U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

FSCS APPLICATION PACKAGE
CFDA # 84.215J
PR/Award # U215J100212

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

Table of Contents

Forms

1. *Application for Federal Assistance (SF-424)* e1
   - *Support Letters* e5
   - *Coalition for Community Schools Logic Model* e8
   - *Martindale Brightwood Quality of Life Action Plan* e14
2. *Standard Budget Sheet (ED 524)* e15
3. *SF-424B - Assurances Non-Construction Programs* e17
4. *Disclosure of Lobbying Activities* e19
5. *ED 80-0013 Certification* e20
6. *427 GEPA* e21
   - *IUPUI_FSCSGrant_GEPA* e23
7. *Dept of Education Supplemental Information for SF-424* e24

Narratives

1. *Project Narrative - (Appendix--Other, if applicaable...)* e25
   - *Competitive Preference Priority Narrative* e26
2. *Project Narrative - (Appendix--Documentation of match...)* e28
   - *Cost-Share Match Documentation* e29
3. *Project Narrative - (Appendix--MOU...)* e32
   - *MOUs-Partners* e33
4. *Project Narrative - (Appendix--Resumes of Key Personnel...)* e72
   - *Resumes of Key Personnel* e73
5. *Project Narrative - (Budget Narrative...)* e81
   - *BudgetNarr* e82
6. *Project Narrative - (Project Narrative...)* e105
   - *Martindale Brightwood Project Narr* e106
7. *Project Narrative - (Abstract Narrative...)* e140
   - *Project Abstract* e141

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):
[ ] Preapplication	[X] New	
[X] Application	[ ] Continuation	* Other (Specify)
[ ] Changed/Corrected Application	[ ] Revision	

* 3. Date Received:	4. Applicant Identifier:
7/23/2010	Indiana University

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: Indiana University

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
356001673	603007902

d. Address:

* Street1:	620 Union Drive, Room 518
Street2:	
* City:	Indianapolis
County:	Marion
State:	IN
Province:	
* Country:	USA
* Zip / Postal Code:	46202

e. Organizational Unit:

Department Name:	Division Name:
Community Learning Network	

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

Prefix:	Mrs.	* First Name:	Jean
Middle Name:			

* Last Name:	Mercer		
Suffix:			
Title:	Director of Grant Services		
Organizational Affiliation:			
Office of Research Adminstration			
* Telephone Number:	(317)278-3473	Fax Number:	(317)274-5932
* Email:	SPON2@IUPUI.EDU		

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215J

CFDA Title:

FSCS Application Package

*** 12. Funding Opportunity Number:**

84.215J

Title:

Full Service Community Schools Program

13. Competition Identification Number:

Title:

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

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

The Martindale Brightwood Alliance for Educational Success.

Attach supporting documents as specified in agency instructions.

Attachment:
Title : Support Letters
File : SupportLetters.pdf

Attachment:
Title : Coalition for Community Schools Logic Model
File : coalition for community schools logic model.pdf

Attachment:
Title : Martindale Brightwood Quality of Life Action Plan
File : Structure of Martindale Brightwood.pdf

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:
* a. Applicant: IN-007 * b. Program/Project: IN-007

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: 9/30/2015

18. Estimated Funding ($):

a. Federal	**$ 2485297**
b. Applicant	$ (b)(4)
c. State	$
d. Local	$
e. Other	$
f. Program Income	$
g. TOTAL	$

*** 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.
[X] c. Program is not covered by E.O. 12372.

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

[ ] Yes [X] 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)**

[X] ** 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:	Mr.	* First Name:	John
Middle Name:	W		
* Last Name:	Talbott		
Suffix:			

Title:	Asst Vice President for Res Admin

* Telephone Number:	(317)278-3473	Fax Number:	(317)274-5932

* Email:	SPON2@IUPUI.EDU

* 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.

Indianapolis Public Schools

James Russell Lowell #51
Elementary School

3426 Roosevelt Avenue, Indianapolis, IN 46218
http://www.ips.k12.in.us

• TEL 317-226-4251
• FAX 317-226-3312

June 21, 2010

Dear Ms. Oglesby:

It is a pleasure to offer this letter of support for the IUPUI Full Service Community Schools grant application funding the Martindale Brightwood Alliance for Educational Success. I speak for my fellow principals in this project when I say that we are excited about working with the new and existing partners who have gathered to serve our students, families and the Martindale Brightwood community. We are encouraged by the working relationship that has developed with IUPUI during the grant planning process and look forward to implementation. We believe the partnerships outlined in this constellation of programs and supports will serve James Russell Lowell Elementary, Joyce Kilmer Elementary and Francis W. Parker Elementary as we become a community of practice and work toward our mutual goals of Excellence, Scholarship, Respect and Courage for all of our students.

We hope you will favorably consider support for this grant.

Thank you for your consideration.

Sincerely,

Lauren A. Johnson
Principal

United Way
of Central Indiana

3901 N. Meridian Street
P.O. Box 88409
Indianapolis, IN 46208-0409
tel 317.923.1466
fax 317.921.1355

community@uwci.org
www.uwci.org

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Lilly Endowment Inc.
Clarian Health
Anthem Blue Cross and Blue Shield of Indiana
Chase
UPS
Allison Transmission, Inc., and UAW Local #933
OneAmerica
Indianapolis Power & Light Company
AT&T Inc., CWA & IBEW
Citizens Energy Group
Nina Mason Pulliam Charitable Trust
Central Indiana Community Foundation and its affiliates, The Indianapolis Foundation and Legacy Fund
Roche Diagnostics Corporation
Herff Jones, Inc.
IUPUI
Dow AgroSciences LLC
Rolls-Royce
St. Vincent Health
Community Health Network

July 22, 2010

Dr. Khaula Murtadha
Associate Vice Chancellor for Lifelong Learning
and Executive Director, Community Learning Network
Indiana University Purdue University Indianapolis
620 Union Dr. Suite 152
Indianapolis, In 46202

Dear Dr. Murtadha:

United Way of Central Indiana (UWCI) is pleased to support the Indiana University/Purdue University (IUPUI) application for a Full Service Community Schools grant from the U.S. Department of Education. Recognizing the education crisis in our community, in 2007 the UWCI board of directors made education success for our community's children and youth (aka "Ready to Learn, Ready to Earn") an organizational priority of equal importance to supporting a strong network of human services. UWCI clearly understands that education is the primary path out of poverty and the foundation for a successful career and meaningful engagement in community life.

Indianapolis is a currently a hotbed of education reform and innovation. The Indianapolis Chamber of Commerce has launched the Common Goal initiative to raise high school graduation rates. Indiana University Purdue University at Indianapolis (IUPUI) is leading the Talent Alliance to identify and measure education success indicators. The Mind Trust is recognized nationally for its leadership in education innovation and has introduced Teach for America, Summer Advantage and other reform initiatives to our community. Finally the Mayors Office of Indianapolis has chartered nineteen public schools to provide alternatives to families and their children.

Under the strong and visionary leadership of Superintendant Dr. Eugene White, the state's largest public school corporation is making major strides in improving the quality of instruction and developing demanding accountability systems. Clearly much progress has been made, yet much work remains.

Over the past three years UWCI has been working in partnership with IPS, community organizations, businesses and local governments to help increase student performance by enhancing the instructional program of the district with a number of programs that either supplement teaching or provide services that address health and psychosocial needs of students and families. These include a volunteer tutoring program, a math instruction enhancement and related professional development program, mentoring services and nurse managed health clinics. In addition, participating schools are assigned coordinators who develop and maintain partnerships that bring resources and assets to help schools achieve academic goals and create conditions that are essential to learning. These coordinators are also charge with managing relationships between the schools and community partners and assuring smooth operations of partner services.

In addition to the above programs and services, UWCI and IPS are working as full partners in a school intervention model to address academic performance issues in a number of persistently low achieving elementary schools beginning with School #51. The "turnaround" strategy is being employed with the focus on students attaining grade level reading competencies by the end of third grade. Individual student assessments and individualized instruction, remediation and support services will be provided to meet students' learning needs. Ongoing data collection and analysis of student performance data will guide these interventions. Professional development and coaching will be provided to teachers to increase their skills in teaching reading and related language arts competencies. The model also includes routine developmental assessments and linkages to needed health and developmental services to assure that barriers to children's learning are identified and properly addressed.

The Full-Service Community Schools project proposed by IUPUI will bring additional assets from the university and the community to a number of the same schools served through UWCI's Ready to Learn/Ready to Earn priority. UWCI is committed to working with IUPUI and its other partners to assure integration of each of the nine qualified FSCS services included in the proposal with those that are already in place through participation in the Partner Implementation Team. This team will also provide an important forum to evaluate the impact of all services relative to individual school's academic improvement plan and to subsequently make adjustments that will make the services more effective.

Again, we are most pleased to endorse this proposal and pledge to work closely with IUPUI in assuring the project's successful implementation.

