

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 # U215J080447

Grants.gov Tracking#: GRANT00452751

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

Closing Date: APR 15, 2008

****Table of Contents****

Forms

1. <i>Application for Federal Assistance (SF-424)</i>	c1
2. <i>Standard Budget Sheet (ED 524)</i>	c6
3. <i>SF 424B - Assurances Non-Construction Programs</i>	c8
4. <i>Disclosure of Lobbying Activities</i>	c10
5. <i>427 GEPA</i>	c12
<i>Attachment - 1</i>	c14
6. <i>ED 80-0013 Certification</i>	c15
7. <i>Dept of Education Supplemental Information for SF-424</i>	c16

Narratives

1. <i>Project Narrative - (Abstract Narrative...)</i>	c17
<i>Attachment - 1</i>	c18
2. <i>Project Narrative - (Project Narrative...)</i>	c19
<i>Attachment - 1</i>	c20
3. <i>Project Narrative - (Other Narrative...)</i>	c56
<i>Attachment - 1</i>	c57
4. <i>Budget Narrative - (Budget Narrative...)</i>	c101
<i>Attachment - 1</i>	c102

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) _____
---	---	---

* 3. Date Received: 04/15/2008	4. Applicant Identifier: _____
-----------------------------------	-----------------------------------

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Youth Policy Institute	
* b. Employer/Taxpayer Identification Number (EIN/TIN): (b)(2)	* c. Organizational DUNS: 022319342

d. Address:

* Street1: 634 South Spring Street
Street2: Suite 818
* City: Los Angeles
County: _____
* State: CA: California
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 90014

e. Organizational Unit:

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

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

Prefix: Mr.	* First Name: Dixon
Middle Name: _____	
* Last Name: Slingerland	
Suffix: _____	
Title: Executive Director	
Organizational Affiliation: _____	
* Telephone Number: 213.688.2802	Fax Number: 213.688.2942
* Email: dslingerland@ypiusa.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.):

City of Los Angeles

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

Belmont Full-Service Community Schools Program

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,500,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,500,000.00"/>

*** 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:

Authorized for Local Reproduction

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

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

Attachments

AdditionalCongressionalDistricts

File Name

Mime Type

AdditionalProjectTitle

File Name

Mime Type



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Youth Policy Institute

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

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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 185,250	\$ 248,488	\$ 255,942	\$ 263,620	\$ 271,529	\$ 1,224,829
2. Fringe Benefits	\$ 39,069	\$ 52,406	\$ 53,978	\$ 55,598	\$ 57,265	\$ 258,316
3. Travel	\$ 15,558	\$ 15,558	\$ 15,558	\$ 15,558	\$ 15,558	\$ 77,790
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 105,668	\$ 9,600	\$ 9,600	\$ 9,600	\$ 9,600	\$ 144,068
6. Contractual	\$ 141,500	\$ 160,993	\$ 151,500	\$ 144,750	\$ 131,925	\$ 730,668
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 12,955	\$ 12,955	\$ 13,422	\$ 10,874	\$ 14,123	\$ 64,329
9. Total Direct Costs (lines 1-8)	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 2,500,000
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 2,500,000

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

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

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

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

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

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

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

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



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Youth Policy Institute

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

Previous Edition Usable

Authorized for Local Reproduction

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

Tracking Number: GRANT00452751

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 Dixon Slingerland	* TITLE Executive Director
* APPLICANT ORGANIZATION Youth Policy Institute	* DATE SUBMITTED 04-15-2008

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known:</p> <p>* Name: Youth Policy Institute</p> <p>* Address: 634 South Spring Street Suite 818 Los Angeles CA: California 90014</p> <p>Congressional District, if known: CA-34</p>	<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>	
<p>6. * Federal Department/Agency: 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: Dixon Slingerland</p> <p>* Name: n/a</p> <p>n/a</p> <p>Title:</p>

	Telephone No.: Date: 04-15-2008
Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

Public Burden Disclosure Statement

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

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Attachment Information

File Name

2151-GEPA.doc

Mime Type

application/msword

General Education Provisions Act (GEPA), Section 427 Assurances

It is vital that access to the services offered through the Full Service Community Schools program serving students and families at target elementary and middle schools described in this grant proposal be available to all students and families. Barriers that can impede equitable access or participation include types such as gender, race, national origin, color, disability, or age. The program is specifically designed to alleviate educational inequalities, and this mission must include those who potentially face the barriers described above. To do this, the Full Service Community Schools program strives to eliminate barriers that prevent people from having access to the programs and services required to fully participate.

The following barriers will not impede equitable access to or participation in the Full Service Community Schools program: gender, race, national origin, color, or disability. These or any other barriers (to be monitored in all project components) will not prevent students, teachers, volunteers, support staff and others from access to or participation in this federally funded program. No immigrants seeking services will be denied access. Any superficial barriers imposed by any project staff will be cause for disciplinary action. All project material will be created in multilingual formats as needed, the staff will be multilingual, and all cultural beliefs will be honored.

Continued efforts will be made to make facilities more accessible and user-friendly for all community members, including limited English proficient participants in the Full Service Community Schools program. This will include marketing all outreach materials in native languages to best serve the needs of potential participants and their families.

The Full Service Community Schools program provides for training to serve participants confronted by the challenges described above. For example, specific staff members are trained in the use of the Telephone Relay Service, to assist deaf and hearing-impaired participants. We are also in the process of creating a written *Access Plan*, detailing ways the program provides services to limited-English proficient students and families. This plan will be reviewed and updated annually as part of staff development.

In our outreach efforts, for example, we will be sure to be open, and friendly to persons facing challenges that may limit access to program offerings. This includes multilingual materials, access from the street to the building; access to restrooms, workstations, water fountains, and program areas. All printed material information available to the public is accessible in electronic formats that can be easily committed to Large Print and produced and distributed on CD for blind participants. Visual materials and information are available in accessible formats to meet individual needs. Videos and other material will also be made available as required in other languages, particularly Spanish.

The Full Service Community Schools program plans to review existing policies and procedures to ensure alignment with GEPA, Section 427. Upon completion of the reviews, steps will be taken, as needed, to revise, modify or develop new policies and procedures for complete alignment and compliance. This review will continue annually.

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 Youth Policy Institute	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Mr. * First Name: Dixon Middle Name: * Last Name: Slingerland Suffix: * Title: Executive Director	
* SIGNATURE: Dixon Slingerland	* DATE: 04/15/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

*** Name:**

Ms.

Llanet

Martin

*** Address:**

350 South Bixel Street, Suite 180

Los Angeles

CA: California

90017

USA: UNITED STATES

*** Phone Number:**

2132500052

Fax Number:

Email:

llanet@afabc.org

2. Applicant Experience:

Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName

MimeType

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 1020-Belmont_Full_Services_Community_Schools_Program_Abstract.doc

Belmont Full Services Community Schools Program Abstract

The Youth Policy Institute (YPI), a community-based organization, is partnering with the Los Angeles Unified School District (LAUSD) and other partners in the Belmont Education Collaborative to offer the Belmont Full-Service Community Schools (FSCS) program for four elementary and middle schools in the Pico Union/Westlake community of Los Angeles: Gratts Elementary School, Esperanza Elementary School, John Liechty Middle School, and Monsenor Oscar Romero Charter Middle School. Partners include LAUSD Local District 4; Belmont High School; the Alliance for a Better Community (ABC); the Salvadoran American Leadership and Educational Fund (SALEF); Families In Schools (FIS); Central American Resource Center (CARECEN); Central City Neighborhood Partner (CCNP); Centro Latino; Inner-City Arts; Music Center; Homies Unidos, and Clinica Oscar Romero.

Services provided or coordinated in the Belmont FSCS program include all 12 program areas. Based on need assessment completed at each target school, the program will particularly target mentoring and youth development services, remedial education and academic enrichment services, parenting education and leadership services, and assistance for students who have been truant, suspended, or expelled through partnerships with the Belmont Education Collaborative. The program will also provide professional development for teachers and staff at target schools in integrating community school resources.

The Youth Policy Institute is the applicant agency, and a member of the Belmont Education Collaborative. BEC is a coalition of community-based organizations, civic offices and schools established in 2005 to ensure that schools in Pico Union/Westlake graduate all students. YPI is a community-based organization that has considerable experience providing youth and adult services, case management, employment training, and referrals for families in a school setting typical of the proposed full-service community schools model. YPI has a \$13 million annual budget and 600 staff, and operates programs at 51 sites in Los Angeles that serve 14,000 youth and adults each year. The organization has been awarded U.S. Senator Barbara Boxer's *Excellence in Education Award* for educational technology. In the last year, YPI has raised over \$17 million to support this approach which is well-suited to the goals of the FSCS program.

The Belmont FSCS program will conduct an initial Planning Period for the first six months of Year 1 that will include a comprehensive needs assessment building on the work already completed. The program will then operate the final six months of Year 1 through the end of Year 5. It is expected that the Belmont FSCS program will serve 1,283 students and family members in Year 1 (the six month period after Planning), 3,032 students and family members in Year 2, 3,272 students and family members in Year 3, 3,641 students and family members in Year 4, and 4,008 students and family members in Year 5.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **3342-Mandatory_Belmont_FSCS_Narrative.pdf**

**Belmont Full Service Community Schools
Table of Contents**

1. Quality of the Project Design	1
2. Adequacy of Resources	18
3. Quality of the Management Plan	23
4. Quality of the Project Evaluation	28

Belmont Full-Service Community Schools

1. Quality of the project design

The Youth Policy Institute (YPI), a community-based organization, is partnering with the Los Angeles Unified School District (LAUSD) and multiple other partners in the Belmont Education Collaborative to offer the Belmont Full-Service Community Schools (FSCS) program for four elementary and middle schools in the Pico Union/Westlake community of Los Angeles. The application is submitted on behalf of a consortium that consist of a local educational agency as defined in Section 9101, Paragraph 26 of the Elementary and Secondary Education Act, and multiple community-based organizations. Part of the Belmont Zone of Choice, this community in Central Los Angeles is undergoing a dramatic transformation in the way that K-12 education is offered for families.

Students and families in this poor and predominantly Latino community are faced with an educational crisis. In September 2007, the State of California notified the District that it is now classified as Program Improvement Year 3 and is subject to Corrective Action by the State and the sanctions authorized under the No Child Left Behind laws. LAUSD did not reach graduation rate requirements, nor did it reach the annual measurable objectives for English language arts for English learners across the District. The Full-Service Community Schools program is part of a broad-based initiative to attack these issues at the elementary, middle, and high school level.

The Belmont Full Service Community Schools program will be closely integrated with the groundbreaking Belmont Zone of Choice and the Belmont Pilot Schools Network, a comprehensive dropout prevention strategy implemented by LAUSD Local District 4 in the Pico Union/Westlake community. Both the District and the unions have agreed to create ten autonomous, college preparatory small schools to serve 9-12th grade students who live in the

Belmont High School attendance area. These Pilot Schools are freed from historical constraints to allow for more innovation, and will provide students and parents in the Belmont Zone of Choice with a wide range of high school options. LAUSD and community leaders believe that the Belmont FSCS approach will flourish in this environment, while helping to prepare students and families for the innovative high school and college preparatory services offered in the Zone. This model offers a unique opportunity for educational success throughout the LAUSD, where 73% of students are Latino, the highest rate for a large school district in the country,¹ and where 250,000 students are English Language Learners (94% Spanish speaking)².

The FSCS approach described in this application has also been modeled on anti-poverty saturation strategies like the Harlem Children's Zone: *"The programs that the Harlem Children's Zone offers all seem carefully planned and well run, but none of them, on their own, are particularly revolutionary. It is only when they are considered together, as a network, that they seem so new."* In the last year, lead agency YPI has raised over \$17 million to support this type of strategy that is well-suited to the goals of the Full-Service Community Schools program.

a. Project objectives

Research details parameters of what defines full-service community schools (Benson & Harkavy, 2001; Dryfoos, 1994; Dryfoos, 2002; Krysiak, 2001; Melaville, 1998; Pardini, 2001). In particular, a community school as planned in the Belmont FSCS program will have the active involvement of school staff, parents, and community organizations that will provide needed services and social capital required for innovation. They will be open to the community for extended hours of services, typically from 7 a.m. 7 p.m. or longer Monday through Friday, and

¹ Mendoza, Julie A. *Latino Education Opportunity Report 2007* (UCLA Accord)

² Retrieved from: <http://www.ed-data.k12.ca.us>

also on weekends (as well as from 7 p.m. 10 p.m. for services such as adult education). They will be available for services year round, not just when school is in session. Please see the Program Schedule in the Attachments for details regarding frequency of services at each school.

The Belmont Full-Service Community Schools program will meet the parameters of scientifically-based research also by integrating the community school model into the curriculum at the target schools and by providing staff with professional development that helps teachers to engage in the community schools process, set high expectations, and ensure learning supports. It will draw upon existing and new community resources to meet the project areas (early childhood education, remedial education and academic enrichment, parental involvement programs, mentoring and youth development, parenting education, community service and service learning, truancy, suspension and expulsion supports, job training and career counseling, nutrition, health and dental, mental health and counseling, and adult education services). The Community Schools Team will ensure ongoing site based planning and implementation teams at each school to ensure that resources meet needs, as defined by the assessment conducted by Community Wellness Teams. Students, parents, families, and community members will be engaged in the school. The sustainable partnerships developed for the FSCS program are established in Memorandums of Understanding regarding services, and will be revised yearly to reflect needs at each school.

The Belmont FSCS program will establish staff positions under lead agency, Youth Policy Institute (YPI). These will include a Project Director (Facilitator), as well as Project Coordinators at each school. YPI will work with the District and partners to integrate existing community services already available at each school and target areas of need not currently addressed by the schools through a Menu of Services offered by YPI and partnering organizations in the Belmont Education Collaborative. This menu of needed community services

will be established during the initial six month planning period for grant services. YPI will also work with the Belmont Education Collaborative and the program to integrate funding streams to continue program services after funding ends.

The overall goal of the Belmont FSCS program is to provide access to comprehensive education, social, and health services for students, families and communities. It seeks to integrate existing services, while providing new services that close gaps and broaden resources available. For objectives and performance measures described below, the six-month planning period will be used to gather baseline data regarding student and family achievement.

Academic Development

- Objective 1 Students enrolled at the target schools for the Belmont FSCS program will reflect increased academic achievement on state standardized tests in Year 1-5.

Performance Measure the target elementary schools will improve percentage of students who increase their California Standards Test percentile rank in the Proficient or Advanced category by average of 3 percentage points each year for ELA and 3 percentage points each year for math. For the middle schools, the increase for students scoring at proficient/advanced will be 2 percentage points per year in ELA and in math.

Positive Behavioral Development

- Objective 1 improve student attendance of students who attend Full-Service Community Schools targeted by the program. **Performance Measure** ADA rates at schools will improve 1% each year.
- Objective 2 reduce tardies by students at the target schools every year that program services are implemented. **Performance Measure** tardy rates as assessed by school staff at target schools will decline 2% each year.

- Objective 3 reduce misbehavior write-ups and suspensions at each of the target schools every year that program services are implemented. **Performance Measure** suspensions as assessed by school staff will decline 1% each year. Misbehavior write-ups by teachers at the school will decline 2% each year.
- Objective 4 increase percentage of students at target schools demonstrating well being in a range of health indices. Partners will work with YPI and the schools to complete a health survey of students based on the California Healthy Kids Survey administered each year. **Performance Measure** the survey will reflect on average a 10% increase of students attending schools who indicate well-being in the health indices established.
- Objective 5 increase percentage of families who consider their target school to be a safe haven conducive to learning. **Performance Measure** questionnaires completed by at least 200 families at each target school every year will demonstrate 20% increase after Year 2 in those considering the school to be a safe haven. After each of Years 3 and 4, the percentage will rise 10%. After Year 5, it will rise an additional 5%.
- Objective 6 disseminate information about full-service community school services to parents and members of the community. **Performance Measure** the percentage of families targeted by the program who receive services will increase each year as assessed in program questionnaires and surveys.
- Objective 7 increase family involvement in the education of their children.
Performance measure the percentage of parents who report that they read to their children will increase by at least 15% annually. The percentage of parents who report that they want their children to go to college will increase 10% each year. **Performance measure-** the percentage of parents who report that they understand how to support

their children in the transition process from elementary to middle and from middle to high school will increase 10% yearly. **Performance measure** the percentage of parents who attend community services will rise 10% each year of program services.

b. Students, families, and school community to be served

The Belmont FSCS program anticipates 25% of the students at the target schools in Year 1 will access at least one service during the six months in which the program operates, a percentage that will rise to 55% in the first full year of Year 2, 60% in Year 3, 65% in Year 4, and 70% in Year 5. Partners anticipate that 10% of families will have at least one additional family member access services in Year 1, a percentage that will rise to 20% in Year 2, 25% in Year 3, 30% in Year 4, and 35% in Year 5. All told, the Belmont FSCS program will serve 1,283 students and family members in Year 1 (a six month period after planning), 3,032 students and family members in Year 2, 3,272 students and family members in Year 3, 3,641 students and family members in Year 4, and 4,008 students and family members in Year 5. Please see Program Schedule in Attachments for details regarding frequency of services at each school

The Youth Policy Institute and the Belmont Education Collaborative have worked with LAUSD Local District 4 and the target elementary and middle schools to develop profiles of the schools and neighborhoods in Pico Union/Westlake. Using information from the United States Census, the California Department of Education, Los Angeles Police Department, as well as surveys or resources at the schools themselves, the collaborative has analyzed community and school data. In addition to YPI, active partners include: LAUSD Local District 4; John Liechty Middle School; Gratts Elementary School; Esperanza Elementary School; Monseñor Oscar Romero Charter Middle School; Belmont High School; the Alliance for a Better Community (ABC); the Salvadoran American Leadership and Educational Fund (SALEF); Families In Schools (FIS); Central American Resource

Center (CARECEN); Central City Neighborhood Partner (CCNP); Centro Latino; Inner-City Arts; Music Center; Homies Unidos, and Clinica Oscar Romero. Partners will also include the Los Angeles Grand Avenue Partners (LA-GAP), a consortium of cultural partners in Pico Union/Westlake that increase the engagement of low income students in the cultural arts. Please see the Memorandum of Understanding (MOU) for information on roles and responsibilities of partners in the Belmont FSCS program.

