over 4 years to support the capacity-building, management and work of the collaborative. The lead agency keeps the collaborative on task and moving toward the project goals. Also, the lead agency is the primary contact between the collaborative and the schools, the collaborative and the community, the collaborative and potential funders. The lead agency has administrative responsibilities, such as the dissemination of meeting announcements and minutes, manages the funds of the collaborative, and facilitates the hiring of consultants and

staff. The lead agency also manages the full-time high school coordinators at the schools. The project director is the Partnership's San Fernando Valley associate director

School Coordinators: At each school, a full-time high school coordinator will be the daily manager of qualified services on the school campus, as well as the other services that support students and families. The coordinator will ensure the delivery of services; implement the collaborative's communication plan; oversee data reporting from the service providers, students and parents; and be responsible for compliance with the evaluation plan. The coordinator will work closely with the school principal, the Title 1 coordinator and other school staff to ensure that staff, students and families are aware of the services. Also, the coordinator reports back to the collaborative about what is and is not working, as well as needs that are not being met. It is the responsibility of the coordinator to know all of the service providers, the school personnel, the students and their families. The coordinator also will receive any complaints from stakeholders and take the first steps toward resolving them.

School Councils: The coordinator will facilitate a *resource coordinating council* that meets monthly to ensure that services have the broadest reach, that services are provided to the intended beneficiaries, that there is collaboration among service providers and minimal competition. Each school also will have an *advisory council* that will identify the unique needs and priorities of those schools and the attending students and their families. This will allow a school to seek out service providers that are responsive to immediate and school specific concerns such as an increase in gang violence or a rise in teen pregnancy.

Principals: Each principal is a member of the collaborative and shares its vision. The principal will retain complete authority over the school. The principal will arrange for space on campus for the coordinator and administrative assistant. Also, the principal will help develop a strong link between the school's academic program and supports for students and their families.

Partners: Each partner supports the vision, goal and objectives of the collaborative. Partners participate in the work of the collaborative, including the development and implementation of the evaluation, communication and fundraising plans; collect and provide the

data identified in the evaluation plan; participate in ongoing assessment of the work of the partners and the collaborative; work collaboratively with the schools and partner agencies; and fulfill program commitments. Each partner has identified adequate resources to provide the described services for at least the initial years of this grant and intends to continue to raise funds to provide services for the full term of this grant.

Parents and Community Members: Parents and other community members are active at all levels of the project: on the PNP collaborative, on schools' advisory councils and resource coordinating councils, as Parent Center leaders, and in providing feedback on service quality, services needed and services available.

(ii) Time commitments of project director and key project personnel are appropriate

The project director will be Robyn Reagan, the Partnership's associate director of Connected Communities for the San Fernando Valley. Her time on the project will total 80% in years 1-3: 70% paid by the FSCS grant plus 10% from the Stuart Foundation grant to the lead agency. In years 4-5, as the coordination efforts have been established at all three schools and collaborative systems are in place, her time will reduce to a total of 70%: 35% paid by the FSCS grant plus 35% to be paid by another source (probably a foundation) that will be identified. Prior to joining the Partnership, she was director of staff development and coordinator of educational services for a children's mental health organization. She is experienced in creating curriculum, and coordinated the daily operations of a residential nonpublic school for special-needs children.

Ellen Pais, the Partnership's senior director of Connected Communities will provide management and supervision to the project (40% years 1-3; 20% years 4-5) but will be paid by the Stuart Foundation's grant in years 1-3, not by FSCS funds. Her time on the project will reduce to 20% in years 4-5 as the coordination project is established at all three schools and collaborative systems are in place. The source for her year 4-5 salary is to be determined. She has held her position at the Partnership for three years. She has overseen the expansion of programs and collaboratives in the Valley and creation of school-community collaboratives in South L.A.. Previously, she worked as a nonprofit CEO, co-founder of a community school-

reform organization in Pasadena, and an attorney.

The three high school coordinators will be full-time positions (100%), paid by the FSCS grant. These positions will have experience in working with service-providers and schools in the delivery of programs that support children's academic success, a minimum bachelor's and strong communications skills.

Charles Melendez, the high school middle school articulation coach, will be assigned to the project 50% only in year 1 to assist feeder middle schools in coordinating services with the high schools. He has been the Partnership's Connected Communities parent and community outreach specialist. He has overseen the coordination of learning supports, creation of a resource coordination council and system, and integration of services with a school's governance. He has supervised the operation of a parent center and is former director of a Healthy Start collaborative.

4. QUALITY OF THE PROJECT EVALUATION

(i) Methods of evaluation, objective performance measures related to outcomes...

Philliber Research Associates (described in detail below) will use a multi-method approach to collect both quantitative and qualitative data in the evaluation of the PNP project. The purpose of the evaluation is to assess the effectiveness of the program, to document the process of developing the project, allowing for replication and contribution to the literature. In addition to this, the evaluation will attend to the partnership, its development, management of the project and the extent to which it facilitates service delivery. The following section outlines the evaluation plan, including objectives, data type and sources, methods for collecting the identified information, instrumentation, data storage, analysis and reporting.

In the table below, the four project objectives are linked to performance indicators and specific instruments or data sources. All process instruments will document not only the number of people served, but also socio-demographic variables such as ethnicity, gender, family status and other factors that will be used to guide program targeting and recruitment. This information will also help the program monitor retention. Some data sources will be pre-post instruments that are administered immediately before or after a specific intervention; others will be administered

yearly. The instruments and their administration are described in greater detail after the table. The table also includes objective short-term outcomes (one year) that will enable PNP to assess progress toward the expected information, attitude or behavior changes, and assist in identifying best practices, identifying areas of further need or program improvement.

Long-term outcome measures will be drawn from three sources, the LAUSD and California Department of Education data, Transcript Evaluation Service (TES), and the Senior Exit Exam. These are listed following the table and long-term outcome measures.

Objective	Indicators	Short Term Perf. Measures
1. Increase parent involvement in their children's education	<p>a. Number of parents engaged by parent advocates, parent centers & college access programs</p> <p><i>Process Instrument:</i> Activity log of contacts & referrals</p> <p>b. Attendance at school sponsored events and activities</p> <p><i>Process Instrument:</i> Sign-in sheets</p> <p>c. Number and percentage of parents talking and encouraging children about higher education</p> <p><i>Outcome Instrument:</i> annual Education Support Questionnaire (parents); created by evaluation team</p> <p><i>Outcome Instrument:</i> Yearly Assessment Questionnaire (students)</p> <p>d. Number and percentage of parents assisting students with college</p>	<p>a. 15% of parents at school will connect with parent advocate, parent center or college access annually</p> <p>b. 10% annual increase in parent participation at school events, e.g., parent conferences, college access and parent information events, such as open house. Base: parent center, school and Project GRAD data</p> <p>c. 40% of parents who have contact with PNP programs will report that they understand A-G and know how their child is performing academically.</p> <p>d. Annual increase in students reporting significant adult engaged in their postsecondary ed plans</p> <p>a-d. 5% annual increase in student</p>

Objective	Indicators	Short Term Perf. Measures
	<p>application process</p> <p><i>Process Instrument:</i> annual Education Support Questionnaire (parents)</p> <p><i>Outcome Instrument:</i> Yearly Assessment Questionnaire (students)</p>	<p>matriculation from 9th to 10th grade.</p> <p>Baseline: 2007-08 grade 9 class</p>
<p>2. Increase the academic skills of high school students participating in academic enrichment programs</p>	<p>e. Attendance for all academic enrichment activities</p> <p><i>Process Instrument:</i> enrollment & participation records of Core Partners</p> <p>f. California Standards Tests</p> <p><i>Outcome Instrument:</i> state data</p> <p>g. Increase in number of students matriculating on time from gr. 9-10</p> <p><i>Outcome Instrument:</i> TES data</p> <p>h. Increase in number of students enrolled in and successfully completing A-G curriculum</p> <p><i>Outcome Instrument:</i> TES data</p> <p>i. Increase in number of students taking rigorous courses (honors and AP)</p> <p><i>Outcome Instrument:</i> TES data</p> <p>j. Increase in students' academic confidence and expectations</p> <p><i>Outcome Instrument:</i> Yearly Assessment Questionnaire</p>	<p>e. 5% annual increase in the number of students participating in academic enrichment programs</p> <p>f. Schools will meet API growth targets</p> <p>g. 5% increase in number freshmen who successfully complete Algebra 1</p> <p>g. 85% retention of students from gr. 9-10</p> <p>h. 5% annual increase in number of students enrolled in and successfully completing A-G curriculum</p> <p>i. 5% annual increase in number of students taking honors and Advanced Placement courses</p> <p>j. Students will report improved academic confidence, parent support and personal expectations for academic success</p>

Objective	Indicators	Short Term Perf. Measures
<p>3. Increase college awareness, access and eligibility for youth</p>	<p>Same as g, h, i above</p> <p>k. Number of students participating in college access and youth development <i>Process Instrument:</i> enrollment and participation from Core Partners</p> <p>l. Number of students taking SAT <i>Process Instrument:</i> Core Partner data, school data</p> <p>m. Percent of students in PNP programs who apply for financial aid <i>Process Instrument:</i> Core Partner data, school data</p> <p>n. Percent of students in PNP programs who apply to a 4-year college <i>Process Instrument:</i> Core Partner data, school data, student data</p> <p>o. Intention to enroll in postsecondary ed among students in PNP programs <i>Process Instrument:</i> Yearly Assessment Questionnaire</p> <p>p. Increased social support for higher ed (e.g. friends, family in college, gang affiliation, significant adults) <i>Outcome Instrument:</i> Yearly Assessment Questionnaire</p>	<p>Same as g, h, i above</p> <p>k. 5% annual increase in the number of students participating in college access and youth development programs</p> <p>l. 5% annual increase in percentage of students in PNP programs who take SAT</p> <p>m. 5% annual increase in percent of students in PNP programs who apply for Cal Grants and file FAFSA</p> <p>n. 5% annual increase in percent of students in PNP programs who apply to a 4-year college</p> <p>o. 15% annual increase in percent of students in PNP programs who intend to enroll in postsecondary ed</p> <p>p. Students will report improved academic confidence, parent support and personal expectations for academic success</p> <p>q. Students will report improved self confidence and increased personal relationships</p>

Objective	Indicators	Short Term Perf. Measures
	<p>q. Increased mentor & adult relationship <i>Outcome Instrument:</i> Individual Protective Factors</p>	
<p>4. Increase communication and service coordination in the target area among service providers, schools and community members</p>	<p>r. Participation of collaborative members in PNP, Advisory Council, Coordinating Council and related activities of PNP <i>Process Instrument:</i> sign-in sheets</p> <p>s. Communication and collaboration between partners in the coordination and delivery of full service, school-based services <i>Outcome Instruments:</i> modified Wilder Collaboration instrument administered yearly; focus groups and semi-structured interviews</p> <p>t. Number of cross-referrals and families receiving services from multiple PNP providers <i>Process Indicator:</i> PNP database</p>	<p>Statistically significant increases in...</p> <p>r. ... participation by PNP partners</p> <p>s. ...knowledge and awareness of student support services by PNP partners</p> <p>s. ... trust, communication and shared vision among PNP partners</p> <p>s. ...number of integrated projects between partners</p> <p>s. ... use of shared data collection and reporting between partners</p> <p>r., s. ...community input into PNP, participation of different sectors, parents & students</p> <p>t. ... cross-referrals and families served by multiple PNP providers</p>

Long-Term Outcome Measures

- 55% of students satisfactorily complete A-G curriculum, thus meeting enrollment requirements for California public universities
- 85% of students participating in PNP program graduate from high school
- 25% increase in students enrolled in one or more Advanced Placement or honors courses

- 85% of students in PNP programs take the SAT
- 40% of students in PNP programs will apply and be accepted to 4-year college
- 75% of students report significant adult engaged in their plans for postsecondary education
- Statistically significant increase in schools' attendance rate
- Statistically significant decrease in schools' truancy and disciplinary action rates
- 85% grade-to-grade retention in schools

Instrumentation and Data Sources

1. *Attendance sheet* for all events.
2. *Activity log* for parent advocates and other program staff, documents type of event, location, number in attendance and other relevant variables.
3. *Individual Protective Factors*; (Springer and Phillips 1992). This instrument consists of 60 questions, organized into 10 subscales and 3 major components; Social Bonding, Personal Competence and Social Competence. It will be administered as a pre-post instrument to all students attending structured youth development programs
4. *Education Support Questionnaire* will be administered to a random sample of parents, documenting parent student communication and other college support activities, to be conducted at baseline and on a yearly basis afterward
5. *Yearly Assessment Questionnaire*: For students, this instrument documents school related behavior not included in SASI as well as social support factors (such as gang affiliation, number of close friends or family attending college, relationship with significant adults that support education, and other factors identified by PNP). The instrument is to be administered at the beginning of each school year.
6. *TES (Transcript Evaluation Service)*: The Transcript Evaluation Service is a statewide initiative of the University of California to improve student academic achievement in college preparatory courses. TES serves all students in grades 9-12 by integrating academic preparation with financial preparedness and empowering students and families in their efforts to access all forms of postsecondary education.

