

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**FSCS APPLICATION PACKAGE
CFDA # 84.215J
PR/Award # U215J100003**

OMB No. 1894-0006, Expiration Date: 09/30/2011
Closing Date: JUL 23, 2010

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

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
7/16/2010	

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Flowing Wells Unified School District

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
866003684	002902559

d. Address:

* Street1:	1556 W. Prince Rd
Street2:	
* City:	Tucson
County:	Pima
State:	AZ
Province:	
* Country:	USA
* Zip / Postal Code:	85705

e. Organizational Unit:

Department Name:	Division Name:

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

Prefix:	Dr.	* First Name:	Nicholas
Middle Name:	I		

* Last Name: Clement

Suffix:

Title: Superintendent

Organizational Affiliation:

Flowing Wells Unified School District

* Telephone Number:

(520)696-8801

Fax Number:

(520)690-2400

* Email: CLEMENTN@FLOWINGWELLS.K12.AZ.US

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215J

CFDA Title:

FSCS Application Package

*** 12. Funding Opportunity Number:**

ED-GRANTS-060810-002

Title:

Full-Service Community Schools Program

13. Competition Identification Number:

Title:

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

Tucson, Arizona

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

Flowing Wells Full-Service Community Schools Program

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: AZ- 007 AZ- 008

* b. Program/Project: AZ-007 AZ-008

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 10/1/2015

18. Estimated Funding (\$):

a. Federal \$ 2194770

(b)(4)

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

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

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

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

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

Yes No

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

**** I AGREE**

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

Authorized Representative:

Prefix:	Dr.	* First Name:	Nicholas
Middle Name:	I		
* Last Name:	Clement		
Suffix:	Ph.D		

Title: Superintendent

* Telephone Number: (520)696-8801 Fax Number: (520)690-2400

* Email: CLEMENTN@FLOWINGWELLS.K12.AZ.US

* Signature of Authorized Representative: * Date Signed:

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.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Flowing Wells Unified School Dis...

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

Table with 7 columns: Budget Categories, Project Year 1(a), Project Year 2 (b), Project Year 3 (c), Project Year 4 (d), Project Year 5 (e), Total (f). Rows include Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction, Other, Total Direct Costs, Indirect Costs, Training Stipends, and Total Costs.

*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): _____ The Indirect Cost Rate is _____%

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

[] Is included in your approved Indirect Cost Rate Agreement? or, [] Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____%



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Flowing Wells Unified School Dis...

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

(b)(4)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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
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 sub-agreements.
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 (Clear Air) Implementation Plans under Section 176(c) of the Clear 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. "1721 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

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 the 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.

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 Representative:

Name of Authorized Certifying Representative: Nicholas I. Clement

Title: Superintendent

Date Submitted: 07/15/2010

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 any 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 or 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

Flowing Wells Unified School District

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: First Name: Nicholas Middle Name: I

Last Name: Clement Suffix:

Title: Superintendent

Signature: _____

Date:

07/15/2010

Section 427 of GEPA

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 **1894-0005**. 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:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : GEPA

File : C:\fakepath\GEPA.doc

GEPA

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.

GEPA 427 STATEMENT

As per requirements GEPA 427, the Flowing Wells Full-Service Community Schools Program will ensure equitable access to and participation in, all programs for students, teachers, parents, and other beneficiaries with special needs.

Necessary steps may include, but will not be limited to:

- Bi-lingual staff available to conduct enrollment process for volunteer, child and guardian
- Program brochures printed in the native language of participants

- Special materials and equipment for disabled participants
- Program consultation from special needs teachers
- Aggressive marketing and recruitment strategies which target all potential participants.

Project Narrative

Appendix--Other, if applicaable

Attachment 1:

Title: **Letters of Support.pdf** Pages: **10** Uploaded File: **Letters of Support.pdf**

Flowing Wells Junior High School
4545 N. La Cholla Blvd. - Tucson, AZ 85705
(520) 696-8550 - (520) 690-2420 fax

July 15, 2010

To Whom It May Concern:

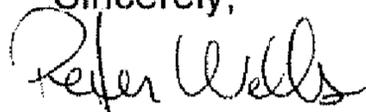
On behalf of the faculty, staff and administrative team of Flowing Wells Junior High School, I want to express our strong support for implementation of the proposed Full-Service Community Schools Program.

Flowing Wells Junior High is currently in Title I Restructuring and I was recently named principal as a component of this turn around model. FWJH is also implementing a comprehensive reading program with all faculty being trained by Dr. Ann Archer.

The proposed FSCSP will provide strong support for our restructuring school improvement plan including service learning, after-school academic tutoring, adult mentoring and family education and support.

Our school is 100% committed to reaching our goal of achieving Annual Yearly Progress and we are excited about collaborating with all the FSCSP partners in an effort to make this goal a reality.

Sincerely,



Peter Wells
Principal

Home of the Mustangs

CENTENNIAL ELEMENTARY SCHOOL

Flowing Wells School District

2200 W. Wetmore Road

Tucson, Arizona 85705

(520) 696-8200 Fax (520) 690-5613

#1 School
in Arizona 1991

National Blue
Ribbon School

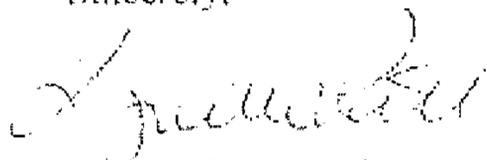
To Whom It May Concern:

This letter is written in strong support of the grant proposal submitted for the Flowing Wells Full Service Community Education Program. Centennial Elementary is one of the schools targeted to receive this opportunity to benefit children academically and socially through Project MAX, Learn to Serve, Skills for Success and the parent education and support GED/ESL program. I, along with staff and parents, have been involved in the planning of this grant and look forward to taking an active role in the implementation of the project.

Centennial housed an after-school Skills for Success pilot program this year that was planned and implemented by teachers to provide additional academic support to targeted at-risk students. It proved to be successful for students in providing them assistance in writing, reading and mathematics. Our Title I status also emphasizes the need for a full service program that will provide students and adults with English language assistance and community-based service programs.

Thank you for your consideration in awarding this grant to Flowing Wells School District and Centennial Elementary School. If you have any questions, please feel to contact me at 520-696-8201.

Sincerely,



Lynette Patton, Ed.D
Principal



HOMER DAVIS ELEMENTARY SCHOOL

Flowing Wells School District

4250 North Romero Road • Tucson, Arizona 85705 • (520) 696-8250

To Whom It May Concern:

The administration and teachers at Homer Davis Elementary School located in the Flowing Wells School District are in complete support of the Full Service Community Schools Grant. This program will provide qualified high school students an opportunity to serve as mentors to elementary school students.

Homer Davis Elementary School is comprised of 480 students who have unique life experiences, face difficult social issues, and continue to persevere through life's challenges. Currently, 82% of our student population qualifies for the Free or Reduced Federal Meals Program. This high percentage emphasizes the importance and need for grant programs within our school system. Implementing the Full Service Community Grant will enhance our effort to provide support services to meet the needs of at-risk students.

Our school provides student driven programs that extend beyond the traditional school day. Many of our after-school programs specifically target community needs. This school year, Homer Davis has developed partnerships with Big Brothers and Big Sisters, Skills for Success After – School Reading and Math Instruction, Girls Scouts of America, Boys Scouts of America, athletics, choir, and several Title I after-school tutorial programs. These programs are students centered and developed to meet the needs of our community.

The Full Service Community Service Grant will provide an opportunity to provide mentorship for students and enhance student leadership skills. If you have any questions, please contact me at (520) 696 – 8250.

Sincerely,

Brett K. Bonner

Principal

Homer Davis Elementary School

Walter Douglas Elementary School

3302 N. Flowing Wells Road - Tucson, AZ 85705

(520) 696-8300 - (520) 690-5615 fax

July 15, 2010

To Whom It May Concern:

The purpose of this letter is to communicate my strong support for the Flowing Wells Full-Service Community Schools Program grant application.

This proposal targeting Flowing Wells Junior High and our feeder elementary schools will provide programs which will have great benefit to the Walter Douglas school community. The four services outlined in the application, Learn to Serve, Project MAX, Skills for Success and adult ESL/GED target specific needs which were recently identified during our School Improvement Planning process.

Walter Douglas serves a high at-risk population with 33% of the school classified as English Language Learners and a 90% free and reduced rate.

Our faculty and staff are excited about the opportunity to collaborate with the FSCSP partners in creating programs which support increased student achievement and positive self-concept.

Sincerely,



Sandra Thiffault
Principal

WALTER DOUGLAS ELEMENTARY SCHOOL

"Parents and teachers working together is the key to our success."



Laguna Elementary School

5001 North Shannon Road • Tucson, Arizona 85705 • (520) 696-8450 • Fax (520) 690-5616

July 15, 2010

To Whom It May Concern:

I am thrilled to write this letter in support of the Flowing Wells Full-Service Community Schools Program grant application. Laguna Elementary has been included in the grant to provide additional student and adult support as a feeder school to Flowing Wells Junior High.

The four services outlined in the FSCSP application, Learn to Serve, Project MAX, Skills for Success and adult ESL/GED address specific needs of our at-risk student population.

Our faculty and staff are excited about the opportunity to collaborate with the FSCSP partners in creating programs which support increased student achievement and positive self-concept.

Sincerely,



Theresa Leal-Holmes
Principal

Flowing Wells High School

To Whom It May Concern:

Flowing Wells High School fully support our district's application for the Full-Service Community Schools Program Grant.

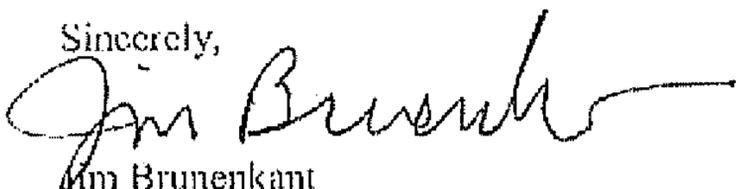
Our high school students will earn community service credit (a graduation requirement) by serving as tutors for students participating in the Skills for Success Program at Centennial, Homer Davis, Laguna, and Walter Douglas Elementary Schools.

High school students will also participate in the Learn 2 Serve Project. Students involved in this program will also receive community service credit; they will then serve as team leaders and they will help with the creation, implementation, and evaluation of the project.

Qualified Flowing Wells High School Students may also serve as mentors for the Project MAX project.

We hope that this funding is made available to our Flowing Wells Community. Our children and families need these resources to be successful learners.

Sincerely,



Jim Brunenkant
Principal



Flowing Wells Neighborhood
Association and Community Coalition

To Whom It May Concern:

The purpose of this letter is to express our strong support for the Flowing Wells School District application for the Full-Service Community Schools Program (CFDA-84-215). The Flowing Wells Neighborhood Association and Community Coalition has had a long collaboration with the Flowing Wells School District and support the process of community education and appreciate what this grant would provide our neighborhoods.

We are fully committed to provide help and support by providing volunteers for the Skills After School Tutor Centers and the Learn-to-Serve Community Service Project. Our coalition is one of the strongest in the county with a large membership. We continue to work closely with the Flowing Wells School District to provide services that improve the quality of life in our community.

Recently we, in collaboration with the school district, were awarded the All-America City award based on a number of successful collaborations.

Sincerely,

A handwritten signature in cursive script that reads "Ellie Towne".

Ellie Towne
President

ET/jb

P. O. Box 5141, Tucson, AZ 85703-5141 (520) 888-2085

*Bringing people together to improve the safety and quality
of life in the Flowing Wells community.*

Flowing Wells



2007



IBM Systems Group
9300 So. Rita Rd., Dept. L36A, Bldg. 9002-1
Tucson, Arizona 85744

Tele: (520) 739-2203
Fax: (520) 739-4771
ccanid@gus.ibm.com

Dr. Nic Clement
Superintendent
Flowing Wells School District
1556 W Prince Road
Tucson, AZ 85705

Dear Dr. Clement:

IBM Tucson is pleased to support Flowing Wells School District's Full Service Community Learning Grant submission.