Sincerely,

Jay Geshay

Jay Geshay, Senior Vice President
Strategic Planning and Community Initiatives

Step 1: The Community Schools Logic Model (LM)

The design principles suggest that community schools be built to achieve results for students, families, and the community. These results should be developed around a Logic Model (LM). CCS created the LM (page 8) to help guide community school efforts around improving student learning and development and strengthening families and communities.

By focusing their work around results, community schools can position themselves to identify partnerships, secure funding, and achieve selected results. The toolkit is organized around the LM to provide community schools nationwide with common language for assessment.

Using a "Results Based Accountability (RBA)" process, the specific results that community schools seek – both in terms of how they function and in relationship to the well being of students, families, and communities – were determined. Mark Friedman defines RBA as:

> *…a disciplined way of thinking and taking action that can be used to improve the quality of life in communities, cities, counties, states, and nations…it can also be used to improve the performance of programs, agencies, and service systems.*[1]

We are continuously learning at CCS. Therefore, the LM builds on CCS' results framework[2]. The Community Schools LM illustrates the intended results and activities linked to them. It demonstrates how your results are expected to drive the decisions about which inputs and programs will make up your community school strategy. For example, if your school or initiative finds that family involvement is lower than you want it to be, a result you may consider is "*Families are increasingly involved in their child's education.*" (See LM, page 8.) Ask yourself: "Are we providing enough and appropriate opportunities for families to be engaged?" Addressing questions such as these leads to both short and long-term results which, in turn, support community school's intended impact—students who graduate ready for college, careers, and citizenship.

Using a community school strategy, develop the inputs and activities that you expect will help you achieve your results and support the community school's intended impact—students graduating ready for college, careers, and citizenship. It is important to note that there is reciprocity between *What Can Happen at a Community School* and the *Outputs*. This is depicted by the two way arrows in the LM. Utilizing this LM will help you determine which results are important for your students, families, and communities.

---

[1] See http://www.communitypartnerships.info/rba.htm for an elaboration of Friedman's Results Based Accountability model. Also visit: http://www.raguide.org/

[2] Coalition for Community Schools. 2007. *Community Schools-Promoting Student Success: A Rationale Results Framework.* http://www.communityschools.org/assets/1/AssetManager/Results%20Framework.pdf

www.communityschools.org

www.iel.org

Table A. Community Schools: A Results-based Logic

Inputs

- Community School Coordinator
- Sufficient staff (expertise + availability)
- Sufficient resources (e.g., funding, facilities)
- Available/relevant partners
- Leadership & Initiative level infrastructure
- Support from schools and community

What Can Happen at a Community Schools?

- Family engagement (e.g. adult education)
- Extended Learning Opportunities/Youth Development
- Health, mental health, and social services; family support
- Social and Emotional Learning
- Early Childhood Development
- Professional development (school staff and community)
- Linkages between schools and partners

Outputs

- Supported Families
- Comprehensive learning supports
- Integrated academic enrichment and social services to support children's intellectual, social, emotional, and physical development
- High quality, engaging, instructional programs
- Partner integration into school day

Short-term Results (proximal)

- Children are ready to enter school
- Students attend school consistently
- Students are actively involved in learning and their community
- Families are increasingly involved in their children's education
- Schools are engaged with families and communities

Long-term Results (distal)

- Students succeed academically
- Students are healthy: physically, socially and emotionally
- Students live & learn in a safe, supportive, and stable environment
- Communities are desirable places to live

Impact

- Students graduate ready for college, careers, and citizenship

Your Planned Work

Your Intended Results

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Community schools recognize that many factors influence the education of our children and that various conditions need to be in place to produce positive results. This is why they work with partners to mobilize the assets of the school and the entire community to improve educational, health, social, family, economic, and related results.

Community schools move through stages of development. For example, a community school in its first year could have one or two activities (i.e. *What Can Happen at Community Schools* – see LM). These community schools are just getting started and aiming to achieve short-term results such as those highlighted in the LM. On the other hand, there are also schools further along in this developmental trajectory. This type of community school will have many more of the activities listed under the *What Can Happen at a Community School* column in the LM. If you fall into this category, you will want to look more carefully at the long-term results designed to lead to community schools' intended impact. The Children's Aid Society's *Stages of Community School Development* is a useful resource to assist you in locating your school's development and is available at: http://www.communityschools.org/resources/community_school_evaluation_toolkit_resources.aspx.

Because it links activities and consequences in a sequenced way, a LM helps you focus on program implementation—where did activities and consequences come about as intended, and where did they fall short? Where are links strong?

As Table B (below) shows, for each result there are a number of ways to measure your success —in the toolkit these are called indicators. There are several indicators for each result that provide a way to measure whether the community school is progressing in meeting the results they have chosen. These indicators were identified from evaluations of community schools and reflect the research literature on best practices for youth development and community schools. Access the research on indicators here, by clicking on each result area: http://www.communityschools.org/results/default.aspx.

Table B: Results and Corresponding Indicators

RESULTS	INDICATORS THAT ALIGN WITH EACH RESULT
SHORT-TERM RESULTS	
Children are ready to enter school	▪ Immunizations ▪ More children with health insurance[3] ▪ Children in expected height and weight range for their age[4] ▪ Availability of early childhood education programs ▪ Attendance at early childhood education programs ▪ Parents read to children[5] ▪ Vision, hearing, and dental status
Students attend school consistently	▪ Daily attendance ▪ Early chronic absenteeism ▪ Tardiness ▪ Truancy
Students are actively involved in learning and their community	▪ Students feel they belong in school ▪ Availability of in-school and after-school programs ▪ Students feel competent ▪ Schools are open to community ▪ Attendance at before and after-school programs ▪ Partnerships for service learning in the school/community ▪ Post-secondary plans
Schools are engaged with families and community	▪ Trust between faculty and families ▪ Teacher attendance and turnover ▪ Faculty believe they are an effective and competent team ▪ Community-school partnerships
Families are actively involved in their children's education	▪ Families support students' education at home ▪ Family attendance at school-wide events and parent-teacher conferences, ▪ Family experiences with school-wide events and classes ▪ Family participation in school decision-making

[3] Schorr, Lisbeth B. and Vicky Marchand. *Pathway to Children Ready for School and Succeeding at Third Grade.* Pathways Mapping Initiative, 2007. http://www.cssp.org/uploadFiles/3RD%20GRADE%20PATHWAY%20PDF%209-07.pdf
[4] Ibid.
[5] Ibid.

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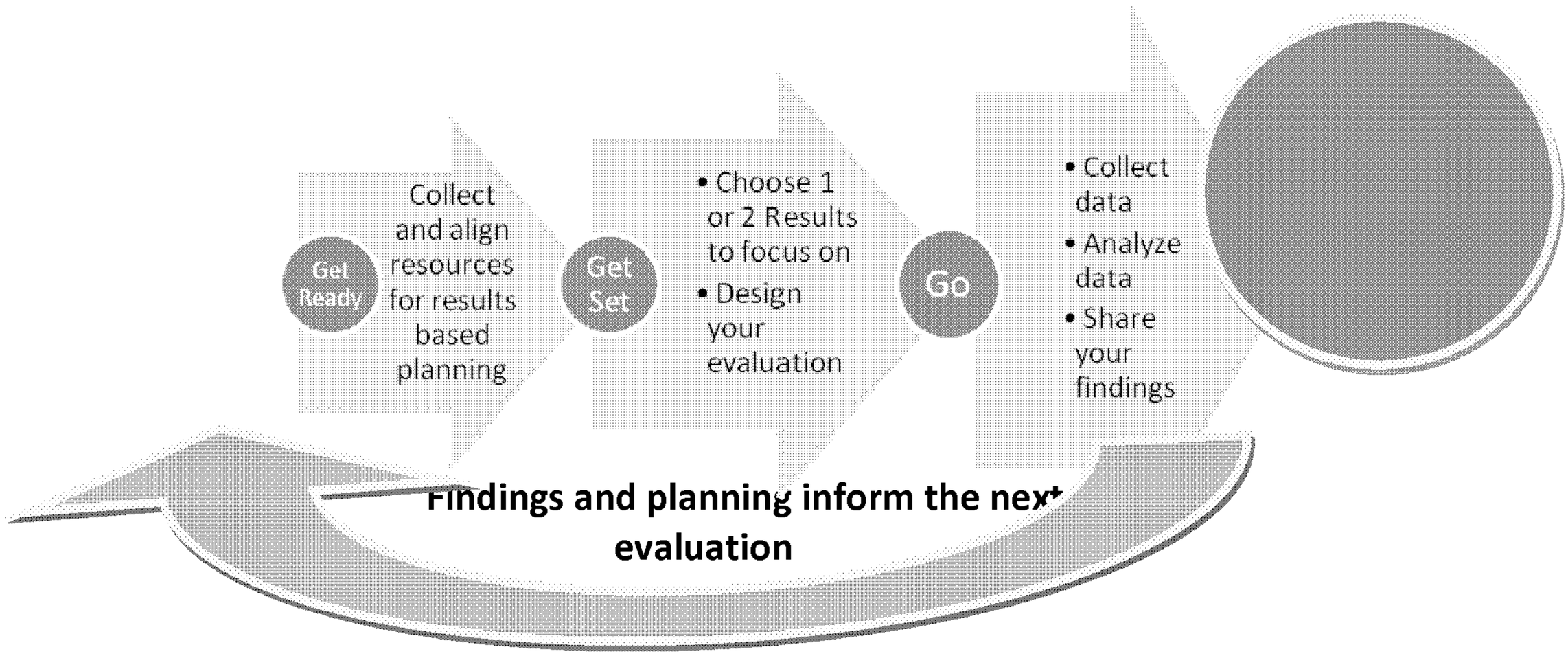
RESULTS	INDICATORS THAT ALIGN WITH EACH RESULT
LONG-TERM RESULTS	
Students succeed academically	▪ Standardized test scores ▪ Teachers support students ▪ Grades ▪ Teachers take positive approach to learning and teaching ▪ Graduation rates ▪ Dropout rates ▪ Reading by 3rd grade
Students are healthy: physically, socially and emotionally	▪ Asthma control ▪ Vision, hearing, and dental status ▪ Physical fitness ▪ Nutritional habits ▪ Positive adult relationships ▪ Positive peer relationships
Students live and learn in stable and supportive environments	▪ Students, staff, and families feel safe ▪ Schools are clean ▪ Families provide basic needs ▪ Incidents of bullying ▪ Reports of violence or weapons
Communities are desirable places to live	▪ Employment and employability of residents and families served by the school ▪ Student and families with health insurance ▪ Community mobility and stability ▪ Juvenile Crime