7. *Senior Exit Exam* will be administered in the spring semester to all seniors. It documents post graduation intent, college or university application process and acceptance.
8. *Coalition Assessment Instrument*: The evaluation team will use a modified version of the Wilder Collaboration Factors or similar tool. The instrument will assess the various factors relevant to successful collaboration including flexibility, ability to compromise, communication, informal relationships, goals, objectives and others.
9. *Semi-structured interviews*: For key stakeholders, these will be administered on a yearly basis to assess challenges, barriers, accomplishments and other contextual factors.

Data Storage: The evaluation team will create the appropriate ACCESS or EXCEL data files (whichever is most user-friendly for PNP partners) to store participant demographic information, pre-post tests, and service utilization. The data will be entered by a trained and on site coordinator. The project will cross-reference files and utilize unique identifiers to ensure participant privacy and confidentiality. The initial paper and pencil and data storage will be designed to facilitate the development of a web-based data entry and storage system.

Data Analysis: Quantitative data will be analyzed using the Statistical Package for the Social Sciences (SPSS). Chi-square or the most appropriate non-parametric test will be used to assess statistical significance for frequency data. T-Tests, Analysis of Variance (ANOVA), or the most parametric tests will be used for score or ratio data. All tests will consider not only statistical significance, using the conventional .05 degree of confidence as well as power and magnitude of effect. Data will be analyzed to assess overall effect and also in consideration of relevant socio-demographic variables. In other words, the analyses will help us understand and report not only the extent to which services are effective, but also responses to questions such as with whom and under what conditions.

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

The evaluation team will produce an annual report on program activities and participants. PRA has considerable experience formatting reports to a wide range of audiences, from technical documents, to user-friendly, graphics-rich reports to non-affiliated residents. All

reports are accompanied by an in-person presentation for clarification and easier use. The reports will include an executive summary as well as constructive, “actionable” recommendations. Also, on-site data entry and storage allows for the expedient creation of reports as needed. The evaluation team has allotted resources for participation in regular collaborative meetings.

As noted, all evaluation findings will be presented in an end of year report. However, the actual data for the evaluation will be collected and analyzed on an ongoing basis throughout the year. The yearly student assessment is conducted in the fall, the random sample parent survey in the spring, pre and post tests before and after specific interventions. Findings from the yearly assessment such as intentions for after high school graduation, intent to attend college, career aspirations, parental and peer support will be reported to the collaborative and schools as they become available. Summaries about program services collected through activity and attendance sheets as well as from pre-post tests will also be available on an ongoing basis. Site visits and key informants will be scheduled on a regular basis. This ongoing flow of evaluation information will be presented when the collaborative meets monthly or quarterly and through other information-sharing opportunities. It will be used to periodically assess management of the project, identify and address emerging issues and guide program implementation.

(iii) Guidance on/strategies for replicating, testing project intervention in multiple settings

As noted earlier, the purpose of this evaluation is three-fold, to assess the effectiveness of the PNP interventions, document and assess the effectiveness of the partnership in the facilitation of services, and to provide a formative evaluation that can inform replication efforts. Moreover, the outcome evaluation strives to assess not only the extent to which programs are effective, but also under which conditions and with whom. While the project does not allow the use of control groups, we will take advantage of waiting list, or other types of comparison groups that will allow us to test the interventions under different conditions or settings. Through focus groups and interviews we will probe into and document contextual factors that either facilitate or limit progress. In short, the evaluation will be mindful of fidelity to the initial program design, note adaptations, and highlight the conditions that make the modification necessary. While the plan

has well-defined objectives, the evaluation team will be mindful of unexpected outcomes.

Through various data collection methods and research strategies, and in collaboration with PNP and community stakeholders, the evaluation team will guide the articulation a comprehensive program model that identifies core program components and evidence-based principles.

Qualifications of Evaluator: Evaluation of the Pacoima Neighborhood Partnership FSCS project will be conducted by Philliber Research Associates, an independent research and evaluation firm that specializes in outcome-based evaluation and planning services for programs in education, health, and human services. Founded in 1987, PRA has evaluated hundreds of programs across the United States and abroad. PRA has over 40 employees, a multidisciplinary team of researchers, program evaluators, data analysts and support staff at offices in New York, Raleigh, Memphis, San Diego, Sacramento and Cleveland. PRA has had a continuous presence in California for over 15 years. PRA's mission is to provide timely, useful and accurate evaluations of health and human service programs. We have the capacity to design evaluations, develop appropriate instruments, collect relevant data, conduct statistical analyses, and prepare user-friendly reports. Each of our evaluation projects is supervised by a senior evaluator with a doctorate degree. These evaluators have degrees in different fields (e.g., developmental psychology, clinical psychology, sociology, social work, public health, etc.) to enhance our breadth of knowledge in substantive areas. Most have direct service delivery experience and over a decade of evaluation experience. The senior evaluators are assisted by a staff of evaluation coordinators, data analysts, data entry staff, and clerical support staff. This project will be managed by Dr. Heriberto Escamilla, a senior evaluator with PRA since 1994 who works out of San Diego, California. Dr. Escamilla holds a doctorate degree in Clinical Psychology, has direct service as well as teaching experience, and has provided evaluation services to numerous school-based evaluation projects in Pacoima throughout the United States and over the past 14 years.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **8427-Mandatory_mandatory_docs1.pdf**

Attachment 2:

Title: Pages: Uploaded File: **4741-letters_of_support.pdf**

Pacoima Neighborhood Partnership

Mandatory Other Attachments

- **Resumes**
- **List of Partners**
- **Memorandum of Understanding**
- **Applicant Capacity**

ELLEN R. PAIS

(b)(6)

Professional Goal

To engage in work that benefits the community and is personally challenging and fulfilling.

PROFESSIONAL EXPERIENCE

Urban Education Partnership

April 2005 - present

Senior Director

Direct the Connected Communities department of Urban Education Partnership, an education reform organization (\$1.8M department budget with 50 staff.) Oversee the implementation of community school model school readiness initiatives in diverse, under-served and educationally under-performing communities. Facilitate and manage community-based collaboratives focused on increasing the academic success of youth through the partnership and engagement of schools, governmental and nonprofit organizations, parents and youth. Develop and sustain new initiatives that support the mission of the organization.

Consultant

March 2004 March 2005

Consulting services include project management, community engagement, strategic planning and board development. Includes local political campaign management, outreach strategies, get-out-the vote and fund development. Particular emphasis building effective work teams.

Planned Parenthood of Pasadena, Inc.

July 2002 January 2004

President & CEO

CEO of nonprofit organization providing reproductive health care and education services to San Gabriel Valley. This 70 year old organization serves over 10,000 clients annually in its clinic and educates 30,000 people with an approximately \$2 million annual budget. Accomplishments include modernization of accounting practices, adoption of balanced budget and implementation of cost saving measures, implemented new revenue generating services, received maximum accreditation from national organization, increased donations to annual benefit and annual year end appeal, recruitment of new and younger donors and volunteers, technology upgrades, completion of needs assessment survey and clinic renovations.

California State University, Northridge
Lecturer

Spring 2002

Lecturer in the Business Law Department of the School of Business and Economics teaching first level business law course covering judicial systems, contracts and torts.

Orrick, Herrington & Sutcliffe LLP
Of Counsel

October 2000 to January 2002

Of Counsel in Public Finance Department of Los Angeles office of nationally ranked international law firm. Noted for its expertise in finance, Orrick serves as bond counsel and underwriter's counsel in complex and cutting-edge public finance transactions. Prepared bond and disclosure documents for redevelopment agencies, nonprofit corporations and banks.

Los Angeles City Attorney's Office
Deputy City Attorney

January 1986 to October 2000

Redevelopment & Housing Authority Division: provided general counsel services to the Los Angeles Community Redevelopment Agency including advising on matters of redevelopment law, the open meetings and public records laws and other issues involving local, state and federal law; advised on and prepared materials pertaining to Agency and City Council policies and procedures; negotiated, drafted and reviewed documents for real estate and housing transactions such as development agreements, loan agreements, ground leases and public finance documents; reviewed contracts and other documents for procurement of goods and services; presenter at California Redevelopment Association seminars. (September 1994 to October 2000)

Special Operations Division, Consumer Protection Section: prosecuted criminal cases for violations of the unfair business practices laws including fraudulent real estate transactions, unscrupulous immigration consultants, unlicensed practitioners of medicine, law, dentistry and other regulated professions, misleading and fraudulent contracts and thefts associated with business. Developed task forces to facilitate relationships and coordinate resources between law enforcement communities and nonprofit civil organizations to assist victims of immigration and real estate fraud. Presenter at training programs for law enforcement and civil practitioners. (June 1987 to August 1994)

Criminal Division, Traffic Court: prosecuted criminal violations under the California Vehicle Code including driving under the influence of drugs and alcohol and misdemeanor vehicular manslaughter. (January 1986 to May 1987)

American Jewish Congress, Los Angeles Chapter
Assistant Director/ Acting Executive Director

March 1984 to January 1986

Assistant Director (1 ½ years) and Acting Executive Director for national Jewish civil rights organization emphasizing First Amendment and women's rights, taught First Amendment seminars to public school boards of education and civic organizations, collaborated with other

similarly focused organizations regarding legislative advocacy, litigation and community outreach, recruited and directed volunteer lawyers for litigation and community outreach efforts and assisted with fundraising.

EDUCATION

American University, Washington College of Law, Washington DC, J.D., May 1983

University of California, Berkeley B.A. (American History), May 1980

COMMUNITY VOLUNTEER INVOLVEMENT

Community Advisory Board, Child Educational Center, Member of community advisory board assisting CEC with advancing early childhood education and quality childcare. 2003- present

Eliot Middle School PTA, President, 2004-present, developed student leadership and mentoring program, "Eliot Ambassadors", built new alliances and partnerships to foster student leadership and faculty engagement.

Community Coalition For Quality Public Schools, co-founder and chair of nonprofit volunteer organization created to involve parents, local business, administrators and employees in reforming the Pasadena Unified School District. The Coalition conceived of and with PUSD, organized the PUSD Summit Process, a multi-year community outreach and strategic planning program that identified areas needing improvement and developed strategies for reform. 1989-1994.

Pasadena Unified School District, Citizens Oversight Committee for Measure Y (\$240 Million School Bond program): Member, active in developing framework for Committee and oversight of expenditures, 1997-1999

City of Los Angeles, Commission on Children, Youth & Families, Childcare Committee: member; active participant of committee setting policy for City of Los Angeles child care programs, including employer sponsored childcare for city employees, 1997-2000.

Joy Picus Child Development Center, Parent Advisory Group, organizer, co-chair of committee which successfully lobbied City to provide tuition assistance to City employees, living wage subsidy for Joy Picus employees, maintenance assistance and equipment replacement for Joy Picus facility and active parent participation in operation of Child Development Center. 1991-2000.

Linda Vista Elementary School, Pasadena Unified School District: founder and lead organizer of "Family Music in the Bowl", annual concert featuring professional musicians and students to raise funds for arts education at school. 1999-2002

American Youth Soccer Organization, Region 13: Assistant Commissioner for Programs, immediate past director for Under 6 & Under 8 Divisions. Responsible for facilitating volunteer implementation of programs for 2500 children in AYSO youth soccer program.
1997-2002

Commercial Real Estate Women – Los Angeles, member, organizer of program on Downtown Los Angeles, April 2001, speaker at Legal Roundtable, May 2001.
2000-2002

State Bar of California, Consumer Advocacy Committee, member of State Bar committee focused on statewide efforts to educate legal practitioners and the public about various consumer matters.
1992-1994

- Participate in developing and maintaining relationships with funders.