IBM Tucson and the Flowing Wells School District have developed a very strong partnership over the past six years. We began our partnership by selecting Flowing Wells Middle School for our week-long EX.I.T.E. (EXploring Interests in Technology and Science) Camp summer program. This camp strives to help middle school girls develop and maintain an interest in math, science and technology and, in turn, develop IBM's long-term pipeline of female technologists. IBM and Flowing Wells School District advanced our partnership and collaboration through several other very key programs:

- **Partnering with IBM in Education (PIE):** A three-way mentoring program that matches a Flowing Wells student with an IBM professional and a University of Arizona (UofA) Society of Hispanic Engineers (SHPE) student. Through this program, the Flowing Wells students received mentoring from both an IBM Professional as well as a UofA student.
- **¡TradúceloAhora! (Translate Now):** A web-based program enabling bi-directional translations (English to Spanish and Spanish to English) of emails between teachers and parents. Additionally, teachers use the technology to translate websites from English to Spanish automatically, helping to address the Hispanic Digital Divide.

Flowing Wells implemented this program within their community learning centers which provide academic enrichment classes five days a week in reading, writing, math and technology. One day a week, students can choose to participate in fine arts classes which include dance, art, and Mariachi. Parents also have weekly opportunities to attend ESL and GED classes on their home school site. Through TradúceloAhora!, parents have additional daily opportunities to communicate with their children's teacher and learn of other websites which will improve their personal and family educational endeavors.

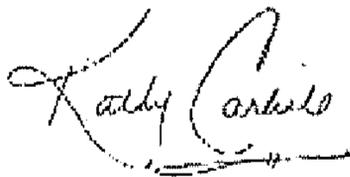
- **Reading Companion:** The Reading Companion Software "listens" and provides immediate audio feedback on pronunciation and accuracy. Accurate readers receive positive reinforcement from the "companion tutor". Those readers having difficulties will hear a gentle reminder to try again or a correct reading of the word.

The IBM Reading Companion program has become an effective enhancement to Flowing Wells School District's Skills for Success after-school reading program based on the strong correlation between the program activities and the Arizona State Reading Standards. The IBM Reading Companion program provides a high degree of motivation based on the integration of immediate and non-judgmental feedback along with engaging activities. This program not only supports the Skills for Success after-school programs, but Flowing Wells also implemented the program into their Adult ELL Learners program.

IBM's involvement with Flowing Wells arises out of a philosophy of nourishing diversity in our workplace. There is an urgent need in our community to provide opportunities for young women, particularly under represented minority girls and girls with special needs to gain skills in Information Technology (IT) and Science, Technology, Engineering and Math (STEM). Diversity is one of the key factors that drives our hiring policy. Maintaining the integration of our diversity initiatives within the mainstream of the corporation is crucial to IBM's future success in the information technology industry.

IBM is committed to the outreach of the student population in elementary, middle and high school and view our partnership with the Flowing Wells School District as a "best of breed" practice that demonstrates how businesses and school districts can partner and truly make a difference in the lives of our children

Sincerely,

A handwritten signature in cursive script that reads "Kathy Carlisle". The signature is written in black ink and is positioned below the word "Sincerely,".

Kathy Carlisle
Corporate Citizenship & Corporate Affairs Program Manager



FLOWING WELLS SCHOOLS

KOLA FRANKS ADMINISTRATION CENTER
1556 WEST PRINCE ROAD
TUCSON, ARIZONA 85705-3087
(520) 696-8000 • FAX: (520) 690-2400

U.S. Department of Education
Office of Innovation and Improvement
Washington, D C. 20202-5970

To Whom It May Concern:

This letter is written in strong support of the Full-Service Community Schools Program grant through the U.S. DOE Office of Innovation and Improvement. This comprehensive program which includes four projects addressing mentoring, community service, after-school remedial education and academic enrichment and adult GED and ESL classes will have a significant positive impact on our community.

Our district is committed to providing the following resources in support of this grant:

Facilities: All required facilities including computer labs, gyms, libraries, and additional classroom space.

Support Staff: Necessary services including custodial, food service, technology, transportation and general facility maintenance will be provided by the district as in-kind support.

Leadership: The Flowing Wells Governing Board strongly supports this grant through a commitment of district administrative resources.

The identified partners in this project have the ability, expertise, and experience to support attainment of the stated project objectives. This project will support and reinforce of educational efforts to build the foundation for student success in school and beyond.

Sincerely,

Dr. Nicholas I. Clement
Superintendent

Project Narrative

Appendix--Documentation of match

Attachment 1:

Title: **FSCSPMatch** Pages: **1** Uploaded File: **FSCSPmatch.doc**

**Flowing Wells School District
Matching In-Kind/Cash Support- Budget Summary Non-Federal Funds**

Flowing Wells Unified Schools will provide all needed facilities (classrooms, gyms, cafeterias, playgrounds, etc.) & utilities for the Full-Service Community Education Programs = \$(b)(4)

Flowing Wells Unified Schools will provide use of all school networked computer labs including costs of internet access, maintenance, and software licensing for the FWCSP = (b)(4)

Flowing Wells Unified Schools will provide student bus transportation for all FSCSP 60 miles x 180 days (b)(4)

Driver Salaries: 4 drivers 2 hrs per day x (b)(4)
(b)(4)

FWUS will provide stipends to support professional staff development for all FSCSP staff = (b)(4)

FWUS will provide custodial services for all facilities utilized by the FSCSP programs: 1 hour per at 4 sites x 180 days x (b)(4)
year

FWUS will provide all project clerical and accounting support: 1 hour per day x 180 days x (b)(4)

FWUS will provide fingerprinting costs for all volunteers (b)(4)

FWUS will provide travel and training required for the FSCS Coordinator: (b)(4)
year

FWUS will provide financial Accounting Support: 5 hours per week x 36 x (b)(4)
(b)(4)

FWUS will provide all indirect Costs- (b)(4)

FWUS will provide all costs for the CIPCE validation team visit (b)(4)

Total Flowing Wells Unified Schools Full Service Community Schools Program Match: (b)(4)

Project Narrative

Appendix--MOU

Attachment 1:

Title: **MOUs.pdf** Pages: **6** Uploaded File: **MOUs.PDF**

**Flowing Wells Full-Service Community Schools Program
Project MAX
Partnership Agreement**

The Flowing Wells School District looks forward to partnering with Big Brothers Big Sisters of Tucson and Flowing Wells Extension Programs, Inc. for *Project MAX* (Mentoring Academic Excellence), a component of the FW FSCSP.

This agreement specifies the expectations of the partnership, should full funding be received from the Department of Education's Full Service Community Schools Program CFDA 84.215J.

Partnership Goals

The partnership agrees to work together to provide carefully screened, trained and supported adult mentors for children with the greatest needs attending **Flowing Wells Junior High** along with the four feeder elementary schools, **Homer Davis, Centennial, Laguna, and Walter Douglas**. Participating children will demonstrate improvement in their academic performance, school attendance, disciplinary referrals and other measures that will provide protective factors from their identified risks.

Roles & Responsibilities

Flowing Wells School District agrees to:

- Administer the financial distribution and reporting of grant funds.
- Involve school counselors and teachers in the identification and enrollment of children with the greatest need.
- Allow access to academic, attendance and disciplinary records of participating children for the purpose of evaluation.
- Provide space and resources at the participating schools for the use of volunteer mentors and youth.
- Assist in identifying resources for recruiting adult mentors.

Big Brothers Big Sisters of Tucson agrees to:

- Recruit, screen, and enroll a sufficient number of volunteers to match with the participating children (60).
- Provide training and ongoing support to adult mentors to ensure the successful maintenance of the matches for a minimum of 12 months.
- Communicate regularly with the volunteer, child, teacher and parent to ensure the match's success.
- Administer the POE (Program Outcome Evaluation) tool.

Flowing Wells Extension Programs, Inc. agrees to:

- Provide a School Site Coordinator to facilitate the identification and enrollment of participating youth, develop the Match Activities Curriculum, gather data required for evaluation, and provide on-site support to mentoring matches.

Finances and Liability

Big Brothers Big Sisters agrees to:

- Provide services previously described for fees totaling \$73,710 for each year of the project.
- Provide liability insurance coverage.

Evaluation

We agree to use these criteria to identify whether the partnership is achieving its goals:

- The number of children successfully involved in mentoring relationships.
- The achievement of the identified outcome objectives.
- The fulfillment of each partner's roles and responsibilities as described in this agreement.

Communication

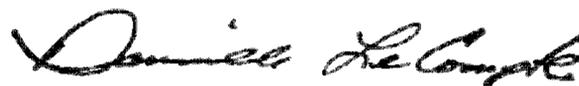
The following individuals will serve as primary points of contact for each of the organizations participating in the partnership:

- Flowing Wells School District – Dr. Nic Clement, Superintendent
- Big Brothers Big Sisters of Tucson – Danielle LeCompte, Chief Executive Officer
- Flowing Wells Extension Programs, Inc. – Martha Petty, Executive Director

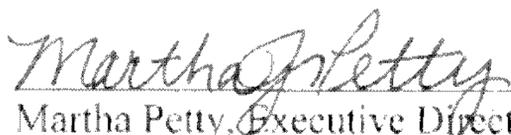
The group will communicate regularly as needed and meet at least quarterly to evaluate the progress of the project.



Nic Clement, Ed.D, Superintendent
Flowing Wells School District



Danielle LeCompte, Chief Executive Officer
Big Brothers Big Sisters of Tucson



Martha Petty, Executive Director
Flowing Wells Extension Programs, Inc.

Flowing Wells Full-Service Community Schools Program

Partnership Agreement

The Flowing Wells School District looks forward to partnering with Flowing Wells Extension Programs, Inc. in the FW FSCSP grant

This agreement specifies the expectations of the partnership, should full funding be received from the Department of Education's Full Service Community Schools Program CFDA84215J.

Partnership Goals

The partnership agrees to work together to achieve the 12 project objectives outlined in the FW FSCSP grant proposal.

Roles & Responsibilities

Flowing Wells School District agrees to:

- Administer the financial distribution and reporting of grant funds.
- Provide space and resources at the participating schools necessary to achieve the project objectives.
- Provide transportation for student participants.
- Provide nutritious snacks for all after-school grant programs.
- Provide training for all grant staff.

Flowing Wells Extension Programs, Inc. agrees to:

- Provide a Project Administrator to coordinate all grant programs and activities.
- Provide parent education and support GED/ESL classes at each of the four targeted elementary schools.

Finances and Liability

Flowing Wells Extension Programs Inc. agrees to:

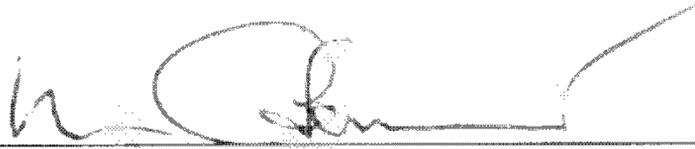
- Provide services previously described for fees totaling \$274, 250 over the five year grant period.
- Provide liability insurance coverage.

Communication

The following individuals will serve as primary points of contact for each of the organizations participating in the partnership:

- Flowing Wells School District – Dr. Nic Clement, Superintendent
- Flowing Wells Extension Programs, Inc. – Martha Petty, Executive Director

The group will communicate regularly as needed and meet at least quarterly to evaluate the progress of the project.



Nic Clement, Ed.D, Superintendent



Martha Petty, Executive Director
Flowing Wells Extension Programs, Inc.

Memorandum of Understanding

Flowing Wells Full-Service Community Schools Initiative

I. The Vision

The Flowing Wells Public Schools—in partnership with the National Community Education Association (NCEA), is committed to fulfilling the following guiding principles for community schools set forth by the National Community Education Association:

1. *Leadership Development*—The training of local leaders in such skills as problem solving, decision-making, and group process is essential for ongoing self-help and community improvement efforts.
2. *Determining Needs and Resources*—People are best served when their capacity to help themselves is encouraged and developed. People also have a right and a responsibility to be involved in determining community needs and identifying community resources that can be used to address those needs.
3. *Responding to Needs*—Full use of the physical, financial, and human resources of every community must be coordinated if the diverse needs and interests of the community are to be met effectively and without duplication. Public institutions exist to serve the public and therefore are obligated to develop programs and services that meet continuously changing public needs.
4. *Lifelong Learning*—Learning occurs throughout one's lifespan. A broad range of formal and informal learning opportunities should be readily available to residents of all ages in a wide variety of community settings.
5. *Assessing Outcomes*—Community schools are increasingly being held accountable for achieving outcomes that impact families, schools, and communities. The outcomes of the work of community schools must be measured and communicated to the public.