Review the original Rationale Results Framework from the Coalition for Community Schools here: http://www.communityschools.org/resources/community_school_evaluation_toolkit_resources.aspx.

Organizing and Conducting Your Evaluation

The three following sections will take you through the evaluation process, based on the LM (page 8), step by step: **Get Ready** helps you assess your readiness for evaluation. **Get Set** leads you through the evaluation planning process. **Go teaches** you how to collect and study your data.



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Structure of Martindale Brightwood in Action

Result: To create a shared partnership, responsibility and accountability of the neighborhood plan

Resident Voice

This plan was created by the voice of the residents; residents are encouraged to serve in workplan areas, LLP and P&A Committee. An annual community report card is suggested.

Leadership
GCCMB

Crime and Safety
WEED & SEED

Social and Culture
GCCMB

Local Learning Partnership
Supports the workplan areas with data to move the plan forward.

Education
Education Task Force

Communication
Schools Building Community

Martindale Brightwood in Action Roundtable

Consists of a representative from each of the workplan areas, manages the Quality of Life Neighborhood Plan and provides coaching to workplan areas.

Martindale Brightwood Quality of Life Neighborhood Plan

Infrastructue
MB CDC

Health
Healthnet

Environment
MB Environmental Justice Colaborative

Economic Development
MB CDC

Workforce
Oasis of Hope CDC

Protocol and Accountablitiy
Ad hoc committee of residents and CBO's that guides the MBIA to maintain an inclusive & collaborative environment

Community Organizer
Stewards of the plan, ensures theengagement and actions of the plan via MBIA process.

Terms

Roundtable - reviews monthly the information/strategies implemented from the workplan area and gives feedback and recommendations to move the work forward. Ensures that the information gets back to the community via an annual celebration, town hall meeting or other venues deemed appropriate as an accountability measure to the overall community and to ensure the input of community voices.

Workplan areas - These 10 areas reflect the needs of the community from the April 18th Community Visioning Meeting. Workplan area meetings are open to residents.

Facilitated organization - (1) Work collaboratively towards the identified goals with the partners outlined in the plan (2) Convene the partners identified in their respective workplan areas to develop a report that chronicles the implementation of strategies and progress towards goals identified in the Comprehensive Plan (3) Insure representation for their workplan area at the MBIA Roundtable on the third Tuesday of every month to provide oversight and cast the vote for their designated workplan area on matters that may come before the roundtable.

Collaborators - outside partners who bring human and monetary resources into the neighborhood. Collaborators may include CICF, United Way of Central Indiana, Making Connections Indianapolis, City of Indianapolis,etc. Collaborators may support the goals through the workplan areas, LLP and Protocol and Accountability. Collaborators do not have voting priviledges at the roundtable.

Local Learning Partnership - Collect performance measures. Act as a neutral evaluator (summative and informative evaluation). Develop data, information and collection protocol. LLP provides performance analysis and evaluation for the workplan areas

Protocol and Accountability - ensures the appropriate roles, representations, responsibilities and processes of the MBIA roundtable. This is an ad hoc committee.

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Indiana University

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

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 36,440	$ 36,440	$ 36,440	$ 36,440	$ 36,440	$ 182,200
2. Fringe Benefits	$ 9,984	$ 11,310	$ 11,310	$ 11,310	$ 11,310	$ 55,224
3. Travel	$ 34,750	$ 51,550	$ 51,550	$ 55,150	$ 55,150	$ 248,150
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 22,600	$ 13,050	$ 13,050	$ 13,050	$ 13,050	$ 74,800
6. Contractual	$ 310,250	$ 325,250	$ 328,250	$ 336,750	$ 338,250	$ 1,638,750
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 414,024	$ 437,600	$ 440,600	$ 452,700	$ 454,200	$ 2,199,124
10. Indirect Costs*	$ 82,816	$ 57,746	$ 52,676	$ 45,552	$ 41,132	$ 279,922
11. Training Stipends	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 6,250
12. Total Costs (lines 9-11)	$ 498,090	$ 496,596	$ 494,526	$ 499,502	$ 496,582	$ 2,485,296

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2011 (mm/dd/yyyy)
Approving Federal agency: [ ] ED [X] Other (please specify): US DHHS The Indirect Cost Rate is 26%
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[X] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1894-0008 Expiration Date: 02/28/2011
Name of Institution/Organization: Indiana University	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.

(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: John W. Talbott
Title: Asst Vice President for Res Admin
Date Submitted: 07/23/2010

Approved by OMB 0348-0046 Exp.

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action:	**2. Status of Federal Action:**	**3. Report Type:**
[ ] Contract **[ ]** Grant **[ ]** Cooperative Agreement **[ ]** Loan **[ ]** Loan Guarantee **[ ]** Loan Insurance	**[ ]** Bid/Offer/Application **[ ]** Initial Award **[ ]** Post-Award	**[ ]** Initial Filing **[ ]** Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:

4. Name and Address of Reporting Entity:	**5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:**
[ ] Prime **[ ]** Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - **Congressional District, if known:**	Name: Address: City: State: Zip Code + 4: - **Congressional District,** if known:
6. Federal Department/Agency:	**7. Federal Program Name/Description:** CFDA Number, if applicable:
8. Federal Action Number, if known:	**9. Award Amount,** if known: $0
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	**b. Individuals Performing Services** (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	Name: John W. Talbott Title: Asst Vice President for Res Admin Applicant: Indiana University Date: 07/23/2010

Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

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	
Indiana University	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: First Name: John	Middle Name: W
Last Name: Talbott	Suffix:
Title: Asst Vice President for Res Admin	
Signature: _____	Date: 07/23/2010

ED 80-0013 03/04

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 : IUPUI_FSCSGrant_GEPA
File : IUPUI_FSCSGrant_GEPA.doc

Martindale Brightwood Alliance for Educational Success
Full-Service Community Schools (FSCS) Project

GENERAL EDUCATION PROVISIONS ACT (GEPA)

Name: Indiana University Purdue University Indianapolis (IUPUI) Community Learning Network (CLN)
Address: 620 Union Dr., Suite 244; Indianapolis, In 46202
Point of Contact: Nicole Y. Oglesby, Director of Diverse Community Partnerships, 317.278.2161(Phone number), noglesby@iupui.edu

IUPUI CLN will ensure equitable access to, and participation in, the FSCS Project for students, their families, and residents with special needs. IUPUI CLN, in collaboration with its community partners and schools, will institute the following steps to be taken to overcome any possible barriers to accessing services within the FSCS Project:

- To serve the limited English proficiency population in Martindale Brightwood, we plan to distribute information about the proposed project to such potential participants in their native language, when applicable;
- For students who have special learning needs, we will work to provide and make available materials and information in alternative format(s), such asaudio tape or in braille for students who are blind;
- For reaching "hard to reach" children, youth and their families, we intend to conduct "creative" outreach efforts to encourage their enrollment;

IUPUI CLN and its community partners are committed to ensuring equitable access and participation in the FSCS Project among students, their families and residents in the Martindale Brightwood community.