Hathaway-Sycamores Child & Family Services 1986-2007 Pasadena, California

Director of Staff Development- 1998-2007

Responsible for implementing and tracking orientation and in-service training at a mental health organization serving children, youth and families:

- Assessed ongoing training needs
- Collaborated with program directors to match instruction to function
- Developed interactive and responsive curriculum to build relevant skills
- Provided training for youth workers, educators, clinicians and supervisors
- Maintained current documentation to satisfy mandates and regulations

Achievements:

Agency became a Life Space Crisis Intervention National Training Site
 Created Orientation/Integration modules for direct care staff to facilitate merger
 Acted as Diversity Initiative Chair

Coordinator of Educational Services- 1990-1998

Assisted director in the daily operations of a residential nonpublic school for students with learning disabilities, behavior disorders and mental illness:

- Supervised educational staff; developed in-service training
- Provided direct instruction as a substitute teacher
- Monitored behavioral and educational programming
- Scheduled meetings and reviews with contracting districts and outside agencies

Achievements:

Coordinated first Black History Exhibit and other cultural events for Nonpublic School
 Provided leadership during acquisition of day student program and offsite campus

Lead Teacher/Counselor- 1986-1990

Provided direct care services in a self-contained classroom and therapeutic group home:

- Developed and implemented strength-based treatment plans
- Scheduled activities that built relevant coping strategies and life skills
- Conducted groups, met with families to facilitate reunification
- Maintained effective communication and documentation

Achievements:

Completed student assessments and interventions as part of concurrent Master's program
 Selected by outside consultant to train colleagues in cognitive behavioral approach

Certifications

- 2005 Certified to provide in-house training on Harassment & Discrimination Prevention for Supervisors.
- 2003 Certified by the Life Space Crisis Intervention Institute as a Senior Trainer.
- 2001 Certified by The National Resource Center for Youth Services to present Advanced Training for Residential Child Care Workers.
- 2000 Authorized by Child Welfare League of America to provide training in Effective Supervisory Practice, Training for Trainers.

Ongoing Professional Development

- 2007 Parents Training Parents Conference – Pasadena Unified School District
- 2007 Elements of Wraparound, Facilitating Change- LA Training Consortium
- 2005 Supervisor Harassment & Discrimination Training- Fisher & Phillips
- 2004 Directive Supervision, Hathaway-Sycamores In-Service Training
- 2003 Getting Beyond Color- YWCA, Pacific Region
- 2003 5-Day Train the Trainer Course, ASTD
- 2003 12-Week Family-to-Family Education Program- NAMI, California Chapter
- 2002 Nonviolent Crisis Intervention- LACDMH
- 2002 Acknowledging, Valuing and Using Diversity in Treatment- CA Alliance
- 2002 Dealing with Sensitive Issues in Training & Supervision- So. Cal. Trainers Network
- 2002 Life Space Crisis Intervention Training- In-Service Training
- 2002 Proactive Measures to Retain Employees/Risk & Resilience in Regarding Staff Burnout- Western Child Welfare Law Center
- 2001 Inclusive Leadership Training- Building Bridges in Diversity
- 2001 Creativity Camp- Skill Path Seminars
- 2000 Effective Supervisory Practice, Parts I & II- Walker Trieschman Center
- 1999 Maintaining Therapeutic Alliances with Clients- LA County DMH
- 1996-99 Completed all coursework at California State University, Los Angeles towards a Specialist Teaching Credential: Multiple Subject, Moderate/Severe, including the MSAT requirement.

Associations & Memberships

- American Society for Training and Development-Los Angeles Chapter
- National Alliance for the Mentally Ill- California Chapter
- Education Task Force, Office of Creative Connections- Pasadena

1992 - 1993 California State University, Los Angeles

INSTRUCTOR

- Early and Middle Childhood courses in the School of Education's Division of Curriculum and Instruction.

1989 – 1992 Glendale Unified School District

COORDINATOR, HEALTHY START PROGRAM

- Responsible for administering the District's Healthy Start Program at ten school-sites K-12
- Managed the provision of collaborative, school-linked prevention and early intervention services to children, youth and families (Pre-K-12)
- Managed the District's Medi-Cal Billing Program

1988 - 1989 South Whittier School District

ADMINISTRATOR, SUPPORT SERVICES

- Administered the District's Child Development Program
- Position also oversaw the District's Migrant Education, and Drug, Alcohol and Tobacco Education (D.A.T.E) Program (Pre-K-8)

1981 -1988 Paramount Unified School District

ADMINISTRATOR

- Responsible for administering the District's Child Development and Gifted, Talented and Education programs (PreK-12)

1982 - 1986 Los Angeles County Office of Education

PROGRAM MONITOR HEAD START/ STATE PROGRAM

- Responsible for monitoring Head Start and State Preschool programs for both programmatic and fiscal compliance with state and federal guidelines.

Education

Doctoral Program coursework in Child, Youth and Family Studies completed	1992	NOVA
M.A., Educational Administration	1982	CSULA
B.A., Spanish/Child Development	1972	CSUN

Credentials

HERIBERTO (Beto) ESCAMILLA
2772 Wilma Street
National City, CA 91950
Tel. (619) 267-3313; Fax (619) 267-3323

(b)(6) or HEscamilla@Philliberresearch.com

RELEVANT EXPERIENCE

**PHILLIBER RESEARCH
ASSOCIATES**
Senior Associate
July 1994 to Present

Develop and implement all aspects of evaluation design and implementation; consulting and technical assistance on several content areas including logic modeling, community engagement; coalition development and functioning; cultural competency, teen pregnancy, violence and substance abuse prevention. Projects include,

- *National Community Development Institute* (NCDI); consultation and training services toward the development and delivery of a comprehensive evaluation curriculum (*current*);
- PI, *Pacoima Neighborhood Partnership*, partnership that includes Los Angeles Unified School District and community based organizations in the development and implement of a drop out prevention program (*current*);
- PI, *Salud es Vida Project* for the U.S. Department of Minority Health (obesity, diabetes prevention partnership between health center and community-based organizations serving Latino and indigenous population in Visalia, CA.) (*current*);
- PI, Planned Parenthood of Orange County *Cultural Assessment Initiative* (*current*);
- Co-PI, *Market Creek Plaza Initial Public Offering* (evaluation of a resident-owned, community enterprise project in Southeast San Diego (*current*);
- *Pathways to Success*, community-based partnership that includes local high schools, the Maricopa Community College Foundation and community based organizations to increase higher education among students (*current*);
- Co-PI for *Community Action to Fight Asthma (CAFA)* Statewide coalition-based initiative to address environmental triggers of asthma;
- Local evaluator for the PPH (*Partnership for the Public's Health Initiative*), partnership between public health and community based organizations to address locally defined health problems
- Co-PI, *The Border Health Initiative*, a capacity building initiative partnering organizations on both sides of Mexican-American border to address locally defined health concerns
- PI, *Backus Male Involvement Initiative* (a five-grantee, male involvement, teen pregnancy initiative funded by the California Community Foundation,
- *The Teen Pregnancy Prevention Initiative (TPPI)* Supported local partnerships to address juvenile delinquency in 12 California Communities
- *Aspira de Puerto Rico Compay Project*, translation of comprehensive assessment based on Children's Bureau of Los Angeles, trained case managers in administration and use
- *Juvenile Crime Prevention Project*, 12 site, multi-component, community-based partnership between law enforcement, schools and community based organizations to address juvenile delinquency;
- *Male Involvement Initiative*, conducted yearly site visits, interviews, focus groups at 13 projects throughout California
- *Community Engagement Processes* (CEP) Austin, and Bryan, TX; 4 New York neighborhoods. Sun Valley, NV. Gainesville, GA, and others. The CEP is a process that facilitates community engagement and mobilization using evaluation

methods.
**SAN DIEGO CITY
COLLEGE
Professor
June 1993 to 1997**

**LOGAN HEIGHTS
FAMILY HEALTH
CENTER
Substance Abuse Counselor,
Program Coordinator,
Evaluation Specialist
August 1991 to May 1995**

Teach *Introductory and Abnormal Psychology, Substance Abuse Prevention, Intervention and Ethics* and, *Statistics for Social Sciences*, part of the Educational Training Institute, which provided newly cultural sensitivity and leadership training for *Immigration and Naturalization Services*. This includes a four-hour seminar on the Psychology of Leadership for border patrol agents.

Sherman Heights Community-Based Clinic: Development of program logic model, convening representatives from the health center, school and community center for program planning meetings, development of program services, goals and objectives. Development of program forms to document services and supervision of data collection methods

Plain Talk Initiative: Development and coordination of community-based program for pregnancy prevention among sexually active teens, coordination of a community *mapping process* included a door-to-door survey of over 600 teens and 400 adults, data collection, analysis and interpretation, *dissemination of* survey results to community residents and participating organizations, planning and coordinating of teen focus groups on birth control services in the community. Groups were in Spanish and English. Also recruited, trained and supervised community adolescents in a *study of reproductive health services at local health centers*. Similar responsibilities in a contraception accessibility study. Assist in the development of a *community-based advisory board*. This included recruitment and co-facilitation of planning meetings developed a *Vecino-a-Vecino* curriculum, which featured in-home, culturally appropriate presentations by resident *promotoras* for adult residents, helped establish one of the *first peer clinics in California*.

Healthy Tomorrows Project: Development of evaluation plan for *community-based adolescent clinic*. This included identifying measurable objectives, development of forms and methods for documenting services, development of logic model, supervision of data collection and periodic reports to funder.

Health Care Alliance Substance Abuse Project: Development and coordination of evaluation plan for substance abuse project for women and their families. Developed and translated risk assessment instrument and pre-post tests for parenting, co-dependency, and substance abuse education classes. The project was funded to develop the *first mental health component in the community health center*.

Prevention of Substance Abuse Project: Conducted individual, couple & group therapy and education sessions for substance abusing women and their children, coordinated the *development of substance abuse prevention curriculum* and *pre-post assessment for the same population*, participated in planning and implementation of a major Spanish language media campaign to prevent substance abuse, including event planning, writing newspaper articles, and conducting community events, included television appearances on XEWT in Tijuana Mexico to discuss topics related to substance abuse, developed project policies and procedures manual, along with program evaluator developed and presented *Risk Assessment instrument* and program results at National CSAP Conferences.

EDUCATION

PhD in Clinical Psychology from the California School of Professional Psychology, May 1993

M.A. in Clinical Psychology from the California School of Professional Psychology, May 1, 1986

B.S. in Psychology from the University of Houston, Central Campus, graduated Summa Cum Laude, May 1984

PRESENTATION AND PAPERS

"Self-Esteem; its Source and Meaning in the Latino Patient", presentation at the California Chicano- Latino Medical Student Association's 7th Annual Statewide Conference, April 6, 1991.

"The Interpersonal Adjective Checklist Revisited: a Cross-Cultural Application with Latina Women", presentation at the 4th National OSAP Conference on Substance Abuse Prevention, Washington D.C. February 13, 1992.

"Preventing the Consequences of Substance Abuse in Pregnant Women", presentation made at Resource Link One, Washington, D.C. July 13-15, 1992.

"The Origin, Development and Utilization of the Risk Assessment Questionnaire", presentation for the CSAP 3rd Annual Evaluation Skills Building Workshop, Baltimore MD, March 19, 1993

"Alcoholism and Latina Women; A Program Model and Treatment Issues", presentation at the Cruzando Fronteras Conference, San Diego, CA, November 5-6, 1993

"Making the Most of Evaluation Data", presentation at the 4th Annual CSAP Evaluation Skills Building Conference, Orlando, FL, March 21-24, 1994

"Cultural Diversity, Celebrating our Strengths, A panel discussion", presentation at the 1995 National Conference on Children of Alcoholics, San Diego, CA, Feb. 12-15, 1995

"ARE WE MAKING A DIFFERENCE", *Community Involvement in Program Evaluation*, A one day Workshop and Conference on Evaluation in Public Health, UC Berkeley School of Public Health Saturday, April 22nd 2000

Community Engagement; Easier Said Than Done, presentation at the NOAPPP National Conference, Orlando, Florida, Nov. 16-18, 2000

Adolescent Pregnancy, Capable Youth, Diverse Communities Leadership Conference, Sacramento, CA April 2001

An Overview of Teen Pregnancy in California, presentation at the Latino Roundtable on Teen Pregnancy, Pasadena, CA. November 18, 2001

The Changing Role of Fatherhood, presentation at the 4th Annual Males as Positive Forces Conferences, Chula Vista, California, October 30th, 2004

Status of Teen Pregnancy in San Diego County, presentation delivered for CEWAR conference in San Diego, November 2, 2005

Honoring Relationships; a Presentation presented at the 4th Annual National Latino Fatherhood Conference, Los Angeles California, January 21st 2006

COMMUNITY CONTRIBUTIONS

- Chair of Events Committee for the Center for Integrative Psychology;
- Co-chair of Alianza Evaluation Committee;
- Member of the Males as Positive Forces Conference Planning Committee (2003 to 2006)
- Regional Commissioner of AYSO Region 785, June 1990 to 1997; (Administration of a 25-team youth soccer league).
- Member San Diego High School PTSA from 1994 to 2002

**Urban Education Partnership
Position Description**

High School Coordinator, Connected Communities, San Fernando Valley

Reports To: Associate Director, Connected Communities, San Fernando Valley

Summary: The High School Coordinator, Connected Communities, will coordinate the student supportive services in partnership with a high school and the Pacoima Neighborhood Partnership Collaborative (PNP). The High School Coordinator will identify existing services on campus and organize them to increase student, parent and school staff access to them. The Coordinator is the link between the Collaborative and the service providers at the high school.