II. The Service

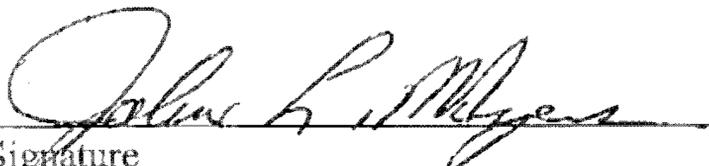
The National Community Education Association (NCEA) will support and partner in the Flowing Wells Full-Service Community Schools Initiative in the following ways:

- Provide technical assistance to project leaders to conduct a self-assessment of the project using NCEA's Continuous Improvement Process for Community Education (CIPCE) model.
- Provide technical assistance and professional development to project participants regarding strategies for addressing each of the five components of the CIPCE process.

- Provide a CIPCE validation team to visit the Flowing Wells Full Service Community School sites to observe programs, interview stakeholders and provide a formal report outlining accomplishments and recommendations for improvement.

Authorized Representative:

Name: John Myers
Title: Executive Director
Agency: National Community Education Association
Address: 3929 Old Lee Highway #91-A, Fairfax, VA 22030
Phone #: (703) 359-8973
E-Mail: ncea@ncea.com
Website: <http://www.ncea.com/>



Signature



Date

Project Narrative

Appendix--Resumes of Key Personnel

Attachment 1:

Title: **resumes.pdf** Pages: **9** Uploaded File: **Resumes.PDF**

Appendix A- Resumes of Key Personnel

Martha J. Petty

(b)(6)

CAREER OBJECTIVE

Key Administrative Management position where leadership skills in operations, facilities management and administration will contribute to organizational profitability and effectiveness.

SUMMARY STATEMENT

More than 12 years of diversified and progressive management experience within non-profit agencies. Demonstrated expertise in reducing operating costs. Particularly effective in assessing and resolving complex operational and organizational problems to increase productivity and recover lost revenue. Excellent written and interpersonal communication skills.

ADMINISTRATIVE MANAGEMENT

- Managed all phases of extra curricular activities for students in the Flowing Wells School District.
- Developed and implemented total quality improvement activities for before and after school child care. This included educating staff and writing policies, procedures and quality reports.
- Created standards of practice for entire non-profit organization. Wrote policies and procedures for new employee orientation and in-service training.
- Prepared federal, state, and foundation grants for program enhancements for various school and community programs. For the year 2005, over \$236,000 funded.

PROJECT DEVELOPMENT

- Restructured computer system for financial office by dismantling outdated system, evaluation current needs, analyzing products and designing new data base.
- Directed team creating department-specific information system.
- Designed and implemented efficient method of distributing client billing statements. Produced \$20,000 savings in first year and increased customer satisfaction and decreased incident reports.
- Organized and directed the purchasing of 6 modular centers. Coordinated the bid process and managed the work of the contractors.

FLOWING WELLS EXTENSION PROGRAMS, INC., Tucson, AZ

Executive Director

1994 – Present

Manage a combination of 130 professionals for this non-profit corporation. Oversee 19 programs in the Flowing Wells School District. Report to the Corporate Board with management responsibility for development/implementing of programs, monitoring of budgets, professional development, human resource, conducting needs assessments, and administration of a Federal, County, and State grant. Key accomplishments included: completed the process to become the first National Accredited Before and After School Child Care in Tucson, Arizona, National validator for the National Association for Early Youth Centers and the National School-Age Care Alliance, present on a local level to various youth programs, serve as the After School Alliance State Associate, 21st Century State Vision Team, Youth Development Coalition Member for Pima County, and conference presenter for NCEA.

AMPHITHEATER EXTENSION PROGRAMS, INC., Tucson, AZ

Director of Educational Programs

1993 – 1994

Manage a combination of 80 professionals with full responsibility for the Director of Educational Programs function for this non-profit corporation. Report to the President of the corporation with management responsibility for preparation and monitoring of budgets, monthly and year-end reports, program development / implementation, faculty development. Key accomplishments included: design/implementation of Intersession program at Copper Creek Elementary, updated the summer school program for grades K –12, improved overall operating procedures of the community education program, served as the Vice President for the Sonoran Alliance for Youth.

CENTER FOR COMPUTING & INFORMATION TECHNOLOGY, Tucson, AZ

**Computer Account Specialist Senior
1993**

1998 –

Guided a staff of 2 professionals with full responsibility for the Customer Account function. Provided advice and assistance to administrative and academic users regarding mainframe access. Monitored and controlled work flow to ensure timely and accurate output. Developed and maintained documentation. Prepared variety of statistical and graphical reports. Monitored activities of subordinates, assisted manager with operational planning.

EDUCATION

B.S., University of Arizona, Tucson, Arizona

M.A., Capella University- Educational Leadership

Nicolás Elisandro Tomás Máres

(b)(6)

Education

- Diploma – Amphitheater High School, May 1993
- Associate Degree – Pima Community College, May 1998
- Bachelor of Arts – Prescott College/University of Arizona , May 2004-Present

Philosophy: To encourage hope and create opportunities for achievement.

Work History

Math Instructor/ELL Instructor, (Southside Community School)

July 2005- Present

Prepare lesson plans/curricula, grading, filing systems, parent/teacher conferences, IEP translation from English to Spanish, ELL law interpretation, Understanding of ELL law, generating ELL program at Southside Community, ELL instruction, community outreach, ADE tutoring program and other administrative duties.

Contact: Larry Speta (520) 390-5280

Teacher Associate/Tutor Specialist, (S.T.A.R Academics)

July 2004- July 2005

Prepare lesson plans/curricula, grading, working with and mentoring at-risk, emotionally handicapped, economically challenged youth, community outreach, office/administrative responsibilities, parental conferences, assisted in Physical Ed. Program in collaboration with TPD, IEP translation and interpretation of IEP's, translation from English to Spanish in IEP meetings.

Contact: Wanda Brown M.Ed (520) 545-2326/629-0584

Special Education Instructor/Specialist, (Toltecalli Academy High School)

November 2003- July 2004

Prepare lesson plans/curricula, grading, working with and mentoring at-risk Chicano youth emotionally handicapped, economically challenged, community outreach, office/administrative responsibilities, parental conferences, IEP translation and interpretation of IEP's, translation from English to Spanish in IEP meetings, understanding of SPED law, assisting and completing transition services for special ed. students in collaboration with Pima Community College.

Contact: Ryan Larkin-Smith M.Ed (520) 548-8191

Educational Specialist, (PPEP Tec Charter High School)

June 1998- May 2003

Prepare lesson plans/curricula, grading, working with and mentoring at-risk youth emotionally handicapped, economically challenged, community outreach, office/administrative responsibilities, parental conferences, IEP translation and interpretation of IEP's, translation from English to Spanish in IEP meetings, instructing life skills class and career planning, parental conferences, matriculation of incoming students.

Contact: Lisa Watson M.Ed (520) 437-4390

ERIC J. RHODES

(b)(6)

EDUCATION

1995 - 1999 Lee University Cleveland, Tennessee

Bachelor of Arts in Communications

~ Scholarship member of Varsity Soccer team for four years

~ Member of Pi Kappa Pi Fraternity

SPECIAL INTERESTS

~ Professional soccer player for the Tucson Fireballs/ Charlotte Eagles of the USL Pro League

~ Volunteer for Fellowship of Christian Athletes, Big Brothers Big Sisters

WORK EXPERIENCE

May 2000 - 2002 News Assistant Tucson, AZ

June 2002 - 2004 Sports Producer/Reporter Tucson, AZ

August 2004-2005 Weekend Sports Anchor/Reporter Tucson, AZ

KVOA Eyewitness News Four

~ Worked closely with the Arizona Diamondbacks, Arizona Cardinals and the Phoenix Suns

~ Worked extensively in the NCAA including the Baseball and Softball World Series, the National Championship Fiesta Bowl, several NCAA basketball tournaments with the University of Arizona men's and women's teams.

~ Freelance work for Fox Sports Net and several local radio sports talk shows

July 2006-July 2008 High School Teacher/Administrator

Charlotte Christian School

~ Taught three classes including Public Speaking, Junior Seminar, and Bible

~ Served on the high school administrative team, duties including but not limited to all daily discipline of students, invented and implemented new online discipline notification process, served on the Educational Leadership team for the entire school grades JK-12, planned and executed a whole school retreat including coordinating parent volunteers and outside speakers for our group.

~ Coached three varsity sports: Soccer, Basketball, Volleyball

January 2009- April 2009 Spring Training Operations Assistant

Arizona Diamondbacks

~ Coordinated and executed daily operations for a Major League Baseball franchise
~ worked closely with the team, managers, executives of the organization
~ Performed sales and management duties

Kerrie Hankinson

(b)(6)

Objective	To obtain a career in helping young adults grow, succeed, and overcome the hurdles of life		
Experience	2005–Current	Flowing Wells Ext. Programs, Inc.	Tucson, AZ
	Project Coordinator		
	<ul style="list-style-type: none">▪ Develop projects for Intergenerational▪ Coordinate Project M.A.X. mentoring program for elementary student▪ Customer Service in the F.W.E.P office▪ Process payments and accounts payable▪ Office Filing		
	2004-2005	Flowing Wells Ext. Programs, Inc.	Tucson, AZ
	Fine Arts Teacher		
	<ul style="list-style-type: none">▪ Developed a variety of fine art projects on and implemented them for children K-6th grade.		
	2001-2006	Essence Spa and Salon	Tucson, AZ
	Nail Technician		
	<ul style="list-style-type: none">▪ Assistant Manager, in charge of making sure the Salon ran smoothly▪ Opened and Closed the Salon.▪ Did a variety of nail services on clients.		
	1995–2001	Flowing Wells Ext. Programs, Inc.	Tucson, AZ
	Teacher III		
	<ul style="list-style-type: none">▪ Second in Charge▪ Open and closed the site▪ Helped sign children in after-school, had open communication with parents, and received parent payments▪ Developed Lesson plans for 4th, 5th, and 6th graders▪ In charge of kindergarten group in the morning and the 4th, 5th, and 6th grade group in the afternoon		
Education	2000-2001	Arizona Academy of Beauty	Tucson, AZ
	<ul style="list-style-type: none">▪ Nail Technician License		
	1998–2000	The Art Center of Tucson	Tucson, AZ
	<ul style="list-style-type: none">▪ Associate in Advertising Arts		

Vita

Duane F. Rupert, Ed. D.

(b)(6)

Telephone: 843-319-4744 (office)

(b)(6)

Education

- May 1987** **Doctor of Education** in Program Planning and Evaluation, State University of NY at Albany. Dissertation topic: "The Relationship between Cognitive Style and Achievement of Adult Learners in a Home-Study GED Preparation Program."
- May 1971** **Bachelor of Science** in Social Studies, University of Texas, Austin, TX.

Current and Previous Full-time Experience

- 2000 – Present** **President**, 21st Century Grants, Inc. Develop new business opportunities and maintain working relationships with a growing client base. Provide technical assistance, training and external evaluation services for state departments of education, colleges, school districts and community organizations. Prepare federal, state, and foundation grant proposals. Design self-assessment rubrics, data collection regimens and protocols for work with Community Schools, Adult Education and After School programs. Design and facilitate strategic planning sessions for organizations to implement Continuous Improvement Process (CIP) models. Provide CIP site visitation leadership for the National Community Education Association, SC Department of Education, and government agencies.
- 1997 – 2000** **Administrator and Graduate Faculty**, State University of NY at Oneonta. Taught graduate research courses as a part-time faculty member and managed community programs as a full-time administrator at the Oneonta Community Education Center. Responsible for program development, grants research and writing, marketing, and coordination of a community education consortium. Introduced automated registration procedures, more effective marketing approaches, a greater variety of courses and satellite locations. Secured the following grants: Barbara Bush Foundation funding for a family literacy program; Appalachian Regional Commission funding for an adult education distance learning program; and, 21st Century Community Learning Centers grants to support middle grades and elementary after-school and summer programs.
- 1994 – 1997** **Superintendent**, Laurens (NY) Central Schools. Provided leadership for a K-12 school serving 500 children. Responsibilities included supervision of 41 faculty and 45 support staff. Other duties included a full range of management functions including: finance (budget preparation, fiscal management, grants research and writing, state reporting); personnel (staff recruitment and selection, evaluation, contract negotiations); strategic planning (instruction, capital assets); board, parent, community relations (communications and shared decision-making); and, student life (discipline, student activities, prevention and intervention programs).