Each of the schools already has substantial community-based programs in place for students and families that will be integrated into the proposed program. The key problem, as discovered by BEC members, is that existing student and family resources lack coordination and do not work together toward a larger goal of educational integration. Just as important, the schools lack resources to track the success of community services. Staff, teachers, and parents completing assessments of resources were frequently surprised at the range of offerings already present a further confirmation of a lack of coordination required for true effectiveness.

Existing Programs, Services and Supports at Target Schools

- **Esperanza Elementary School: *Early Childhood Education*** (2 programs of School Readiness Language Development Program (**SRLDP**); Progressive Support and Intervention (PSI); a full day kindergarten, ‘Read with Me’ program), ***Remedial Education & Academic Enrichment*** (full-time ELD Teacher; intersession classes; Saturday School Classes), ***Parent Involvement/Family Literacy*** (Reading to Kids; Parent Literacy Classes; Reading 1st), ***Mentoring and Youth Development*** (LA’s BEST afterschool program, Education & Youth Services (EYS); ***Parent Leadership*** (Parents for Non-Violent Education; Back in Control; CEAC/ELAC; Local School Leadership Council (LSLC); School Site Council (SSC); Parent Volunteer Program), ***Truancy, Suspension & Expulsion Supports*** (PSA Counselor 4 days

per week; School Attendance Review Team (SART) meetings; ACT with District Attorney's Office), *Primary Health and Dental* (Coach for Kids; QueensCare Dental, full-time Nurse), *Nutrition* (Healthy Start) *Mental Health & Counseling* (School Psychologist five days a week; PICS Counselor 4 days per week). **LACKS** Community Service and Service Learning programs, Job Training & Career Counseling for parents, and Adult Education.

- **Gratts Elementary School:** *Early Childhood Education* (School Readiness Language Development Program (SRLDP), Read With Me; *Remedial Education & Academic Enrichment* (Resource Specialist (RSP) for intervention; Inner-City Arts program), *Parent Involvement/Family Literacy* (Reading to Kids), *Mentoring and Youth Development* (LA's BEST afterschool, Jewish Big Brothers & Sisters; Sports Buddies; Art Buddies; Camp Max Strauss) *Parent Leadership* (Annual Parent Colloquium; SRLDP), *Community Service & Service Learning* (Safety Patrol), *Truancy, Suspension & Expulsion Supports* (PSA Counselor; SWSS- behavior monitoring program), *Job Training & Career Counseling* (LA Causa); *Primary Health and Dental* (USC/QueensCare Dental Van; Nurse, Healthy Start), *Mental Health & Counseling* (2nd Step, Healthy Start), *Adult Education* (Centro Latino Literacy Program).
- **Liechty Middle School:** *Early Childhood Education* (SMP/State Farm Articulation), *Remedial Education & Academic Enrichment* (English Learner Extended Learning Program; Junior Achievement; Tutoring from LA Mission College; City Year), *Parent Involvement/Family Literacy* (Parent/Community Representative, SALEF Volunteer Program, CEAC/ELAC), *Mentoring and Youth Development* (Woodcraft Rangers afterschool; AYSO; LA Bridges gang prevention; Young Heroes) *Parent Leadership* (Planned Parenthood; SALEF; Healthy Start; "Back in Control"; LD4 Training Series),

Community Service & Service Learning (City Year; Service Learning in Advisory), *Truancy, Suspension & Expulsion Supports* (Operation Bright Future; Alternative to Suspension; PSW Support), *Job Training & Career Counseling* (Student Awareness and Education: United Way); *Primary Health and Dental* (QueensCare (vision); Healthy Start), *Mental Health & Counseling* (KYCC; Healthy Start). **LACKS** Adult Education.

- **Monseñor Oscar Romero Charter Middle School** opened in September 2007, and currently lacks many programs, services and supports. A Carol M. White Physical Education program works with students, parents, and teachers to promote physical activity and nutrition. An AmeriCorps program provides eight members who tutor in-school and also in an afterschool program. A Parents as Partners (PAP) program provides parent education services, while Clinica Monseñor Oscar Romero provides health assistance for families. A USC Interns program starting in 2008 provides mental health counseling for students.

John Liechty Middle School and Monseñor Oscar Romero Charter Middle School are target middle schools for the Belmont FSCS program. Both opened in September 2007 and have brand new campuses with new teachers and staff. John Liechty serves 1,829 students in grades 6-8, while Romero will serve 200 students in grades 6-8 in September 2008. The Free/Reduced rate for Liechty is 93%, for Romero, 96%. As new schools, they currently lack school demographic and academic achievement data. Both schools, however, draw students primarily from Berendo Middle School in LAUSD, making demographics and academic achievement for this LAUSD school a strong match. 91% of students at Berendo Middle School are enrolled in the federal lunch program. 95.1% of students are classified as Hispanic while 50.9% of are English Learners. This is much higher than is typical in LAUSD (37.6%) or California (25%).

2006-07 Academic Year	Percent of Students BELOW Grade Level ¹
-----------------------	--

Subject Area	Reading/Language Arts			Mathematics		
	6 th grade	7 th grade	8 th grade	6 th grade	7 th grade	8 th grade
<i>Berendo Middle School</i>	86%	81%	85%	77%	72%	94%
1 Below grade level includes all students who score below <i>Proficient</i> on standardized tests						

Gratts Elementary School and Esperanza Elementary School serve 874 and 987 students respectively in grades K-5.

School	Grade Span	Hispanic or Latino	English Learners	Free & Reduced Price Meals	Language Arts Percent Proficient and Above	Math Percent Proficient and Above
Gratts Elementary School	K-5	95.2%	76.3%	91.3%	13%	24%
Esperanza Elementary School	K-5	95.9%	81.9%	95.6%	11%	25%
Los Angeles Unified School District		72.8%	37.6%	74.3%	31%	31%
California		48.1%	25.0%	50.7%	43%	40%

Pico Union/Westlake has high rates of under-education and unemployment. All four target schools are in the 90017 zip code, one of the poorest areas in all of Los Angeles.

U.S. Census data	Zip Code 90017	LA County	California
Median Income	\$14,847	\$42,189	\$47,493
Persons Living Below Poverty Level	51%	18%	14%
Foreign Born	70%	34%	26%

Residents			
Adults lacking high school diploma	74%	30%	30%

The community served suffers from heavy gang activity. A report from the Advancement Project indicated that 75% of youth gang homicides in California occurred in Los Angeles County, creating a “long-term *epidemic* of youth gang homicide and violence.”³ The Mara Salvatrucha gang is active in Pico Union, and is considered by the FBI to be one of the most dangerous in the country. The target area is served by the Rampart Division of the LAPD. Between Jan-Dec 2007, the Division reported 8,619 arrests and 1,976 violent crimes (up 4% from 2006).⁴ In 2007, the Rampart Division reported the fourth highest number of gang-related incidents (632) in the city, a 16.2% increase from 2006.⁵ The LA County Children’s Planning Council released a report in 2006 that showed youth in the Service Planning Area 4, where target schools are located, are 1.8 times more likely than in the County to be arrested.⁶

c. Qualified services to be provided, how services will meet the needs of students and families

³ The Advancement Project, 2007. Citywide Gang Activity Reduction Strategy: Phase III Report. Available http://www.advanceproj.org/doc/p3_report.pdf

⁴ Los Angeles Police Department, December 2007. Rampart Area Profile. Available <http://www.lapdonline.org/assets/pdf/rmpprof.pdf>

⁵ Los Angeles Police Department, October 2007. Citywide Gang Crime Summary. Available http://www.lapdonline.org/crime_maps_and_compstat/content_basic_view/24435

⁶ McCroskey, Jacqueline, Youth in the Los Angeles County Juvenile Justice System. Los Angeles County Children’s Planning Council, April 2006.

The Belmont FSCS program will target public elementary and secondary schools that coordinate with community-based organizations in the Belmont Education Collaborative to provide students and families with services. This will include the organization and upgrading of existing services offered for families as well as new services to close gaps demonstrated by needs assessments to exist. The program will offer students and families at the target schools access to every one of the twelve comprehensive community services described by the program.

At all schools, the consortium has found that these resources require much more additional organization and outreach to parents and students to help them reach greater effectiveness. The Program will implement Community Wellness Teams at each school during the first six month Planning Period, comprised of Parents, Teachers, and community stakeholders to recruit and inform families of resources available. The Teams will hold parent meetings, publicize program offerings and offer a clear, streamlined series of services in the Community Schools that meet the needs of families at times convenient for them.

The Youth Policy Institute will implement an assessment and planning system for each family enrolled for services. Project staff will sit down with each family, and create a yearly plan of services tailored to their needs, based on the community services available at that school. This Action Plan will provide activities at clear schedules, as well as resources offered in the neighborhood. It will address challenges faced by families, such as transportation and childcare.

The Belmont Full-Service Community Schools program seeks to replicate the model that has been successfully established at West Adams Preparatory High School in Central Los Angeles, which serves 400 students in grades 9-11. West Adams maintains standard hours of school operation as 7 a.m. to 7 p.m. by coordinating an array of community, school and adult education services. These operate in the early morning hours and are available from 3 p.m. to

7 p.m. and are available to students, parents, families, and community members.

Year 1—6 Month Planning Period (First Half of Year 1)

The first six months of Year 1 will be a planning period. This process has already begun, with the assessment of existing community support services at each school as well as the active involvement of each school working with members of the Belmont Education Collaborative to plan the program. Each will create a Community Wellness Team made up of the Principal, teachers, parents, students, and community members who will work to assess need for services.

YPI and the BEC partners will work with School Teams to conduct specific need assessments in areas of gang prevention, youth development, afterschool and other services that the preliminary needs assessment already conducted has targeted as priorities. The needs assessment will address important components corresponding to the twelve required elements. One assessment, for example will examine the existing afterschool programs at all target schools to assess how to boost attendance and provide improved student and family services.

The planning period will also see the hiring of project personnel, including the overall Project Director (Facilitator) at the beginning of the project period. During this six month period, the Teams at each school will work with the program staff to determine what structure would best allow resources to be connected to schools, students, parents, families and communities. This process will include determining how afterschool services can align with in-class structures, themes, learning opportunities and needs, taking tours to learn from model programs, such as those at West Adams Preparatory School, and identifying additional partners to offer research based services that can be included and/or expanded to fill any gaps.

During Months 3-4 of the planning period, Lead Agency YPI will hire four Service Coordinators placed at each participating school to implement the recommendations made during

the planning period. The Wellness Teams at each school will take a leading role in interviewing and hiring the Coordinator working at their school site. During Months 5-6, Service Coordinators will collaborate to produce the semester-long “After School Course Offering Brochure” similar to a college brochure. The brochure will list a Menu of Offerings courses available at the schools and participating high schools by partners in the Belmont FSCS program.

The program will develop a PreK-12 Comprehensive assessment system which will provide a means to track preK-12 student social, mental, academic, health and other needs and the supplemental services delivered to students. This allows teachers and administrators to better document and track the social, mental, academic, health and other services that are needed, make and document referrals, as well as document services delivered on an up-to-date basis.

Implementation—Years 1 (second half)—Year 5

After the six month planning period, the Belmont FSCS program will begin services that will continue through Year 5. Below, please find the services and resources offered to each target school, a list that will evolve through information gathered during the six month planning period. New programs anticipated to be provided by the Belmont FSCS program are in **bold**.

- Early Childhood Education – coordination of SMP/State Farm Articulation Services, as well as PSI and SRLDP services, and a ‘Read With Me’ program. Referral to and enrollment in early childhood programs in the Pico Union/Westlake community surrounding each school.
- **Remedial education and academic enrichment services**—coordination with Intersession and Saturday classes, English Learner Extended Learning Program, Junior Achievement, City Year. Comprehensive Out of School tutoring and enrichment program offered from 7-8 a.m. and 3-7 p.m. Monday through Friday expanded in coordination with existing Woodcraft Rangers and LA’s Best programs and in partnership with SALEF. Inner-City Arts program.

- Parental involvement services—coordination with Reading to Kids program, Parent Literacy Classes, Parents for Non-Violent Education, and Reading First program provided by LAUSD. SALEF Volunteer Program. Parents as Partners program.
- **Mentoring and other youth development**—coordination with AYSO, LA Bridges, Young Heros, afterschool programs. The Mentoring Program offered by partner SALEF helps students to learn about higher education and receive assistance in applying to college. SALEF’s Youth Leadership Project also provides Saturday educational workshops for middle school students, a Legislative Tour to Sacramento, an Internship Project, and a Community Service Project. SALEF also supports families in programs such as *¡Padres en Acción!*, that build skills of parents through a 13-week training program that helps parents to assist children reach academic success.
- **Parenting education and leadership. The Transition to Middle and High School program** provided by partner Families In Schools for students and families at elementary and middle schools consists of six workshops for each group to assist parents in understanding how each school level is different from the next and how they can actively support their children by providing them more effective and sustainable learning opportunities. In the process, parents are able to establish relationships with one another and help each other as they support their children academically, socially and emotionally during the sometimes challenging transition between elementary and middle school. The curriculum was developed and designed to be taught by a team of teachers, parent educators and parent leaders. The content is based on needs identified by parents in strengthening their own capacity as knowledgeable advocates on behalf of their children’s academic success.

- **Community service and service learning.** The YPI AmeriCorps service learning program will create an Afterschool Service Club at each school. Students will select one large scale service project each year related to César E. Chávez Day and other National and State Days of Service, such as Martin Luther King Jr. Day of Service, National and Global Youth Day of Service, National Volunteers Week, Join Hands Day, and National Family Volunteer Day.
- **Assistance for students who have been truant, suspended, or expelled** coordination with PSA Counselor and SART Team, SWSS behavior program, Operation Bright Future, Alternative to Suspension, ACT with District Attorney’s Office. The prevention program/gang intervention program of Homies Unidos is a 12-week life-skills building program for “at-risk” and gang involved youth. Workshops sessions leadership skills, gang violence, domestic violence (Relationship Violence), Coping Skills, Alcohol and Drugs, Know Your Rights, HIV/STD’s, Education and Social Culture Awareness.
- Job training and career counseling services recruitment for YPI job training programs. Coordination with programs such as Student Awareness and Education and LA Causa.
- Nutrition Services will be offered at all school sites through existing Healthy Start programs (Gratts, Esperanza, Liechty) and through the Carol M. White Physical Education Program operated by the Youth Policy Institute at Monseñor Romero. The Program will coordinate with the School Health Team and Healthy Start programs at each site. Schools will commit to food purchasing and preparation practices to reduce fat content, and will promote healthy cafeteria selections. Schools will offer projects in-school and during afterschool programs related to nutrition, such as an organic garden. Elementary nutrition education will include information and coursework on the Food Pyramid, Nutrients and Food Groups, Healthy

Snacks and Advertising and Food Choices. Middle schools will also discuss the Food Pyramid, offer Dietary Guidelines, and provide tips for planning a healthy meal.

- Primary health and dental care – coordination with existing programs for dental and vision, USC Dental services, existing Healthy Start services.
- Mental health counseling services – Coordination with USC Interns program, school psychologist at Esperanza Elementary, PICS Counselor, 2nd Step program, KYCC.
- Adult education – coordination with LAUSD Adult Education Centers, such as Metro Skills Center, adult education services provided at Belmont High School from 7 – 10 p.m. (M – F), and Centro Latino Literacy Program

Professional development will help teachers and school staff to increase their knowledge base of community services. The Belmont FSCS Program will focus on implementing instructional changes along the entire K – 8 spectrum, and will closely follow the professional development provided by partner Families In Schools for teachers and staff. FIS helps schools to define parent engagement as a high-priority goal and responsibility and introduces them to family involvement-related topics, including how to incorporate developmental assets and college knowledge into parent involvement strategies. FIS helps teachers and administrators develop understanding of research-based and culturally-relevant parent engagement strategies.