Responsibilities and Initiatives:

Assist Associate Director in building a sustainable system of student and family supports in partnership with the PNP Collaborative, the High School and its feeder middle schools.

Create a network of support that ensures that youth from the High School graduate and fulfill their potential.

Develop strong collaborative relationships with the High School (students, staff and families) and the school's feeder middle schools, PNP Collaborative partners, government and community based service providers to enable the most effective coordination, referral and service delivery system for students and their families.

Coordinate parent engagement, youth development and youth academic enrichment services and other services for students and their families.

Work with the Pacoima Neighborhood Partnership Collaborative and the High School to maintain and expand existing services and resources for students and families.

Facilitate a resource coordinating council to ensure that services have the broadest reach, are provided to intended beneficiaries and that there is collaboration among service providers.

Facilitate collaborative meetings to inform partners & stakeholders of program updates and discuss the program needs.

Implement activities of the PNP Collaborative including planning activities, evaluation, and communication. Work with the High School, community agency staff, government representatives and parents to achieve PNP Collaborative goals.

Oversees and supervise the collection and input of evaluation data used to measure on-going program effectiveness of PNP Collaborative and service providers and progress towards PNP Collaborative goals.

Attend and participate in various school meetings

Manages day-to-day operations including supervision of administrative assistant

Processes documentation as required for administrative procedures, including invoices, timesheets, and evaluation materials and tracking logs.

Education and Experience:

3 years minimum experience in working with programs that support children's academic success through parent engagement, family support and community/school collaboration. Emphasis in middle and high schools preferred.

Excellent communication and organizational skills; strong written and interpersonal skills

Bilingual English/Spanish preferred

Experience working with individuals with diverse ethnic backgrounds

Demonstrated ability to work effectively as a member of a team

Proficient in Microsoft Office (Word, Excel, Access, PowerPoint)

BA preferred

**Pacoima Neighborhood Partnership
List of Partners**

Urban Education Partnership (Lead Agency)
Ellen Pais, Senior Director, Connected Communities
315 W. Ninth Street, Suite 1110
Los Angeles, CA 90015
213-622-5237
epais@urbanedpartnership.org

LAUSD Local District 2
Rosemary Rubin, Organization Facilitator
5200 Lankershim Boulevard
North Hollywood, CA 91601
818-755-5408
rosemary.rubin@lausd.net

San Fernando High School
Kenny Lee, Principal
11133 O'Melveny
San Fernando CA 91340
818.898.7600
Kenny.lee@lausd.net

Arleta High School
Linda Calvo, Principal
14200 Van Nuys Boulevard
Arleta, CA 91331
818-686-4100
linda.calvo@lausd.net

Sylmar High School
Jan Lyons, Principal
13050 Borden Avenue
Sylmar, CA 91342
(818) 833-3700
jlyons@lausd.k12.ca.us

Project Grad LA
Ford Roosevelt, CEO
10625 Erwin Street
North Hollywood, CA 91606
818-760-4695
froosevelt@projectgradla.org

Youth Speak Collective
David Kietzman, Co-Executive Director
Whitney Kasserian, Co-Executive Director
11243 Glenoaks Boulevard
Pacoima, CA 91331
818-834-5181
david@youthspeakcollective.org
whitney@youthspeakcollective.org

Pacoima Beautiful
Nury Martinez, Executive Director
11243 Glenoaks Boulevard, Suite 3
Pacoima, CA 91331
(818) 899-2454
nmartinez@pacoimabeautiful.org

Kennedy-San Fernando Adult Community School
Carlynn Huddleston, Principal
11254 Gothic Avenue
Granada Hills, CA 91344
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carlynn.huddleston@lausd.net

Memorandum of Understanding
Among
Members of the Pacoima Neighborhood Partnership

For Application To
U.S. Department of Education, Full-Service Community Schools Program

This Memorandum of Understanding establishes a collaborative relationship between Urban Education Partnership, as lead agency for Pacoima Neighborhood Partnership, Los Angeles Unified School District Local District 2, San Fernando Senior High School, Arleta Senior High School, Sylmar Senior High School, Project Grad L.A, Youth Speak Collective, Pacoima Beautiful, and Youth Policy Institute.

I. MISSION

The mission of Pacoima Neighborhood Partnership is:

- To create a network of support that ensures that youth from Pacoima graduate from high school and fulfill their potential.
- To develop a program that empowers, motivates and educates parents and students toward high school graduation
- To connect students with real-life experiences that allow youth to engage more with school
- To change the Pacoima community culture to make high school graduation the status quo

Together, the Parties enter into this Memorandum of Understanding to mutually develop Full-Service Community Schools. Accordingly, the partner organizations operating under this MOU agree as follows:

II. PURPOSE AND SCOPE

Pacoima Neighborhood Partnership will develop and implement services that will create Full-Service Community Schools at three underserved high schools in the northeastern San Fernando Valley. The collaborative plans to provide the following three comprehensive services as described by the Full-Service Community Schools program:

- Remedial education and academic enrichment activities
- Parenting education and parent leadership
- Mentoring and other youth development programs

The target population is students, parents, teachers and staff and the larger community at San Fernando Senior High School, Sylmar Senior High School and Arleta Senior High School,. As a result of this collaboration, students, families and communities at these schools will receive comprehensive educational, social and health services

Each organization of this MOU is responsible for its own expenses related to this MOU. There will not be an exchange of funds between the parties for tasks associated with this MOU.

III. RESPONSIBILITIES

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MOU. The initial appointees of each organization are:

Urban Education Partnership

Ellen Pais
Senior Director, Connected Communities
315 W. Ninth St., #1110
Los Angeles, CA 90015

213-622-5237, ext. 266
epais@urbanedpartnership.org

LAUSD Local District 2

Rosemary Rubin
Organization Facilitator
5200 Lankershim Boulevard
North Hollywood, CA 91601

818-755-5408
rosemary.rubin@lausd.net

San Fernando High School

Kenny Lee
Principal
11133 O'Melveny
San Fernando CA 91340

818-898-7600
Kenny.lee@lausd.net

Arleta High School

Linda Calvo
Principal
14200 Van Nuys Boulevard
Arleta, CA 91331

818-686-4100
linda.calvo@lausd.net

Sylmar High School

Jan Lyons
Principal
13050 Borden Avenue
Sylmar, CA 91342

818-833-3700
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Project Grad LA

Ford Roosevelt
CEO
10625 Erwin Street
North Hollywood, CA 91606

818-760-4695
froosevelt@projectgradla.org

Youth Speak Collective

David Kietzman
Whitney Kasserman
Co-Executive Directors
11243 Glenoaks Boulevard
Pacoima, CA 91331

818-834-5181
david@youthspeakcollective.org
whitney@youthspeakcollective.org

Pacoima Beautiful

Nury Martinez
Executive Director
11243 Glenoaks Boulevard, Suite 3
Pacoima, CA 91331

818-899-2454
nmartinez@pacoimabeautiful.org

Kennedy-San Fernando Community Adult School

Carlynn Huddleston
Principal
11254 Gothic Avenue
Granada Hills, CA 91344

818-271-2550
carlynn.huddleston@lausd.net

The organizations agree to the following tasks for this MOU:

Urban Education Partnership as lead agency for Pacoima Neighborhood Partnership will:

- Be legally responsible for the use of all grant funds
- Be legally responsible for ensuring that the project is carried out by the group in accordance with federal requirements
- Be legally responsible for ensuring that indirect cost funds are determined as required under Sec. 75.564(e).
- Convene regular meetings of the collaborative partners and coordinate collaborative operations
- Coordinate assessment and evaluation efforts
- Coordinate efforts to engage cooperating partners in the PNP collaborative
- In cooperation with each school's Parent Center, provide parent training, outreach and involvement activities

Local District 2 will:

- Participate in collaborative meetings
- Collaborate in assessment and evaluation efforts
- Comply with section IV. Terms of Understanding

San Fernando High School will:

- Participate in collaborative meetings
- Collaborate in assessment and evaluation efforts
- Provide on-campus space for the Parent Center, PNP high school coordinator and administrative assistant
- Facilitate operation of the school's Parent Center as it provides parent outreach and involvement activities
- Facilitate the on-campus activities of the PNP collaborative
- Comply with section IV. Terms of Understanding

Arleta High School will:

- Participate in collaborative meetings
- Collaborate in assessment and evaluation efforts
- Provide on-campus space for the Parent Center, PNP high school coordinator and administrative assistant
- Facilitate operation of the school's Parent Center as it provides parent outreach and involvement activities
- Facilitate the on-campus activities of the PNP collaborative
- Comply with section IV. Terms of Understanding

Sylmar High School will:

- Participate in collaborative meetings
- Collaborate in assessment and evaluation efforts
- Provide on-campus space for the Parent Center, PNP high school coordinator and administrative assistant
- Facilitate operation of the school's Parent Center as it provides parent outreach and involvement activities
- Facilitate the on-campus activities of the PNP collaborative
- Comply with section IV. Terms of Understanding

Project Grad LA will:

- Participate in collaborative meetings
- Collaborate in assessment and evaluation efforts
- Provide information and training about postsecondary options to parents and students
- Provide academic support and enrichment activities
- Comply with section IV. Terms of Understanding

Youth Speak Collective will:

- Participate in collaborative meetings
- Collaborate in assessment and evaluation efforts
- Provide youth development and leadership activities
- Provide youth educational programs that reinforce school curriculum through photography and film
- Comply with section IV. Terms of Understanding

Pacoima Beautiful will:

- Participate in collaborative meetings
- Collaborate in assessment and evaluation efforts
- Provide youth development and academic enrichment activities related to local environmental issues
- Comply with section IV. Terms of Understanding

Kennedy-San Fernando Community Adult School will:

- Participate in collaborative meetings
- Collaborate in assessment and evaluation efforts
- Provide youth academic support.
- Comply with section IV. Terms of Understanding

IV. TERMS OF UNDERSTANDING

The signing of this MOU binds each member of the group to every statement and assurance made in the Full-Service Community Schools application dated April 14, 2008.

Each member of the Pacoima Neighborhood Partnership is legally responsible for carrying out the activities it agrees to perform and for using any funds that it receives under the agreement in accordance with federal requirements that apply to the grant.

In addition, each member of the Pacoima Neighborhood Partnership providing direct services on a school campus shall comply with all rules, regulations and requirements of the Los Angeles Unified School District pertaining to providing such services on a school campus including but not limited to background investigations, TB testing, and insurance coverage and may also include the presence of a credentialed person and parental consent.

Further, all data collection and evaluation shall be compliant with federal and state law, particularly with respect to student privacy and parental consent.

The term of this MOU is for a period of five years (or the term of a Full-Service Community Schools grant) from the effective date of this agreement and may be extended upon written mutual agreement. It shall be reviewed at least annually to ensure that it is fulfilling its purpose and to make any necessary revisions. Either organization may terminate this MOU upon thirty (30) days written notice without penalties or liabilities.

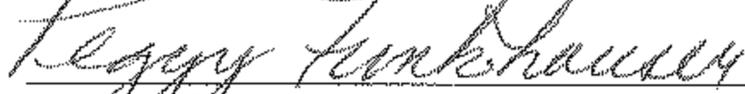
Authorization

The signing of this MOU implies that the signatories will strive to reach, to the best of their ability, the objectives stated in the MOU.