- 1988 – 1994** **Director, Community Education Services**, Greece Central Schools, Rochester, NY. Responsible for: Community Relations, Community Education, Alternative High School, Adult Literacy Services, Parent Advocacy Services, WGMC 90.1 FM, Grants Research and Writing, Center for Training and Development, and Facility Use for a district serving 13,500 students. Also coordinated Business/Post Secondary Partnerships and the Teacher Center. Responsible for 19 professional and 10 support staff. Introduced TQM principles and provided training to support strategic planning and continuous improvement objectives. Managed several successful district-wide bond and budget campaigns and a variety of community opinion survey projects. Helped develop a K-12 Instructional Management System.
- 1982 – 1988** **Director, Community Education & Principal, Community Education Center**, Greece Central School District. Responsible for overall supervision of comprehensive, self-supporting Community Education programs (over 22,000 annual registrants) and direct management of a self-sustaining Community Education Center. Managed 17 full-time administrative and support staff, and over 200 part-time instructional and support staff. Was also responsible for developing and managing annual budgets totaling over 1.4 million including federal and state grants. Planned and supervised transition from manual to automated registration / records management. Created the Center for Training and Development to serve local business, industry, and agency clients.
- 1978 – 1982** **Assistant Director, Community Education**, Greece Central School District. Assisted in the general management and evening supervision of Community Education Programs. Specific responsibilities included: Driver Education Program; Advertising/Promotion; College Extension Courses; “Academic Coaching” Program; and, Adult Basic Education Programs.
- 1977 – 1978** **Training Supervisor**, NY State, Department of Civil Service. Was responsible for management and program development of Employee Benefits Training Courses (a statewide Continuing Education Program).
- 1972 – 1976** **Social Studies Teacher** (8th Grade), Gloversville (NY) School District.

Service

Education

- National Community Education Association
(President – 1997-98)
(Board of Directors: 1989 – 1992 & 1995 – 1999)
(Chair of Continuous Improvement Process Committee: 1999 – 2010)
- National Center for Community Education: 21st Century
Community Learning Centers Training Initiative
(Member of Northeast Advisory Council: 2001 - 2004)
- National Council of State Community Education Associations
(New York State Representative: 1993 – 1995)
- New York Association for Continuing/Community Education
(President: 1987 – 1988)

NYS Education Department, Adult Learning Services Advisory Council
(Chairman: 1984 – 1986)

Community

Otsego County (NY) Chamber of Commerce
(Board of Directors: 1996 – 2000)
(Chairman, Education Committee: 1997 – 2000)

Greece, NY Chamber of Commerce
(President: 1994) (Board of Directors: 1986 – 1994)

Greece, NY Rotary
(President: 1993 – 1994) (Board of Directors: 1991 – 1994)

Recent Grants/Continuous Improvement Process Experience

- 2009 - Current** **Office of School Choice – SC Charter School Grant.** Provide external evaluation services for the federally funded SC Charter School program. Services include review and analysis of: all relevant policies and practices, objective outcome data, and surveys of sub-grantees to determine overall success and opportunities for Charter School improvement.
- 2007 - Current** **21st Century Community Learning Centers.** Provide External Evaluation and Continuous Improvement Process services for the Flowing Well SD, Tucson, AZ
- 2006 - Current** **21st Century Community Learning Centers.** Provide Continuous Improvement Process services for the Newark (NJ) Public Schools Office of Extended Day Programs.
- 2004 –Current** **South Carolina Adult Education Division.** Lead on-site review teams to conduct Local Program Reviews of state funded Adult Education Programs in South Carolina. Prepare written reports of site visits with commendations, recommendations, and required actions.
- 2001 Current** **CHOICES Charter School.** Wrote the initial funding proposal and provide training and evaluation services for a Charter School that provides service for “at-risk” adolescents.
- 2005 – 2008** **Youth Mentoring Project.** Provided External Evaluation and technical assistance for the Flowing Well SD, Tucson, AZ. Included two urban elementary schools.
- 2005** **Improving Teacher Quality (ITQ).** Wrote the proposal to fund a four year, federally supported (\$500,000) curriculum development project for Francis Marion University and a consortium of public school districts.
- 2004** **21st Century Community Learning Centers.** Wrote the proposals for two SC After School (\$400,000 first year) programs.
- 2004 - 2006** **Barbara Bush Foundation.** Wrote the proposals and provided evaluation services for two Bush Foundation funded Family Literacy Projects (FLPs). The FLPs were initiated to provide literacy and support services to selected families in two SC regions.
- 2003 – 2009** **Literacy and Employment Outcomes (LEO).** Wrote the proposal and provided evaluation services for a federally funded (\$980,000) project for the SC Vocational Rehabilitation (VR) Department. The LEO project had the SC Department of Education as a major partner and provided literacy services for clients at VR sites around SC.

- 2002 - 2004** **Barbara Bush Foundation.** Wrote the proposal and provided evaluation services for a private foundation funded (\$65,000) Family Literacy Project (FLP). The FLP was initiated to provide literacy and support services to selected families in a rural area of SC.
- 2002 - 2004** **21st Century Community Learning Centers.** Provided External Evaluation and training services for the Flowing Well SD, Tucson, AZ. Included two urban elementary schools.
- 2002 - 2004** **21st Century Community Learning Centers.** Provided External Evaluation and training services for the Edgefield (SC) County SD. Included three rural elementary schools.
- 2000 - 2004** **21st Century Community Learning Centers.** Wrote the proposal and provided External Evaluation services for two, three-year, federally funded (\$1,000,000 per year) extended day and summer (ED/S) program. The ED/S program operated at four middle school (7-8) buildings in Florence and Timmonsville, South Carolina.
- 2002 - 2003** **Even Start/Family Literacy Project.** Provided External Evaluation services for the federally funded Florence One SD Even Start Program.
- 2001 - 2003** **21st Century Community Learning Centers.** Provided External Evaluation services for a three school district consortium in upstate New York (Berkshire Union Free SD, Taconic Hills SD, and Hudson City SD).
- 2001 - 2002** **21st Century Community Learning Centers.** Provided External Evaluation services as member of TEK Prep team for seven 21stCCLC sites operated by the Oneonta CSD.
- 2001** **Limited English Proficient Grant.** Wrote the proposal for three-year, federally funded (\$46,000), contextualized civics, adult English as a Second Language Program.
- 1998 - 2000** **21st Century Community Learning Centers.** Wrote the proposal and provided Project Management for a three year federally funded (\$693,720 per year) extended day and summer (ED/S) program. The ED/S program operates at each of the four elementary (K-6) buildings of the Oneonta City School District.

References

(b)(6)

Project Narrative

Budget Narrative

Attachment 1:

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**Flowing Wells Full-Service Community Schools Program
Budget Narrative**

Professional Personnel

The budget includes cost of the 15 .5 FTE (20 hours per week) FW FSCSP after-school Skills for Success tutor center teachers (three teachers for Flowing Wells Jr. High and three teachers for each of the four feeder elementary schools- Literacy; Science Technology Engineering Math (STEM); and Homework Helper), and one .25 FTE (10 hours per week) Learn to Serve Coordinator to service all schools.

Position	Salary/Wage*	Benefits**	Total	Year Total
(15) .5 FTE Skills for Success Teachers 20 hrs. week x 36 weeks @ \$20 per hour	\$14,400	\$2448	\$16,848 x 15 =	252,720
(1) .25 Learn to Serve Coordinator 10 hrs. week x 36 weeks @ \$20 per hour	\$5,760	\$979	\$6,739	\$6,739

Personnel –Project Total

Year 1	\$259,459
Year 2	\$259,459
Year 3	\$259,459
Year 4	\$259,459
Year 5	\$259,459

Materials and Supplies

The budget includes the cost of start-up supplies for each of the FW FSCSP S4S after-school tutor center sites which include paper, pencils, markers, printer paper and supplies, art supplies and other activity based items. This budget also includes supplies and materials required for the Project MAX curriculum and the Learn to Serve projects.

Annual Supply Budget Year 1-5 = \$10,000 (Supply budget remains constant during each year of the grant)

Contractual

Big Brother Big Sister of Tucson

This budget includes personnel costs for one (1) full time Match Specialist and one (1) .5 FTE Recruitment Director in support of Project MAX

Position	Salary	Benefits	Total
(1) BBBS Match Specialist	\$42,000	\$7140	\$49,140
(1) .5 FTE BBBS Recruitment Director	\$21,000	\$3570	\$24,570

Total	Year 1	\$73,710
	Year 2	\$73,710
	Year 3	\$73,710
	Year 4	\$73,710
	Year 5	\$73,710

Flowing Wells Extension Programs, Inc.

This budget includes personnel costs for one (1) Full Time Full Service Community School Coordinator and the personnel and supplies for the parent education and support GED/ESL program.

Position	Salary	Benefits	Total
(1) Full-Time Project Administrator	\$50,000	\$8500	\$58,500
(4) On-site Parent Education and Support Education GED/ESL teachers 32 weeks x 4 hrs per week @ \$50 per hour	\$6400		\$25,600

Total	Year 1	\$84,100
	Year 2	\$84,100
	Year 3	\$84,100
	Year 4	\$84,100
	Year 5	\$84,100

Project Evaluation

This budget includes professional fees for Dr. Duane Rupert to conduct a comprehensive external evaluation of the Flowing Wells Full-Service Community Schools Project.

Project Evaluator Services (external) Year 1- Year 5 = **\$10,000** (Contracted amount for evaluator remains constant for each year of the grant)

Contractual Totals	Year 1 \$167,810
	Year 2 \$167,810
	Year 3 \$167,810
	Year 4 \$167,810
	Year 5 \$167,810

Year 1 FW FSCSP Total Proposed Budget = \$437,269

Year 2 FW FSCSP Total Proposed Budget = \$437,269

Year 3 FW FSCSP Total Proposed Budget = \$437,269

Year 4 FW FSCSP Total Proposed Budget = \$437,269

Year 5 FW FSCSP Total Proposed Budget = \$437,269

*Salaried positions based on qualifications and position requirements and are comparable with average salaries in Pima, County, Arizona. Hourly amounts correlate to employee negotiated agreements.

**Benefits are calculated at 17%.

Project Narrative

Project Narrative

Attachment 1:

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**U.S. Department of Education
Office of Innovation and Improvement**

**Flowing Wells Full-Service
Community Schools Program Proposal**

Flowing Wells Full-Service Community Schools Program Proposal

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PROGRAM NARRATIVE

INTRODUCTION

This Full-Service Community School Program proposal targets **Flowing Wells Junior High (FWJH)**, a persistently low achieving Title I school which is currently in restructuring. This FSCSP has an additional emphasis on **four** elementary FWJH feeder schools with high populations of at-risk children. The Flowing Wells District is currently utilizing the transformational intervention model at **FWJH** which included the recent replacement of the school principal along with extensive teacher training in reading and writing provided by Dr. Anita Archer. The four elementary FWJH feeder K-6 schools are **Centennial, Homer Davis, Laguna, and Walter Douglas**.

The Flowing Wells School District, located in urban Tucson, Arizona, spans 13 square miles and serves 6,000 students and their families. The Arizona Department of Education considers Flowing Wells to be a low-wealth district based on the high percentage of low-income housing and low percentage of tax producing industry. The district student population is very transient with a large number of adults with below high school level competency. At least **45%** of the students at FWJH and the feeder elementary schools are considered latch key children and often return home after school to an empty home. In an effort to increase our students' academic success, this U.S. Department of Education FSCSP will include **four** comprehensive programs targeting at-risk **FWJH** students along with the targeted feeder elementary schools. Each of these programs aligns with one or more of the services listed in the DOE FSCSP RFP. The following is a brief overview of each program:

Learn to Serve (L2S) - This service learning project will partner FWJH students with elementary-aged students at each of the four feeder elementary schools. If funded, this project

will engage 500+ students in a wide variety of service learning projects which will have a direct positive impact on the community and promote the value and understanding of volunteerism.

Project MAX (Mentoring Academic Excellence) - This project involves a partnership between the Flowing Wells School District (FWSD), Big Brothers Big Sisters of Tucson (BBBS) and Flowing Wells Extension Programs, Inc. (FWEP), a non-profit community education provider. Project MAX will provide 60+ students with weekly, year-round, one-to-one mentoring through school site-based and community-based activities.