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mr.	Khaula		Murtadha	

Address:

* Street1: 620 Union Drive, Room 142

Street2:

* City: Indianapolis

County: Marion

* State: IN* Zip / Postal Code: 46202 * Country: **USA**

* Phone Number (give area code)	Fax Number (give area code)
(317)278-7395	

Email Address:

KMURTADH@IUPUI.EDU

2. Applicant Experience

Novice Applicant [X] Yes [ ] No [ ] Not applicable

3. Human Subjects Research

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

[ ] Yes [X] No

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

[ ] Yes Provide Exemption(s) #:

[ ] No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:
Title :
File :

Project Narrative

Appendix--Other, if applicaable

Attachment 1:
Title: **Competitive Preference Priority Narrative** Pages: **2** Uploaded File:
IUPUI_FSCSGrant_CompetitivePriority.doc

Competitive Priority – Strategies that Support Turning Around Persistently Lowest-Achieving Schools

The Martindale Brightwood Alliance for Educational Success. Full Service Community Schools (FSCS) Project meets the Competitive Preference Priority for serving one of the lowest achieving schools in Indiana and the Indianapolis Public School (IPS) district.

SCHOOL INTERVENTION MODEL: School # 51 is a comprehensive Title1 school that has not yet made Annual Yearly Progress (AYP) for three consecutive years. In danger of being reconstituted by the state in 2011 if the most recent state-standardized ISTEP scores did not make Safe Harbor status, the IPS district decided to implement the School Intervention Model - Turnaround model. School #51 has implemented the Turnaround Model:

(1) Replace the principal – A broad talent search and a diverse interview team, which included resident leaders, was conducted to hire the new principal, Lauren Johnson.

(2) Rehire no more than 50% of the school's staff – Principal Johnson has been given the flexibility to hire a high quality staff that will ensure the success of students. All school staff were interviewed by a diverse interview team and no more than 50% of the current staff were selected to teach in the upcoming 2010-2011 school year. United Way of Central Indiana (UWCI) and IPS have provided funding to assist with additional professional development for all staff members. The school will have a cultural audit and receive professional development through district's multicultural department. IPS and UWCI have committed to providing material and human resources to support student and staff growth.

(3) Adopt a new governance structure – School 51 has a more democratic and collaborative atmosphere with the turnaround and a strong work relationship between the new principal and the site team has already begun. Great attention is being paid to developing a learning climate with high expectations for every student at 51. The Caring School Community (CSC) Program is a nationally recognized, research-based K–6 program developed by Developmental Studies Center, a non-profit organization dedicated to children's academic, ethical, and social development. The CSC promotes a sense of community in the classroom, school, and home and utilizes positive behavior support will be implemented with funding from the United Way.

(4) Implement an instructional program that is research-based and vertically aligned – A balanced approach to literacy instruction combines language and literature-rich activities associated with holistic reading instruction with the explicit teaching of skills as needed to develop the fluency and comprehension that proficient readers possess. Such instruction stresses the love of language, gaining meaning from print, and instruction of phonics in context. School 51 has utilized coaching and leadership mentors to meet this improvement. Suring reading we will be engaging youth in multi-sensory activities that require higher level thinking and analysis of literature. Students will write daily in response to literature and also in response to questions that make school and real world connections. We have adopted a new math text and instruction will engage them in conceptual problem solving and will require them to support their problem solving process and answers in writing. Our learning activities make connections in literature in all content areas. Social studies and science instruction will connect students to their environment at school and in their community. Our partnerships with various universities will extend the instruction through human resources. We use a variety of ways to identify and support students who are working below grade level such as reading success plans that guide

interventions and track student performance, Response to Intervention and daily scheduled times for targeted instruction in small groups.

ACADEMIC, SOCIAL, AND HEALTH SERVICES: Students at School #51 will receive an array of academic, social and health services to support their academic achievement, including individual and group tutoring, remedial education, mentoring, positive youth development and leadership, community service and service-learning, primary health services, mental health services, and nutrition services. In partnership with the committed community based organizations and IUPUI, the students' physical, psychology, emotional, behavioral, and academic needs will be met in unprecedented ways, allowing the teachers to focus on providing research-based instruction to the students.

ALIGNMENT OF SCHOOL INTERVENTION MODEL AND ACADEMIC, SOCIAL AND HEALTH SERVICES: The FSCS Project planning team met individually with Principal Johnson to understand the new Turnaround Model and its goals for the students to solicit feedback on developing the FSCS Project. Principal Johnson specifically requested a need for on-site .wraparound.

SERVICES FOR STUDENTS AND THEIR FAMILIES: Principal Johnson will be a member in the FSCS Leadership Team, providing ongoing feedback on the implementation of the FSCS project. The FSCS Coordinator will be a member in the School Improvement Team to stay current with the academic needs and program model at the school to implement and modify the FSCS Project as needed. FSCS Coordinator will meet regularly with the partners to inform them of the school's goals and implementation of the Turnaround Model to ensure alignment of their program with the school's academic instruction.

Project Narrative

Appendix--Documentation of match

Attachment 1:
Title: **Cost-Share Match Documentation** Pages: **3** Uploaded File: **IUPUI_FSCSGrant_Cost-Share.doc**

SALARY Subtotal: $133,480.00

- One staff, Project Manager, will have half of their salary ($100,000/year) provided through IUPUI CLN funding. The cost-share match for this grant is $25,000.

- Three IUPUI Departments have students that will provide in-kind service for this project.
  - IU School of Education - is providing approximately 20 MA School Counseling students to provide 3 hours/week at the targeted schools. Their in-kind compensation is valued at $12.00/hour. Collectively the MA students will provide approximately 2,880 hours of service/year at a rate of $12.00/hour for a total in-kind value of $34,560.
  - IU School of Nursing – is providing 10 BSN students to provide 6 hours/week at the targeted schools. Their in-kind compensation is valued at $11.00/hour. Collectively they will provide approximately 2,880 hours of service/year at a rate of $11.00/hour for a total in-kind value of $31,680.
  - IU School of Social Work - is providing 12 MSW and BSW students to provide 320 hours/year at the targeted schools. Their in-kind compensation is valued at $11.00/hour. Collectively they will provide approximately 3,840 hours of service/year at a rate of $11.00/hour for a total value of $42,240.

FRINGE BENEFITS Subtotal: $18,160.38

- For all IU employees, cost-share fringe benefits for full-time employees are calculated at a rate of 41.92%.
  - There is one IU full-time employee whose salary was considered in this cost –for a cost-share match of $10,480 ($25,000*41.92%).
- For IU employees that are part-time, fringe benefits are calculated at a rate of 7.08%.
  - There are three part-time IU schools whose students are contributing in-kind costs – IU School of Education ($34,560), IU School of Nursing ($31,680), and IU School of Social Work ($42,240) for a total cost-share match of $7,680.38 ($108,480*7.08%).

TRAVEL Subtotal: $12,500.00

- Children's Aid Society National Conference – calculated 10 participants (combination of staff, parents and partners) attending the conference in New York, NY. Airfare - $400, Registration - $200, Hotel - $600, Per Diem - $300 for a total of $1,500/participant x 10 participants for a total cost of $15,000. The cost-share match is valued at $7,500. Indiana Youth Institute (IYI) provides professional development scholarships for youth workers of up to $750/year. We anticipate all 10 participates applying for and receiving the IYI professional development scholarship each year. (10 participants receiving $750 each accounts for $7,500 in cost-sharing for the conference.)
- Transportation – bus transportation for students coming home from the afterschool program and attending field trips in the community is a total cost of $15,000. $5,000 is a cost-share match with the Indy Parks and Edna Martin Christian Center after school programs. They have received this funding from the 21st CCLC grant and are sharing the cost of transporting students.

EQUIPMENT Subtotal: $0.00

- There is no cost-share match for equipment.

SUPPLIES Subtotal: $0.00

- There is no cost-share match for supplies.

CONTRACTUAL Subtotal: $328,600.00

- Indy Parks 21st CCLC Afterschool Program –received a 21st CCLC grant to provide afterschool programming at two of our schools, and the cost value for the programming is $70,000/site for a total cost-share value of $140,000.
- 100 Black Men – received funding to provide their mentoring program at the three schools at a value of approximately $30,000/school for a total cost-share value of $90,000.
- Girls Inc – received funding to provide their mentoring program at two of the schools at a value of approximately $6,000/school for a total cost-share value of $12,000.
- Boy Scouts of America, Indianapolis – received funding to provide their Scouts program at two of the schools at a value of approximately $9,000/school for a total cost-share value of $18,000.
- Play and Learn – received funding to provide their program for parents and infants/toddlers at two schools at a value of approximately $17,000/school for a total cost-share value of $34,000.
- Felege Hiywot Garden Center – received funding to provide their service learning program at one site for a cost-share value of $6,000.
- Edna Martin Christian Center – received funding to provide their comprehensive services at all three schools for a value of $2,400/school and a total cost-share value of $7,200.
- Rebuilding the Wall – received funding to provide their workforce and financial literacy programs for parents and residents at all three schools for a value of $2,400/school and a total cost-share value of $7,200.
- Martindale Brightwood CDC – received funding to provide their workforce and financial literacy programs for parents and residents at all three schools for a value of $2,400/school and a total cost-share value of $7,200.
- Gleaners Food Sack Program – received funding to provide their Food Sack program at one school for a cost-share value of $7,000.