On behalf of the organization I represent, I wish to sign this MOU and contribute to its further development.

See attached signature pages.

Urban Education Partnership as lead agency for Pacoima Neighborhood Partnership



4/10/08

Peggy Funkhouser
President and CEO

Date

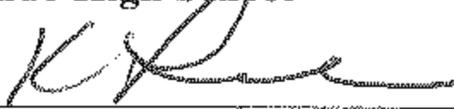
LAUSD

attached -

James Morris
Chief of Staff

Date

San Fernando High School



4-8-08

Kenny Lee
Principal

Date

Arleta High School

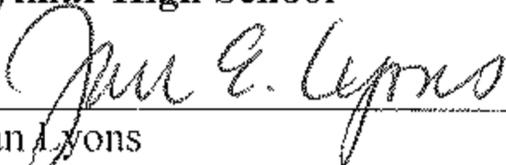


4-10-08

Linda Calvo
Principal

Date

Sylmar High School



4-8-08

Jan Lyons
Principal

Date

Project Grad LA



4-8-08

Ford Roosevelt
CEO

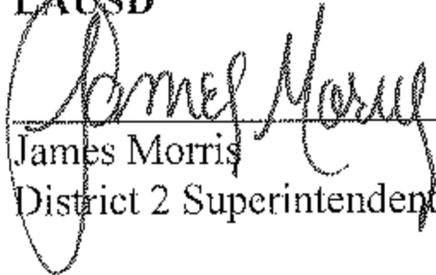
Date

Urban Education Partnership as lead agency for Pacoima Neighborhood Partnership

Peggy Funkhouser
President and CEO

Date

LAUSD



James Morris
District 2 Superintendent

Date

San Fernando High School

Kenny Lee
Principal

Date

Arleta High School

Linda Calvo
Principal

Date

Sylmar High School

Jan Lyons
Principal

Date

Project Grad LA

Ford Roosevelt
CEO

Date

Youth Speak Collective

David Kietzman

4-8-08

David Kietzman
Co-Executive Director

Date

Pacoima Beautiful

see attached -

Nury Martinez
Executive Director

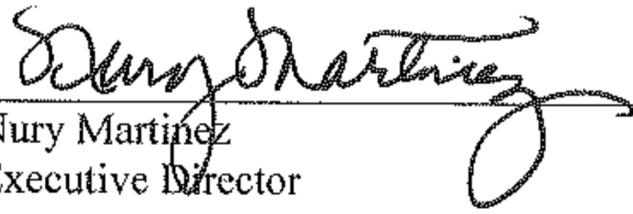
Date

Date

Youth Speak Collective

Co-Executive Director Date

Pacoima Beautiful

 4/8/08
Date

Nury Martinez
Executive Director

See attached

Date

Youth Speak Collective

David Kietzman
Co-Executive Director

Date

Pacoima Beautiful

Nury Martinez
Executive Director

Date

Kennedy-San Fernando Community Adult School


Carlynn Liddleston
Principal

4/11/08

Date

Pacoima Neighborhood Partnership Description of the Applicant's Capacity

Urban Education Partnership, the lead agency, has a 20-year history in the northeast San Fernando Valley, beginning with successful programs involving pre-K and elementary students, parents and schools, and expanding in recent years to middle and high schools, including the target schools. The Partnership has established solid, trusting relationships with schools and other nonprofits, which will support the collaborative's success. The agency also has a track record of delivering parent engagement programs about education here and elsewhere, largely in collaboratives. This has given the agency an understanding of the barriers faced by immigrant families, and the agency has developed effective programs to overcome these challenges. PNP is one of six school-community collaboratives for which the Partnership is lead partner or on the steering committee, indicating its experience and ability to work successfully in this structure.

The partners have long histories of delivering the qualified services. They also have worked in the community for a long time, developing deep relationships with the target schools, which consider this group of agencies reliable and trustworthy. This increases the likelihood that PNP will achieve its goals. The collaborative and its component activities were generated by the community, indicating buy-in and support. Collaborative members share a history of working together, so there is trust between agencies and a shared commitment to the overall goal. The member agencies want to collaborate, not compete, which supports the success of PNP. A deep, long-standing trust among the collaborative partners has developed over years of collaboration. This facilitates PNP operations, encourages frank discussions and produces a shared decision-making process.

The PNP partners are committed to a common philosophy: that community members possess a wealth of assets, talents and strengths that must be acknowledged, developed and respected as the basis of any service provided. PNP will strive to make residents themselves the key agents of change in their community and in their lives. The PNP partners have already attracted foundation funding for the collaborative, as well as funding for the services. This further demonstrates PNP's capacity to achieve the goal and objectives of the FSCS project.



BOARD OF SUPERVISORS COUNTY OF LOS ANGELES

821 KENNETH HAHN HALL OF ADMINISTRATION
500 WEST TEMPLE STREET / LOS ANGELES, CALIFORNIA 90012
PHONE (213) 974-3333 / FAX (213) 625-7360
Zev@lacbos.org / <http://zev.co.la.ca.us>

ZEV YAROSLAVSKY

SUPERVISOR, THIRD DISTRICT

April 10, 2008

Ms. Ellen Pais
Senior Director
Urban Education Partnership
315 West 9th Street
Suite 1110
Los Angeles, CA 90015

Re: Support for Urban Education Partnership application for Full Service Community School Grant

Dear Ms. Pais:

As the Los Angeles County Supervisor representing the Northeast San Fernando Valley, I am writing to express my enthusiastic support for the Full Service Community School proposal submitted by Urban Education Partnership (Urban Ed). This proposal would support the newly formed Pacoima Neighborhood Partnership, a collaborative working towards a community school solution to combating the high dropout rate at San Fernando High School. Additionally, these funds would aid the vision of the PNP and Los Angeles Unified School District, Local District 2 to develop a "community school" region in this high-poverty and educationally under-performing community.

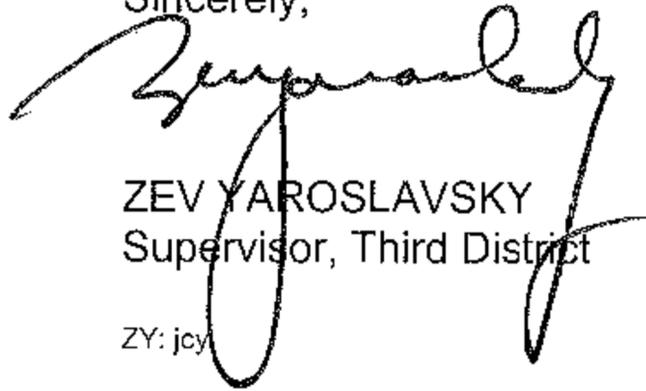
I know the collaborative represented by Urban Ed has been successfully working together, formally and informally, for over fifteen years in support of elementary school students and their families living in the Northeast San Fernando Valley. As a result of their work, I recognize that there are vibrant parent centers, the college access program Project Grad, health resources and family services linked through the elementary schools.

With my support, the Collaborative has taken its partnerships to the next level, integrating community, school and community based organizations to address the dropout and youth violence crisis in this area. I have encouraged and continue to encourage representatives of various county agencies to meet monthly with parents, school staff and local nonprofits in order to develop solutions to issues of local concern. These have included the placement of county social workers at local school sites, the development of parent-led classes at the local parks and the initiation of a youth service coordinating council.

I pledge to support the efforts of this proposal by encouraging the ongoing participation of my staff, as well as the participation of the various county agencies providing service to the Northeast San Fernando Valley including the Probation Department, Department of Mental Health, Department of Children & Family Services and Parks & Recreation as members of the PNP.

We are wholeheartedly committed to the vision and the work outlined in this proposal.

Sincerely,



ZEV YAROSLAVSKY
Supervisor, Third District

ZY: jcy

April 11, 2008

Re: Support for Urban Education Partnership application for Full-Service Community School Grant

Dear Urban Education Partnership:

This letter acknowledges the enthusiastic support for the U.S. Department of Education's Full-Service Community School proposal submitted by Urban Education Partnership on behalf of the Pacoima Neighborhood Partnership.

In addition to Urban Education Partnership, the proposing PNP collaborative includes the Los Angeles Unified School District, San Fernando Senior High School, Arleta Senior High School, Sylmar Senior High School, Project Grad LA, Pacoima Beautiful, Youth Speak Collective, Kennedy-San Fernando Community Adult School, Friends of the Family, City of Los Angeles Human Relations Commission, Los Angeles Mission College Family Development Network, City of Los Angeles Recreation & Parks, Los Angeles City Councilmember Alarcon, Los Angeles County Supervisor Zev Yaroslavsky, County of Los Angeles Human Relations Commission and other government agencies and service providers serving students and their families residing in the Northeast San Fernando Valley of Los Angeles County.

This proposal supports our Pacoima Neighborhood Partnership, which was created as a community-school model to respond to the dropout crisis in the Northeast San Fernando Valley. In partnership with San Fernando, Arleta, and Sylmar High Schools and Los Angeles Unified School District's Local District 2, the PNP is focused on responding to the locally identified barriers to student success by engaging appropriate resources and community assets and then managing their delivery. Additionally, these funds will support the vision of the PNP and LAUSD Local District 2 to develop a community-school region in this high-poverty and educationally under-performing community and build on collaborative members' prior work in the region during the last 10 years.

Over the years, we have provided family literacy, school readiness, adult education, youth development, case management, mental health and health services linked through the parent centers at six Pacoima elementary schools. Most recently, we marshaled our resources by integrating community, school and government agencies to address the youth violence and gang crisis in this area. Representatives of various county agencies now meet monthly with parents, school staff and local nonprofits to develop solutions, which have included the placement of county social workers at local schools.

We are wholeheartedly committed to the vision and the work outlined in this proposal. We agree to abide by all rules and requirements of the federal grant, should the PNP be selected for funding. We intend to remain a member of the PNP, to work towards the full implementation of the PNP plan and to provide services to the students and families of the Northeast San Fernando Valley during the term of the grant. We are confident in the leadership, management structure and ability of the collaborative to achieve the goals outlined in the proposal.

Sincerely,

See attached signature page

Michael de la Rocha  City of LA Human Relations
Representative Name Organization

ESTHER VILLA Los Angeles Mission College
Representative Name Organization

Joseph C. Dubson Pacoima Recreation Ct
Representative Name Organization

Maggie Estada Councilmember Clercón CD7
Representative Name Organization

Fred W. Williams Friends of The Family
Representative Name Organization

Cherylynn Hoff Cherylynn Hoff Los Angeles County Human Relations
Representative Name Organization

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **3649-Mandatory_Federal_Budget_NarrativeFinal.doc**

Attachment 2:

Title: Pages: Uploaded File: **7120-NonFederal_Budget_Narrative_FINAL.doc**

**Pacoima Neighborhood Partnership, a collaborative led by Urban Education Partnership
Full-Service Community Schools Grant Proposal**

BUDGET NARRATIVE

The budget narrative is divided into two sections: (1) the budget narrative for U.S. Department of Education Funds, years one through five and (2) the budget narrative for Non-Federal Funds, years one through five.

BUDGET NARRATIVE FOR U.S. DEPARTMENT OF EDUCATION FUNDS

YEAR 1

PERSONNEL

San Fernando High School Coordinator: Funding is requested for a full-time high school coordinator at San Fernando High School at a salary of \$50,000.

San Fernando High School Administrative Assistant: Funding is requested for a full-time administrative assistant at San Fernando High School at a salary of \$27,040. The assistant will handle administrative responsibilities such as scheduling and organizing meetings, maintaining project records, compiling meeting and event materials, making copies, and producing reports.

Data Assistant: Funding is requested for a full-time data assistant at a salary of \$27,040 to provide data management & entry support starting with San Fernando High School in year 1. The assistant will handle responsibilities such as preparing forms, maintaining data records, and performing data entry.

High School/Middle School Articulation Coach: Funding of \$35,000 is requested for 50% of a high school/middle school articulation coach (50% of a full-time salary of \$70,000).

Management and Supervision: Funding of \$49,000 is requested for 70% of an associate director (70% of a full-time salary of \$70,000). The Stuart Foundation funds an additional 10% or \$7,000 of the salary enabling the associate director to devote 80% time to the project. The Stuart Foundation funds an additional 40% of the Senior Director of Connected Communities (\$39,140) and 20% of a second associate director (\$12,051) who provide additional management, supervision and support to the Collaborative.