Skills for Success (S4S) - Skills for Success (S4S) seeks to create dynamic, high interest, standards-based before and after-school academic enrichment programs at Flowing Wells Junior High and each of the four feeder elementary schools. These after-school tutor centers will focus on providing intensive academic support to targeted students through a variety of means with a strong emphasis on individualized and small group tutoring. These S4S after-school tutoring centers will specifically target the high percentage of English Language Learner and Special Needs students at Flowing Wells Junior High along with the feeder elementary schools. These populations have significantly increased since 2004. Currently, **507** students are classified ELL representing **25%** of the schools population and **209** students are classified as special needs representing **10%** of the schools population.

Parent Support & Education - The district will partner with Flowing Wells Extension Programs, Inc. to provide opportunities for parents in the targeted school attendance areas to further their education through **GED** and/or **ESL** courses. These courses will be taught by certified instructors on-site at each of the elementary campuses.

The following sections illustrate the significance of each of the at-risk factors present in the targeted Flowing Wells Junior High attendance area:

Poverty

Recently, the U.S. Department of Housing and Urban Development qualified the Flowing Wells School District census zone as a **Neighborhood Revitalization Strategy Study Area**. According to HUD criteria, an area qualifies for a study if **51%** or more of the residents are of low to moderate income and the neighborhoods must be primarily residential. Also, according to the Office of Juvenile Justice and Delinquency Prevention, the attendance area served by Flowing Wells Junior High has a SMART (Socioeconomic Mapping and Resource Topography) Community Disadvantage Index of 8 (**1 low-10 high**) (source: <http://smart.gismapping.info>). The table below further illustrates the impact poverty has on the ability for FWJH and feeder school parents to provide additional academic resources and support for their children:

Table 1

<u>Profile</u>	<u>2000 U. S. Census Data</u>
Families with related children under 18 years with incomes below poverty level	39.7%
Median Earnings less than \$25,000	58%
Unemployment Rate	15%
Single Parent Families	4027

Student Achievement

Student achievement in reading, math and writing as measured by the Arizona Instrument to Measure Standards (AIMS) indicates a need to provide additional academic remediation and support for FWJH students and the targeted feeder schools. The data specifically illustrates a need to provide additional academic support for the high percentage of ELL students. Fifty percent or more of all tested ELL students failed to meet the State Academic Standards. The

highest overall failure to meet standards rate for ELL students is in reading.

The following tables summarize recent student AIMS scores:

Table 2

Percentage of Elementary Students Failing to Meet State Academic Standards (April 2010)

Fluent English Proficient

Grade	Reading	Math	Writing
3 rd	40%	20%	25%
4 th	41%	25%	30%
5 th	27%	19%	41%
6 th	31%	32%	20%
7 th	35%	23%	19%
8 th	31%	37%	16%

Table 3

English Language Learners

Grade	Reading	Math	Writing
3 rd	69%	54%	55%
4 th	90%	60%	50%
5 th	80%	70%	67%
6 th	87%	79%	58%
7 th	88%	50%	77%
8 th	96%	84%	68%

School Characteristics

Currently, Flowing Wells Junior High and the four feeder elementary schools have limited extended learning programs due to a number of barriers including transportation, parent work schedules, and parent's inability to support tuition-based programs (private tutoring). The table below describes the school demographics:

Table 4

Ethnic Composition of Students

	White	Hispanic	Black	Native American	Asian/Pac I
Centennial	174 (39%)	239 (53%)	12 (3%)	14 (3%)	10 (2%)
Davis	168 (37%)	261 (57%)	12 (3%)	14 (3%)	3 (<1%)
Douglas	115 (19%)	462 (76%)	12 (2%)	9 (1%)	14 (2%)
Laguna	144 (30%)	313 (66%)	6 (1%)	3 (1%)	8 (2%)
FWJH	301 (38%)	448 (56%)	16 (2%)	16 (2%)	15 (2%)

Table 5

Special Programs Enrollment

	Special Education	ELL	Title I	Free/Reduced Lunch
Centennial	69 (15%)	38 (8%)	150 (33%)	358 (80%)
Davis	84 (18%)	69 (15%)	185 (40%)	399 (87%)
Douglas	97 (16%)	167 (27%)	294 (48%)	546 (89%)
Laguna	113 (24%)	88 (19%)	197 (42%)	422 (89%)
FWJH	153 (19%)	31 (4%)	137 (17%)	561 (70%)

Community Educational Attainment

The educational attainment of adults living in the targeted Flowing Wells Community is low as compared to Pima County. According to 2000 census data, **34%** of the adult residents in the attendance areas lack a high school diploma and approximately **47%** reported a language other than English is the language spoken at home.

Gaps in Service

In surveys conducted in March 2009, parents in the Flowing Wells Junior High attendance zones identified "academic tutoring", "motivating my child to succeed", and "safety" as the greatest needs if programs were offered by the school district. In the 2009 school improvement surveys, teachers identified the following priorities for targeting at-risk: improving school day attendance; improving coming to school ready/prepared to learn; and improving homework completion rates. Teachers also indicated a need to provide additional support after-school for special needs populations with an emphasis on providing intensive language support for ELL students.

1. Project Design

Flowing Wells FSCSP Focus Area - (4) Mentoring and other youth development programs;

(6) Community Service and service learning opportunities

Flowing Wells Full-Service Community Schools Program Project Objectives

Learn to Serve - 1.1 - By the end of each year of the project, **500** student L2S participants grades 1-12, will participate in at least one community service project.

Learn to Serve - 1.2 - By the end of each year of the project, **80%** of L2S participants will demonstrate an understanding of community service and how this service benefits various members of the Flowing Wells community.

Project MAX (Mentoring Academic Excellence) 2.1 - By the end of each year of the project,

60 high risk youth grades 3-8 will be provided a one-to-one mentoring relationship.

Project MAX - 2.1 - By the end of each year of the project, Project MAX participants will improve their grade point average in core academic subjects by at least **5%**.

Project MAX - 2.2 - By the end of each year of the project, Project MAX participants will reduce their number of unexcused absences and number of expulsions, suspensions, and disciplinary actions.

Learn to Serve (L2S) Program Description

A service learning pilot program was funded in Flowing Wells School District for the 2008-2009 school year. This program connected (6) six elementary after school programs, the Flowing Wells Junior High Skills for Success Program, and the Flowing Wells High School Health and Global Studies classes. The students in the after school program selected a project at each of the six centers, and the junior high and high school students served as mentors and additional support to achieve the results that are anticipated. Examples of successful service learning projects completed during the 2008-2009 include:

Graffiti Abatement: This project engaged 19 elementary students teaming with 11 junior high student leaders and 3 adult volunteers in 54 hours of painting and cleaning graffiti in the FW community.

Desert Awareness and Conservation: 98 elementary students and 15 junior high student leaders, six senior citizen volunteers and 16 adult volunteers developed presentations about the Coronado National Forest and held a school open house to present their conservation information.

Blankets for Casa De Los Niños: 40 elementary students, 7 junior high student leaders, and 3 adult volunteers dedicated 60 hours toward making blankets for the children of Casa De Los

Niños.

If funded, this FW FSCSP grant will sustain and expand this successful student-led service learning pilot. A significant feature of the student- led service proposal is to provide a strong “youth voice” in the planning and implementation of service learning projects in the greater Flowing Wells Community. Recently, there has been a growing trend toward increasing youth voice in service-learning, schools, and community organizations (Zeldin, 2004). Having opportunities to be heard and to partner with adults in improving schools and communities can help young people master developmental tasks. Additionally, these opportunities can encourage youth to form stronger commitments to school and community and to act as agents of social change.

High quality service-learning provides youth with an avenue for the expression of voice in school and community and is also a characteristic of high quality programs. In service-learning, voice has been defined as "the inclusion of young people as a meaningful part of the creation and implementation of service opportunities" (Fredericks, Kaplan, & Zeisler, 2001, p. 1).

The student-led projects will be designed by a group of children that are interested in doing good for their community. Many of our students live in the neighborhoods that have been designated in the HUD Revitalization Zone. By educating the students of the need to improve the community, these students will serve as role models and will help to develop positive programs that we hope to sustain. The district’s capacity to sustain service-learning projects will be guided by effective strategies outlined in the *Building Community Through Service-Learning: The Role of the Community Partner* (Abravanel, 2003).

Project MAX Program Description

In 2005, the Flowing Wells School District partnered with the area’s leading youth mentoring

agency, Big Brothers Big Sisters of Tucson (BBBS), to provide the most at-risk students in the district with one-to-one adult mentors through a program called **Project MAX (Mentoring Academic Excellence)**. This project was funded as a three-year DOE Mentoring Grant project award Q184B05007. Additional partners in this collaboration included Flowing Wells Extension Programs, Inc. (FWEP), a non-profit entity that provides after-school programming in all of the Flowing Wells schools. Flowing Wells School District and BBBS of Tucson have a history of successful collaboration and together have previously secured 21st Century Community Learning grant monies to implement after-school mentoring programs at two of Flowing Wells elementary schools.

Funds secured through this DOE Full Service Community Schools grant would sustain and expand the capacity of this collaboration to serve additional children in grades 3-8 from Flowing Wells Junior High and the four feeder elementary schools. In each year of the grant, 60 students would be enrolled in the program and be matched with their own adult mentor, a Big Brother or Big Sister. Mentors (Bigs) will commit to a minimum of 12 months to develop a healthy mentoring relationship with a child through weekly contact with their mentees (Littles) at their respective schools (School-Based) and through other interactions outside of the school setting (Community-Based).

BBBS of Tucson has demonstrated success in sustaining adult-child mentoring relationships with frequent (generally weekly) and consistent contact with an average match length of at least 12 months. BBBS will provide necessary supports to each Big and Little in Project MAX to ensure that the match length is at least 12 months. Every effort will be made to keep the match together, even if the child moves to a different school within or outside of the Flowing Wells School District. Bigs will specifically be recruited who have the greatest potential for

completing a minimum 12 month commitment. If a match is not able to stay together due to the Big moving away or dropping out of the program, the Little will be placed on a priority list to be rematched as soon as possible.

The mentoring model proposed for this project follows the high standards set by Big Brothers Big Sisters of America, a national organization that bears the reputation of setting the gold standard for mentoring in this country. This model includes: high quality mentor recruitment; screening and training; referrals of participating children from school teachers and counselors; individualized “matching” based on the child’s and mentor’s needs, skills, and interests; frequent and consistent contact between the child and mentor; and professional support from highly trained program staff. The BBBS model produces measurable outcomes that make significant and positive impact on the most vulnerable of children.

All matches will be facilitated and supported by a BBBS professional Match Support Specialist and Recruitment Coordinator to establish and enhance their personal relationship, which is the foundation for success in mentoring. Research indicates that it is the deepening relationship and developing trust between the Big and Little that produces dramatic outcomes. Matches that simply participate in fun and meaningful activities together demonstrate outcomes such as improved school performance and improved relationships with other peers and adults (Curtis, et.al., 1999). It is not necessary for matches to engage only in “academic activities” such as tutoring for improved academic performance to be realized.

However, in order to provide some self-guided activities for the matches, a “Match Activities Curriculum” will be developed to be used by both School-Based and Community-Based matches. This curriculum will be developed by the Flowing Wells Extension Program’s School Site Coordinator and BBBS’s Program Coordinator from existing resources such as the Kids

with Character, Money Magic, and Career Choices curriculums developed for and used by many BBBS agencies across the country. Other sources for curriculum will include established character and life skills programs currently used by the school including PeaceBuilders and S.P.O.R.T. (Sportsmanship, Participation, Organization, Respect, Teamwork). The curriculum will include 12 modules that address topics such as academic skill development, character building, life skills development, career exploration, and relationship building and include 3-4 fun activities each that can be completed by the match in either the school or a community setting. These activities will develop both academic and pro-social skills that will enhance the child's academic performance, peer relationships, and character development.