The Belmont FSCS program will also develop a quarterly Leadership Council comprised of BEC members that will meet to discuss issues related to program implementation and evaluation. Teachers will further connect using online resources shared at a Belmont FSCS Web site. Each school will upload images of what they are doing and will include a section for teachers. It will include a database for students and families to input their progress and projects. The Web site will host family achievement plans available in a “digital portfolio”.

2. Adequacy of resources

a. Adequacy of support, including facilities, equipment, supplies, and other resources

Target schools Gratts Elementary Esperanza Elementary, Monseñor Oscar Romero Charter, and Liechty Middle will provide specific facilities, equipment, and supplies for the program, including office space for staff and program services as detailed in the attached MOU. Of particular note, Gratts, Esperanza, and Liechty are part of a Healthy Start program funded at the three schools in 2007, the GEL for Kids Collaborative. This collaborative is in the middle of a two-year planning period that incorporates students, parents, community partners and school and District staff. The program will offer complementary school integrated resources to the FSCS program that will include tutoring, mentoring, adult education, professional development for teachers, youth development services, parenting and ESL education, family advocacy, nutrition, medical and health care, mental health services, and employment supports for families. The Healthy Start program, under the leadership of its full-time Director, will coordinate these already planned resources with the Belmont FSCS program.

Lead Agency Youth Policy Institute will provide a variety of services, personnel and resources from existing programs already offered in Pico Union/Westlake and throughout Los Angeles. YPI is a supplemental educational services provider authorized by the State of California and the Los Angeles Unified School District to provide English/Language Arts and math tutoring. Gratts and Esperanza Elementary Schools are Program Improvement schools, and families attending qualify for these tutoring services. YPI is also funded by the California Department of Education as an adult education provider (ESL, GED), and can work with eligible parents. The agency will provide service learning curricula and projects at the target schools. As

a Carol M. White Physical Education program grantee, YPI will also provide a range of physical education and nutrition information for students and families at the schools.

b. Relevance and demonstrated commitment of each partner

Each partner in the Belmont FSCS program is a member of the Belmont Education Collaborative and has worked for years to improve education services in Central Los Angeles. The program offers an established consortium well versed in the target community providing extensive services. BEC is a coalition of community-based organizations, civic offices and schools established in 2005 to ensure that schools in Pico Union/Westlake graduate all students. The BEC worked closely with LAUSD Local District 4 to develop the Belmont Zone of Choice.

YPI is a community-based organization that has considerable experience providing youth and adult services, case management, employment training, and referrals for families in a school setting typical of the proposed full-service community schools model. YPI has a \$13 million annual budget and 600 staff, and operates programs at 51 sites in Los Angeles that serve 14,000 youth and adults each year. The organization has been awarded U.S. Senator Barbara Boxer's *Excellence in Education Award*.

YPI partners with 26 Los Angeles Unified School District (LAUSD) and charter schools in the city to provide academic assistance and enrichment services in ASES and 21st Century community learning center afterschool programs for more than 2,000 students and adults each day. YPI partners with LAUSD to provide case management and college preparation services to 1,400 students and families as part of a \$6 million GEAR-UP grant from 2005-11. GEAR UP parenting classes and resources like financial preparation for college will be used to support clients in the FSCS program. YPI has an ongoing adult education grant from the California Department of Education to provide GED and ESL classes for families at schools and in

community centers and public housing projects. The agency recruits and places 106 AmeriCorps members at schools each year to provide tutoring in English Language Arts and mathematics.

YPI also leads a collaborative to implement a Carol M. White Physical Education Program that promotes physical exercise and lifelong nutrition. YPI is funded by the U.S. Department of Health and Human Services for a Communities Empowering Youth program that supports Pico Union/Westlake nonprofit agencies to boost capacity.

YPI has managed a California EDD employment training grant since 2002 that has trained 228 low income clients, while placing 145 in non-subsidized employment. YPI is assisting 1,745 students in 2007-08 with Supplemental Educational Services tutoring. YPI has also been funded by the United Way of Greater Los Angeles for college preparation, academic, and workforce services that target low income families in Los Angeles from 2007-2010.

The Los Angeles Unified School District (LAUSD) has consistently worked to empower schools and local communities to create and drive programs to fit local needs. The District provides technical assistance, professional development and formative evaluation to enable schools and their direct service agencies in each local community to build programming that students, parents and teachers will be able to use to improve student motivation and academic performance in a safe environment. The Full-Service Community School partnership will benefit from the larger system. Working within this network will enhance the local program's ability to engage community partners and support partnership building. The larger network includes leaders in after-school programming and evaluation in the state, as well as other community school programs operating in Los Angeles, such as the West Adams Preparatory School.

Alliance for a Better Community (ABC) has worked since 2000 to address issues related to curriculum, school-community collaboratives, and small learning academies. ABC has worked

with the United Way of Greater Los Angeles to release studies that include *The Latino Scorecard 2003: Grading the American Dream* (2003). Since June 2004, ABC has convened the Communities for Educational Equity (CEE), a coalition to ensure that students who graduate from LAUSD high schools satisfy UC and CSU admissions eligibility requirements.

The Salvadoran American Leadership and Educational Fund (SALEF) promotes the participation and representation of Salvadoran and other Latino communities in the U.S., through economic development, while advocating for economic, educational, and political advancement and growth. Programs offered for youth and families include the Fulfilling Our Dreams Scholarship Fund, Padres en Accion, Vote Project, and the Mi Futuro Mentorship Program.

Homies Unidos has been a pioneer in developing gang prevention programs and services for the Central Los Angeles community since 1996. As of December 2007, 883 individuals have graduated from the Epiphany Project from five local schools. Homies Unidos programs have reached over 5,000 youth and families with our violence prevention presentations. 250 youth received tattoo removal treatments. Clinica Monseñor Oscar Romero is a non-profit Community Health Center that provides quality affordable primary health and dental care. Since 1983, Clinica Romero has provided over 45,000 health and health related visits to patients and clients.

Central City Neighborhood Partners (CCNP) is a non-profit collaboration of community organizations serving the Pico Union/Westlake area that offer resources for families and residents at one central location. This includes services in employment and training, education, leadership development, health, recreation, housing assistance, counseling, and transportation.

The Central American Resource Center (CARECEN) works in three programmatic blocks that form an empowerment pyramid for families in Central Los Angeles: immigration Legal Services and Advocacy; Youth and Family Technology and Education; and Civic

Participation and Economic Integration. The education program serves over 350 students elementary to college level students and their families with CARECEN Kids Camp; After School and Family Integration; Youth Leadership Internship and other programs.

In the area of access to and readiness for postsecondary education, Families In Schools has served over 1,000 families through its Going on to College! and Transition to Middle and High School programs. FIS has been recognized with a Partnership Organization Award from the National Network of Partnership Schools at Johns Hopkins University three years in a row.

Centro Latino teaches literacy and provides educational opportunities. Over the past seventeen years, Centro Latino has taught basic literacy skills to 2,000 non-literate Latino youth and adults, and functional skills (basic math, grammar, financial literacy, health literacy and computer skills) to an additional 5,000 low-income clients

c. Extent to which costs are reasonable (number of persons and services to be provided)

Costs associated with the Belmont FSCS program are reasonable given the high number of students and families members to be served. Of particular note, the program will work with community partners to integrate and streamline existing services already available at each school. This will allow the FSCS program to work with schools to offer all 12 program areas targeted by the U.S. Department of Education. The consortium led by YPI in the Belmont Education Collaborative will also work to expand the partner team and provide increasing services for students and families at no cost to the U.S. Department of Education.

In each year of program services, the Belmont FSCS Program will serve a larger number of students and families while receiving the same grant funds. In Year 2 (the first full year of program services) 3,032 students and families will be served (cost of \$164.91 per client), while in the final year 4,008 students and families will be served (cost of \$124.75 per client).

3. Quality of the management plan

a. Extent to which project has a plan

Please see Project Services section for a detailed overview of planning and coordination of services. Please see the Program Schedule in the Attachments for details regarding frequency of services at each school. As the lead agency and fiscal agent, the Youth Policy Institute is serving as the applicant for these grant funds and will provide administrative oversight. YPI is responsible for working with LAUSD and the BEC to guide development of the collaborative; monitoring and supporting activities so that they converge with regular classroom goals and agendas; helping to develop and provide technical assistance to schools and partners providing services; ensuring a close partnership between schools and partners; and managing fiscal matters, client attendance data and evaluation results as required by the U.S. Department of Education.

The program will have independence to work directly with the target schools to implement services and work with families. LAUSD Local District 4 views this Full-Service Community Schools project as a potential model for the rest of the District to provide widespread community school models offered for other schools in the Local District. All school staff and partner organizations commit to participation. They commit leadership teams and teachers for participation in staff development provided by the BEC. They agree to provide necessary data regarding student achievement, and to assist with program evaluation and management. The School Principal at each school will lead planning and implementation efforts, working with the Coordinator and heading the Community Wellness Team. He or she will work to hire the Coordinator and to create the Menu of Services for the school. The Principal will lead all effort to coordinate and expand services at the school site, oversee parent outreach efforts, and participate in fundraising over the course of the grant period.

The FSCS Director (Facilitator) will work with partners to manage, train, coordinate, supervise and evaluate all programs and staff. She will encourage and model a strong client centered program serving the schools as well as oversee the effectiveness of community services provided. The Director will provide oversight to effect coordination of all program activities by working with staff (notably the Program Coordinators located at each school site), school site administration and staff, partnering organizations and families. She will have responsibility for orienting parents, participants, community members and staff to the goals and objectives and take responsibility for overseeing evaluations of project outcomes. She will provide oversight to make certain that the program maintains accurate and complete data. She will work with the Wellness Teams at each site, as well as the overall Leadership Council of partnering agencies to centralize all program information. Finally, she will work with the YPI Chief Financial Officer to develop and maintain a fiscally sound budget. Please see the résumé for Llanet Martin, the FSCS Director (Facilitator). A graduate from the University of California, Los Angeles, Ms. Martin holds a Master of Education degree from the Harvard Graduate School of Education. She works as the Belmont Education Collaborative Coordinator, directly engaging with community agencies and LAUSD to provide community services for families in Pico Union/Westlake.

Partnering entities will play critical roles. They will administer community programs provided to clients, while working with FSCS staff to integrate services into the Action Plans developed for each family receiving services. Partnering agencies will attend the mandatory Leadership Council meetings each quarter to coordinate services provided. Parents and community members will play leading roles in planning and implementing program services. They will serve on the Community Wellness Team established at each school site to coordinate services, and will also serve on the Leadership Council to oversee program wide services.

Year 1 (2008–09)—Planning and Implementation		
(* indicates ongoing activity performed each year)		
Fall	Spring	Summer/Intersession
<ul style="list-style-type: none"> ▪ Assembly baseline data, including survey data ▪ Conduct assessments of need at schools (partners) ▪ Community meetings continue (monthly) ▪ Development of Community Wellness Teams at each school. First Quarterly meeting* ▪ Hire Program Facilitator ▪ Develop Action Plan for families enrolled* ▪ Partnership Leadership Team meeting* ▪ Develop and finalize program services offered in Year 1 ▪ Create project website with links for each school. Website updated weekly by YPI staff 	<ul style="list-style-type: none"> ▪ Hire Program Coordinators ▪ Orientation/training for Coordinators* ▪ Quarterly Partnership Leadership Team meeting* ▪ Complete planning activities ▪ Parent Center activities* ▪ All program activities begin 	<ul style="list-style-type: none"> ▪ Plan Fall 2009 activities ▪ Collect end-of-year data, including surveys ▪ Evaluator conducts review and provides yearly report* ▪ Leadership Advisory Team evaluates results of Year 1 activities and adjusts plans as needed*
Year 2 (2009–10)		
Fall	Spring	Summer/Intersession
<ul style="list-style-type: none"> ▪ Coordination meetings among partners for FSCS offerings for Year 2 ▪ Repeat annual fall activities 	<ul style="list-style-type: none"> ▪ Repeat annual Spring activities 	<ul style="list-style-type: none"> ▪ Plan Fall 2010 activities ▪ Provide Summer/Intermission activities, and coordinate family Action Plans

Year 3 (2010–11)		
Fall	Spring	Summer/Intersession
<ul style="list-style-type: none"> ▪ Repeat annual Fall activities Coordination meetings among partners for FSCS offerings for Year 3	<ul style="list-style-type: none"> ▪ Repeat annual Spring activities 	Plan Fall 2011 activities <ul style="list-style-type: none"> ▪ Provide Summer/Intermission activities, and coordinate family Action Plans
Year 4 (2011–12)		
Fall	Spring	Summer/Intersession
<ul style="list-style-type: none"> ▪ Repeat annual Fall activities ▪ Coordination meetings among partners for FSCS offerings for Year 4 	<ul style="list-style-type: none"> ▪ Repeat annual Spring activities ▪ Plan Summer activities 	<ul style="list-style-type: none"> ▪ Plan Fall 2012 activities ▪ Evaluator provides 4 year evaluation, to assist in continuance after Year 5 ▪ Leadership Team focuses efforts on state/private funding beyond Year 5
Year 5 (2012–13)		
Fall	Spring	Summer/Intersession
<ul style="list-style-type: none"> ▪ Repeat annual Fall activities ▪ Coordination meetings among partners for FSCS offerings for Year 5 	<ul style="list-style-type: none"> ▪ Repeat annual Spring activities ▪ Plan Summer activities 	<ul style="list-style-type: none"> ▪ Evaluator releases five year final report ▪ Plan Fall 2013 activities (private funding)
Year 6 & Beyond (2013–)		
<ul style="list-style-type: none"> ▪ Partners assume all funding responsibilities and continue to seek private funding to continue community schools model at the target schools 		

b. Extent to which time commitments of project director and other personnel are appropriate

Below are the defined time commitments of personnel. Each has been evaluated to provide resources for program in a cost-effective manner.

Position	Number	Hours per week
<i>Project Director (Facilitator)</i>	<i>1</i>	40
<i>Project Coordinator</i>	<i>4</i>	40
<i>Chief Financial Officer</i>	<i>1</i>	4
<i>Accounting Manager</i>	<i>1</i>	4
<i>Family Advocate</i>	<i>2</i>	20
<i>Healthy Start Director</i>	<i>1</i>	40
<i>Nutrition Coordinator</i>	<i>2</i>	10
<i>Director of Parent/Teacher Education Programs</i>	<i>1</i>	10
<i>Parent Educator</i>	<i>1</i>	10

The Belmont Full-Service Community Schools Program Leadership Team comprises all partners of the Belmont Education Collaborative, including representatives from participating schools, and will hold quarterly meetings. These meetings will include a representative from the LAUSD. The Belmont Education Collaborative members led by the Alliance for Better Communities (ABC), Families In Schools, and the Youth Policy Institute will chair these meetings on a rotating basis to facilitate coordination of existing and new services. The Belmont Full-Service Community Schools Program team will assume responsibility for the conduct of the program. The Leadership Team, working with the Program Director (Facilitator), will design and implement internal, ongoing evaluation strategies and provide assessment data. The team will also work with the independent evaluator. The quarterly meetings will provide a forum for feedback and continuous improvement activities to improve the efficiency of program services.

At every meeting the Belmont FSCS Director (Facilitator) will provide a presentation of the progress in meeting the objectives of the project on time and within budget. The quarterly partnership meetings will identify resources to be coordinated at the elementary and middle schools, including the development of new partnerships to serve families. The Director and school representatives will provide information on the progress of professional development, academic achievement and other community objectives established by the program.

4. Quality of the project evaluation

The evaluation of BFSCS is designed to assess the overall goal of improving the physical and psychological well being of youth in order to more effectively support their school related behavior and academic achievement. The evaluation will assess both program implementation and outcomes by addressing the following four key questions: Were the key elements of BFSCS implemented overall and in each of the participating schools? The key elements in BFSCS include: to improve the access of students and families to support services by integrating and coordinating service delivery, and expanding uses of school facilities; to involve parents, faculty, service providers and other community members in planning services and monitoring their success; to improve the relationship between parents and school staff and improve the climate for parent involvement in school life to create more and stronger linkages between classrooms and community support services. Did children, youth and families use BFSCS programs? What outcomes were achieved by youth and families participating in BFSCS? Specifically, was academic achievement improved and did parental involvement increase? What were the critical contextual factors that affected the success of BFSCS?

The evaluation will employ qualitative and quantitative research methods to address questions. It is intended to include timely and empirically-based information gathered during the

course of the evaluation, and by means of a scientific research design that will provide clear and verifiable answers to key questions: How well does the initiative work? And is the initiative *in and of itself* a significant contributor to the observed outcomes?