FRINGE BENEFITS

Fringe benefits are \$37,616, calculated at 20% of salary costs of \$188,080.

TRAVEL

Mileage for local travel: Funds of \$1,212 are requested for local travel of 50 miles per month for four staff members at \$.505 per mile (50 miles x 4 staff x \$.505 x 12 months = \$1,212)

Conference participation: Funds of \$5,554 are requested for participation in two conferences. Funds of \$1,158 are requested for two people to attend the grant orientation conference in Washington, D.C. Costs are \$269 per person for airfare and \$620 for lodging (\$155 per person x 2 people x 2 nights). Funds of \$4,396 are requested to take four people to the Coalition for Community Schools Conference. The four people will be the principal and coordinator of San Fernando High School, one collaborative partner and one representative from LAUSD Local District 2. Costs are \$1076 for airfare (\$269 per person x 4 people = \$1076); \$1860 for lodging (\$155 per person per day x 4 people x 3 nights = \$1860); \$1,300 for registration (\$325 per person for 4 people); \$160 in meal costs (\$24 per person for a team dinner and 16 per person for lunch the last day (not covered by registration)).

EQUIPMENT

Database System: Funds of \$50,000 are requested for purchase and adaptation of computer equipment and software for a database system specific to this project to facilitate maintenance of data records and evaluation.

SUPPLIES

Server: Funds of \$4,750 are requested for a server to enable storing of computer records and email communication for the project.

Laptops: Funds of \$6,000 are requested for laptop computers at \$1,200 each for five staff members: the San Fernando High School coordinator and administrative assistant, the data assistant, the high school/middle school articulation coach, and a coordinator for Arleta High School to be hired at the commencement of year 2. The planning for implementation at Arleta will commence in Year 1.

Printers: Funds of \$1,500 are requested for printers at \$500 each at San Fernando and Arleta and for the data assistant. The planning for implementation at Arleta will commence in Year 1.

Event publicity materials: Funds of \$1,252 are requested to gain public awareness of a significant, informative event to be held in year 1 at San Fernando High School, such as a seminar featuring the head of the Community School Coalition or an expert in asset development from the Search Institute. Materials will be a poster (\$100) and a banner (\$1,152).

Xerox Copies: Funds of \$3,000 are requested for 15,000 xerox copies per month at \$0.01 per copy for 2 sites for 10 months. ($15,000 \times \$0.01 \times 2 \times 10 = \$3,000$). This includes outreach materials to support the Arleta planning process. The planning for implementation at Arleta will commence in Year 1.

CONSULTANTS

Evaluation: Funding of \$60,000 is requested for the first year of a multi-method, quantitative and qualitative data evaluation of the PNP project by Philliber Research Associates.

Focus Group Evaluation Stipends: Funding of \$7,000 is requested for stipends for leaders and participants in focus groups at San Fernando High School to facilitate formative evaluation. Funding of \$4,000 will be for stipends of \$500 each to be paid to eight focus group leaders for five meetings (one meeting will be a training meeting and four will be focus group meetings with two focus group leaders each). Funding of \$3,000 will be for stipends of \$100 each for 30 participants for focus groups (120 participants per focus group) at San Fernando High School.

Data on Student Academic Progress toward Graduation: Funding of \$20,000 is requested to support ARCHES-ENLACE (Alliance for Regional Collaboration of Heighten Educational Success-Engaging Latino Communities for Education), a nonprofit organization and PNP collaborative member that works to enhance student achievement through collaboration with institutions of higher education. ARCHES-ENHANCE will support the evaluation of student data and help the collaborative target resources by identifying areas where students are not on track to graduate with the use of the Transcript Evaluation Service (TES), and will help connect students in the schools to college opportunities.

Planning Consultant: Funding of \$40,000 is requested for a planning consultant to complete the planning for San Fernando and assist Arleta High School with implementation planning in year 1.

District Website Interface: Funding of \$2,500 is requested for consulting assistance to update the informational materials on the Local District 2 website.

Special Event Consultant: Funding of \$2,000 for a consultant to implement a significant, informative event to be held in year 1 at San Fernando High School, such as a seminar featuring the head of the Community School Coalition or an expert in asset development from the Search Institute.

CONSTRUCTION

No federal funding is requested.

OTHER

No federal funding is requested.

INDIRECT COSTS

Indirect costs are calculated at Urban Education Partnership's 14.40% federal indirect cost rate. Costs are \$61,987 ($\$430,464 \times .144 = \$61,987$).

YEAR 2

PERSONNEL

San Fernando High School Coordinator: Funding of \$51,500 is requested, cost of living increase of 3% ($\$50,000 \times .03 = \$1,500$).

San Fernando High School Administrative Assistant: Funding of \$27,851 is requested, cost of living increase of 3% ($\$27,040 \times .03 = \$27,851$).

Data Assistant: Funding of \$27,851 is requested, cost of living increase of 3% ($\$27,040 \times .03 = \$27,851$). Assistant will provide data administration support at San Fernando and Arleta High Schools in year 2.

Management and Supervision: Funding of \$50,470 is requested for 70% of an associate director (70% of a full-time salary of \$70,000), cost of living increase of 3% ($\$49,000 \times .03 = \$50,470$). The Stuart Foundation funds an additional 10% or \$7,000 of the salary enabling the associate director to devote 80% time to the project. The Stuart Foundation funds an additional 40% of the Senior Director of Connected Communities (\$40,315) and 20% of a second associate director (\$12,412) who provide additional management, supervision and support to the Collaborative.

Arleta High School Coordinator: Funding is requested for a full-time high school coordinator at Arleta High School at a salary of \$50,000.

Arleta High School Administrative Assistant: Funding of \$13,520 is requested for one-half time administrative assistant at Arleta High School. The assistant will handle administrative responsibilities such as scheduling and organizing meetings, maintaining project records, compiling meeting and event materials, making copies, and producing reports.

FRINGE BENEFITS

Fringe benefits are \$44,238, calculated at 20% of salary costs of \$221,192.

TRAVEL

Mileage for local travel: Funds of \$1,515 are requested for local travel of 50 miles per month for five staff members at \$.505 per mile ($50 \times 5 \times \$0.505 \times 12 = \$1,515$)

Conference participation: Funds of \$4,396 are requested for participation of four people in the Coalition for Community Schools Conference. The four people will be the principal and coordinator of Arleta High School, one collaborative partner and one representative from a city or county agency. Costs are \$1076 for airfare ($\269 per person \times 4 people = \$1076); \$1860 for lodging ($\$155$ per person per day \times 4 people \times 3 nights = \$1860); \$1,300 for registration ($\$325$ per person for 4 people); \$160 in meal costs ($\24 per person for a team dinner and 16 per person for lunch the last day (not covered by registration)).

EQUIPMENT

No federal funding is requested.

SUPPLIES

Laptops: Funds of \$2,400 are requested for laptop computers at \$1,200 each for two staff members: the Arleta High School administrative assistant and the Sylmar coordinator to be hired in year 3. Laptop to be used in support of planning activities for Sylmar that commence in Year 2.

Printers: Funds of \$500 are requested for a printer at Sylmar High School to be used in support of planning activities commencing in year 2.

Event publicity materials: Funds of \$2,504 are requested to gain public awareness of significant, informative events to be held in year 2, one each at San Fernando High School and Arleta High School. Materials will be a poster, \$200 for 2 posters at \$100 each, and a banner (\$2,304 for 2 banners at \$1,152 each).

Office Supplies: Funds of \$2,400 are requested for \$200 per month for office supplies, such as paper, notebooks, pens, etc., at Arleta High School. Stuart Foundation funding pays for office supplies at San Fernando High School in years 1-3.

Xerox Copies: Funds of \$4,500 are requested for 15,000 xerox copies per month at \$0.01 per copy for 3 sites for 10 months. ($15,000 \times \$0.01 \times 3 \times 10 = \$4,500$). This includes outreach for planning activities at Arleta & Sylmar.

CONSULTANTS

Evaluation: Funding of \$60,000 is requested for the second year of a multi-method, quantitative and qualitative data evaluation of the PNP project by Philliber Research Associates.

Evaluation Focus Group Stipends: Funding of \$14,000 is requested for stipends for leaders and participants in focus groups at Arleta and Sylmar High Schools to facilitate formative evaluation. Funding of \$8,000 will be for stipends of \$500 each to be paid to 16 focus group leaders for five meetings (one meeting will be a training meeting and four will be focus group meetings with two focus group leaders each). Funding of \$6,000 will be for stipends of \$100 each for 60 participants for focus groups (30 participants per school, 120 participants per focus group) at Arleta and Sylmar High Schools.

Planning Consultant: Funding of \$20,000 is requested for a planning consultant to assist Sylmar High Schools with planning in year 2.

District Website Interface: Funding of \$2,500 is requested for consulting assistance to update the informational materials on the Local District 2 website.

Communications Consultant: Funding of \$40,000 is requested for a consultant to develop and implement external and internal communications systems, including a newsletter, website and web-based internal communication.

Database Maintenance: Funding of \$10,000 is requested for maintenance of the database system developed and implemented in year 1.

Special Event Consultant: Funding of \$4,000 is requested for two consultants to implement significant, informative events to be held in year 2, one each at San Fernando High School and Arleta High School.

CONSTRUCTION

No federal funding is requested.

OTHER

No federal funding is requested.

INDIRECT COSTS

Indirect costs are calculated at Urban Education Partnership's 14.40% federal indirect cost rate. Costs are \$62,853 ($\$434,146 \times .144 = \$62,853$).

YEAR 3

PERSONNEL

San Fernando High School Coordinator: Funding of \$53,045 is requested, cost of living increase of 3% ($\$51,500 \times .03 = \$53,045$).

Arleta High School Coordinator: Funding of \$51,500 is requested, cost of living increase of 3% ($\$50,000 \times .03 = \$51,500$).

San Fernando High School Administrative Assistant: Funding of \$28,687 is requested, cost of living increase of 3% ($\$27,851 \times .03 = \$28,687$).

Arleta and Sylmar High School Administrative Assistant: Funding of \$27,851 is requested for a full-time administrative assistant for Arleta and Sylmar High Schools. The assistant hired half-time at Arleta in year 2 will be made full-time in year 3 with a 3% cost of living increase to serve both schools.

Data Assistant: Funding of \$28,687 is requested, cost of living increase of 3% ($\$27,851 \times .03 = \$28,687$). Assistant will provide administrative support at San Fernando, Arleta and Sylmar High Schools in year 3.

Sylmar High School Coordinator: Funding of \$50,000 is requested for a full-time high school coordinator at Sylmar High School.

Management and Supervision: Funding of \$51,984 is requested for 70% of an associate director (70% of a full-time salary of \$70,000), cost of living increase of 3% ($\$50,470 \times .03 = \$51,984$). The Stuart Foundation funds an additional 10% or \$7,000 of the salary enabling the associate director to devote 80% time to the project. The Stuart Foundation funds an additional 40% of the Senior Director of Connected Communities (\$41,524) and 20% of a second associate director (\$12,785) who provide additional management, supervision and support to the Collaborative.

FRINGE BENEFITS

Fringe benefits are \$58,351, calculated at 20% of salary costs of \$291,754.

TRAVEL

Mileage for local travel: Funds of \$2,121 are requested for local travel of 50 miles per month for seven staff members (3 coordinators, 2 administrative assistants) at \$.505 per mile ($50 \times 7 \times \$0.505 \times 12 = \$2,121$).

Conference participation: Funds of \$3,447 are requested for participation of three people in the Coalition for Community Schools Conference. The three people will be the principal and coordinator of Sylmar High School and one collaborative partner. Costs are \$807 for airfare ($\269 per person \times 3 people = \$807); \$1,395 for lodging ($\$155$ per person per night \times 3 people \times 3 nights = \$1860); \$1,125 for registration ($\$375$ per person for 3 people; more expensive for smaller number); \$120 in meal costs ($\24 per person for a team dinner and 16 per person for lunch the last day (not covered by registration)).

EQUIPMENT

No federal funding is requested.

SUPPLIES

Event publicity materials: Funds of \$2,504 are requested to gain public awareness of significant, informative events to be held in year 3, one each at San Fernando High School and Arleta High School. Typical materials will be a poster, \$200 for 2 posters at \$100 each, and a banner (\$2,304 for 2 banners at \$1,152 each).