This curriculum will enable matches to pick their own modules and activities as they like with minimal supervision from the Site-Based Coordinator. It can aid the match in answering the age-old question, "What will we do today?" but still allow for the match to determine their own activities. One week the match may choose to participate in an activity described in the curriculum. Another week the match may work on the child's homework or utilize the computer lab or merely talk about the child's day at school. Each match will be encouraged to identify and complete at least 4-6 modules each semester. Again, research indicates that self-selected activities are critical to the healthy development of the match and result in greater outcomes than if the activities are dictated or merely tutorial in nature (Morrow & Styles, 1995).

For example, one module of the developed curriculum will include activities that encourage the match to explore opportunities for job training and post-secondary education. A "career choices" module might include activities that identify the child's "dream job" and doing research to learn what type of training or education is required for that career. The match might create a collage that depicts the skills or traits the child would need for that career and then plan an outing

to interview someone in the desired field. Field trips to tour the local university and community college may also be scheduled for all the matches.

The design of the proposed program has been developed through the collaboration of the Flowing Wells School District, Big Brothers Big Sisters of Tucson, and Flowing Wells Extension Programs, Inc. with input of school teachers, counselors, administrators, parents, students, and other community-based organizations through an Advisory Board that was established for the development of the 21st Century Learning Communities Grant. This Advisory Board will provide input for ongoing program development throughout the grant. Further parent input will be facilitated through the project's School Site Coordinator. If this project is funded by DOE, additional teachers, counselors, administrators and parents will be added to the Advisory Board.

The mentoring model proposed for this project follows the Big Brothers Big Sisters Service Delivery Model that incorporates the latest in research, tested methodology, program implementation and has demonstrated the outcomes most widely associated with mentoring success. A major study titled "Making a Difference in Schools" evaluated a similar BBBS model in 70 schools and reported the following findings: By the end of the first school year, the program had improved Littles' outcomes in a range of areas including their academic attitudes, performance, and behaviors; One school year of BBBS school-based program is not enough to permanently improve youth's academic performance; Longer matches and closer relationships are associated with stronger impacts; Training, supervision, and school support may also be key in fostering stronger and longer relationships (Herrera, 2007).

FSCSP Focus Area - (2) Remedial education and academic enrichment activities

Skills for Success (S4S)

Project Objective 3.1a - The Flowing Wells Skills for Success (S4S) project will create an after-

school tutoring center at Flowing Wells Junior High along with four feeder elementary schools. These centers will provide learning opportunities which will enable students to make significant progress toward meeting and exceeding district and state academic standards. The center will target at-risk students with a specific emphasis on supporting the ELL and special needs students' academic growth.

Project Objective 3.1b - The S4S tutoring centers will target at-risk students with specific emphasis on supporting ELL and special needs students' academic growth.

Project Objective 3.2 - An average of **250** students will attend the S4S after-school tutoring programs per day during the **180** days school is in session, each year of the project.

Project Objective 3.3 - At the end of each year of the project, **70%** of the S4S tutor center participants will improve their core subject grades.

Project Objective 3.4 - At the end of each year of the program, **70%** of the S4S tutor center participants will meet or exceed state performance standards in math, reading, and writing.

Skills for Success (S4S) Program Description

The Flowing Wells FSCSP Skills for Success after-school tutoring centers will provide the following academic enrichment classes each day, five days per week for 36 weeks: Literacy (reading & writing), STEM (science, technology, engineering and math) and homework help.

The proposed S4S after-school tutoring centers will utilize existing school classrooms (computer lab, library, cafeteria, ELL classrooms etc.) and recreational facilities (fields and multi-purpose rooms). During the school year, the center will be open and serving students Monday through Friday from 2:15 p.m. - 5:15 p.m.

In an effort to meet the academic and social-emotional needs of the Flowing Wells Junior High and elementary feeder students, the S4S tutoring centers will provide the following

programs and activities:

Literacy: A balanced literacy program will be located in the school library and will provide students the opportunity to engage in a variety of activities geared toward significantly improving their reading, writing, and oral communication skills. The data strongly indicates a need to provide additional instruction in reading, writing, and oral communication, specifically with the high percentage of ELL students who are not meeting the reading and writing standards. The literacy instruction will focus on the "big five" scientifically based reading instruction areas: **phonemic awareness, phonics, fluency, vocabulary, and text comprehension** (CIERA, 2003).

The Skills for Success Literacy Teacher will work collaboratively with the Title I, ELL, and grade level teachers to develop individualized plans to address the specific literacy needs of each student. This component will also include tutor volunteers from the project partners including the Flowing Wells Neighborhood Association and Community Coalition and Flowing Wells High School. This program will utilize research supporting strategies including independent reading using high interest grade level books and other printed materials, guided and shared reading, vocabulary/comprehension games, direct instruction in phonics, story telling, technology integration, email pen pals, desktop publishing, reader's theatre and graphic organizers. **IBM, Tucson** has also agreed to partner with the S4S project by providing students **free access to Reading Companion:** Reading Companion is **IBM's** web-based literacy program that uses novel speech-recognition technology to help children gain and increase literacy skills. Reading Companion's innovative software "listens" and provides feedback, enabling readers to practice reading and pronunciation.

The S4S Literacy Teacher will plan individual and small group lessons which correlate with the district curriculum map. The S4S Literacy teacher will also coordinate the volunteers' efforts

in helping students improve their literacy skills utilizing "big five" instructional strategies. Each student participating in the S4S after-school and summer school program will receive approximately 60 minutes of literacy instruction and support each day. S4S students will have a higher percentage of instructional time in the literacy class based on the analysis of the 2005 AIMS scores. The National Reading Panel (2000) found a balanced literacy approach (focus on guided reading, shared reading, independent reading, phonemic awareness and comprehension) to be effective in raising student literacy achievement.

STEM: The Flowing Wells Full-Service Community Schools Skills for Success program will provide standards-based STEM instruction and enrichment approximately 50 minutes per day. The STEM instruction will be provided in the school technology lab which houses 30 high speed networked workstations along with being provided access to 12 wireless laptops provided by IBM. AIMS data demonstrates the need for additional STEM instruction and practice. The S4S STEM teacher will utilize a number of scientifically-based strategies and programs to increase student STEM achievement. Examples of computer-aided instruction include SuccessMaker, Study Island, Weatherbug.com and techSteps. Direct instruction STEM instruction will include integration of the Harcourt Mathletics program (Harcourt Math is the district adopted curriculum). The S4S STEM teacher will support and enrich the school day instruction by providing additional guided practice and scaffolding to help students learn, integrate, and apply STEM concepts. The S4S after/summer school STEM teacher will also utilize a variety of high interest math games, contests (Superintendent Science Challenge, Science Fair), and manipulatives (Lego Mindstorms Curriculum). The S4S STEM component will include modules in software application, Internet access for research, digital photography and basic computer literacy. The integrated direct instruction lesson design provided in the Harcourt Math program is

effective in helping students raise their math basic skills (Din, 1998). The utilization of technology and curriculum integration has been identified as a benefit to student achievement (Clopton, 1997).

Homework Helper: The S4S after-school tutoring program will provide required homework completion time in the rotation schedule. A S4S teacher along with volunteers will work with students to help them organize their time and complete their daily homework. The S4S Homework Teacher will also keep in close communication with teachers and parents to help monitor and motivate students to successfully complete their homework and form and strengthen good organizational skills and work habits. Below is a sample schedule for a student participating in the FW FSCSP Skills for Success after-school tutoring center:

FSCSP Focus Area #12 - Adult education, including instruction of adults in English as a second language

Parent Education & Support

Project Objective 4.1 - The FW FSCSP will create a parent education and support system at Flowing Wells Junior High and four elementary feeder schools that will enhance family function, increase parent affiliation with the school and promote student success in school.

Project Objective 4.2 - **80** FW parents will complete the Parent Education & Support GED classes each year of the project.

Project Objective 4.3 - **100** FW parents will complete the Parent Education & Support S4S ESL classes each year of the project.

Parent Education & Support Program Description

The parent education and support component of the FW FSCSP project will involve the Flowing Wells School District partnering with Flowing Wells Extension Programs, Inc. to provide site-

based tuition-free GED and ESL classes for parents. These classes will be offered during flexible times based on the parent needs and work schedules. This program will be modeled after a successful ESL pilot initiated at Walter Douglas Elementary School during the 2006-2007 school year. FWEP provided a certified instructor and ESL classes were held on-site, once a week for 2 hours a day. This pilot program averaged 50 parent attendees each week for 36 weeks. In an evaluation of this pilot, parents rated the program high along with feedback from teachers and administration indicating that parents who participated in the class also became more engaged in other aspects of the school culture. There is also a strong body of literature that this type of parent involvement is a key ingredient connected to the academic success and pro-social behaviors of children (NCPIE, 2000).

Project Design Summary

The table on the following page illustrates the alignment of needs and design Features of the Flowing Wells Full Service Community Schools proposal:

Table 6

Needs	FW FSCSP Design Features
Students from Flowing Wells Junior High and feeder school attendance areas need a safe and caring place to be after-school while parents are at work.	The Skills For Success (S4S) after-school tutoring centers at will be open from 2:15-5:15 p.m., five days a week during the entire school year. The S4S program will be tuition-free and open to all students.
For all students to achieve and progress, their academic needs must be assessed and met utilizing new methods.	All S4S centers will provide academic-focused programs on a daily basis. The program will be closely aligned with the

	state and district reading, math, language arts, and technology standards, but the activities and instruction will be more individualized and interactive than the regular school day.
Students need opportunities to experience the value of community service.	The Learn to Serve (L2S) program will provide ongoing community service projects involving elementary students and junior high and high school student leaders.
In order to attend, students need to have reliable transportation.	Transportation will be provided to the five sites for all FW FSCSP projects . After the programs, buses will transport students home from all sites.
Many families lack the resources to provide healthy meals for their children.	Healthy snacks will be provided for students and parents who attend all FW FSCSP projects .
Students need fun and exciting options to attract them to the centers.	A menu of attractive enrichment options will offer students enough choices that they will be motivated to stay and participate in the S4S after-school tutoring programs.
Students need quality teachers and role models that value and support them both academically and emotionally.	Staff of the S4S tutoring centers will be selected based on their ability to connect with students in positive ways. Extensive

	<p>training in interactive teaching methods will be provided for all center staff. BBBS will provide adult mentors to serve as role models for Project MAX.</p>
<p>Community members need to engage with neighborhood schools to create more of a community sense of caring for students and each other.</p>	<p>The Flowing Wells Full Service Community Schools Program will reach out and engage community members in a variety of supporting activities including GED and ESL on-site classes.</p>

2. Adequacy of Resources

The five schools that will house the Full-Service Community Schools Programs have excellent facilities for extended day and adult education programming. All the sites offer the following: Networked computer lab (30 stations with multimedia computers) with high-speed internet access; Multi-use gymnasium and athletic equipment; Secure, large outdoor recreation area (soccer fields, playground equipment, shaded commons with seating and tables); Food service area and cafeteria; Classroom space for program activities; Library and media center with computer internet access; Transportation service; and Additional custodial, clerical, technology maintenance support, and security personnel.

The Flowing Wells FSCSP program including the **Learn 2 Serve, Skills for Success, Project MAX and the Adult Education and Support projects** have the potential to impact over **1500** students and hundreds of parents and community residents.

The Junior High and feeder school project sites seek to serve the students and families of its neighborhoods. The budget for each service component of the Flowing Wells Full-Service

Community Schools project translates to the following per child costs:

Skills for Success After-School Academic Enrichment - Estimated number of student served per day: 250; Number of days served per year: 180; Personnel/Supplies/Administrative costs per day: \$1700; Cost per student per day (3 hrs.): \$7.00.

Learn & Serve Community Service Project - Estimated number of students: 500; Personnel/Supplies/Administrative costs: \$20,000; Cost per student participant: \$40

Project MAX Mentoring Project; Estimated number of Littles: 60; Personnel/Supplies/Administrative costs: \$73,710; Cost per student participant: \$1200.

Parent and Community Members GED/ESL Classes - Estimated number of GED/ESL participants: 80; Personnel/Supplies/Administrative costs: \$27,600; Cost per participant: \$345

These costs are reasonable based on a market comparison for the Tucson area. For example, the GED/ESL costs are the equivalent of tuition for 6 credit class at the local community college. Also, according a national study (Herrera, et. al, 2007), \$1000 per student per school year is the average program costs for a school-based mentoring program. The average student costs per day for the Skills for Success project is less than the normal school day costs (\$30 per day).