The independent third party evaluation will be conducted by William Perez. Professor Perez is a faculty member in the School of Educational Studies at Claremont Graduate University who received a PhD from Stanford University in 2004. He brings professional experience in conducting high-quality, objective research, and expertise in conducting complex evaluation studies. Professor Perez believes that scientifically rigorous research design is key to ensuring a worthwhile evaluation. Without this rigor, the evaluation findings will not be persuasive. Professor Perez and his research team will coordinate all the evaluation activities and work. He will also provide continuing advice during, and after the planning phase.

The lead evaluator will collaborate with key stakeholders to select the combination of variables that will provide clear answers to their most pressing questions. The BFSCS program includes three key areas – comprehensive education, social, and health services for students, families and communities. These three broad areas are designed to work synergistically.

The design has two main components:

- ***Implementation Analyses:*** examine the implementation of BFSCS by conducting case studies and ethnographic research data collection at each school site. Address a group of specific outcomes-related implementation issues including: the process of service coordination. How do parents, students, and school personnel use menu of services? What are teachers' practices for referring students to services? How are teacher professional development activities structured to promote the integration of BFSCS services? What kinds of information dissemination activities are used? Identify the major questions to be addressed

by the broader implementation studies. How is BFSCS constrained in providing services?

What is the effectiveness of service coordination efforts? Replication: How does BFSCS structure ensure that its program is reproduced consistently in each school?

- ***Outcomes Analyses:*** identify major achievement outcomes, primarily using state and district data. Identify additional outcome measures (beyond test scores)

The objectives of this evaluation are two-fold: improve implementation of BFSCS in each school, and evaluate to what extent programmatic features are implemented in the program model and plans. Identify strengths and barriers for improved program implementation.

Recommend changes to the program model or to program implementation that promote the achievement of initiative outcomes. Present key findings and extract lessons to support analysis, reflection and learning in each school and across program sites. Assess and document the progress and achievement of the short-term, interim, and long-term program outcomes at the three levels at which change is expected to occur: 1) the individual youth or program clients; 2) the participating schools; and 3) provider networks within the community that advance student learning and achievement. Determine the extent to which outcomes are being realized.

The design and implementation of the evaluation involves the following six tasks.

Develop an understanding of other major evaluations of comprehensive school programs in progress or recently concluded across the country to determine the role and potential contribution of the BFSCS evaluation and to inform the evaluation design accordingly. Link key evaluation questions to the methods, indicators, and data sources using streamlined data collection methods. Create and refine instruments and research protocols to ensure a streamlined approach to data collection. Collect and analyze qualitative and quantitative data on an annual basis. Present

initial and ongoing findings at designated meetings of the key program stakeholders. Prepare a final and overarching report at the conclusion of the grant period.

DATA-COLLECTION METHODS

Document Review. An annual review and analysis will be conducted of existing program records and other sources of information such as budgets, rules and regulations, activities, schedules, attendance, meetings, recruitment, and annual reports. *Interviews or Focus Groups.* Interviews and focus groups will be conducted yearly at each school site with staff, administrators, students and families, and community members. The interviews and focus groups will yield detailed descriptions, from a purposeful sample of stakeholders, of the program processes and the stakeholders' opinions of those processes. *Observation.* School site visits and observations will be carried out on an annual basis to understanding the day-to-day operation of the program. Data from observations will be used to supplement interviews and surveys in order to complete the description of the program or initiative and to verify information gathered.

Quantitative Data Sources

Secondary Source Data. Sources will include state and school district achievement data, standardized test scores, and demographic data and trends. *Annual Surveys.* Annual surveys designed by the evaluation team and informed by program goals will be conducted with students, parents, and teachers. The purpose of the surveys will be to gather specific information from a large, representative sample.

Implementation process outcomes

The evaluation will focus on two areas. Changes in after-school resources. The program will examine annually changes in resources and development opportunities, number of programs, increase in clients served. Development of community partnerships in support of

student learning and social development, and parental engagement. The program will examine annually the range and diversity of community alliances, the number of collaborative relationships, change in the number of programs providing direct services and academic support.

The following questions will guide analysis of implementation process procedures. How do participants/stakeholders/community members view the program? Is the community satisfied with services provided? What are the most useful amounts/types of service? Will services provided help sustain the program over time? Is the program effective in attaining its goals?

Area	Outcome	Data Source
<i>1. Information Dissemination</i>	-Number of families served, Community awareness of services	-Community Survey -Document Review -Interviews
<i>2. Coordination of Services</i>	-Development of policies, procedures, articulation plan	-Document Review -Interviews
<i>3. Skills building/training</i>	-Professional development activities for teachers/staff	-Document Review -Interviews
<i>4. Partnership Development</i>	-Change over time in the number of partnerships developed	-Document Review -Interviews
<i>5. Governance</i>	-Effective decision models in place -Governance structure in place	-Document Review -Interviews

The goal is to improve the quality of social, educational, and health support for students and parents in order to enhance the development of children. Measures of developmental gains and school readiness constitute the bottom line for BFSCS and for the evaluation. In order to do this the program will follow participants over time using a longitudinal design. We have

identified outcome variables that will be measured yearly using qualitative and quantitative data analysis. We will examine five broad areas of academic development for evidence of positive impact on the part of BFSCS programs indicators of school performance. We will compare annually trends in student mobility, attendance and truancy with demographically similar schools (by ethnicity, enrollment and poverty levels). Measures of student learning: will compare annually trends in standardized test scores with demographically similar schools and district average. Teacher involvement in BFSCS programs: will examine annually the number of teachers involved in planning or providing after-school activities. Student participation in BFSCS programs: will examine annually the number of students served by all BFSCS programs.

Area	Key Outcomes	Data Source
<i>Early Childhood Education</i>	-Program Enrollment rates -Standardized test score increase	State and School District; Achievement Data; Student Survey; Parent Survey; Teacher Survey; Interviews/Focus Group
<i>Remedial Education</i>	Increased participation in Saturday classes, extended learning programs, change in test scores/student attitudes, develop. of prosocial behaviors	State and School District; Achievement Data; Student Survey; Parent Survey; Teacher Survey; Interviews/Focus Group
<i>Academic Enrichment</i>	-Achievement data -change in school attitudes	State and School District Achievement Data; Student Survey; Parent Survey; Teacher Survey; Interviews/Focus Group
<i>Truancy</i>	-Achievement data,	State and School District Achievement

	-change in truancy rates -change in school attitudes	Data; Student Survey; Parent Survey; Teacher Survey; Interviews/Focus Group
<i>Suspension & Expulsion</i>	-Achievement data, -Change in expulsion rates -Change in school attitudes	State and School District Achievement Data; Student Survey; Parent Survey; Teacher Survey; Interviews/Focus Group
<i>Parental Involvement</i>	-Participation rates; Change in academic attitudes/behaviors	Student Survey; Parent Survey; Teacher Survey; Interviews/Focus Group
<i>Parenting Education</i>	-Participation rates -Increase in civic engagement	Student Survey; Parent Survey; Teacher Survey; Interviews/Focus Group
<i>Mentoring & Youth development</i>	-participation in programs, -change in social behaviors	Student Survey; Parent Survey; Teacher Survey; Interviews/Focus Group
<i>community service</i>	-participation in programs -change in social behaviors	Student Survey; Parent Survey; Teacher Survey; Interviews/Focus Group
<i>job training & career counseling</i>	-participation in programs, -change in social behaviors	Student Survey; Parent Survey; Teacher Survey; Interviews/Focus Group
<i>Nutrition</i>	-Participation rates in nutrition programs; Change in nutritional knowledge	-Student Survey -Parent Survey
<i>Health & Dental</i>	-Participation rates in health & dental services; Rates of illness/ailments	-Student Survey -Parent Survey
<i>Mental Health &</i>	-Participation rates	-Student Survey

<i>Counseling</i>	-Mental health measures	-Parent Survey
<i>Adult Education</i>	-Participation rates	-Parent Survey
<i>Services</i>	-English language development	-Interviews/Focus Group

Full-service community school programs have been associated with student outcomes.

The program will use outcome measures that tap into several domains, including the cognitive, emotional, social, and health. We will collect qualitative and quantitative data from providers, parents and teachers. Measures need to be sensitive to important developmental changes that students undergo. Examples of social and emotional measures that tap developmental issues include children's social desirability and adjustment (Crandall, Crandall & Katkovsky, 1965; Fantuzzo, Holiday, Manz & McDermott, 1998), social problem solving (Lochman & Dodge, 1994), emotion regulation (Walden, Lemerise & Gentil, 1992), and behavior problems (the CBCL; Lochman and Conduct Problems Prevention Research Group, 1995).

Data analyses will take place at both the student and school site levels. Student-level analyses track individual children across time to determine the impact of BFSCS programs. School-level analyses focus on schools as the unit of analyses and will inform us about effects of BFSCS for entire schools. Student-level analyses must account for the fact that many of the students come from the same schools. Therefore, analyses at this level will correct for the clustering of similar children within sites using the Huber correction for clustering. Student-level analyses will be conducted separately by type of school (i.e., elementary versus middle school). Analyses that collapsed across type of school would swamp any unique effects on students at various developmental levels. In addition, differences will be reported in terms of means, standard deviations and ranges. The evaluation has built in reporting milestones at regular intervals to meet the requirements of the U.S. Department of Education.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: 1308-Mandatory_Belmont_FSCS_Program_Other_Attachments.pdf

LLANET MARTÍN- Project Director (Facilitator)

165 North Mariposa Avenue, Los Angeles, CA 90004 (213) 215-7105 llanet.martin@gmail.com

EDUCATION:

Harvard Graduate School of Education June 2007
Master of Education, Education Policy and Management

University of California, Los Angeles December 2004
Bachelor of Arts, Communication Studies
Minor, Education Studies

PUBLISHED WORK:

ALANA, Harvard Anthology: April 2007
• *From Harvard Blvd to Harvard Graduate School: The Success Story of an Immigrant Family*

YOUTH DEVELOPMENT EXPERIENCE:

ALLIANCE FOR A BETTER COMMUNITY

Belmont Education Collaborative Coordinator Present
• Convene and coordinate local non-profit organizations, school staff, parents and stakeholders in order to further a policy advocacy agenda on improving education in the Belmont Zone of Choice.
• Create a strategy and agenda on fully implementing LAUSD policies to increase college preparation and college access for low-income, minority students.

CHILDREN OF LATINAMERICA

Co-Founder Summer 2007
• Conducted research and created mission for non-profit to provide school supplies and uniforms to children in Southern Mexico and Guatemala.
• Created local and international partnerships and fundraised for support of the organization.

CRIMSON CHINA CULTURAL EXCHANGE FOUNDATION

Graduate Teaching Fellow Summer 2007
• Created culturally sensitive curriculum for Chinese students learning English communication and leadership skills.
• Taught students with various English levels (beginner to intermediate) how to use current skills and abilities to enhance desired skills.

TERI COLLEGE ACCESS, COACH

Senior COACH 2006-2007
• Managed, supervise and provided curriculum for 3 mentors at Urban Science Academy in Massachusetts.
• Strategized theory of action, prepared lesson plans and worked with 15 "at risk" seniors preparing to graduate high school and enter post-secondary education.
• Worked with each student to create strategic college plan.

UCLA, CENTER FOR COMMUNITY COLLEGE PARTNERSHIPS

Peer College Advisor 2002-2004
• Conducted interviews and gather student information via telephone or in person for database.
• Peer counselor at Los Angeles City College, mentored students with college transfer guidelines.
• Organized and prepared events between local community colleges and CCCP.
• Coordinated and participated in various weekend events with college access organizations such as MALDEF and SALEF.

UCLA, STOMP

Events Coordinator 2003-2004
• Organized and prepared college fairs with up to 1,000 students held at UCLA or at Community Colleges.

- Secured panel participants and keynote speakers for various college fairs and workshops.
- Recruited arranged and supervise 20-30 volunteers.
- Created and compiled all materials necessary for college fairs, with attendance of 20-1,000.

UCLA, CBOP/HSAP

College Mentor/Counselor 2002-2003

- Wrote weekly lesson plans introducing low-income students to college curriculum and guidelines.
- Conducted weekly site visits at various low-income high schools in Los Angeles Unified School District.
- Mentored and aided underprivileged students in applying to college.

LOS ANGELES CITY COLLEGE, ENGLISH DEPARTMENT

English Tutor 2001-2002

- Aided students to formulate ideas and further develop essays and research papers.
- Organized and conducted bi-monthly writing workshops.
- Worked with English Language Learners to comprehend English grammar and cohesive writing.
- Provided assistance with computer usage in the writing lab.

RESEARCH & GOVERNMENT EXPERIENCE:

UNITED STATES HOUSE OF REPRESENTATIVES, CONGRESS

Field Representative 2005-2006

- Conducted legislative research and created executive summaries for the Congressional Member.
- Coordinated Congressional legislative services for 50-200 constituents.
- Monitored and collaborated with three cities on federally appropriated projects.
- Recruited and managed 3-5 interns per term.

ROB REINER'S POLITICAL COMMUNICATIONS OFFICE

Research Associate 2003-2004

- Conducted research regarding educational issues for legislative initiative.
- Created and presented memos regarding economic issues on the implementation of a universal preschool system in California.
- Attended conferences and meetings with non-profit organizations working with "First 5 California."
- Presented research findings to organizations partnered with Universal Preschool Initiative (MALDEF, LAUP, and LAPD).

UNIVERSITY OF CALIFORNIA, LOS ANGELES

Independent Research November 2003

- Conducted research with 25 low-income Latinas in East Los Angeles regarding media influence on their college aspirations.
- Findings indicated that family and cultural capital played a larger role in determining future goals for these youth.

ADDITIONAL INFORMATION:

HONORS & AWARDS:

College Honors, UCLA
 Keynote Speaker for College of Letters and Science, Honors Conference, UCLA
 Presidents Honor, UCLA
 Presidential Honor Scholarship, UCLA

LANGUAGE SKILLS:

Fluent in English and Spanish (written and oral)
 Conversational French

TECHNOLOGICAL SKILLS:

Proficient in Microsoft Excel, Word, Power Point, Outlook, Access, and Publisher
 Experience with SPSS

Families In Schools Key Staff Biographies

Maria Casillas, *President*, leads an organization created by the *Los Angeles Annenberg Metropolitan Project (LAAMP)* in 2001 to engage parents in the education of their children and to strengthen the relationship among families, schools and communities. Along with leading a successful non-profit organization, Maria is using her extensive knowledge and strong leadership skills to support K-12 school reform through community-based coalition efforts such as the *Boyle Heights Learning Collaborative (BHLC)* and *Communities for Educational Equity (CEE)*, as an active member on various non-profit boards and advisory committees, and is the co-chair position in Los Angeles' *Presidents' Joint Commission on LAUSD Governance*. Prior to her work in the non-profit sector, Maria was a teacher and principal in Guadalajara, Mexico, held the position of Executive Director in the *Educational Service Center* in Texas, serving the greater El Paso community, and gave more than 20 years of service to the *Los Angeles Unified School District (LAUSD)* as a teacher, elementary school principal, and regional superintendent. In addition to her K-12 positions, Maria has taught at various campuses in the *California State University (CSU)* system and has collaborated with the Chancellor of the CSU system in the creation of special teacher development initiatives aimed at improving teacher quality. She has held various leadership roles through the *California State Department of Education* and served on the *Commission for Children Youth and their Families* for the City of Los Angeles.

Lisa Danielson, *Special Initiatives Manager*, manages FIS projects related to school-site and organizational capacity-building, education collaborative development, civic engagement, and advocacy for education reform. She provides research, evaluation, reporting, and fund development support across all FIS programs. Prior to FIS, Ms. Danielson's work focused on community-level advocacy and organizing to affect change in educational outcomes for youth. She is a former elementary school therapist and provided technical assistance to community-based organizations in the areas of organizational capacity-building and youth development programming. Her educational background includes an MSW and MPA from the University of Southern California and a BA in psychology and Spanish from the University of Notre Dame.

Carolina Hernandez, *Manager of College Prep Programs*, manages FIS programs related to college access and preparation, including the successful GOT College! (Going On To College!) program. Prior to FIS, Ms. Hernandez worked as a professional expert in college advising and admissions for the Office of the Vice Chancellor of Student Affairs at UCLA. As an Outreach Coordinator, she managed and coordinated the implementation of college awareness activities and services throughout high schools in the Los Angeles Unified School District. She coordinated and conducted training workshops for undergraduate students, parents, teachers, and counselors on admission requirements, academic advisement, and college readiness, as well as worked with a variety of programs such as GEAR UP, Project GRAD LA, the Urban Collaborative, Fulfillment Fund, and UCLA's Equity Access Studies in Education Project (EASE). She is a member of the Western Association for College Admission Counseling, the American Anthropological Association, and UCLA's Undergraduate Admissions reader team. Ms. Hernandez received a BA in Anthropology from the University of California, Los Angeles, and her MA from California State University, Long Beach, where she completed her thesis on "Financial Aid Advising for Latino Parents."