Office Supplies: Funds of \$4,800 are requested for \$200 per month for office supplies, such as paper, notebooks, pens, etc., at Arleta and Sylmar High Schools. Stuart Foundation funding pays for office supplies at San Fernando High School in years 1-3.

Xerox Copies: Funds of \$4,500 are requested for 15,000 xerox copies per month at \$0.01 per copy for 3 sites for 10 months. ($15,000 \times \$0.01 \times 3 \times 10 = \$4,500$).

CONSULTANTS

Evaluation: Funding of \$60,000 is requested for the third year of a multi-method, quantitative and qualitative data evaluation of the PNP project by Philliber Research Associates.

District Website Interface: Funding of \$2,500 is requested for consulting assistance to update the informational materials on the Local District 2 website.

Database Maintenance: Funding of \$2,500 is requested for maintenance of the database system developed and implemented in year 1.

Special Event Consultant: Funding of \$4,000 is requested for consultants to implement significant, informative events to be held in year 3, one each at San Fernando High School and Arleta High School.

CONSTRUCTION

No federal funding is requested.

OTHER

No federal funding is requested.

INDIRECT COSTS

Indirect costs are calculated at Urban Education Partnership's 14.40% federal indirect cost rate. Costs are \$62,853 ($\$436,477 \times .144 = \$62,853$).

YEAR 4

PERSONNEL

San Fernando High School Coordinator: Funding of \$54,636 is requested, cost of living increase of 3% ($\$53,045 \times .03 = \$54,636$).

Arleta High School Coordinator: Funding of \$53,045 is requested, cost of living increase of 3% ($\$51,500 \times .03 = \$53,045$).

Sylmar High School Coordinator: Funding of \$51,500 is requested, cost of living increase of 3% ($\$50,000 \times .03 = \$51,500$).

San Fernando High School Administrative Assistant: Funding of \$29,547 is requested, cost of living increase of 3% ($\$28,687 \times .03 = \$29,547$).

Arleta and Sylmar High School Administrative Assistant: Funding of \$28,687 is requested, cost of living increase of 3% ($\$27,851 \times .03 = \$28,687$).

Data Assistant: Funding of \$29,547 is requested, cost of living increase of 3% ($\$28,687 \times .03 = \$29,547$).

Management and Supervision: Funding of \$26,772 is requested for 35% of an associate director (35% of a full-time salary of \$74,263). The PNP Collaborative will secure funding for an additional 35% of the salary to total 70% salary in years 4 and 5, as well as \$32,077 for 30% of the salary of the Senior Director of Connected Communities.

FRINGE BENEFITS

Fringe benefits are \$54,747, calculated at 20% of salary costs of \$273,735.

TRAVEL

Mileage for local travel: Funds of \$2,121 are requested for local travel of 50 miles per month for seven staff members (3 coordinators, 2 administrative assistants) at \$.505 per mile ($50 \times 7 \times \$.505 \times 12 = \$2,121$).

Conference participation: Funds of \$3,447 are requested for participation of three people in the Coalition for Community Schools Conference. The three people will be the principal and coordinator of San Fernando High School and one collaborative partner. Costs are \$807 for airfare ($\269 per person \times 3 people = \$807); \$1,395 for lodging ($\$155$ per person per night \times 3 people \times 3 nights = \$1860); \$1,125 for registration ($\$375$ per person for 3 people; more expensive for smaller number); \$120 in meal costs ($\24 per person for a team dinner and 16 per person for lunch the last day (not covered by registration)).

EQUIPMENT

No federal funding is requested.

SUPPLIES

Event publicity materials: Funds of \$3,756 are requested to gain public awareness of significant, informative events to be held in year 4, one each at San Fernando High School, Arleta High School, and Sylmar High School. Typical materials will be a poster, \$300 for 3 posters at \$100 each, and a banner (\$3,456 for 3 banners at \$1,152 each).

Office Supplies: Funds of \$7,200 are requested for \$200 per month for office supplies, such as paper, notebooks, pens, etc., at San Fernando, Arleta, and Sylmar High Schools.

Xerox Copies: Funds of \$4,500 are requested for 15,000 xerox copies per month at \$0.01 per copy for 3 sites for 10 months. ($15,000 \times \$0.01 \times 3 \times 10 = \$4,500$).

CONSULTANTS

Evaluation: Funding of \$60,000 is requested for the fourth year of a multi-method, quantitative and qualitative data evaluation of the PNP project by Philliber Research Associates.

Sustainability Consultant: Funding of \$15,000 is requested for assistance from a sustainability consultant in analyzing and planning for sustainability of the collaborative.

District Website Interface: Funding of \$2,500 is requested for consulting assistance to update the informational materials on the Local District 2 website.

Database Maintenance: Funding of \$2,500 is requested for maintenance of the database system developed and implemented in year 1.

Special Event Consultant: Funding of \$7,500 is requested for consultants to implement significant, informative events to be held in year 4, one each at San Fernando, Arleta, and Sylmar High Schools.

CONSTRUCTION

No federal funding is requested.

OTHER

No federal funding is requested.

INDIRECT COSTS

Indirect costs are calculated at Urban Education Partnership's 14.40% federal indirect cost rate. Costs are \$62,929 ($\$437,005 \times .144 = \$62,929$).

YEAR 5

PERSONNEL

San Fernando High School Coordinator: Funding of \$56,275 is requested, cost of living increase of 3% ($\$54,636 \times .03 = \$56,275$).

Arleta High School Coordinator: Funding of \$54,636 is requested, cost of living increase of 3% ($\$53,045 \times .03 = \$54,636$).

Sylmar High School Coordinator: Funding of \$53,045 is requested, cost of living increase of 3% ($\$51,500 \times .03 = \$53,045$).

San Fernando High School Administrative Assistant: Funding of \$30,434 is requested, cost of living increase of 3% ($\$29,547 \times .03 = \$30,434$).

Arleta and Sylmar High School Administrative Assistant: Funding of \$29,547 is requested, cost of living increase of 3% ($\$28,687 \times .03 = \$29,547$).

Data Assistant: Funding of \$30,434 is requested, cost of living increase of 3% ($\$29,547 \times .03 = \$30,434$).

Management and Supervision: Funding of \$26,772 is requested for 35% of an associate director (35% of a full-time salary of \$74,263). The PNP Collaborative will secure funding for an additional 35% of the salary to total 70% salary in years 4 and 5, as well as \$33,040 for 30% of the salary of the Senior Director of Connected Communities

FRINGE BENEFITS

Fringe benefits are \$56,389, calculated at 20% of salary costs of \$281,947.

TRAVEL

Mileage for local travel: Funds of \$2,121 are requested for local travel of 50 miles per month for seven staff members (3 coordinators, 2 administrative assistants) at \$.505 per mile ($50 \times 7 \times \$0.505 \times 12 = \$2,121$).

Conference participation: Funds of \$3,447 are requested for participation of three people in the Coalition for Community Schools Conference. The three people will be the principal and coordinator of Arleta High School and one collaborative partner. Costs are \$807 for airfare ($\269 per person \times 3 people = \$807); \$1,395 for lodging ($\$155$ per person per night \times 3 people \times 3 nights = \$1860); \$1,125 for registration ($\$375$ per person for 3 people; more expensive for smaller number); \$120 in meal costs ($\24 per person for a team dinner and 16 per person for lunch the last day (not covered by registration)).

EQUIPMENT

No federal funding is requested.

SUPPLIES

Event publicity materials: Funds of \$3,756 are requested to gain public awareness of significant, informative events to be held in year 5, one each at San Fernando High School, Arleta High School, and Sylmar High School. Typical materials will be a poster, \$300 for 3 posters at \$100 each, and a banner (\$3,456 for 3 banners at \$1,152 each).

Office Supplies: Funds of \$7,200 are requested for \$200 per month for office supplies, such as paper, notebooks, pens, etc., at San Fernando, Arleta, and Sylmar High Schools.

Xerox Copies: Funds of \$4,500 are requested for 15,000 xerox copies per month at \$0.01 per copy for 3 sites for 10 months. ($15,000 \times \$0.01 \times 3 \times 10 = \$4,500$).

CONSULTANTS

Evaluation: Funding of \$60,000 is requested for the final year of a multi-method, quantitative and qualitative data evaluation of the PNP project by Philliber Research Associates.

Focus Group Evaluation Stipends: Funding of \$12,000 is requested for stipends for leaders and participants in focus groups at San Fernando, Arleta and Sylmar High Schools to facilitate formative evaluation. Funding of \$3,000 will be for stipends of \$500 each to be paid to 6 focus group leaders for four focus group meetings. Funding of \$9,000 will be for stipends of \$100 each for 90 participants for focus groups (30 participants per school).

Database Maintenance: Funding of \$2,500 is requested for maintenance of the database system developed and implemented in year 1.

Special Event Consultant: Funding of \$3,000 is requested for consultants to implement one significant, informative event to be held in year 5 for participants from San Fernando, Arleta, and Sylmar High Schools.

CONSTRUCTION

No federal funding is requested.

OTHER

No federal funding is requested.

INDIRECT COSTS

Indirect costs are calculated at Urban Education Partnership's 14.40% federal indirect cost rate. Costs are \$62,908 ($\$436,860 \times .144 = \$62,908$).

FSCS Budget Narrative
Summary of Committed Non-FSCS Funds

The Collaborative and its partners have budgeted resources totaling \$9,771,321 over five years, with \$6,092,732 secured to date, to support the work of the PNP Collaborative and provide the services described in the proposal. In addition to the resources described herein, the Los Angeles Unified School, Local District 2 has assigned the Resource Coordinator to support the implementation of this project on behalf of Local District 2. Throughout the grant period, the partners will seek additional resources and add more nonprofits to the collaborative. Collaborative partners include: Project Grad, Urban Education Partnership, Pacoima Beautiful, Youth Speak, Kennedy-San Fernando Adult School, and the parent centers at San Fernando, Arleta and Sylmar High Schools.

The PNP Collaborative has budgeted \$1,054,376 over five years to provide organizational support and supervision to the Collaborative through the Lead Agency as well as to pay for PNP Collaborative expenses including program costs such as food and supplies, fundraising and space. The PNP Collaborative has secured funds in the amount of \$655,000 from the Stuart Foundation, the Lawrence Welk Family Foundation and the Prudential Foundation.

Project Grad LA has budgeted \$5,284,389 over five years to provide three qualified services: Remedial education and academic enrichment activities, mentoring and other youth development programs and parenting education and parent leadership. Project Grad has secured funds in the amount of \$4,203,005 from the U.S. Department of Education, the Stuart Foundation, Merrill Lynch, James Irvine Foundation, United Way, and the Sterling Foundation and is confident of its ability to secure the remaining funds.

Urban Education Partnership has budgeted \$864,783 over to provide the qualified service of parenting education and parent leadership. UEP has secured funds totaling \$415,000 from the Stuart Foundation, the ABC Coalition, the Prudential Foundation and Mission College Foundation Family Development Network.

Pacoima Beautiful has budgeted \$731,345 to provide two qualified services: remedial education and academic enrichment services to San Fernando and Arleta High Schools and mentoring and other youth development services to San Fernando High School. Pacoima Beautiful has secured funds of \$163,995 from Stuart Foundation, Project Grad LA, and the Roth Family Foundation.

Youth Speak Collective has budgeted resources totaling \$1,056,625 to provide two qualified services: remedial education and academic enrichment services to San Fernando High School and mentoring and other youth development services to San Fernando, Arleta, and Sylmar High Schools. The sources already secured by Youth Speak Collective total \$605,000 from the Stuart Foundation, LA84 Foundation, Wells Fargo, and Lopez Canyon Fund.

Kennedy-San Fernando Community Adult School has budgeted resources totaling \$204,611 to provide the qualified service of remedial education and academic enrichment at Sylmar High School. The sources of these funds are the Adult Education General Fund and the Los Angeles Unified School District.

School Parent Centers for San Fernando High School, Arleta High School and Sylmar High School have budgeted resources totaling \$531,121 to provide the qualified resource of parenting education and parent leadership. Their financial sources include federal funds from the Parent Involvement Fund and Title I, as well as support from Beyond the Bell.

Year 1

The PNP Collaborative has committed resources totaling \$185,886. In supporting the Collaborative, these funds will be expended as follows: \$83,464 for personnel, \$16,693 for fringe benefits at a rate of 20%, \$1,440 for travel, \$18,950 for supplies including food and materials for Collaborative meetings and events, promotional and marketing materials, \$20,000 for contracts, \$17,330 for other items such as rent with \$27,009 in indirect cost at a rate of 17%.