The Flowing Wells School District in collaboration with Flowing Wells Extension Programs, Inc. and Big Brothers Big Sisters of Tucson has successfully implemented a number of after-school academic enrichment and mentoring programs. Specifically, these three collaborators have been awarded over \$2.5 million in state, federal and private foundation grants in the past 10 years for community school programs similar to the programs outlined in this proposal. In 2004-2005, the Junior High after-school program was recognized as an “A+” Exemplary Program by the Arizona Educational Foundation and received a site-visit from Governor Napolitano in March, 2005. The Junior High 21st CCLC S4S was also awarded a “Golden Bell”

by the Arizona School Board Association in December, 2004. Flowing Wells Extension Programs, Inc., a major collaborator in all district after-school projects and a community education provider since 1975, was been recently awarded exemplary ratings from the National Community Education Association during a pilot assessment program.

The Flowing Wells Full Service Community Schools Program project will establish and build strong linkages and active partnerships with a wide variety of community-based organizations. Each component of the program provides unique opportunities for these organizations to benefit the students and families. The following section delineates the role of each partner:

Flowing Wells Extension Programs, Inc. (FWEP) a community education non-profit corporation will organize and coordinate the ESL and GED classes for the target school families. FWEP has been providing high quality community education programs for the Flowing Wells community since 1975 and developed and successfully implemented the ESL and GED classes pilot during the 2006-2007 school year. FWEP will also provide the coordination of the Learn 2 Serve projects. FWEP will provide a number of in-kind and monetary contributions to the Flowing Wells Full-Service Community Schools project. These include all office overhead (approximately \$2000 per year), cost of living raises throughout each year of the grant (approximately \$1500 per year), and books and supplies for the GED/ESL classes (approximately \$1000 per year).

Flowing Wells High School will provide senior (12th grade) student volunteers for the Learn 2 Serve project. FWHS students volunteering in the L2S project will receive credit for their Service Learning graduation requirement.

Big Brothers Big Sisters of Tucson (BBBS) has agreed to partner in the Project MAX project. BBBS will provide adult mentors to serve as role models for participating students. BBBS has

agreed to designate a program assistant for the Project MAX project with responsibilities which include recruitment, screening, and matching of students with mentors. A BBBS Match Support Specialist and Recruitment Coordinator will work closely with the school counselor, teachers and principal in developing and sustaining the Project MAX matches. BBBS will provide a number of in-kind and monetary support to the Flowing Wells Full-Service Community Schools project including office overhead (approximately \$500) and cost of living raises throughout the grant period (approximately \$1500 per year).

Flowing Wells Neighborhood Association and Community Coalition (FWNACC) has agreed to partner by providing volunteer tutors and other community resources (e.g., guest speakers). The Flowing Wells Neighborhood Association and Community Coalition is a collaborative with representation from local churches, law enforcement, county and city government officials, neighborhood watch groups, business and other community members. Currently, the FWNACC has a membership of over 100 and meets monthly to address a variety of community issues. FWNACC was recently recognized as a 2007 All-American City by the National Civic League. FWNACC was only one of four neighborhood associations to earn this prestigious award since the award was first created in 1949.

IBM, Tucson has agreed to provide Reading Companion web-based reading program at no-cost for all grant projects. This software has a licensing value of approximately \$5000 per year.

3. Quality of the Management Plan

The Flowing Wells Full-Service Community Schools Program management plan has been developed by a committee comprised of representatives from key partners along with the principals from Flowing Wells Junior High and the feeder elementary schools. This comprehensive plan includes the following components: Continuous assessment to ensure

quality and accountability; Strong support and buy-in from key leaders including the Flowing Wells School District superintendent, site principals, the executive director for Flowing Wells Extension Programs, Inc., and Big Brothers Big Sisters of Tucson; A separate advisory board for the FW FSCSP with members from all stakeholders; Clear timelines for implementation and project assessment; Marketing plan to communicate the types of services provided through the FW FSCSP. The comprehensive FW FSCSP management plan is illustrated with the following:

Figure 1: Organizational Chart

Table 7: FW FSCSP Roles, Responsibilities, Qualifications

Table 8: FW FSCSP 1st Year Implementation Timeline

Figure 1

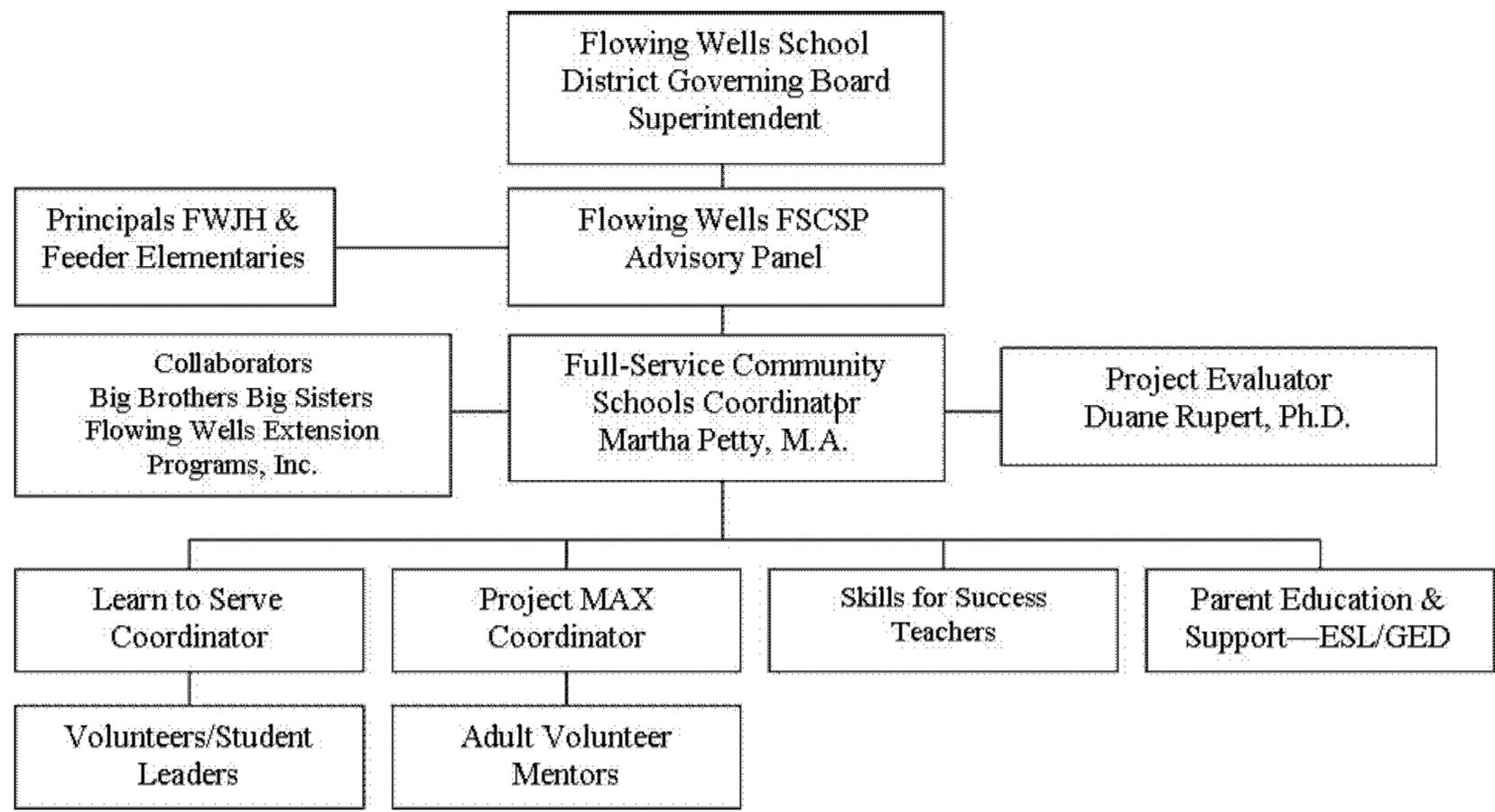


Table 9: Flowing Wells Full Service Community Service Management Plan

<p>Flowing Wells</p>	<p>Board with community representation from parents, principals, teachers, school board, students, FW FSCSP staff and collaborative</p>
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FSCSP Project Advisory Panel	partners.
Role	Provide advice and guidance for administration of grant funds. Provides oversight regarding measurable outcomes of program activities.
Responsibilities	Meet once per month and provide ongoing advice and support to the Project Administrator. Review evaluation reports and recommend program changes. Time Commitment: Approximately 2 hours per meeting
Qualifications	Interested representative of stakeholder groups - parents, teachers, students, business community, local government, neighborhood coalition.
Full Service Community Schools Coordinator	Ms. Martha Petty, Executive Director Flowing Wells Extension Programs, Inc. 12 Month/Full-Time Position- Ms. Petty will dedicated 100% of her time as the Flowing Wells FSCS Coordinator.
Role	Plan and coordinate the implementation of all Full Service Community Schools programs (Learn & Serve, Skills for Success, Project MAX and ESL/GED)
Responsibilities	Serve as Full-Service Community School Coordinator. Select, supervise, evaluate, and help train center staff. Collect and analyze data relative to the project goals and objectives. Serve as liaison with school principals.

Qualifications	M.A. Educational Leadership, 15 years experience - Flowing Wells Extension Programs, Inc.; National Community Education Association Region 7 Board of Director (see attached resume)
FWJH Principal & Feeder Elementary	Flowing Wells Junior High - Mr. Pete Wells (newly appointed); Centennial - Dr. Lynette Patton; Homer Davis - Mr. Brett Bonner; Walter Douglas - Mrs. Sandra Thiffault; Laguna - Mrs. Theresa Leal-Holmes
Responsibilities	Work closely with FSCSP Coordinator to ensure project goals are met. Principals will dedicate approximately 5 hours per week toward Full Service Community Schools activities and responsibilities.
S4S Literacy Teacher	Five (5) part-time (one per site), 20 hours per week for 36 weeks—To Be Hired
Role	Serve as the S4S tutor center literacy teacher and center librarian.
Responsibilities	Under the supervision of the FSCSP coordinator, provide direct instruction and guided practice for students in reading and writing.
Qualifications	Preferred Highly Qualified Certified Teacher; Required 2 yrs college and 1 year experience as paraprofessional in an educational setting.
S4S STEM Teacher	Five (5) part-time (one per site), .5 FTE 20 hours per week for 36 weeks—To Be Hired
Role	Serve as the S4S tutor center STEM teacher.
Responsibilities	Under the supervision of the FWCSP coordinator, provide direct instruction and guided practice for students in math and use of the computer lab application software.

Qualifications	Preferred Highly Qualified Certified Teacher; Required 2 yrs college and 1 year experience as paraprofessional in an educational setting.
S4S Home Work Teacher	Five (5) part-time (one per site), 20 hours per week for 36 weeks - To Be Hired
Role	Serve as the S4S Homework Teacher
Responsibilities	Under the supervision of the FSCSP coordinator, provide direct instruction and communicate directly with classroom teachers and parents regarding homework completion.
Qualifications	Preferred Highly Qualified Certified Teacher; Required 2 yrs college and 1 year experience as paraprofessional in an educational setting.
Project MAX BBBS Match Support	Big Brothers Big Sisters of Tucson Match Support Specialist Eric J. Rhodes; Full Time 12 Month Position dedicated to the Flowing Wells FSCS Project MAX
Role	Coordinates matching process including matching qualified mentor volunteers (Bigs) with elementary student mentees (Littles)
Responsibilities	Coordinate Big Brothers Big Sisters mentor matches with center participants.
Qualifications	B.A. Communications (see attached resume)
Project MAX Recruitment Director	Big Brothers Big Sisters of Tucson Recruitment Director Nicolas Tomas Mares; Half Time 12 Month Position
Role	Coordinates recruitment of Bigs for the Project MAX program
Responsibilities	Recruits volunteer mentors and coordinates the mentor application

	process including interviews, reference checks and fingerprinting.
Qualifications	Associates Degree & Experience with ELL/Special Needs (see attached resume)
Project MAX Site Coordinator	Kerrie Hankinson, Project MAX Site Coordinator, 10 hours per week for 36 weeks
Role	Provides on-site supervision and coordination of all Project MAX activities.
Responsibilities	Works with BBBS staff to identify and enroll children with greatest need. Develops and assist matches in utilizing the Match Activities Curriculum.
Qualifications	Associates Degree (see attached resume)
Learn 2 Serve Coordinator	One (1) Part time 20 hours per week for 36 weeks- To Be Hired
Role	Coordinate L2S activities at four elementary sites.
Responsibilities	Coordinates selection of Junior High/High School student leaders. Coordinates all L2S volunteers. Coordinates selection of L2S projects. Coordinates logistics including transportation and materials needed for various L2S projects.
Qualifications	Preferred 2 years college and 1 year experience as paraprofessional in an educational setting.
Evaluation Consultant	Duane F. Rupert, Ed.D
Role	Coordinate and manage FW FSCSP project evaluation and work with Project Coordinator to implement continuous improvement process.