Claudia Martinez, *Parent Educator*, implements and coordinates a variety of parent educational programs at FIS, including Transition to Middle/High School (TMS/THS) and Parent Academies. She has dedicated her professional career to advocacy for higher educational opportunities for

parents and students. Prior to FIS, Ms. Martinez worked as an instructor for a nonprofit youth institute, where she developed, organized and implemented a comprehensive program on college readiness and environmental awareness. As a high school College Advisor in the Los Angeles Unified School District, she delivered parent and student workshops on college admissions requirements and college preparation and provided college advisement and mentorship for first-generation college-bound students. Ms. Martinez received her BA in sociology with a minor in Chicano/a studies from California State University, Northridge.

Kathleen Mooney, *Director of Parent/Teacher Education Programs*, is responsible for developing and implementing both curriculum-based and customized parent and teacher programs to support student academic success. Ms. Mooney has worked closely with parents of all ethnic, racial and economic backgrounds and with school staff at all levels of the urban school system. She has developed and delivered parent support programs and professional development for teachers and administrators, and has conducted multiple needs assessments for schools and districts to identify strategies that enhance the culture of family-school-community partnerships. Prior to FIS, Ms. Mooney was a respected systems analyst, a sales manager, and a marketing manager for AT&T, and offers to FIS years of experience in marketing, sales and operations. Ms. Mooney earned her BA in philosophy at the State University of New York at Oswego and earned her Master of Education at the California State University, Los Angeles. She is a graduate of the UCLA Parent Curriculum Project, a parent leadership development program, and is a trained facilitator for the Leadership in Inter-Ethnic Relations (LDIR), a program supporting improved race relations in Los Angeles. For many years Kathleen has been active in school reform in Los Angeles and is a past member of the *LAUSD African American Student Learner's Initiative Steering Committee* and the *LAUSD Parent Collaborative*. She is presently an active member of the *LAUSD A-G Implementation Committee*, the *Valley Education Collaborative (VEC)*, and the *Belmont Education Collaborative (BEC)*.

Nellie Olea-Angon, *Parent Educator*, implements and coordinates a variety of parent educational programs at Families In Schools and its sister organization, the Boyle Heights Learning Collaborative. Her prior work has focused on: parent education/outreach programs, early childhood developmental programs, leadership development, non-violent parenting training, and substance abuse intervention programs. Prior to her current position, Mrs. Olea provided direct services and program management at a non-profit organization, and has worked closely with the parents of all ethnic, racial and economic backgrounds. Mrs. Olea received her BA in Human Services from the University of Phoenix and is currently pursuing a Masters Degree in Education with a focus on Curriculum Implementation from the University of Phoenix, Los Angeles.

Rosario Perez, *Program Associate*, provides support to College Prep Programs. She is driven by her passion for college advocacy and access. Prior to FIS, she worked as a Student College Advisor for a Los Angeles non-profit organization, where she strived to demystify the college application process for high school students and their families. Ms. Perez interned for former State Senator and current Los Angeles City Councilmember, Richard Alarcón, where she provided support during the implementation of higher education access campaigns that included major conferences and events aimed at increasing college readiness in the North East San Fernando Valley of Los Angeles County. She is a member of *Comisión Femenil*, an organization that strives to improve the state of Latinas, and *CORO*, a democracy-building community organization. She is a proud alumnus of Sylmar High School and the American Jewish University, where she earned her B.A. in U.S. History & Public Policy with a minor in Psychology.

Teresa Hernandez

1814 Pomeroy Avenue
Los Angeles, CA 90033
(323) 441-8585

Objective: Position as a Student Support Services Program Coordinator

Highlights of Qualifications

- Fully Bilingual (English/ Spanish)
- Punctual
- Strong organizational skills
- Excellent people skills
- Upholds confidentiality
- Ability to work under pressure
- Ability to work with minimal supervision
- Trained in various areas of working/ dealing with people
- Proficient in various computer programs
- Enthusiastic, outgoing, responsible, hardworking

Professional Experience

San Pedro Street Elementary School, Los Angeles, CA **07/04-11/06**
Student Support Services Coordinator- Healthy Start Program

Served in a social service setting, coordinated services and supervised Case Manager, translated, completed various types of forms, worked with agencies collaboratively, participated in Guidance and SST meetings, made presentations to multi-ethnic, multi-cultural groups of students, parents and collaborative partners, presented ESL course to adults, typed, issued referrals to services needed or requested, case managed, assisted in organizing community/ school events, wrote grants and covered other duties as assigned.

Achievements

- Increased client awareness in school activities and related issues
- Increased communication skills and contacts within campus/ community
- Increased assistance to clients on a daily basis
- Increased services in an organized manner

All Peoples Christian Center, Los Angeles, CA **07/98-06/04**
Case Manager/ Community Outreach Worker - Healthy Start Program
LAUSD Contracted Out Employee

Served in a social service setting, case managed, assisted clients by providing referrals to services needed or requested, followed-up, entered client information into the computer, attended home visitations, typed, filed, record keeping, worked with community agencies, students, parents and school staff to promote community/ parent involvement, assisted in organizing community / school events, instructed a basic computer course, assisted and covered the instruction of the English as a Second Language program and covered other duties as assigned .

Achievements

- Increased written and oral communication
- Increased communication skills and contacts within campus/ community
- Increased personal involvement and became an active parent/ community member

Education

Los Angeles Trade Technical College – Child Development/ Transfer	09/02- Present
California State University, Los Angeles	09/89 – 09/92
Theodore Roosevelt Magnet High School	09/86 – 09/89

Volunteer

LAUSD- Bridge Street Elementary	09/00 – 06/04
LAUSD- San Pedro Street School – State Pre-K Program	10/98 – 06/00

References

Available upon request

LAURA LYNN TRAVNITZ

2874 Santa Anita Altadena, CA 91001

(626) 797-6885

RESUME

EDUCATION

University of Southern California - School of Social Work
Los Angeles, California
M.S.W. - May 1986
Concentration: Family and Children's Services/School Social Work

Whitworth College
Spokane, Washington
B.A. Psychology - May 1983

LICENSES/CREDENTIALS

Licensed Clinical Social Worker (LCS15009) - May 1990
Pupil Personnel Service Credential - May 1986

EXPERIENCE

Field Instructor/School Social Worker: Sept. 2002-Present
USC-Pasadena Unified School District-D'Veal Family Services
Provide field instruction and clinical supervision for 6-8 second year USC social work interns. This includes training in DMH documentation, DSMIV diagnosis, individual family and group psychotherapy and consultation models. In addition, I ensure that the students have the requisite experiences to receive their Pupil Personnel Service Credential with the Child Welfare and Attendance authorization.

Psychiatric Social Worker: March 1990-Present
Los Angeles Unified School District - School Mental Health
Provide individual, group and family therapy, serve as Mental Health consultant and liaison between families, schools and communities, consult with teachers, administrators and parents regarding developmentally appropriate practices with children, provide and facilitate referrals to community agencies. I have served the following programs/populations in my current position: Crisis Team member, Healthy Start counselor, EMHI Mental Health Consultant, Visually Impaired Infant Program, Hate Crime Task Force,

Gay/Lesbian/Transgender task force, Continuation Schools. I have participated in IEP meetings and served on the School Attendance Review Board (SARB). Served as field instructor and helped coordinate the intern training program. I have experience with project planning, report writing, and maintaining confidential files.

Psychotherapist/Consultant: 1990-Present

Private Practice, Pasadena. Therapy with adults, children, couples, groups and families. Organizational consultation and community workshops on topics such as: communication, listening skills, emotional intelligence, self-esteem, diversity, conflict resolution, and anger appreciation. Presenter for topics such as: toilet training, developmentally appropriate practices with children, power struggles, discipline, grief and loss, working with parents, and stress management.

Part-Time Lecturer: 1992-1999

University of Southern California - School of Social Work. Taught the School Social Work course in the MSW program for 6 years. This is a Master's level course requirement for the Pupil Services Credential.

Student Attendance and Adjustment Services counselor: 1986-1990

Los Angeles Unified School District- Pupil Services and Attendance
Implemented attendance incentive programs, worked with families to mitigate barriers to education, brought cases to SARB, conducted home visits for assessment and support, worked closely with students, teachers, parents, administrators and support personnel on issues of truancy, school phobia, school refusal, elective mutism. Provided crisis intervention.

Client Program Coordinator: 1985

Inland Regional Center-West. Employed upon completion of academic internship to continue providing case management services to developmentally disabled clients.

SKILLS

Play therapy, Alternative Dispute Resolution, Mediation, Diversity training, Parenting, Supervision, Crisis Intervention/Critical Incident Stress Debriefing, some Spanish language proficiency, computer skills,

WILLIAM PEREZ, PH.D.- Evaluator

PROFESSIONAL APPOINTMENTS

- | | | |
|--------------|----------------------------------|------------------|
| 2004-Present | Claremont Graduate University | Claremont, CA |
| • | Assistant Professor of Education | |
| 2005-Present | RAND Corporation | Santa Monica, CA |
| • | Adjunct Behavioral Scientist | |
| 2003-2005 | RAND Corporation | Santa Monica, CA |
| • | Associate Behavioral Scientist | |
| 1997-1999 | UCLA Neuropsychiatric Institute | Los Angeles, CA |
| • | Research Associate | |
| 1996-1997 | Tomas Rivera Policy Institute | Claremont, CA |
| • | Research Associate | |

EDUCATION

- | | | |
|-----------|--|---------------|
| 1999-2004 | Stanford University | Stanford, CA |
| • | Ph.D., Winter 2004 | |
| | <i>Major: Child and Adolescent Development</i> | |
| | <i>Minor: Psychology</i> | |
| | <i>Dissertation Title: "Mexican-heritage Adolescents' Social Comparisons and their Academic Achievement: Testing The Dual Frame of Reference Theory"</i> | |
| 1993-1997 | Pomona College | Claremont, CA |
| • | B.A. Spring 1997 (Honors on Senior Thesis) | |
| | <i>Major: Psychology</i> | |
| | <i>Thesis Title: "Language Brokering as predictor of Grades and Academic Self-efficacy in Latino High School Children."</i> | |

RESEARCH & TEACHING INTERESTS

- Immigration and acculturation
- Ethnic identity development
- Academic achievement, achievement motivation
- Minority student access to higher education
- Effect of discrimination and stereotypes on the academic achievement of minority students

HONORS AND AWARDS

- Spencer Foundation Research Training Grant, 2002
- Sociometrics Corporation Teaching Module Competition Winner, 2002
- Issues Relevant to Minority Education Graduate Research Grant, 2002
- Ernesto Galarza Prize for Excellence in Graduate Research, 2001
- Stanford University Center for Latin American Studies Summer Research Grant, 2000
- Gates Millennium Scholars Fellowship (declined), 2000
- Ford Foundation Predoctoral Fellowship, 2001-2003
- Stanford University School of Education Graduate Fellowship, 1999-2000
- Stanford University Diversity Fellowship, 1999-2000
- U.S. Department of Education McNair Scholar, 1996

PUBLICATIONS

Finch, B. K., Lim, N., **Perez, W.**, Do, P. (forthcoming). Towards a Population Health Model of Segmented Assimilation: The Case of Low Birth-Weight in Los Angeles. Accepted for publication in *Sociological Perspectives*.

Valdés, G., Fishman J.A., Chavez, R.M, **Perez, W.** (2006). *Towards the Development of Minority Language Resources: Lessons from the Case of California*. Multilingual Matters: London.

Padilla, A. M., **Perez, W.** (2003). Acculturation, Social Identity and Social Cognition: A New Perspective. *Hispanic Journal of Behavioral Sciences*, 25 (1), 1-21.

Perez, W., Padilla, A. M. (2000). Cultural orientation across three generations of Hispanic adolescents. *Hispanic Journal of Behavioral Sciences*, 22 (3), 390-398.

Buriel, R., **Perez, W.**, DeMent, L., Chavez, D., Moran, V. (1998). The Relationship of Language Brokering to Academic Performance, Biculturalism and Self-Efficacy Among Latino Adolescents. *Hispanic Journal of Behavioral Sciences*, 20 (3), 283-297.

ARTICLES UNDER REVIEW

Perez, W. Family Obligation and Academic Functioning among Salvadoran pre-immigrant adolescents. Under Review: *International Journal of Psychology*.

Gehlbach, H., Roeser, R., **Perez, W.** Examining contrasting predictions in goal theory: Pattern-centered analyses with elementary and middle school students. Under Review: *Educational Psychology*.

MANUSCRIPTS IN PREPARATION

Perez, W. Civic Engagement Patterns of Undocumented Latino Immigrant Youth: Model Citizens at the Margins of Society. (Working paper).

Perez, W. Loss of Talent: Highly gifted undocumented students in the U.S. (Book manuscript).

Perez, W. Courage and Strength: Resilient Undocumented immigrant Students (working paper).

Perez, W. Perceived Injustice and Psychological Disengagement Among Ethnic Minority Adolescents with opposite academic stereotypes. (Working Paper).

Perez, W. The Dual Frame of Reference Hypothesis: A Qualitative Inquiry. (Working Paper)

Perez, W. The Dual Frame of Reference Scale (DFRS): Factor Analytic structures and construct validity. (Working Paper)

Perez, W. Immigrant Optimism, Family Obligation and Academic Engagement among Mexican-heritage adolescents from immigrant households. (Working Paper)

Perez, W. Perceived Discrimination, Ethnic Identity and Possible Selves Among Mexican-heritage Adolescents. (Working Paper)

PEER REVIEWED PAPER PRESENTATIONS

Perez, W., Ramos, K., Coronado, H., Cortes, R. (2007). Loss of Talent: High Achieving Undocumented Students in the U.S. Symposium to be presented at the Annual American Educational Research Association Conference, Chicago, IL.

Perez, W., Ramos, K., Coronado, H., Cortes, R. (2006). Loss of Talent: Highly gifted undocumented students in the U.S. Symposium to be presented at the Annual Association for the Study of Higher Education Conference, Anaheim, CA.

Padilla, A. M., **Perez, W.** (2003). New Theoretical Perspectives on Acculturation Based on Social Cognition and Social Identity: Paper presented at the American Psychological Association Conference, Toronto, Canada.

Perez, W. (2002). Ethnic and Academic Identity Among High School Students. Symposium Organized for the Biannual Society for Research on Adolescence Conference, New Orleans, LA.

Perez, W. (2002). Perceived Injustice and Psychological Disengagement Among ethnic minority adolescents with opposite academic stereotypes. Paper presented at the Biannual Society for Research on Adolescence Conference, New Orleans, LA.

Perez, W. (2002). Perceived Injustice, Psychological Disengagement and Academic Achievement Among Mexican, Chinese, and Vietnamese Adolescents. Paper presented at the Annual American Educational Research Association Conference, New Orleans, LA.

Perez, W. (2000). Transnationalism, Familism, and Academic Aspirations of Rural Salvadoran Adolescents. Paper presented at the Annual Conference of Ford Foundation Fellows, Irvine, CA.

Ventura, J., **Perez, W.** (1999). How are Neurocognition, Self-efficacy, and Negative Symptoms Related to Coping in Schizophrenia? Paper presented at the Conference for Psychological Treatments in Schizophrenia, Oxford, England.

Perez, W. (1997). Language Brokering as predictor of Grades and Academic Self-efficacy in Latino High School Children. Paper Presented at the Annual National Association of

Chicana and Chicano Studies Conference (NACCS), Sacramento, CA.

PEER REVIEWED POSTER PRESENTATIONS

Perez, W., Coronado, H., Ramos, K. (2007). Civic Engagement Patterns of Undocumented Latino Immigrant Youth: Model Citizens at the Margins of Society. Poster to be presented at the Biannual Society for Research on Child Development Conference, Boston, MA.

Perez, W., Segovia, F. (2006). Skin Color, Physiognomy, and Perceived Discrimination Among First and Second Generation Latino Young Adults. Poster presented at the Biannual Society for Research on Adolescence Conference, San Francisco, CA.

Perez, W. (2006). Immigrant Optimism, Family Obligation and Academic Engagement Among Mexican-Heritage Adolescents from Immigrant Households. Poster presented at the Biannual Society for Research on Adolescence Conference, San Francisco, CA.

Segovia, F., **Perez, W.,** Barraza, J. (2006). An Investigation of the Latino Appearance Typicality Schema: The influence of physiognomy and Skin Tone on the Ethnic Categorization of Latinos. Poster presented at the Annual Society for Personality and Social Psychology Conference, Palm Springs, CA.

Perez, W., Segovia, F., Barraza, J. (2006). Skin Color, Ethnic Identity & Perceived Discrimination among immigrant Latino Young Adults. Poster presented at the Annual Society for Personality and Social Psychology Conference, Palm Springs, CA.

Perez, W., Borsato, G. (2004). Perceived Discrimination, Ethnic Identity and Possible Selves Among Latino Adolescents. Poster presented at the Biannual Society for Research on Adolescence Conference, Baltimore, MD.