CONSTRUCTION Subtotal: $0.00

- There is no cost-share match for construction.

OTHER Subtotal: $0.00

- There is no cost-share match for “other”.

TOTAL DIRECT COSTS Subtotal: $492,740.38

- The total direct costs include the subtotal costs for Salaries, Fringe Benefits, Travel, and Contractual budget categories.

INDIRECT COSTS Subtotal: $0.00

- There is no cost-share match for indirect costs.

TRAINING STIPENDS Subtotal: $1,250.00

- Professional Development - $25/staff/month for six staff (FSCS Coordinator, Project Managers, Project Specialist, Extended Day Coordinator, and Evaluator) has been allocated for staff to receive professional development training for a total cost of $1,500. $750 of the cost will be provided through cost-share match with Indiana Youth Institute and other youth serving organizations in the community.
- Cultural Competency Training - $500 has been allocated to specifically support the cultural competency development of staff. Another $500 will be a cost-share match with Indiana Youth Institute and other youth serving organizations in the community.

TOTAL COST-SHARE Subtotal: $493,990.38

- The total costs were calculated by adding the Total Direct Costs to the Training Stipends.

The cost-share is nearly a *1:1 match* for the DOE FSCS grant and the cost-share value.

Project Narrative

Appendix--MOU

Attachment 1:
Title: **MOUs-Partners** Pages: **39** Uploaded File: **MOUs_Partners.pdf**

IUPUI

COMMUNITY
LEARNING NETWORK

INDIANA UNIVERSITY-PURDUE UNIVERSITY
Office of Academic Affairs
Indianapolis

Memorandum of Understanding

IUPUI Community Learning Network and Learning Well, Inc.

The undersigned representatives of the Learning Well, Inc. and the IUPUI CLN, lead partner for the Full-Service Community School Initiative propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS Learning Well, Inc. students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities.

- Participate as a collaborative member of the Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the IUPUI CLN as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- Learning Well, Inc. and IUPUI CLN through this defined relationship recognize that both entities can contribute to the collaborative work of:
  - Providing exemplary education supports for IPS students, their families, and neighbors;
  - Providing quality programming supports to collectively secure necessary conditions for learning; and
  - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

This purpose of this agreement is to:

1. Define the primary activities of each Learning Well, Inc. school-based health clinic within this partnership.
2. Describe the collaborative procedures that will be followed by each Learning Well, Inc. school-based health clinic.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership

Responsibilities of Each Party

I. <u>Responsibilities of Learning Well, Inc.</u>

1. Provide school-based primary healthcare services to all students within the school at no cost to the families.
2. Provide health education services to students focused on reducing childhood obesity and asthma related problems.
3. Provide aggregate, de-identified data on clinic visits within the school via the Learning Well electronic medical record, Welligent.

4. Provide evaluation of the Learning Well data through Indiana University's Bowen Research Center.

II. Responsibilities of IUPUI CLN

1. Serve as lead partner/grant applicant and fiscal agent for the Initiative,
2. Work with Learning Well, Inc. staff to determine expectations of programming at schools 51, 56 and 69.
3. Work collaboratively and in a timely fashion with Learning Well, Inc. representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with Learning Well, Inc. services and all partnering entities.
5. Promote Learning Well, Inc. services in conjunction with other collaborative partnerships.
6. Provide access to facilities and designated space for programming.
7. Work cooperatively with the research and components of the FSCS Initiative.

Donna A Stephens

July 21, 2010
Date

Khaula Murtadha

7/22/2010
Date

Khaula Murtadha, PhD
IUPUI Associate Vice Chancellor for Life Long Learning and Executive Director, Community Learning Network

John W. Talbott

7-23-10
Date

The Trustees of Indiana University

JOHN W. TALBOTT
Assistant Vice President for Research Administration

IUPUI

COMMUNITY LEARNING NETWORK

INDIANA UNIVERSITY-PURDUE UNIVERSITY
Office of Academic Affairs
Indianapolis

Memorandum of Understanding
IUPUI Community Learning Network and Child Care Answers

The undersigned representatives of the Child Care Answers and the IUPUI CLN, lead partner for the Full-Service Community School Initiative propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS Child Care Answers students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities.

- Participate as a collaborative member of the Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the IUPUI CLN as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- Child Care Answers and IUPUI CLN through this defined relationship recognize that both entities can contribute to the collaborative work of:
  - Providing exemplary education supports for IPS students, their families, and neighbors;
  - Providing quality programming supports to collectively secure necessary conditions for learning; and
  - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

This purpose of this agreement is to:
1. Define the primary activities of each Child Care Answers within this partnership.
2. Describe the collaborative procedures that will be followed by each Child Care Answers.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership

Responsibilities of Each Party

I. <u>Responsibilities of Child Care Answers</u>
Work with IUPUI CLN to ensure that quality early childhood programs are being conducted for families based upon the National Play and Learn Model.

II. <u>Responsibilities of IUPUI CLN</u>
1. Serve as lead partner/grant applicant and fiscal agent for the Initiative,
2. Work with Child Care Answers staff to determine expectations of programming at schools 51, 56 and 69.

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Indiana University-Purdue University Indianapolis

3. Work collaboratively and in a timely fashion with Child Care Answers representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with Child Care Answers services and all partnering entities.
5. Promote Child Care Answers services in conjunction with other collaborative partnerships.
6. Provide access to facilities and designated space for programming.
7. Work cooperatively with the research and components of the FSCS Initiative.

Carolyn Dederer
Executive Director
Day Nursery Association / Child Care Answers

7/22/10
Date

Khaula Murtadha, PhD
IUPUI Associate Vice Chancellor for Life Long Learning and Executive Director, Community Learning Network

7/22/2010
Date

The Trustees of Indiana University

7-23-10
Date

JOHN W. TALBOTT
Assistant Vice President for Research Administration

Memorandum of Understanding

IUPUI Community Learning Network and the Crossroads of America Council, Boy Scouts of America

The undersigned representatives of the Crossroads of America Council, and the IUPUI CLN, lead partner for the Full-Service Community School Initiative propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS Crossroads of America Council Scout, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities.

- Participate as a collaborative member of the Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the IUPUI CLN as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- The Crossroads of America Council and IUPUI CLN through this defined relationship recognize that both entities can contribute to the collaborative work of:
    - Providing exemplary education supports for IPS students, their families, and neighbors;
    - Providing quality programming supports to collectively secure necessary conditions for learning; and
    - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

This purpose of this agreement is to:

1. Define the primary activities of each organization within this partnership.
2. Describe the collaborative procedures that will be followed by each organization.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership

Responsibilities of Each Party

I. <u>Responsibilities of the Crossroads of America Council, BSA</u>
    1. Provide funded Cub Scout and Boy Scout programs for students in the Indianapolis Public Schools.
    2. Work as a partner in education by supplementing Indiana State Education Standards as part of weekly Scouting programs.

II. Responsibilities of IUPUI CLN

Scott Clabaugh

Scott Clabaugh, Scout Executive
Crossroads of America Council,
Boy Scouts of America

7/20/2010
Date

Khaula Murtadha

Khaula Murtadha, PhD
IUPUI Associate Vice Chancellor for Life
Long Learning and Executive Director, Community
Learning Network

7/22/2010
Date

John W. Talbott

The Trustees of Indiana University

7-23-10
Date

JOHN W. TALBOTT
Assistant Vice President for Research Administration

IUPUI

COMMUNITY
LEARNING NETWORK

INDIANA UNIVERSITY–PURDUE UNIVERSITY
Office of Academic Affairs
Indianapolis

Memorandum of Understanding

IUPUI Community Learning Network and Indy Parks and Recreation

The undersigned representatives of the Indy Parks and Recreation and the IUPUI CLN, lead partner for the Full-Service Community School Initiative propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS Indy Parks and Recreation students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities.

- Participate as a collaborative member of the Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the IUPUI CLN as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- Indy Parks and Recreation and IUPUI CLN through this defined relationship recognize that both entities can contribute to the collaborative work of:
  - Providing exemplary education supports for IPS students, their families, and neighbors;
  - Providing quality programming supports to collectively secure necessary conditions for learning; and
  - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

This purpose of this agreement is to:
1. Define the primary activities of each organization within this partnership.
2. Describe the collaborative procedures that will be followed by each organization.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership

Responsibilities of Each Party

I. <u>Responsibilities of Indy Parks and Recreation</u>
   1. Provide after school programs at IPS 51 and 69, M-F when school is in session. The program is partly funded through a 21st Century Community Learning Center grant (21CCLC).
   2. Afterschool programming includes homework assistance, enrichment activities and academic support.
   3. Daily transportation for those children participating in the 21CCLC after school program.
   4. Work with school and IUPUI staff to share data on student achievement.