Responsibilities	Collect and organize data and complete data analysis correlated to project objectives.
Qualifications	Doctorate in Program Planning and Evaluation (see resume)

Flowing Wells Full Service Community Schools Project Implementation Time Line

October 2010 - **FW FSCSP Advisory Board** will be created and establish partnerships with schools, community, and businesses.

October 2010 - Begin Hiring Key Staff including **S4S** after-school tutoring site coordinators, L2S coordinator, Project MAX site coordinator, **S4S** after-school tutoring site teachers.

October 2010 - Planning sessions will begin to discuss logistics with school principals, staff, parents, and collaborating partners.

November 2010 - Recruitment of students for the **S4S** after-school tutoring programs will begin with a parent and community information campaign.

November 2010 - Regular meetings of the project staff will begin.

November 2010 - Meetings begin with **Project MAX** partners.

November 2010 - Project staff will complete the first training session.

November 15, 2010 - The **FW FSCSP Skills for Success** after-school tutoring centers at FWJH. & Feeder Schools will begin providing services.

December 2010 - Begin marketing **Parent Education & Support GED and ESL** classes.

December 2010 - Mentee Selection process begins for **Project MAX**.

December 2010 - Project Evaluator meets with FSCS Coordinator & Staff to review process.

December 2010 - **Learn 2 Serve** projects begin.

January 2011 - **Parent Education & Support GED and ESL** classes begin at four elementary

schools.

January 2011 - Evaluator gathers baseline student achievement data.

January 2011 – Site-Based **Project MAX** program begins.

February 2011 – Baseline Evaluation data collected and analyzed by Project Evaluator and provided for and reviewed by FW FSCSP Advisory Board.

March 2011 - Second training provided to all FW FSCSP based on mid-year assessment.

March 2011 - Schedule NCEA CIPCE validation team visit.

April 2011 - FW FSCSP Advisory Board Meets.

October 2011 - 1st Year **FW FSCSP** Annual Performance Review completed.

4. Quality of Project Evaluation

The proposed FW FSCSP project will be managed with a commitment to a continuous improvement process. Project planners have selected Dr. Duane Rupert as a qualified Independent Evaluation Consultant (IEC) to work with project staff to develop systems to efficiently collect and organize data for later analysis. Dr. Rupert has worked with local, state, and national organizations to create and implement continuous improvement processes that support the development of high quality and sustainable programs.

The purpose of evaluation is to produce objective data to keep all stakeholders focused on results. The evaluation data will be extremely helpful to the Project Director and Advisory Committee as it relates to the continuous improvement management strategy. Project components will be constantly monitored and modifications will be considered on the basis of data-driven decisions. Any program component not meeting its objectives will be given top priority for possible modifications. Project evaluation will be directly tied to specific project objectives as indicated in Table.

Table 10: Evaluation Plan

Objective	Measures	Data Generated	Staff Responsible
<p>Learn to Serve 1.1. - By the end of each year of the project, 500 student Learn 2 Serve participants grades 1-12 will participate in at least one community service project.</p>	<p>Attendance will be taken for all project activities, including planning and L2S project work sessions.</p>	<p>Documenting number of students who participate in at least one community service project.</p>	<p>Activity Leaders</p>
<p>Learn to Serve 1.2 - By the end of each year of the project, 80% of the Learn 2 Serve participants will demonstrate an understanding of community service and how this service benefits various members of the Flowing Wells community.</p>	<p>Surveys will be administered to all student participants. Activity leaders will keep written observations relative to student engagement in community service projects.</p>	<p>Student survey data and activity leader observations.</p>	<p>Activity leaders collect data. IEC summarizes and analyzes data.</p>
<p>Project MAX 2.1 - By the end of each year of the project, 60 high risk youth grades 3-6 will be provided a one-to-one mentoring</p>	<p>Records will be kept for each participant to document the date</p>	<p>Number of annual matches.</p>	<p>Project Director</p>

relationship.	and duration of a match.		
Project MAX 2.2 - By the end of each year of the project, Project MAX participants will improve their grade point average in core academic subjects by at least 5%.	1 st Quarter and 4 th Quarter report card grades for academic subjects will be collected.	Core academic grade changes.	Project Director will collect data. IEC will summarize and report participants' outcomes.
Project MAX 2.3 -By the end of each year of the project, Project MAX participants will reduce their number of unexcused absences and number of expulsions, suspensions, and disciplinary actions.	Participants' school discipline and attendance records.	Changes in number of unexcused, expulsions, suspensions, and disciplinary actions.	Project Director will collect data. IEC will summarize and report participants' outcomes.
Skills for Success 3.1a - The S4S tutoring centers will provide opportunities which will enable students to make significant progress toward meeting and exceeding district and state academic standards.	Student grades and state assessment scores.	Improvement in core academic grades and state assessment scores.	Project Director will collect data. IEC will summarize and report participants' outcomes.

Skills for Success 3.1b - The S4S tutoring centers will target at-risk students with specific emphasis on supporting ELL and special needs students' academic growth.	Teacher, parent, and administrator referrals.	Number of referrals of ELL and special needs students.	Project Director will collect data. IEC will validate the number of ELL and special needs participants.
Skills for Success 3.2 - Each year of the project, an average of 250 students will attend the S4S after-school tutoring programs per day during the 180 days school is in session.	Project daily attendance logs.	Average daily attendance.	Project Director will collect data. IEC will validate average daily attendance.
Skills for Success 3.3 - At the end of each year of the project, 70% of the S4S tutor center participants will improve their core subject grades.	1 st Quarter and 4 th Quarter report card grades for core subjects will be collected.	Core academic grade changes.	Project Director will collect data. IEC will summarize and report participants' outcomes.
Skills for Success 3.4 - At the end	Student participant	Improvement in	Project Director

of each year of the project, 70% of the S4S tutor center participants will meet or exceed state performance standards in math, reading and writing.	end of year state spring AIMS scores (Arizona Instrument to Measure Standards).	state assessment scores.	will collect data. IEC will summarize and report participants' outcomes.
Parent Education & Support 4.1 - A parent education and support system at the four target elementary schools will be created to enhance family function, increase parent affiliation with the school, and promote school success in school.	Participating parent focus groups, climate surveys and principal and staff interviews.	The extent to which family function is enhanced, parent school affiliation is increased, and school success is promoted.	Activity leaders administer surveys. IEC conducts parent focus groups; principal and staff surveys. IEC summarizes results.
Parent Education & Support 4.2 - 80 FW parents will complete the Parent Education & Support GED classes each year of the project.	GED class attendance logs	Number of parents completing GED classes each year.	Project Director will collect data. IEC will validate attendance data.
Parent Education & Support 4.3 - 100 FW parents will complete the Parent Education & Support ESL classes each year of the	ESL class attendance logs	Number of parents completing ESL classes each year.	Project Director will collect data. IEC will validate attendance data.

project.			
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The IEC will make frequent visits to: validate and revise, if needed, evaluation processes; review quantity and quality of data; and help prepare quarterly and annual reports. Quarterly evaluation reports will be focused on progress relative to outcome objectives and will include recommendations for improvement. The IEC will prepare annual reports that will focus on process as well as outcome objectives.

The indicators listed in the “Measures” column of Table 10 will provide a contextualized snapshot of each key results area that will help the IEC and Project staff understand their project. All project components will be modified as needed by data-driven program decisions. Data will be generated, gathered, reviewed using the following protocol:

Short Term
<p>The daily monitoring of project activities by the Project Coordinator will be useful when gathering data on short-term indicators of success. Information on indicators such as: participants’ rates of attendance, staff recordkeeping, referrals from parents and school staff will provide a short-term means of assessing the project's progress towards its objectives. Short-term indicators of project success will also include surveys of staff relative to their understanding of their responsibilities and satisfaction with project activities.</p>
Intermediate (Quarterly)
<p>The Project Coordinator will retrieve data each quarter from the record keeping system to track the project’s progress (as appropriate). The Coordinator will also insure participant and partner surveys are distributed. The Director, with support from staff and the IEC, will work with</p>

appropriate school officials and activity leaders to monitor the implementation of all project components.

Annual

The IEC will summarize and analyze all project measurement data including surveys, student assessment data, student management data, staff and participant interviews, activity leaders' logs to determine the impact of major components on project objectives. The IEC will provide the Director with an annual report to be used for project improvement and will prepare all required performance reports required by the funder. As data is generated it will be used to benchmark progress toward specific project objectives in future years. The IEC will attend all meetings required by the Project Coordinator or by the funder. The analyzed data will support continuous improvement strategies and will support funder reporting requirements.

In addition to the aforementioned standard evaluation strategies, greater detail will be added to the evaluation plan during the **FW FSCSP** project implementation. The project planners have chosen a learning-organization approach to evaluation which presupposes that a major focus of evaluation is improving the capacity of project staff to participate in their own evaluation. Thus, at the beginning of the project, the IEC will meet with staff and introduce the National Community Education Association's Continuous Improvement Process for Community Education (CIPCE) (see attached MOU).

Dr. Rupert, the IEC, helped to develop CIPCE and is a trained CIPCE facilitator. Dr. Rupert will serve as the CIPCE facilitator and will work with program managers and staff to insure a clear understanding of the CIPCE self-assessment protocol and its virtual components. Training will be provided by the IEC for all staff who will need to access the self-assessment rubrics.

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Project Narrative

Abstract Narrative

Attachment 1:

Title: **FW_FSCSPAbstract.doc** Pages: **1** Uploaded File: **FW_FSCSPAbstract.doc**

**Application for Grants
Under the Full-Service Community Schools Program
CFDA Number 84.215J**

Applicant Information- Flowing Wells School District

Superintendent: Nicholas I. Clement, Ed.D.

Abstract:

Problems/Needs: The Flowing Wells Full-Service Community Schools Program (FW FSCSP) seeks to establish four (4) projects at Flowing Wells Jr. High, a persistently low achieving school currently in transformation and four feeder elementary schools. These schools are located in a low wealth community which is considered by social service and law enforcement agencies to be an area of extreme stress for families. The four projects, titled, **Project MAX, Skills for Success, Learn to Serve and Parent GED and ESL classes**, will address the following priority services listed in the notice inviting applications for new awards: **Project MAX-** priority 4: Mentoring and other youth development programs; **Skills for Success-** priority 2 Remedial education and academic enrichment activities; **Learn to Serve-** priority 6 Community service and service learning opportunities; **Parent GED and ESL classes-** priority 5 Parent education and parent leadership.

The diverse neighborhoods served by the targeted schools contain the second highest number of assistance cases in Pima County. This area has also been designated by the U. S. Department of Housing and Urban Development as a **Neighborhood Revitalization Strategy Study Area**.

Students served by these schools have a strong need for the addition academic and social emotional support provided by the proposed **FW FSCSP**. All four schools have a high percentage of at-risk students including ELL and special needs students.

Proposed Activities: The **FW FSCSP** will provide comprehensive, developmentally appropriate extended day academic enrichment, mentoring and community service opportunities to over **1500 students**. The **FW FSCSP** will provide education opportunities through GED and ESL classes to over **500 parents and community members**. **Project MAX** will involve a partnership with Big Brothers Big Sisters of Tucson and provide weekly, year-round, one-to-one mentoring through both school site based and community based activities. **Skills for Success** will provide high quality after-school academic tutoring and enrichment for three hours a day in the areas of literacy, STEM and homework help for over **1500 students**. **Learn to Serve** will provide student-led community service opportunities for over **300 students**.

Intended Outcomes: The **FW FSCSP** will provide many benefits to children, families and the entire community. As a result of the four projects, students should experience academic gains in reading, writing and STEM. The **FW FSCSP** will also have a major positive impact on the community through the opportunities for community service and parent education.