Perez, W. (2002). Family Obligation and Academic Functioning Among Salvadoran Pre-immigrant Adolescents. Poster presented at the Biannual Society for Research on Adolescence Conference, New Orleans, LA.

Gehlbach, H., **Perez, W.,** Kirshner, B. R., Roeser, R. W. (2001). Addressing Person-Environment Goal Congruence in Goal Theory Research. Poster presented at the American Psychological Association Conference, San Francisco, CA.

INVITED PROFESSIONAL PRESENTATIONS

Perez, W. (2006). Panel Discussant, "Education for All: International and Multicultural Perspectives." Minority Mentor Program Student Research Conference. Claremont, CA.

Perez, W. (2005). "Psychological and Social Development of Latino Immigrant Adolescents." Harvard University Graduate School of Education (Cambridge, MA).

Perez, W. (2005). Panel discussant, "Cultural climate change." Minority Mentor Program Student Research Conference. Claremont, CA.

Perez, W. (2005). Panel chair, "Predominantly White Institutions after the 1960's: Pipeline programs, ethnic studies, and special recruitment." Impact of Brown v. Board of Education

and the 1964 Civil Rights Act on Race and Higher Education: Forging a new research agenda for the 21st century--A National Research and Policy Conference. Claremont, CA.

Perez, W. (2004). "Perceived discrimination, ethnic identity and possible selves among Latino adolescents." University of California Riverside Department of Psychology (Riverside, CA).

Perez, W. (2004). "Immigrant Optimism, Family Obligation and Academic Engagement among Mexican-heritage adolescents from immigrant households." Stanford University School of Education (Stanford, CA).

Perez, W. (2003). "Coping with Negative Ethnic Stereotypes: Perceived Discrimination and Academic (Dis)Engagement In Mexican Adolescents." Stanford University School of Education (Stanford, CA).

Perez, W. (2003). "Generational Differences in Academic Achievement Among Mexican Heritage Students." Stanford University School of Education (Stanford, CA).

Perez, W. (2002). "Emergence of transnational youth gangs: The case of Salvadoran Maras." Pomona College Department of Psychology (Claremont, CA).

Perez, W. (2002). "Balancing Family and Academic Obligations." Future Leaders of America Conference (Stanford, CA).

Padilla, A. M., **Perez, W.** (2001). "Understanding Ethnic and Cultural Diversity." Catholic Diocese of San Jose (San Jose, CA).

Padilla, A. M., **Perez, W.** (2001). "Understanding Culturally Diverse Students." La Cañada College (Redwood City, CA).

Padilla, A. M., **Perez, W.**, Gonzalez, R. (2000). "Understanding Ethnic and Cultural Diversity." Catholic Diocese of San Jose (San Jose, CA).

GRANTS & CONTRACTS

Mexican immigrant students in U.S. schools: A longitudinal study of their first-year adaptation (2005). (Principal Investigator). The Haynes Foundation. Amount awarded: \$10,000 (1 year).

Mexican immigrant students in U.S. schools: A longitudinal study of cultural transitions (2005). (Principal Investigator). The Fletcher Jones Foundation. Amount awarded: \$7,000 (1 year).

COURSES TAUGHT

Education 581-Education of Immigrant Youth: Psychological Perspectives
Education 585-Stereotyping, Prejudice, Stigma, & Marginality in Educational Settings
Education 543-Construction and Use of Indicator Systems for Student Achievement
Education 426-Cultural Capital, Social Capital and Educational Opportunity

UNIVERSITY SERVICE

CGU School of Educational Studies Admission's Committee

CGU Institute for Social Justice and Accountability Director
CGU School of Educational Studies Faculty Search Committee
CGU Haynes Dissertation Fellowship Committee
CGU Affirmative Action and Diversity Committee
CGU Dissertation Fellowship Committee

PEER REVIEWER

Journal of Adolescence
Hispanic Journal of Behavioral Sciences
International Journal of Psychology
Urban Education
Economics of Education Review
American Educational Research Journal
American Educational Research Association Conference (AERA)
Society for Research on Adolescence Conference (SRA)
National Association of Chicana and Chicano Studies Conference (NACCS)
Israeli Science Foundation

PROFESSIONAL MEMBERSHIPS

American Psychological Association
American Educational Research Association
Society for Research on Child Development
Society for Research on Adolescence
Association for the Study of Higher Education

REFERENCES

Amado Padilla, Ph.D. Professor of Education. Stanford University. CERAS 203, Stanford, CA 94305-3084. (650) 723-9132. E-mail: apadilla@stanford.edu

Raymond Buriel, Ph.D. Professor of Psychology and Chicano Studies. Pomona College. Department of Psychology. 550 N. College Avenue, Claremont, CA 91711. (909) 607-2249. E-Mail: rburiel@pomona.edu

Guadalupe Valdés, Ph.D. Professor of Education and Spanish. Stanford University. School of Education, Stanford, CA 94305-3096. (650) 725-1469. E-Mail: gvaldes@stanford.edu

Anthony Antonio, Ph.D. Assistant Professor of Education. Stanford University. CERAS Bldg., Stanford, CA 94305-3084, (650) 723-4053 or (650) 723-4717. E-Mail: aantonio@stanford.edu

List of Partners in the Belmont Education Collaborative Providing Services

- Youth Policy Institute
- John Liechty Middle School
- Monsenor Oscar Romero Charter Middle School
- Gratts Elementary School
- Esperanza Elementary School
- Belmont High School
- Los Angeles Unified School District Local District 4
- Alliance for a Better Community (ABC)
- Families In Schools (FIS)
- Central American Education and Resource Center (CARECEN)
- Salvadoran American Leadership and Education Fund (SALEF)
- Homies Unidos
- Central City Neighborhood Partners (CCNP)
- Centro Latino for Literacy
- Inner City Arts
- Clinica Romero

**Full Service Community Schools Program
Memorandum of Understanding (MOU)
With the Youth Policy Institute (YPI) and Partners**

This Memorandum of Understanding (MOU) is hereby entered into for the purpose of implementing a school based Full Service Community Schools (FSCS) program for the Pico Union/Westlake community of the City of Los Angeles. The Full-Service Community Schools program will encourage and promote coordination of educational, developmental, family, health, and other services through partnerships between public elementary and secondary schools and community-based organizations and public or private entities as described in this Memorandum of Understanding (MOU). Such collaboration will provide comprehensive educational, social, and health services for students, families, and communities.

The goal of this project is to help families by developing and implementing an effective education program in a full service community school model. Services provided will include access to early childhood education; remedial education and academic enrichment activities; programs that promote parental involvement and family literacy activities; mentoring and other youth development programs; parenting education and parent leadership; community service and service learning opportunities; programs that provide assistance to students who have been truant, suspended, or expelled; job training and career counseling services; nutrition services; primary health and dental care; mental health counseling services; and adult education, including instruction of adults in English as a second language.

It is understood that this grant will promote additional efforts by program partners for expanded services for students and families attending the target schools and will be refined and improved upon in future years. All collaborative partners in the school based Full Service Community Schools Program share the goals and common values of expanding opportunities for students and families in the Pico Union/Westlake community of Los Angeles.

The proposed consortium consists of Lead Agency Youth Policy Institute, a community based organization in Los Angeles, as well as the Los Angeles Unified School District, a local educational agency as defined in section 9101 (26) of the ESEA. The consortium also includes additional community-based organizations, non-profit organizations, or other public or private entities as described in this Memorandum of Understanding (MOU). All collaborative partners signing below also agree to support the Full Service Community Schools Program by participating in the planning/design and management/oversight of the program, delivering services, sharing resources, attending meetings and providing feedback on program plans. To this end the collaborative partners will:

- Participate in planning and development of the Full Service Community Schools program by attending quarterly partnership meetings and providing feedback on programming and delivery plans as required by the Lead Agency and the U.S. Department of Education.
- Help promote the program and recruit participation by students, families, and community members served by the partnering organizations.

- Facilitate quality improvement processes and evaluation by participating in related activities and providing access to data as needed during the grant period.
- Continue to work on sustainability of this program with the Youth Policy Institute and other partners during the term of this grant and afterwards.

Agency-Specific Roles

Youth Policy Institute (YPI)

- YPI will be the Lead Agency and Fiscal Agent for the Full Service Community Schools Grant.
- YPI will be responsible for administering the grant and will be responsible for all grant reporting and gathering of required information. As required, YPI personnel will attend U.S. Department of Education conferences and meetings related to grant services.
- YPI will hire and employ the Service Director and the four Service Coordinators
- YPI will manage and train personnel hired as part of the Full Service Community Schools Grant
- YPI will provide resources to support personnel hired as part of the Full Service Community Schools Grant (office equipment and supplies, travel, benefits, etc.)
- YPI, through the personnel to be hired, will coordinate the Year 1 Planning by working with the Belmont Education Collaborative, the participating schools and other partners.
- YPI will implement the objectives described in the narrative.
- YPI will subcontract and provide funds to any partners receiving funds through the grant
- YPI will coordinate with the evaluator to integrate indicators into the structure of our efforts and ensure evaluation occurs and is disseminated both to The Department of Education and to partners for continuous learning.

John Liechty Middle School (JLMS)

- JLMS will house the program Service Director, providing office space and resources to support program work, as well as access to the school site, staff, students and parents for program services.
- JLMS will house an on-site Service Coordinator, providing office space, resources to support services provided in the grant, and access to the school site, staff, students and parents
- JLMS will participate in Year 1 planning efforts to provide information on the need for program services and work collaboratively with the Consortium to implement program services described in this proposal.
- The JLMS Service Coordinator will work with partners and the Full Service Community Schools program at the school site to strategically align these services with students, teachers, parents and facilities.
- JLMS will participate in Bridge programs that include students and families from the school in services.
- The Healthy Start Director located at JLMS will work closely with program staff and partners in the Full Service Community Schools initiative to coordinated related services of benefit to students and families.

- JLMS will participate in efforts to develop a comprehensive Prek-12 CUM and implement it for the benefit of students and families at the school.
- JLMS will support the overall efforts of the FSCS as determined in the planning period and to be implemented over the course of five years.

Monsenor Oscar Romero Charter Middle School (Romero M.S.)

- Romero M.S. will house an on-site Service Coordinator, providing office space, resources to support services provided in the grant, and access to the school site, staff, students and parents
- Romero M.S. will participate in Year 1 planning efforts to provide information on the need for program services and work collaboratively with the Consortium to implement program services described in this proposal.
- The Romero M.S. Service Coordinator will work with partners and the Full Service Community Schools program at the school site to strategically align these services with students, teachers, parents and facilities.
- Romero M.S. will participate in Bridge programs that include students and families from the school in services.
- Romero M.S. will align and integrate its existing Carol M. White Physical Education Program efforts with services provided in the Full Service Community Schools program.
- Romero M.S. will participate in efforts to develop a comprehensive Prek-12 CUM and implement it for the benefit of students and families at the school.
- Romero M.S. will support the overall efforts of the FSCS as determined in the planning period and to be implemented over the course of five years.

Gratts Elementary School (Gratts E.S.)

- Gratts E.S. will house an on-site Service Coordinator, providing office space, resources to support services provided in the grant, and access to the school site, staff, students and parents
- Gratts E.S. will participate in Year 1 planning efforts to provide information on the need for program services and work collaboratively with the Consortium to implement program services described in this proposal.
- The Gratts E.S. Service Coordinator will work with partners and the Full Service Community Schools program at the school site to strategically align these services with students, teachers, parents and facilities.
- Gratts E.S. will participate in Bridge programs that include students and families from the school in services.
- Gratts E.S. will align and integrate its existing Healthy Start program efforts with services provided in the Full Service Community Schools program.
- Gratts E.S. will house the program psychologist and interns and will provide them with office space, resources to support their work, and access to the school site, staff, students and parents to support the psycho-behavioral health and well-being of students. In addition, the program psychologist and interns will work closely with the FSCS personnel in the planning year and throughout the grant to develop the comprehensive CUM as well as the technology and systems required to support successful implementation.

- Gratts E.S. will participate in efforts to develop a comprehensive Prek-12 CUM and implement it for the benefit of students and families at the school.
- Gratts E.S. will support the overall efforts of the FSCS as determined in the planning period and to be implemented over the course of five years.

Esperanza Elementary School (Esperanza E.S.)

- Esperanza E.S. will house an on-site Service Coordinator, providing office space, resources to support services provided in the grant, and access to the school site, staff, students and parents
- Esperanza E.S. will participate in Year 1 planning efforts to provide information on the need for program services and work collaboratively with the Consortium to implement program services described in this proposal.
- The Esperanza E.S. Service Coordinator will work with partners and the Full Service Community Schools program at the school site to strategically align these services with students, teachers, parents and facilities.
- Esperanza E.S. will participate in Bridge programs that include students and families from the school in services.
- Esperanza E.S. will align and integrate its existing Healthy Start program efforts with services provided in the Full Service Community Schools program.
- Esperanza E.S. will participate in efforts to develop a comprehensive Prek-12 CUM and implement it for the benefit of students and families at the school.
- Esperanza E.S. will support the overall efforts of the FSCS as determined in the planning period and to be implemented over the course of five years.

Belmont High School (BHS)

- BHS will coordinate existing after school, adult education, summer bridge services, public safety, mental health and health resources to strategically align with services provided as part of the proposed Full Service Community Schools program.
- BHS is in the planning phases of establishing a school based health clinic on campus. The school will work with the proposed Full Service Community Schools program and partners to ensure that these services are provided for participating students and families.

Los Angeles Unified School District (LAUSD)

- LAUSD will coordinate Adult Education, After School, Early Education, Summer Bridge, Professional Development and other related services at participating schools and in LAUSD Local District 4 to support the efforts of the Full Service Community Schools program.
- LAUSD Local District 4 personnel (Elementary and Secondary Directors as well as the Pilot School Director) will participate in FSCS planning year by creating an Implementation Plan and in supporting this Plan.

Belmont Education Collaborative (BEC)

- BEC will work closely with the FSCS efforts to realize its four goals
- BEC will include FSCS personnel in its steering committee and among its membership to integrate FSCS efforts into ongoing efforts provided by BEC in the Pico Union/Westlake community.

- The BEC Coordinator will support the work of Full Service Community Schools program personnel and participate in Year 1 Planning.
- BEC will support and advocate for the realization of the FSCS efforts and implementation of recommendations across the Five Years of the grant.
- BEC will infuse PreK-12 advocacy and awareness into advocacy and policy efforts in provides in the Los Angeles and Pico Union/Westlake communities
- BEC will align resources and encourage its members to support the goals of the FSCS initiative by participating and providing coordinated services where appropriate.
- BEC will link its parent and student organizing efforts to the goals and objectives of the FSCS as described in the proposal.

Alliance for a Better Community (ABC)

- The ABC Coordinator will participate in Year 1 planning and work with FSCS personnel to shape, complete and generate recommendations for program services.
- The ABC Coordinator will work to implement the recommendations over the five years of program planning and services.
- ABC will fundraise and leverage additional resources that meet program goals as defined in the FSCS narrative.
- ABC will advocate and publicize efforts in Los Angeles for implementation of the goals and objectives as described in the Full Service Community Schools program proposal.

Families In Schools (FIS)

- FIS serves on the BEC Steering Committee. As an active member of the BEC FIS will advance the efforts of the Full Service Community Schools program.
- FIS will align program services currently provided to parents and students to the FSCS coordinated wrap around service delivery model. These FIS services include:
 - College preparation awareness and training to schools, students, and their parents.
 - A “Read with Me” program at the elementary school level.
 - Training teachers in the target schools to work with community members, parents and others to build true community schools that offer outstanding education opportunities for all family members.

Central American Education and Resource Center (CARECEN)

- CARECEN serves on the BEC Steering Committee and as an active member of the BEC will advance the efforts of the Full Service Community Schools program.
- CARECEN will align existing services it provides to parents, students and community members to the FSCS coordinated wrap around service delivery model. These CARECEN services include:
 - After school tutoring to youth at target middle schools.
 - After school and day long programs for youth off-track or on summer break that includes tutoring and other enrichment opportunities.
 - Legal and immigration services to families and community members in the Pico Union, MacArthur Park and Westlake regions.
 - Organization of local high school students to value education, stay in school and take the courses necessary to go on to college.

- Active membership in CIVITAS governing council. CIVITAS is one of the first Pilot Schools established in the Belmont Zone of Choice served by the Full Service Community Schools program.

Salvadoran American Leadership and Education Fund (SALEF)

- SALEF serves on the BEC steering committee and as an active member of the BEC will advance the efforts of the Full Service Community Schools program.
- SALEF will align its services provided to parents, students and community members to the FSCS coordinated wrap around service delivery model. These SALEF services include:
 - After school tutoring to youth at target middle and high schools.
 - A computer center available for use by program youth and their families.
 - \$500,000 in college scholarships annually to youth across the Los Angeles region.
 - An education and leadership program for adults and youth in which target students are eligible to participate.
 - A college summit program that offers college visits for youth and their parents to UCLA each year.