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II. Responsibilities of IUPUI CLN

1. Serve as lead partner/grant applicant and fiscal agent for the Initiative,
2. Work with Indy Parks and Recreation staff to determine expectations of programming at schools 51 and 69.
3. Work collaboratively and in a timely fashion with Indy Parks and Recreation representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with Indy Parks and Recreation services and all partnering entities.
5. Promote Indy Parks and Recreation services in conjunction with other collaborative partnerships.
6. Provide access to facilities and designated space for programming.
7. Work cooperatively with the research and components of the FSCS Initiative.

Jeanne Pope — 7/21/2010
Date

Khaula Murtadha — 7/22/2010
Date

Khaula Murtadha, PhD
IUPUI Associate Vice Chancellor for Life Long Learning and Executive Director, Community Learning Network

John W. Talbott — 7-23-10
The Trustees of Indiana University — Date

JOHN W. TALBOTT
Assistant Vice President for Research Administration

Memorandum of Understanding

IUPUI Community Learning Network and IMCPL BRIGHTWOOD BRANCH

The undersigned representatives of the IMCPL BRIGHTWOOD BRANCH and the IUPUI CLN, lead partner for the Full-Service Community School Initiative propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS IMCPL BRIGHTWOOD BRANCH students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities.

- Participate as a collaborative member of the Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the IUPUI CLN as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- IMCPL BRIGHTWOOD BRANCH and IUPUI CLN through this defined relationship recognize that both entities can contribute to the collaborative work of:
    - Providing exemplary education supports for IMCPL BRIGHTWOOD BRANCH students, their families, and neighbors;
    - Providing quality programming supports to collectively secure necessary conditions for learning; and
    - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

  This purpose of this agreement is to:
  1. Define the primary activities of each organization within this partnership.
  2. Describe the collaborative procedures that will be followed by each organization.
  3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership.

Responsibilities of Each Party

I. <u>Responsibilities of IMCPL BRIGHTWOOD BRANCH</u>
   1. Provide space and facilities at the following schools #51, #56 and #69 for programming on site
   2.

II. <u>Responsibilities of IUPUI CLN</u>
   1. Serve as lead partner/grant applicant and fiscal agent for the Initiative,
   2. Work with IMCPL BRIGHTWOOD BRANCH staff to determine expectations of programming at schools 51, 56 and 69.
   3. Work collaboratively and in a timely fashion with IMCPL BRIGHTWOOD BRANCH representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
   4. Communicate expectations for programming with IMCPL BRIGHTWOOD BRANCH services and all partnering entities.

5. Promote IMCPL BRIGHTWOOD BRANCH services in conjunction with other collaborative partnerships Brightwood Branch.
6. Provide access to facilities and designated space for programming.
7. Work cooperatively with the research and components of the FSCS Initiative.

Rhonda Oliver

Rhonda Oliver

Rhonda Oliver, Manager
Brightwood Library/IMCPL

July 22, 2010
Date

Khaula Murtadha

Khaula Murtadha, PhD
IUPUI Associate Vice Chancellor for Life Long Learning and Executive Director, Community Learning Network

7/22/2010
Date

John W. Talbott

The Trustees of Indiana University

7-23-10
Date

JOHN W. TALBOTT
Assistant Vice President for Research Administration

IUPUI

COMMUNITY LEARNING NETWORK

INDIANA UNIVERSITY-PURDUE UNIVERSITY
Office of Academic Affairs
Indianapolis

Memorandum of Understanding

IUPUI Community Learning Network and Martindale Brightwood CDC

The undersigned representatives of the **Martindale Brightwood CDC**

and the IUPUI CLN, lead partner for the Full-Service Community School Initiative propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS Martindale Brightwood CDC students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities.

- Participate as a collaborative member of the Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the IUPUI CLN as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

  Martindale Brightwood CDC and IUPUI CLN through this defined relationship recognize that both entities can contribute to the collaborative work of:
  - Providing exemplary education supports for IPS students, their families, and neighbors;
  - Providing quality programming supports to collectively secure necessary conditions for learning; and
  - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

This purpose of this agreement is to:
1. Define the primary activities of each organization within this partnership.
2. Describe the collaborative procedures that will be followed by each organization.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership

Responsibilities of Each Party

I. <u>Responsibilities of Martindale Brightwood CDC</u>
   1. Workforce Development
   2. Family Self-Sufficiency
   3. Home Ownership Development
   4. Financial Literacy
   5. Foreclosure Prevention

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II. Responsibilities of IUPUI CLN

1. Serve as lead partner/grant applicant and fiscal agent for the Initiative.
2. Work with Martindale Brightwood CDC. staff to determine expectations of programming at schools 51, 56 and 69.
3. Work collaboratively and in a timely fashion with Martindale Brightwood CDC. representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with Martindale Brightwood CDC. services and all partnering entities.
5. Promote Martindale Brightwood CDC. services in conjunction with other collaborative partnerships.
6. Provide access to facilities and designated space for programming.
7. Work cooperatively with the research and components of the FSCS Initiative.

Josephine Rogers
Executive Director
Martindale Brightwood CDC

7/20/2010
Date

Khaula Murtadha, PhD
IUPUI Associate Vice Chancellor for Life
Long Learning and Executive Director, Community
Learning Network

7/22/2010
Date

The Trustees of Indiana University

7-23-10
Date

JOHN W. TALBOTT
Assistant Vice President for Research Administration

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Office of Academic Affairs
Indianapolis

Memorandum of Understanding

IUPUI Community Learning Network and The Indiana Partnerships Center

The undersigned representatives of the Indiana Partnerships Center (Indiana's Parent Information and Resource Center) and the IUPUI CLN, lead partner for the Full-Service Community School Initiative propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS The Indianapolis Public Schools students, families, and educators benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities.

- Participate as a collaborative member of the Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the IUPUI CLN as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- The Indiana Partnerships Center and IUPUI CLN through this defined relationship recognize that both entities can contribute to the collaborative work of:
  - Providing exemplary education supports for IPS students, their families, and neighbors;
  - Providing quality programming supports to collectively secure necessary conditions for learning; and
  - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

This purpose of this agreement is to:

1. Define the primary activities of each organization within this partnership.
2. Describe the collaborative procedures that will be followed by each organization.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership

Responsibilities of Each Party

I. <u>Responsibilities of The Indiana Partnerships Center</u>

1. Implement The Indiana Academy for Parent and School Leadership model program for the Indianapolis Public Schools involved in grant.
2. Provide other research-based strategies and interventions to improve home school communications, increase parent activities tied to student learning, reach out to target audiences such as Latino families and early childhood families and create opportunities for more families to be leaders in school improvement efforts.

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3. Assist in creating an evaluation plan to monitor and track all parent engagement improvement interventions at all three school sites.

4. Provide IPC representative to participate in the Community Advisory Committee

I. Responsibilities of IUPUI CLN

1. Serve as lead partner/grant applicant and fiscal agent for the Initiative,
2. Work with Indiana Partnerships Center staff to determine expectations of programming at schools 51, 56 and 69.
3. Work collaboratively and in a timely fashion with The Indiana Partnerships Center representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with The Indiana Partnerships Center services and all partnering entities.
5. Promote The Indiana Partnerships Center services in conjunction with other collaborative partnerships.
6. Provide access to facilities and designated space for programming.
7. Work cooperatively with the research and components of the FSCS Initiative.

Jacqueline R. Garvey

Jacqueline R. Garvey

Date 7/21/10

Khaula Murtadha

Khaula Murtadha, PhD
IUPUI Associate Vice Chancellor for Life Long Learning and Executive Director, Community Learning Network

Date 7/22/2010

John W. Talbott

The Trustees of Indiana University

Date 7-23-10

JOHN W. TALBOTT
Assistant Vice President for Research Administration

IUPUI

COMMUNITY LEARNING NETWORK

INDIANA UNIVERSITY-PURDUE UNIVERSITY
Office of Academic Affairs
Indianapolis

Memorandum of Understanding

IUPUI Community Learning Network and Rebuilding the Wall

The undersigned representatives of the Rebuilding the Wall and the IUPUI CLN, lead partner for the Full-Service Community School Initiative propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS Rebuilding the Wall students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities.

- Participate as a collaborative member of the Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the IUPUI CLN as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- Rebuilding the Wall and IUPUI CLN through this defined relationship recognize that both entities can contribute to the collaborative work of:
  - Providing exemplary education supports for IPS students, their families, and neighbors;
  - Providing quality programming supports to collectively secure necessary conditions for learning; and
  - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

This purpose of this agreement is to:

1. Define the primary activities of each Rebuilding the Wall within this partnership.
2. Describe the collaborative procedures that will be followed by each Rebuilding the Wall.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership.