Project Grad LA has committed resources totaling \$1,027,372. In providing services, these funds will be expended as follows: \$283,000 for personnel, \$91,920 for fringe benefits at a rate of 33%, \$10,000 for travel, \$3,000 for equipment, \$36,850 for supplies, \$375,000 for contracts, \$151,000 for other items, with \$76,102 in indirect cost at a rate of 8%.

Urban Education Partnership has committed resources totaling \$178,531. In providing services, these funds will be expended as follows: \$106,414 for personnel, \$21,283 for fringe benefits at a rate of 20%, \$1,800 for travel, \$6,000 for supplies, with \$23,034 in indirect cost at a rate of 17%, and stipends of \$2000.

Pacoima Beautiful has committed resources totaling \$144,852. In providing services, these funds will be expended as follows: \$36,470 for personnel, \$6,929 for fringe benefits at a rate of 19%, \$37,492 for travel (for staff travel and for bus trips for students to and from Pacoima Beautiful and on field trips), \$25,500 for supplies, \$21,000 for contract services, \$5,500 for other items, with \$11,960 in indirect costs at a rate of 9%.

Youth Speak Collective has committed resources totaling \$211,325. In providing services, these funds will be expended as follows: \$150,000 for personnel, \$25,500 for fringe benefits at a rate of 17%, \$12,000 for equipment, \$10,000 for supplies, with \$13,825 in indirect costs at a rate of 7%.

Kennedy-San Fernando Community Adult School has committed resources totaling \$37,876. The sources of these funds include Adult Education General Fund and Los Angeles Unified School D. In providing services, these funds will be expended as follows: \$31,762 for personnel, \$3,814 for fringe benefits at a rate of 12%, \$1,000 for supplies, with indirect cost at a flat rate of \$800, and a training stipend of \$500.

School Parent Centers have committed resources totaling \$101,869. In providing services, these funds will be expended as follows: \$63,945 for personnel, \$25,000 for fringe benefits at a rate of 40%, \$1,424 for travel, \$500 for supplies, \$12,000 for contracts, \$8,000 for other instructional materials, \$1,800 for consumables at parent meetings, and no indirect cost.

Year 2

The PNP Collaborative has committed resources totaling \$193,390. In supporting the Collaborative, these funds will be expended as follows: \$85,968 for personnel, \$17,194 for fringe benefits at a rate of 20%, \$1,483 for travel, \$22,450 for supplies including food and materials for Collaborative meetings and events, promotional and marketing materials, \$20,000 for contracts, \$18,196 for other items such as rent with \$28,099 in indirect cost at a rate of 17%.

Project Grad LA has committed resources totaling \$1,047,280. In providing services, these funds will be expended as follows: \$297,150 for personnel, \$96,516 for fringe benefits at a rate of 33%, \$10,000 for travel, \$37,663 for supplies, \$375,000 for contracts, \$153,375 for other items, with \$77,576 in indirect cost at a rate of 8%.

Urban Education Partnership has committed resources totaling \$180,133. In providing services, these funds will be expended as follows: \$129,012 for personnel, \$21,502 for fringe benefits at a rate of 20%, \$1,800 for travel, \$6,000 for supplies, with \$23,267 in indirect cost at a rate of 17%, and stipends of \$2000.

In year 2, Pacoima Beautiful has committed resources totaling \$145,397. In providing services, these funds will be expended as follows: \$36,470 for personnel, \$6,929 for fringe benefits at a rate of 19%, \$37,492 for travel (for staff travel and for bus trips for students to and from Pacoima Beautiful and on field trips), \$25,500 for supplies, \$21,000 for contract services, \$6,000 for other items, with \$12,005 in indirect costs at a rate of 9%.

Youth Speak Collective has committed resources totaling \$211,325. In providing services, these funds will be expended as follows: \$150,000 for personnel, \$25,500 for fringe benefits at a rate of 17%, \$12,000 for equipment, \$10,000 for supplies, with \$13,825 in indirect costs at a rate of 7%.

Kennedy-San Fernando Community Adult School has committed resources totaling \$39,339. The sources of these funds are include Adult Education General Fund and Los Angeles Unified School D. In providing services, these funds will be expended as follows: \$33,032 for personnel, \$3,967 for fringe benefits at a rate of 12%, \$1,040 for supplies, with indirect cost at a flat rate of \$800, and a training stipend of \$500.

School Parent Centers have committed resources totaling \$104,498. In providing services, these funds will be expended as follows: \$54,686 for personnel, \$27,062 for fringe benefits at a rate of 50%, \$750 for travel, \$2,000 for equipment, \$500 for supplies, \$12,000 for contracts, \$6,000 for other instructional materials, \$1,800 for consumables at parent meetings, and no indirect cost.

Year 3

The PNP Collaborative has committed resources totaling \$201,053. In supporting the Collaborative, these funds will be expended as follows: \$88,547 for personnel, \$17,709 for fringe benefits at a rate of 20%, \$1,528 for travel, \$24,950 for supplies including food and materials for Collaborative meetings and events, promotional and marketing materials, \$20,000 for contracts, \$19,106 for other items such as rent with \$29,213 in indirect cost at a rate of 17%.

Project Grad LA has committed resources totaling \$1,053,568. In providing services, these funds will be expended as follows: \$297,150 for personnel, \$96,516 for fringe benefits at a rate of 33%, \$10,000 for travel, \$38,516 for supplies, \$375,000 for contracts, \$15,344 for other items, with \$78,042 in indirect cost at a rate of 8%.

Urban Education Partnership has committed resources totaling \$181,753. In providing services, these funds will be expended as follows: \$108,617 for personnel, \$21,723 for fringe benefits at a rate of 20%, \$1,800 for travel, \$3,000 for equipment, \$6,000 for supplies, with \$23,503 in indirect cost at a rate of 17%, and stipends of \$2000.

In year 3, Pacoima Beautiful has committed resources totaling \$147,032. In providing services, these funds will be expended as follows: \$36,470 for personnel, \$6,929 for fringe benefits at a rate of 19%, \$37,492 for travel (for staff travel and for bus trips for students to and from Pacoima Beautiful and on field trips), \$25,500 for supplies, \$21,000 for contract services, \$7,500 for other items, with \$12,140 in indirect costs at a rate of 9%.

Youth Speak Collective has committed resources totaling \$211,325. In providing services, these funds will be expended as follows: \$150,000 for personnel, \$25,500 for fringe benefits at a rate of 17%, \$12,000 for equipment, \$10,000 for supplies, with \$13,825 in indirect costs at a rate of 7%.

Kennedy-San Fernando Community Adult School has committed resources totaling \$40,862. The sources of these funds are include Adult Education General Fund and Los Angeles Unified School D. In providing services, these funds will be expended as follows: \$34,354 for personnel, \$4,126 for fringe benefits at a rate of 12%, \$1,082 for supplies, with indirect cost at a flat rate of \$800, and a training stipend of \$500.

School Parent Centers have committed resources totaling \$106,338. In providing services, these funds will be expended as follows: \$55,715 for personnel, \$27,873 for fringe benefits at a rate of 50%, \$750 for travel, \$500 for supplies, \$14,000 for contracts, \$6,000 for other instructional materials, \$1,800 for consumables at parent meetings, and no indirect cost.

Year 4

The PNP Collaborative has committed resources totaling \$234,067. In supporting the Collaborative, these funds will be expended as follows: \$111,676 for personnel, \$22,335 for fringe benefits at a rate of 20%, \$1,034 for travel, \$24,950 for supplies including food and materials for Collaborative meetings and events, promotional and marketing materials, \$20,000 for contracts, \$20,062 for other items such as rent with \$34,010 in indirect cost at a rate of 17%.

Project Grad LA has committed resources totaling \$1,074,785. In providing services, these funds will be expended as follows: \$312,007 for personnel, \$101,342 for fringe benefits at a rate of 33%, \$10,000 for travel, \$39,411 for supplies, \$375,000 for contracts, \$157,411 for other items, with \$79,614 in indirect cost at a rate of 8%.

Urban Education Partnership has committed resources totaling \$183,391. In providing services, these funds will be expended as follows: \$109,736 for personnel, \$21,948 for fringe benefits at a rate of 20%, \$1,800 for travel, \$6,000 for supplies, with \$23,741 in indirect cost at a rate of 17%, and stipends of \$2000.

In year 4, Pacoima Beautiful has committed resources totaling \$147,032. In providing services, these funds will be expended as follows: \$36,470 for personnel, \$6,929 for fringe benefits at a rate of 19%, \$37,492 for travel (for staff travel and for bus trips for students to and from Pacoima Beautiful and on field trips), \$25,500 for supplies, \$21,000 for contract services, \$7,500 for other items, with \$12,140 in indirect costs at a rate of 9%.

Youth Speak Collective has committed resources totaling \$211,325. In providing services, these funds will be expended as follows: \$150,000 for personnel, \$25,500 for fringe benefits at a rate of 17%, \$12,000 for equipment, \$10,000 for supplies, with \$13,825 in indirect costs at a rate of 7%.

Kennedy-San Fernando Community Adult School has committed resources totaling \$42,444. The sources of these funds are include Adult Education General Fund and Los Angeles Unified School D. In providing services, these funds will be expended as follows: \$35,728 for personnel, \$4,291 for fringe benefits at a rate of 12%, \$1,125 for supplies, with indirect cost at a flat rate of \$800, and a training stipend of \$500.

School Parent Centers have committed resources totaling \$108,232. In providing services, these funds will be expended as follows: \$56,773 for personnel, \$28,709 for fringe benefits at a rate of 50%, \$750 for travel, \$500 for supplies, \$14,000 for contracts, \$6,000 for other instructional materials, \$1,800 for consumables at parent meetings, and no indirect cost.

Year 5

The PNP Collaborative has committed resources totaling \$239,981. In supporting the Collaborative, these funds will be expended as follows: \$115,027 for personnel, \$23,005 for fringe benefits at a rate of 20%, \$1,065 for travel, \$24,950 for supplies including food and materials for Collaborative meetings and events, promotional and marketing materials, \$20,000 for contracts, \$21,065 for other items such as rent with \$34,869 in indirect cost at a rate of 17%.

Project Grad LA has committed resources totaling \$1,081,385. In providing services, these funds will be expended as follows: \$312,007 for personnel, \$101,342 for fringe benefits at a rate of 33%, \$10,000 for travel, \$3,000 for equipment, \$40,352 for supplies, \$375,000 for contracts, \$159,581 for other items, with \$80,103 in indirect cost at a rate of 8%.

Urban Education Partnership has committed resources totaling \$185,046. In providing services, these funds will be expended as follows: \$110,866 for personnel, \$22,173 for fringe benefits at a rate of 20%, \$1,800 for travel, \$6,000 for supplies, with \$23,981 in indirect cost at a rate of 17%, and stipends of \$2000.

Pacoima Beautiful has committed resources totaling \$147,032. In providing services, these funds will be expended as follows: \$36,470 for personnel, \$6,929 for fringe benefits at a rate of 19%, \$37,492 for

travel (for staff travel and for bus trips for students to and from Pacoima Beautiful and on field trips), \$25,500 for supplies, \$21,000 for contract services, \$7,500 for other items, with \$12,140 in indirect costs at a rate of 9%.

Youth Speak Collective has committed resources totaling \$211,325. In providing services, these funds will be expended as follows: \$150,000 for personnel, \$25,500 for fringe benefits at a rate of 17%, \$12,000 for equipment, \$10,00 for supplies, with \$13,825 in indirect costs at a rate of 7%.

Kennedy-San Fernando Community Adult School has committed resources totaling \$44090. The sources of these funds are include Adult Education General Fund and Los Angeles Unified School D. In providing services, these funds will be expended as follows: \$7,157 for personnel, \$4,463 for fringe benefits at a rate of 12%, \$1,170 for supplies, with indirect cost at a flat rate of \$800, and a training stipend of \$500.

School Parent Centers have committed resources totaling \$110,184. In providing services, these funds will be expended as follows: \$57,864 for personnel, \$29,570 for fringe benefits at a rate of 50%, \$750 for travel, \$500 for supplies, \$14,000 for contracts, \$6,000 for other instructional materials, \$1,800 for consumables at parent meetings, and no indirect cost.