Homies Unidos

- Homies Unidos currently offers programs to prevent youth and young adults in the Pico Union Westlake MacArthur Park region from participating in gang activities as well as job training and placement, tattoo removal, and rehabilitation services.
- Homies Unidos will work with program personnel and partners in the Full Service Community Schools program to ensure that art programs provided by Homies Unidos are provided for students and families served in the Full Service Community Schools program.

Central City Neighborhood Partners (CCNP)

- CCNP serves on the BEC Steering Committee and as an active member of the BEC will advance the efforts of the Full Service Community Schools program.
- CCNP will align its services provided to parents, students and community members to the FSCS coordinated wrap around service delivery model. These CCNP services include:
 - Services for a community resource center operated by CCNP for students, families, and community members seeking an array of services that can improve their quality of life. CCNP houses several organizations within its facilities to offer individuals and families a seamless array of services. Offered services include: Tutoring, Computer Center, Karate, Athletic Facilities, Workforce Training, Health Education, College Awareness, Resources in Mental Health and Substance Abuse and others.
 - Encouragement to CCNP member organizations to participate in the Coordinated Wrap Around Service Delivery Model provided as part of the Full Service Community Schools program.

Centro Latino for Literacy

- Centro Latino is an active member of the BEC and will advance the efforts of the Full Service Community Schools program.

- Centro Latino will align services provided to parents, students and community members to the FSCS coordinated wrap around service delivery model. These Centro Latino services include:
 - Literacy skills for adults in their native language, often partnering with local Adult Education resources to serve clients. Classes take place at the agency community center and at school sites.
 - On-site child watch for Spanish literacy and ESL parents during morning class time.
 - Participation in regional efforts to promote literacy among indigent populations in the target neighborhoods.

Inner City Arts

- Inner City Arts currently offers programs participating in the FSCS initiative and many more in the Pico Union region.
- Inner City Arts will work with program personnel and partners in the Full Service Community Schools program to ensure that art programs provided by Inner City Arts are provided for students and families served in the Full Service Community Schools program.

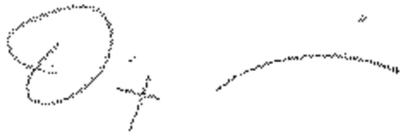
Clinica Romero

- Clinica Romero will work with the Belmont FSCS program to promote health care services to students and the families enrolled in the participating FSCS Schools in the Pico Union/Westlake community we serve. These will be offered through our medical, dental, mental health, and community organizing services already assisting families in this community.
- Clinica Romero will work with the Belmont FSCS program personnel and partners to ensure that the health programs are effectively structured and delivered to benefit the health and well-being of students and families at the target elementary and middle schools.

Full Service Community Schools Program
Memorandum of Understanding (MOU)
With the Youth Policy Institute (YPI) and Partners

SIGNATURE PAGE

AGREED TO:

A handwritten signature in black ink, appearing to read 'D. Slingerland', with a long horizontal flourish extending to the right.

Dixon Slingerland
Executive Director
Youth Policy Institute

JOHN LIECHTY MIDDLE SCHOOL

650 UNION AVENUE, LOS ANGELES, CA 90017 (213) 989-1200 (213) 484-2700

David Brewer III
Superintendent of Schools

Richard Alonzo
District Superintendent

Jeanette Stevens
Principal

April 11, 2008

To Whom It May Concern:

John Liechty Middle School (JLMS)

- JLMS will house the program Service Director, providing office space and resources to support program work, as well as access to the school site, staff, students and parents for program services.
- JLMS will house an on-site Service Coordinator, providing office space, resources to support services provided in the grant, and access to the school site, staff, students and parents
- JLMS will participate in Year 1 planning efforts to provide information on the need for program services and work collaboratively with the Consortium to implement program services described in this proposal.
- The JLMS Service Coordinator will work with partners and the Full Service Community Schools program at the school site to strategically align these services with students, teachers, parents and facilities.
- JLMS will participate in Bridge programs that include students and families from the school in services.
- The Healthy Start Director located at JLMS will work closely with program staff and partners in the Full Service Community Schools initiative to coordinated related services of benefit to students and families.
- JLMS will participate in efforts to develop a comprehensive Prek-12 CUM and implement it for the benefit of students and families at the school.
- JLMS will support the overall efforts of the FSCS as determined in the planning period and to be implemented over the course of five years.

AGREED TO:

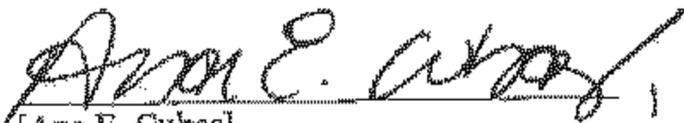


Jeanette Stevens
Principal
John Liechty Middle School

Full-Service Community Schools Program
Memorandum of Understanding (MOU)
With the Youth Policy Institute (YPI) and Partners

SIGNATURE PAGE

AGREED TO:

, President, Romero charter school
[Ana E. Cubas]
[President & Founder]
[Monseñor Oscar Romero Charter Middle School]

Evelyn Gratts Elementary School

309 SOUTH LUCAS AVENUE, LOS ANGELES, CALIFORNIA 90017

TELEPHONE: (213) 250-2932 FAX: (213) 250-3648

DAVID L. BREWER III
Superintendent of Schools

RICHARD ALONZO
District 4, Superintendent

TITUS G. CAMPOS
Principal

VIRGINA ARENAS
Assistant Principal, EIS

JUAN REYES
Assistant Principal, RLA

April 11, 2008

Gratts Elementary Schools (Gratts E.S.)

- Gratts E.S. will house an on-site Service Coordinator, providing office space, resources to support services provided in the grant, and access to the school site, staff, students and parents
- Gratts E.S. will participate in Year 1 planning efforts to provide information on the need for program services and work collaboratively with the Consortium to implement program services described in this proposal.
- The Gratts E.S. Service Coordinator will work with partners and the Full Service Community Schools program at the school site to strategically align these services with students, teachers, parents and facilities.
- Gratts E.S. will participate in Bridge programs that include students and families from the school in services.
- Gratts E.S. will align and integrate its existing Healthy Start program efforts with services provided in the Full Service Community Schools program.
- Gratts E.S. will house the program psychologist and interns and will provide them with office space, resources to support their work, and access to the school site, staff, students and parents to support the psycho-behavioral health and well-being of students. In addition, the program psychologist and interns will work closely with the FSCS personnel in the planning year and throughout the grant to develop the comprehensive CUM as well as the technology and systems required to support successful implementation.
- Gratts E.S. will participate in efforts to develop a comprehensive Prek-12 CUM and implement it for the benefit of students and families at the school.
- Gratts E.S. will support the overall efforts of the FSCS as determined in the planning period and to be implemented over the course of five years.

AGREED TO:



.....

Titus Campos
Principal
Gratts Elementary School

We Are a  School Community

LOS ANGELES UNIFIED SCHOOL DISTRICT
Esperanza Elementary School

ADM. DAVID BREWER
Superintendent of Schools
RICHARD ALONZO
Superintendent, Local District 4

680 Little Street
Los Angeles, CA 90017
TELEPHONE: (213) 484-0326 FAX: (213) 484-1137

FELICIA MICHELL
Principal
PAULA KURILICH
Assistant Principal
MARIA URBINA BUTLER
Assistant Principal, EIS

April 11, 2008

To Whom It May Concern:

Esperanza Elementary School (Esperanza E.S.)

- Esperanza E.S. will house an on-site Service Coordinator, providing office space, resources to support services provided in the grant, and access to the school site, staff, students and parents
- Esperanza E.S. will participate in Year 1 planning efforts to provide information on the need for program services and work collaboratively with the Consortium to implement program services described in this proposal.
- The Esperanza E.S. Service Coordinator will work with partners and the Full Service Community Schools program at the school site to strategically align these services with students, teachers, parents and facilities.
- Esperanza E.S. will participate in Bridge programs that include students and families from the school in services.
- Esperanza E.S. will align and integrate its existing Healthy Start program efforts with services provided in the Full Service Community Schools program.
- Esperanza E.S. will participate in efforts to develop a comprehensive Prek-12 CUM and implement it for the benefit of students and families at the school.
- Esperanza E.S. will support the overall efforts of the FSCS as determined in the planning period and to be implemented over the course of five years.

AGREED TO:



Felicia Michell
Principal
Esperanza Elementary School

Los Angeles Unified School District (LAUSD)

- LAUSD will coordinate Adult Education, After School, Early Education, Summer Bridge, Professional Development and other related services at participating schools and in LAUSD Local District 4 to support the efforts of the Full Service Community Schools program.
- LAUSD Local District 4 personnel (Elementary and Secondary Directors as well as the Pilot School Director) will participate in FSCS planning year by creating an Implementation Plan and in supporting this Plan.

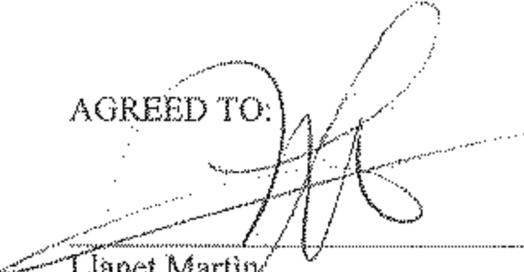
AGREED-TO:


Richard Alonzo
Superintendent, Local District 4
Los Angeles Unified School District

Belmont Education Collaborative (BEC)

- BEC will work closely with the FSCS efforts to realize its four goals
- BEC will include FSCS personnel in its steering committee and among its membership to integrate FSCS efforts into ongoing efforts provided by BEC in the Pico Union/Westlake community.
- The BEC Coordinator will support the work of Full Service Community Schools program personnel and participate in Year 1 Planning.
- BEC will support and advocate for the realization of the FSCS efforts and implementation of recommendations across the Five Years of the grant
- BEC will infuse PreK-12 advocacy and awareness into advocacy and policy efforts in provides in the Los Angeles and Pico Union/Westlake communities
- BEC will align resources and encourage its members to support the goals of the FSCS initiative by participating and providing coordinated services where appropriate.
- BEC will link its parent and student organizing efforts to the goals and objectives of the FSCS as described in the proposal.

AGREED TO:

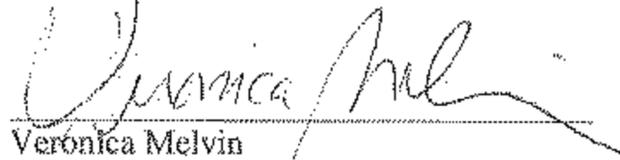


Llanet Martin
Belmont Education Collaborative Coordinator
Alliance for a Better Community

Alliance for a Better Community (ABC)

- The ABC Coordinator will participate in Year 1 planning and work with FSCS personnel to shape, complete and generate recommendations for program services.
- The ABC Coordinator will work to implement the recommendations over the five years of program planning and services.
- ABC will fundraise and leverage additional resources that meet program goals as defined in the FSCS narrative.
- ABC will advocate and publicize efforts in Los Angeles for implementation of the goals and objectives as described in the Full Service Community Schools program proposal.

AGREED TO:



Verónica Melvin
Executive Director
Alliance for a Better Community (ABC)

Full-Service Community Schools Program
Memorandum of Understanding (MOU)
With the Youth Policy Institute (YPI) and Partners

SIGNATURE PAGE

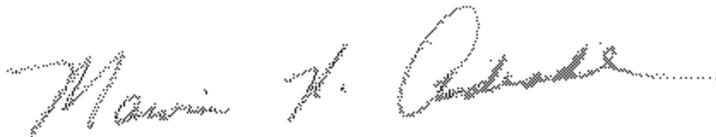
AGREED TO:


[Maria Casillas]
[President]
[Families In Schools]

Central American Education and Resource Center (CARECEN)

- CARECEN serves on the BEC Steering Committee and as an active member of the BEC will advance the efforts of the Full Service Community Schools program.
- CARECEN will align existing services it provides to parents, students and community members to the FSCS coordinated wrap around service delivery model. These CARECEN services include:
 - After school tutoring to youth at target middle schools.
 - After school and day long programs for youth off-track or on summer break that includes tutoring and other enrichment opportunities.
 - Legal and immigration services to families and community members in the Pico Union, MacArthur Park and Westlake regions.
 - Organization of local high school students to value education, stay in school and take the courses necessary to go on to college.
 - Active membership in CIVITAS governing council. CIVITAS is one of the first Pilot Schools established in the Belmont Zone of Choice served by the Full Service Community Schools program.

AGREED TO:



Marvin Andrade
Executive Director
Central American Education and Resource Center (CARECEN)

Full Service Community Schools Program
Memorandum of Understanding (MOU)
With the Youth Policy Institute (YPI) and Partners

SIGNATURE PAGE

AGREED TO:



Carlos Antonio H. Vaquerano
Executive Director
SALEF

Full-Service-Community Schools Program
Memorandum of Understanding (MOU)
With the Youth Policy Institute (YPI) and Partners

SIGNATURE PAGE

AGREED TO:



Alexander Sanchez
Executive Director
Homies Unidos

Central City Neighborhood Partner (CCNP)

- CCNP serves on the BEC Steering Committee and as an active member of the BEC will advance the efforts of the Full Service Community Schools program.
- CCNP will align its services provided to parents, students and community members to the FSCS coordinated wrap around service delivery model. These CCNP services include:
 - Services for a community resource center operated by CCNP for students, families, and community members seeking an array of services that can improve their quality of life. CCNP houses several organizations within its facilities to offer individuals and families a seamless array of services. Offered services include: Tutoring, Computer Center, Karate, Athletic Facilities, Workforce Training, Health Education, College Awareness, Resources in Mental Health and Substance Abuse and others.
 - Encouragement to CCNP member organizations to participate in the Coordinated Wrap Around Service Delivery Model provided as part of the Full Service Community Schools program.

AGREED TO:

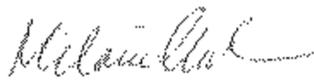


Veronica Olmos
 Executive Director
 Central City Neighborhood Partner (CCNP)

Centro Latino for Literacy

- Centro Latino is an active member of the BEC and will advance the efforts of the Full Service Community Schools program.
- Centro Latino will align services provided to parents, students and community members to the FSCS coordinated wrap around service delivery model. These Centro Latino services include:
 - Literacy skills for adults in their native language, often partnering with local Adult Education resources to serve clients. Classes take place at the agency community center and at school sites.
 - On-site child watch for Spanish literacy and ESL parents during morning class time.
 - Participation in regional efforts to promote literacy among indigent populations in the target neighborhoods.

AGREED TO:



Melanie Stephens
Executive Director
Centro Latino for Literacy

Full-Service Community Schools Program
Memorandum of Understanding (MOU)
With the Youth Policy Institute (YPI) and Partners

SIGNATURE PAGE

AGREED TO:

Beth Tishler

Beth Tishler
Director of Education & Community Programs
Inner-City Arts

- Facilitate quality improvement processes and evaluation by participating in related activities and providing access to data as needed during the grant period.
- Continue to work on sustainability of this program with the Youth Policy Institute and other partners during the term of this grant and afterwards.

Agency-Specific Roles

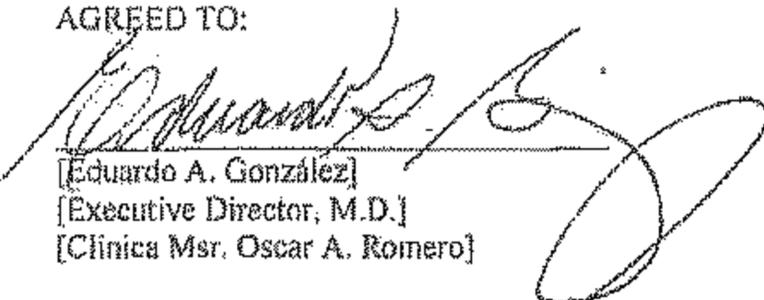
Clinica Romero

- Clinica Romero will work with the Belmont FSCS program to promote health care services to students and the families enrolled in the participating FSCS Schools in the Pico Union/Westlake community we serve. These will be offered through our medical, dental, mental health, and community organizing services already assisting families in this community.
- Clinica Romero will work with the Belmont FSCS program personnel and partners to ensure that the health programs are effectively structured and delivered to benefit the health and well-being of students and families at the target elementary and middle schools.

Full-Service Community Schools Program
Memorandum of Understanding (MOU)
With the Youth Policy Institute (YPI) and Partners

SIGNATURE PAGE

AGREED TO:


[Eduardo A. González]
[Executive Director, M.D.]
[Clinica Msr. Oscar A. Romero]

Applicant Capacity

The Youth Policy Institute (YPI) will be the applicant and Fiscal Agent for the Belmont Education Collaborative on behalf of the Belmont Full Service Community Schools Program. BEC is a coalition of community-based organizations, civic offices and schools established in 2005 to ensure that schools in Pico Union/Westlake graduate all students. The BEC worked closely with LAUSD Local District 4 to develop the Belmont Zone of Choice.