Responsibilities of Each Party

I. Responsibilities of Rebuilding the Wall
   1. Provides opportunities for low-income families to become homeowners
   2. Provides transitional living apartments to these families pursuing homeownership through Rebuilding the Wall, Inc.
   3. Provides volunteers for community and school-based projects
   4. Is Member of School #56's Community Council

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Indiana University–Purdue University Indianapolis

II. Responsibilities of IUPUI CLN

1. Serve as lead partner/grant applicant and fiscal agent for the initiative.
2. Work with Rebuilding the Wall staff to determine expectations of programming at schools 51, 56 and 69.
3. Work collaboratively and in a timely fashion with Rebuilding the Wall representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with Rebuilding the Wall services and all partnering entities.
5. Promote Rebuilding the Wall services in conjunction with other collaborative partnerships.
6. Provide access to facilities and designated space for programming.
7. Work cooperatively with the research and components of the PSCS initiative.

Shelley Landis, MSW — July 20, 2010.
Date

Shelley Landis, MSW
THRIVE Coordinator
Rebuilding the Wall, Inc.

1/22/2010
Date

Khanda Murtadha, PhD
IUPUI Associate Vice Chancellor for Life Long Learning and Executive Director, Community Learning Network

7-23-10
Date

The Trustees of Indiana University

JOHN W. TALBOTT
Assistant Vice President for Research Administration

IUPUI

COMMUNITY LEARNING NETWORK

INDIANA UNIVERSITY–PURDUE UNIVERSITY
Office of Academic Affairs
Indianapolis

Memorandum of Understanding

IUPUI Community Learning Network and Felege Hiywot Center

The undersigned representatives of the Felege Hiywot Center and the IUPUI CLN, lead partner for the Full-Service Community School Initiative propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS Felege Hiywot Center students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- ☒ Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities.

- ☒ Participate as a collaborative member of the Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the IUPUI CLN as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- ☒ Felege Hiywot Center and IUPUI CLN through this defined relationship recognize that both entities can contribute to the collaborative work of:
  - ☒ Providing exemplary education supports for IPS students, their families, and neighbors;
  - ☒ Providing quality programming supports to collectively secure necessary conditions for learning; and
  - ☒ Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

This purpose of this agreement is to:

1. Define the primary activities of each Felege Hiywot Center within this partnership.
2. Describe the collaborative procedures that will be followed by each Felege Hiywot Center.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership

Responsibilities of Each Party

I. <u>Responsibilities of Felege Hiywot Center</u>

1. Provide indoor and outdoor gardening activities that address standards in health, science, language arts and math
2. Provide service learning opportunities
3. Provide environmental conservation education
4. Provide financial literacy education

II. Responsibilities of IUPUI CLN

1. Serve as lead partner/grant applicant and fiscal agent for the Initiative,
2. Work with Felege Hiywot Center staff to determine expectations of programming at schools 51, 56 and 69.
3. Work collaboratively and in a timely fashion with Felege Hiywot Center representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with Felege Hiywot Center services and all partnering entities.
5. Promote Felege Hiywot Center services in conjunction with other collaborative partnerships.
6. Provide access to facilities and designated space for programming.
7. Work cooperatively with the research and components of the FSCS Initiative.

Aster Bekele

Aster Bekele, Executive Director
Felege Hiywot Center

7-21-2010

Date

Khaula Murtadha

Khaula Murtadha, PhD
IUPUI Associate Vice Chancellor for Life Long Learning and Executive Director, Community Learning Network

7-22-2010

Date

John W. Talbott

The Trustees of Indiana University

JOHN W. TALBOTT
Assistant Vice President for Research Administration

7-23-10

Date

IUPUI

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INDIANA UNIVERSITY–PURDUE UNIVERSITY
Office of Academic Affairs
Indianapolis

Memorandum of Understanding

IUPUI Community Learning Network and Indianapolis Public Schools

The undersigned representatives of the Indianapolis Public Schools (IPS) and the IUPUI Community Learning Network (CLN), lead partner for the Full-Service Community School Initiative (FSCS) propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS IPS students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities.

- Participate as a collaborative member of the Community Advisory Committee that meets monthly and serves as the steering team for management of the FSCS grant with the IUPUI CLN as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- IPS and IUPUI CLN through this defined relationship recognize that both entities can contribute to the collaborative work of:
  - Providing exemplary education supports for IPS students, their families, and neighbors;
  - Providing quality programming supports to collectively secure necessary conditions for learning; and
  - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

This purpose of this agreement is to:

1. Define the primary activities of each organization within this partnership.
2. Describe the collaborative procedures that will be followed by each organization.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership.

Responsibilities of Each Party

I. <u>Responsibilities of IPS</u>

1. Provide space and facilities at the following schools #51, #56 and #69 for programming on site
2. Provide information and programming for students and families throughout the Martindale Brightwood area in the areas of education, health, and social services as well as the arts and culture.

3. Work with the Community School Coordinator and to schedule and staff programming to ensure more after-school opportunities for students and families,
4. Provide evaluation data to measure benchmarks, goals, and objectives.
5. Facilitate communication between staff of IPS, IUPUI CLN, and neighborhood community regarding this partnership and the Full-Service Community School Initiative; communication shall be made available in dual language format, as needed.

II. Responsibilities of IUPUI CLN

1. Serve as lead partner/grant applicant and fiscal agent for the Initiative,
2. Work with IPS staff to determine expectations of programming at schools 51, 56 and 69.
3. Work collaboratively and in a timely fashion with IPS representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with IPS representatives, services and all partnering entities.
5. Promote IPS services in conjunction with other collaborative partnerships.
6. Provide access to facilities and designated space for programming.
7. Work cooperatively with the research and components of the FSCS Initiative.

Dr. Eugene White, Superintendent
Indianapolis Public Schools

7-20-10
Date

Khaula Murtadha, PhD
IUPUI Associate Vice Chancellor for Lifelong Learning
and Executive Director, Community Learning Network

7/22/2010
Date

The Trustees of Indiana University

7-23-10
Date

JOHN W. TALBOTT
Assistant Vice President for Research Administration

HealthNet, Inc.
Administrative Offices
3401 East Raymond Street
Indianapolis, IN 46203

Phone: 317-788-9769
Fax: 317-781-4868

July 16, 2010

Nicole Y. Oglesby, MA
Director of Diverse Community Partnerships
Indiana University Purdue University Indianapolis
620 Union Dr. Suite 152
Indianapolis, In 46202

Dear Ms. Oglesby:

It is our pleasure to offer a letter in support of the IUPUI Full Purpose Community Schools Grant proposal. As a Community School Partner in Martindale Brightwood, Healthnet has worked extensively with IPS 51 and currently staffs the Community School Coordinator.

At Healthnet our mission is to improve lives with compassionate health care and support services, regardless of ability to pay. As Indiana's largest Federally Qualified Health Center (FQHC) we work to improve the health status of Indianapolis' inner-city neighborhoods by making quality health services accessible to everyone.

We are excited about expanding our reach into the school community to help children and their families be healthy and prepared to succeed in school through programs and services. We commit to deliver data on programs and services delivered through the schools in the grant while working diligently to meet or exceed all data privacy and confidentiality requirements and observe best practices in FERPA and HIPA.

We hope you will favorably consider support for this grant, and we look forward to working with the schools that serve our community and IUPUI toward our mutual goals.

Thank you for your consideration.

Sincerely,

Booker Thomas
President and CEO

Barrington Health Center
Better Indy Babies/ Healthy Families
Care Center at the Tower
HealthNet Pharmacy
Homeless Initiative Program
Martindale-Brightwood Health & Dental Center
Pediatric & Adolescent Care Center
People's Health & Dental Center
People's Teen Health Center & Family Planning Services
School-Based Services
Southeast Health & Dental Center
Southwest Health Center
Southwest OB/GYN Annex

Memorandum of Understanding
IUPUI Community Learning Network and Healthnet, Inc

The undersigned representatives of the HEALTHNET, INC and the IUPUI CLN, lead partner for the Full-Service Community School Initiative propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS HEALTHNET, INC students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities.

- Participate as a collaborative member of the Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the IUPUI CLN as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- HEALTHNET, INC and IUPUI CLN through this defined relationship recognize that both entities can contribute to the collaborative work of:
    - Providing exemplary education supports for HEALTHNET, INC students, their families, and neighbors;
    - Providing quality programming supports to collectively secure necessary conditions for learning; and
    - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

This purpose of this agreement is to:
1. Define the primary activities of each organization within this partnership.
2. Describe the collaborative procedures that will be followed by each organization.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership.

Responsibilities of Each Party

I. <u>Responsibilities of HEALTHNET, INC</u>
1. Provide healthcare on site through events at the following schools #51, #56 and #69 and by referral from community school coordinators.
2. Provide information and programming for students and families throughout the Martindale Brightwood area in the areas of education, health, and social services.
3. Facilitate communication between staff of HEALTHNET, INC, IUPUI CLN, and neighborhood communities regarding this partnership and the Full-Service Community School Initiative; communication shall be made available in dual language format, as needed.