YPI is a community-based organization that has considerable experience providing youth and adult services, case management, employment training, and referrals for families in a school setting typical of the proposed full-service community schools model. YPI has a \$13 million annual budget and 600 staff, and operates programs at 51 sites in Los Angeles that serve 14,000 youth and adults each year. The organization has been awarded U.S. Senator Barbara Boxer's *Excellence in Education Award* for educational technology. In the last year, YPI has raised over \$17 million to support this approach which is well-suited to the goals of the FSCS program.

YPI partners with twenty-five Los Angeles Unified School District (LAUSD) and charter schools in the city to provide academic assistance and enrichment services in ASES and 21st Century community learning center-afterschool and adult education programs for more than 1,500 students and adults each day. YPI partners with LAUSD to provide case management and college preparation services to 1,400 students and families as part of a \$6 million GEAR-UP grant from 2005–11. GEAR UP parenting classes and resources like financial preparation for college will be used to support clients in the FSCS program. YPI has an ongoing adult education grant from the California Department of Education to provide GED and ESL classes for families at schools and in community centers and public housing projects. The agency recruits and places 106 AmeriCorps members each year to provide tutoring in English Language Arts and mathematics at Los Angeles schools. YPI also leads a collaborative to implement a Carol M. White Physical Education Program that promotes physical exercise and lifelong nutrition. YPI is funded by the U.S. Department of Health and Human Services for a Communities Empowering Youth program that supports Pico Union/Westlake nonprofit agencies to boost capacity.

YPI has managed a California EDD employment training grant since 2002 that has trained 228 low income clients, while placing 145 in non-subsidized employment. YPI is assisting 1,745 students in 2007–08 with Supplemental Educational Services tutoring. YPI has also been funded by the United Way of Greater Los Angeles for college preparation, academic, and workforce services that target low income families in Los Angeles from 2007–2010.

Appendix A-Comprehensive list of Measures and Data Sources for Outcome Areas

OUTCOME AREA	DATA SOURCE
Academic Achievement	
• Academic performance in general	• Parent survey, teacher survey
• Attendance or absenteeism	• School records, parent survey, teacher survey
• Attendance in school related to level of program participation	• School records
• Attendance in school related to achievement	• School records, standardized tests
• Attitude toward school	• Student survey
• Behavior in school*	• Standardized behavior scales by teachers
• Child's ability to get along with others	• Parent survey
• Child's liking for school	• Parent survey
• Child's communication skills	• Parent survey
• Child's overall happiness	• Parent survey
• Cooperation in school	• Student survey
• Effectiveness of school overall	• Teacher survey
• Effort grades	• School records
• English language development	• Student survey
• Expectations of achievement and success	• Student survey, teacher survey
• Family involvement in school events	• Teacher survey
• Grade point average	• School records
• Grades in content areas (e.g., math, reading)	• School records, parent survey
• Homework performance	• Parent survey, Teacher survey
• Learning skills development	• Teacher survey
• Liking school more	• Student survey
• Motivation to learn	• Parent survey, teacher survey
• Reading	• Student survey, Teacher survey, test scores
• Safety- viewing school as a safe place	• Student survey
• Standardized test scores	• SAT-9, state assessments
Youth Development	
• Adults in programs care about youth	• Student survey
• Awareness of community resources	• Student survey
• Behavior change toward new program component	• Parent and Student survey
• Child's self-confidence	• Parent survey
• Exposure to new activities	• Teacher survey
• Interaction with other students after school	• Student survey
• Interest in nonacademic subjects (e.g., art, music)	• Student survey
• Leadership development and opportunities	• Student survey
• Opportunities to volunteer	• Student survey
• Productive use of leisure time	• Student survey
• Sense of belonging	• Student survey
• Sense of community	• Student survey
• Sense of safety	• Student survey
• Sources of support for youth	• Student survey
* School behaviors included in the scales of frustration, tolerance, distraction, ability, to ignoring teasing, nervousness, sadness, aggression, acting out, shyness, and anxiety.	

Belmont Full Service Community Schools Schedule- "7 to7"

	Gratts EL	Esperanza EL	Liechty Middle	Romero Middle
1. Early Childhood Education	M-F, referrals	M-F, referrals	Once a week, plus referrals	Referrals
2. Remedial Education/Academic Enrichment	M-F, 3-6 pm	M-F, 3-6 pm	M-F, 3-6 pm	M-F, 3-6 pm
3. Parental Involvement	Once a week (12 week program)			
4. Mentoring/Youth Development	T-Th, 3-6pm	M-W, 3-6pm	M-W, 3-6pm	M-W, 3-6pm
5. Parenting Education	M-F 7pm-10pm	M-F 7pm-10pm	M-F 7pm-10pm	M-F 7pm-10pm
6. Community Service	M, W 3-5pm	M, W 3-5pm	M, W 3-5pm	M, W 3-5pm
7. Assistance for Truant/Suspended/Expelled Students	Once a week (13 week program)			
8. Job training/career counseling	Referrals	Referrals	Referrals	Referrals
9. Nutrition Services	M-F	M-F	M-F	M-F
10. Health/Dental Care	Bi-weekly	Bi-weekly	Bi-weekly	Bi-weekly
11. Mental Health Counseling	Twice per week	M-F	Twice per week	Twice per week
12. Adult Education	T-TH 7-10 pm, Sat.	T-TH 7-10pm, Sat.	T-TH 7-10pm, Sat	T-TH 7-10 pm, Sat

Los Angeles Unified School District

OFFICE OF COMMUNICATIONS

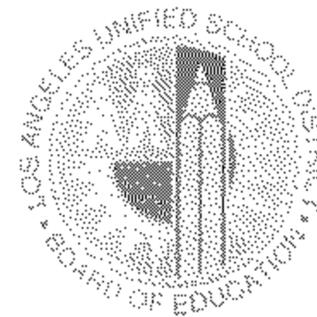
333 S. Beaudry Ave., 1st floor

Los Angeles, CA 90017

Phone: (213) 241-6766

FAX: (213) 241-8952

www.lausd.net



News Release

For Immediate Release

July 24, 2006

#06/07-017

LAUSD ENTERS INTO LANDMARK PARTNERSHIP WITH UTLA, COMMUNITY TO PLAN FOR BELMONT PILOT SCHOOLS NETWORK

Pact Delivers 5-10 Autonomous College Prep Schools in Downtown Starting in 2007

(LOS ANGELES) – The Los Angeles Unified School District (LAUSD) today announced that it has signed a letter of agreement and entered into discussions with United Teachers of Los Angeles (UTLA) to create five to 10 autonomous, college preparatory small schools to serve 9-12th grade students who live in the Belmont High School attendance area near downtown Los Angeles. The agreement creates a network of high-caliber 500-student public schools that downtown-area families can select based on students' interest. The schools are scheduled to start opening in 2007. This grew out of discussions with Superintendent Roy Romer, UTLA and members of the Belmont Education Collaborative (BEC).

The concept is based on Boston's highly successful Pilot School Network, a 19-year collaboration between the school district, union and community stakeholders in Boston.

"This unique partnership is an example of how ground-up reform can flourish in the LAUSD when we work collaboratively and think creatively," said Board of Education President Marlene Canter. "By creating this network of schools, parents can choose the best option for their children based on children's needs, not their home school."

"The Belmont Zone of Choice comes out of a vision and leadership that values collaboration between our schools, teachers, the district, the students and parents of our community, and all of our community partners concerned with the immediate need to reform our schools," said School Board member Mónica García, whose district serves the Pico-Union neighborhood. "It is a tremendous victory for the families of this area and sets a precedent for the way we educate children throughout Los Angeles."

"Three years ago, I led a delegation of parents, board members and union leaders to see how we could adapt the successes of the Boston Pilot School Network to better educate the

(more)

children of Los Angeles' Pico-Union neighborhood," said LAUSD Superintendent of Schools Roy Romer. "This is real education reform. It creates high-caliber school choices for downtown students, predicated on the belief that all children, regardless of poverty or social status, can learn."

With this agreement, downtown area parents will be able to select between two types of small schools: small learning communities such as Belmont High School's Academy of the Performing Arts; or the Belmont Pilot Network of autonomous small schools.

"Today's signing marks the culmination of years of collaboration between Local Dist. 4, the Office of the Board member, Teachers, students and the Belmont community," said Richard Alonzo, Superintendent of LAUSD's Local District 4. "It represents the type of innovative change that can happen when district officials partner with members of the community to develop an education model that puts our children and their families first."

"The Belmont Pilot Schools is a landmark achievement for the members of the Belmont community who have been working towards this day for 5 years," said Angela Sanbrano, Executive Director of the Central American Resource Center (CARECEN). "This community based effort changes the way parents and students interact with the district and will provide families the opportunity to take a more active role in the shaping of our schools."

The Belmont Pilot Schools will have appropriate autonomy in significant areas such as staffing, budget, governance, professional development and school calendars. Each small school will have rigorous college preparatory curriculum required for college entrance (A-G requirements) and can focus on academic areas such as the humanities, performing arts or social justice. They will be located at either existing LAUSD campuses or at schools now under construction in near downtown L.A. The small schools will open over a five-year period starting in the 2007-08 school year.

"This is an in-district innovation to redesign schools and create a portfolio of quality school choices for Pico-Union students," said Romer. "It capitalizes on resources already in the District, from teacher talent to LAUSD's historic building program. More importantly, it provides a personalized education tailored to meet the needs of the individual student."

The Belmont Education Collaborative is a group of 40 local organizations and LAUSD Local District 4 educators. Creation of the Belmont Pilot Schools Network is the result of the LAUSD's reform efforts in the last six years.

###

From the Los Angeles Times

Plan Would Give More Flexibility in Pico-Union Schools

L.A. Unified and union officials agree on a concept that would give new campuses freedoms similar to those of charter sites.

By Arin Gencer
Times Staff Writer

July 25, 2006

Los Angeles school and union officials have agreed in concept to develop a group of independent small schools in the Pico-Union area, allowing students to choose a campus that best fits their interests, the district announced Monday.

Although still in the conceptual phase, the Belmont Pilot Schools Network would consist of five to 10 fully autonomous high schools launched over the next five years, with a maximum of 400 students each. Principals and teachers at those schools would work under a separate contract that would free them to determine school calendars, curricula, budgets and administrative structures.

"We're providing a menu of options, and in the Belmont area, we're going to have choice," Los Angeles Unified School District Supt. Roy Romer said during a morning news conference at Belmont High School.

Several officials compared the model to the freedoms given to independently run, publicly financed charter schools.

The first schools in the group are set to open in September 2007. The six theme-based learning communities at Belmont High — including Performing Arts, Business and Finance, and the International School of Languages — would probably become candidates for the autonomous schools, said Cris Gutierrez, a teacher who has worked to launch Civitas SOL, or School of Leadership, one of the first pilot schools in the plan.

Romer said that the network is an experiment, one of several initiatives the district is exploring to combat high dropout and low graduation rates.

"It is truly a leap of faith on both sides," Romer said, referring to the district and the teachers union.

Advocates tout the smaller schools as an opportunity for more personalized education and a closer link between students and teachers — a difficult proposition in many of the district's overcrowded high schools.

"You get to know every kid, every teacher, families," said Gary Yoshinobu, Belmont High's principal. "You'd know why a student was having problems at school."

Teachers also could be more flexible with their time, Gutierrez said. If students needed more help with math, for example, their instructor could choose to extend that period instead of sticking to a rigid schedule.

The idea of the Belmont network was patterned after a Boston model created about 20 years ago.

For school and community leaders in the Pico-Union area, the agreement marked a triumph.

"It really is huge," Richard Alonzo, the local area superintendent, said of the agreement. The community could have taken the easier route and turned to charter schools, he added. But "we want to bring a change from inside of the district to improve things in the district, not try to improve it on the outside."

Some cautioned against celebrating the initiative too early.

Maria Estrada's sons — ages 15 and 17 — attended Belmont High's Performing Arts academy this past year. Though the longtime Pico-Union resident was pleased with the notion of choice, she urged officials to offer more than lip service.

"I would like to see this truly become a reality for everyone's future," she said in Spanish.

School board member David Tokofsky said he was open to the idea but expressed wariness about the details of the pilot schools' contract that remain unsettled. He questioned how the district would evaluate whether the program was working.

"What will be the specific improvements in student achievement? On what timeline will they be reached and with what freedoms?" Tokofsky said.

School board President Marlene Canter called the plan "a first step."

"This isn't beginning tomorrow," she said.

.....
Times staff writer Joel Rubin contributed to this report.

Copyright 2006 Los Angeles Times

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 3995-Mandatory_fscs_budget_narrative.xls

BUDGET JUSTIFICATION							Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Personnel												
Project Director	Full-time project director with 3% annual increases.	\$65,000	\$66,950	\$68,959	\$71,027	\$73,158	\$345,094					
Program Coordinators (4)	Full-time program coordinators with 3% annual increases.	\$112,000	\$173,040	\$178,231	\$183,578	\$189,085	\$835,935					
Chief Financial Officer	5% time with 3% annual increases.	\$6,000	\$6,180	\$6,365	\$6,556	\$6,753	\$31,855					
Accounting Manager	5% time with 3% annual increases.	\$2,250	\$2,318	\$2,387	\$2,459	\$2,532	\$11,946					
Total Personnel		\$185,250	\$248,488	\$255,942	\$263,620	\$271,529	\$1,224,829					
2. Fringe Benefits												
Project Director, Program Coordinators, CFO, Accounting Manager	21.09% of salaries and wages.	\$39,069	\$52,406	\$53,978	\$55,598	\$57,265	\$258,316					
Total Fringe Benefits		\$39,069	\$52,406	\$53,978	\$55,598	\$57,265	\$258,316					
3. Travel												
Workshops and Conferences	Two per year for four days each for five people. Airfare per person: \$350. Federal GSA per diem rate of \$256 including lodging, meals, and incidental expenses.	\$13,740	\$13,740	\$13,740	\$13,740	\$13,740	\$68,700					
Project Director Mileage	75 miles per week at \$.505 per mile.	\$1,818	\$1,818	\$1,818	\$1,818	\$1,818	\$9,090					
Total Travel		\$15,558	\$15,558	\$15,558	\$15,558	\$15,558	\$77,790					
4. Supplies												
Program Materials	\$13,000 per school for life of grant.	\$65,000	\$0	\$0	\$0	\$0	\$65,000					
Family Handbooks	2000 handbooks in first year, 300 handbooks in subsequent years. \$7.50 each.	\$15,000	\$2,250	\$2,250	\$2,250	\$2,250	\$24,000					
Resource Center Supplies	Books and resource materials. \$5192 per school.	\$20,768	\$0	\$0	\$0	\$0	\$20,768					

Office Supplies	\$612.50 per month.	\$4,900	\$7,350	\$7,350	\$7,350	\$7,350	\$7,350	\$34,300
Total Supplies		\$105,668	\$9,600	\$9,600	\$9,600	\$9,600	\$9,600	\$144,068
5. Consultants & Contracts								
Contracts: Assessments	Planning period (6 months).	\$50,000						\$50,000
Contracts: Mentoring and Other Youth Development Programs	To be determined during planning period.	\$30,000	\$54,493	\$54,000	\$51,300	\$46,170	\$46,170	\$235,963
Contracts: Parenting Education and Parent Leadership	To be determined during planning period.	\$10,000	\$20,000	\$18,000	\$17,100	\$15,390	\$15,390	\$80,490
Contracts: Assistance to Students Who Have Been Truant, Suspended, or Expelled	To be determined during planning period.	\$20,000	\$40,000	\$36,000	\$34,200	\$30,780	\$30,780	\$160,980
Contracts: Mental Health Counseling Services	To be determined during planning period.	\$15,000	\$30,000	\$27,000	\$25,650	\$23,085	\$23,085	\$120,735
Independent Evaluator	275 hours per year at \$60 per hour.	\$16,500	\$16,500	\$16,500	\$16,500	\$16,500	\$16,500	\$82,500
Total Consultants & Contracts		\$141,500	\$160,993	\$151,500	\$144,750	\$131,925	\$131,925	\$730,668
6. Other								
Insurance	5% of agency annual costs.	\$1,923	\$1,923	\$1,923	\$1,923	\$1,923	\$1,923	\$9,617
Rent	5% of office space costs.	\$4,932	\$4,932	\$4,932	\$4,932	\$4,932	\$4,932	\$24,659
College Bus Tours	Large bus at \$305 per day.	\$6,100	\$6,100	\$6,566	\$4,019	\$7,267	\$7,267	\$30,052
Total Other		\$12,955	\$12,955	\$13,421	\$10,874	\$14,122	\$14,122	\$64,328
A. Total Direct Costs		\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$2,500,000
B. Total Indirect Costs		\$0	\$0	\$0	\$0	\$0	\$0	\$0
C. Equipment		\$0	\$0	\$0	\$0	\$0	\$0	\$0
D. Scholarships/Tuition Assistance		\$0	\$0	\$0	\$0	\$0	\$0	\$0
E. TOTAL REQUESTED		\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$2,500,000