II. <u>Responsibilities of IUPUI CLN</u>
1. Serve as lead partner/grant applicant and fiscal agent for the Initiative,

2. Work with HEALTHNET, INC staff to determine expectations of programming at schools 51, 56 and 69.
3. Work collaboratively and in a timely fashion with HEALTHNET, INC representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with HEALTHNET, INC services and all partnering entities.
5. Promote HEALTHNET, INC services in conjunction with other collaborative partnerships.
6. Provide access to facilities and designated space for programming.
7. Work cooperatively with the research and components of the FSCS Initiative.

Booker Thomas, MHA
President and CEO
Healthnet, Inc

7-20-10
Date

Khaula Murtadha,PhD
IUPUI Associate Vice Chancellor for Life
Long Learning and Executive Director, Community
Learning Network

7-22-2010
Date

The Trustees of Indiana University

7-23-10
Date

JOHN W. TALBOTT
Assistant Vice President for Research Administration

IUPUI

COMMUNITY LEARNING NETWORK

INDIANA UNIVERSITY-PURDUE UNIVERSITY
Office of Academic Affairs
Indianapolis

Memorandum of Understanding

IUPUI Community Learning Network and Ivy Tech

The undersigned representatives of the Ivy Tech and the IUPUI CLN, lead partner for the Full-Service Community School Initiative propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS Ivy Tech students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities.

- Participate as a collaborative member of the Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the IUPUI CLN as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- Ivy Tech and IUPUI CLN through this defined relationship recognize that both entities can contribute to the collaborative work of:
  - Providing exemplary education supports for IPS students, their families, and neighbors;
  - Providing quality programming supports to collectively secure necessary conditions for learning; and
  - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

This purpose of this agreement is to:

1. Define the primary activities of each Ivy Tech within this partnership.
2. Describe the collaborative procedures that will be followed by each Ivy Tech.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership

Responsibilities of Each Party

I. Responsibilities of Ivy Tech
   1. Tutoring Services by College Students

II. Responsibilities of IUPUI CLN
   1. Serve as lead partner/grant applicant and fiscal agent for the Initiative,
   2. Work with Ivy Tech staff to determine expectations of programming at schools 51, 56 and 69.

3. Work collaboratively and in a timely fashion with Ivy Tech representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with Ivy Tech services and all partnering entities.
5. Promote Ivy Tech services in conjunction with other collaborative partnerships.
6. Provide access to facilities and designated space for programming.
7. Work cooperatively with the research and components of the FSCS Initiative.

7/21/10
Date

Khaula Murtadha
Khaula Murtadha, PhD
IUPUI Associate Vice Chancellor for Life Long Learning and Executive Director, Community Learning Network

7/22/2010
Date

John W. Talbott
The Trustees of Indiana University

7-23-10
Date

JOHN W. TALBOTT
Assistant Vice President for Research Administration

Memorandum of Understanding
IUPUI Community Learning Network and 100 Black Men

The undersigned representatives of the 100 BLACK MEN and the IUPUI CLN, lead partner for the Full-Service Community School Initiative propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS 100 BLACK MEN students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities.

- Participate as a collaborative member of the Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the IUPUI CLN as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- 100 BLACK MEN and IUPUI CLN through this defined relationship recognize that both entities can contribute to the collaborative work of:
    - Providing exemplary education supports for 100 BLACK MEN students, their families, and neighbors;
    - Providing quality programming supports to collectively secure necessary conditions for learning; and
    - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

  This purpose of this agreement is to:
  1. Define the primary activities of each organization within this partnership.
  2. Describe the collaborative procedures that will be followed by each organization.
  3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership.

Responsibilities of Each Party

I. <u>Responsibilities of 100 BLACK MEN</u>
   1. Provide 100 Black Men mentoring and youth development programs at #51, #56 and #69
   2. Provide information and programming for students and families throughout the Martindale Brightwood area in the areas of education, health, and social services as well as the arts and culture.
   3. Provide unduplicated counts of students, family members and community members served by 100 Black Men.

II. <u>Responsibilities of IUPUI CLN</u>
   1. Serve as lead partner/grant applicant and fiscal agent for the Initiative,
   2. Work with 100 BLACK MEN staff to determine expectations of programming at schools 51, 56 and 69.

3. Work collaboratively and in a timely fashion with 100 BLACK MEN representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with 100 BLACK MEN services and all partnering entities.
5. Promote 100 BLACK MEN services in conjunction with other collaborative partnerships.
6. Provide access to facilities and designated space for programming.
7. Work cooperatively with the research and components of the FSCS Initiative.

Robert Marshall, Director of Team Mentoring
Indianapolis Public Schools

7/20/2010
Date

Khaula Murtadha
Khaula Murtadha,PhD
IUPUI Associate Vice Chancellor for Life
Long Learning and Executive Director, Community
Learning Network

7/22/2010
Date

John W. Talbott
The Trustees of Indiana University

7-23-10
Date

JOHN W. TALBOTT
Assistant Vice President for Research Administration

IUPUI

COMMUNITY
LEARNING NETWORK

INDIANA UNIVERSITY–PURDUE UNIVERSITY
Office of Academic Affairs
Indianapolis

Memorandum of Understanding

IUPUI Community Learning Network and Edna Martin Christian Center

The undersigned representatives of the Edna Martin Christian Center and the IUPUI CLN, lead partner for the Full-Service Community School Initiative propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS Edna Martin Christian Center students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities.

- Participate as a collaborative member of the Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the IUPUI CLN as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- Edna Martin Christian Center and IUPUI CLN through this defined relationship recognize that both entities can contribute to the collaborative work of:
    - Providing exemplary education supports for IPS students, their families, and neighbors;
    - Providing quality programming supports to collectively secure necessary conditions for learning; and
    - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

This purpose of this agreement is to:

1. Define the primary activities of each Edna Martin Christian Center within this partnership.
2. Describe the collaborative procedures that will be followed by each Edna Martin Christian Center.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership

Union Building Room 244 620 Union Drive Indianapolis, IN 46202-5171 (317) 278-7600 fax (317) 274-5041

Indiana University–Purdue University Indianapolis

Responsibilities of Each Party

I. Responsibilities of Edna Martin Christian Center

1. Provide quality after school programming to students in schools 51,56 and 69
2. Provide wrap-around social service supports to targeted families
3. Provide transportation to families to increase school level involvement
4. Participate in partnership meetings, training and share all information pertinent to execution of this partnership

II. Responsibilities of IUPUI CLN

1. Serve as lead partner/grant applicant and fiscal agent for the Initiative,
2. Work with Edna Martin Christian Center staff to determine expectations of programming at schools 51, 56 and 69.
3. Work collaboratively and in a timely fashion with Edna Martin Christian Center representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with Edna Martin Christian Center services and all partnering entities.
5. Promote Edna Martin Christian Center services in conjunction with other collaborative partnerships.
6. Provide access to facilities and designated space for programming.
7. Work cooperatively with the research and components of the FSCS Initiative.

Tysha Hardy-Sellers — 7-21-10

Tysha Hardy Sellers
Executive Director
Edna Martin Christian Center

Date

Khaula Murtadha — 7/22/2010

Khaula Murtadha, PhD
IUPUI Associate Vice Chancellor for Life Long Learning and Executive Director, Community Learning Network

Date

John W. Talbott — 7-23-10

The Trustees of Indiana University

JOHN W. TALBOTT
Assistant Vice President for Research Administration

Date

Memorandum of Understanding

IUPUI Community Learning Network and Gleaners Food Bank of Indiana, Inc

The undersigned representatives of **Gleaners Food Bank of Indiana, Inc.** (hereafter referred to as Gleaners) and the IUPUI CLN, lead partner for the Full-Service Community School Initiative propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS **Gleaners,** students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities.

- Participate as a collaborative member of the Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the IUPUI CLN as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- **Gleaners** and IUPUI CLN through this defined relationship recognize that both entities can contribute to the collaborative work of:
    - Providing exemplary education supports for IPS students, their families, and neighbors;
    - Providing quality programming supports to collectively secure necessary conditions for learning; and
    - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

This purpose of this agreement is to:

1. Define the primary activities of each organization within this partnership.
2. Describe the collaborative procedures that will be followed by each organization.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership.

Responsibilities of Each Party

I. Responsibilities **Gleaners**

1. Set a maximum number of students to participate in the BackSacks...Weekend Food For Kids program at IPS 51.
2. Provide those weekend bags of food to program participants at IPS 51 that have been screened and recommended by IPS 51 staff.

II. Responsibilities of IUPUI CLN

1. Serve as lead partner/grant applicant and fiscal agent for the Initiative,
2. Work with IPS staff to determine expectations of programming at schools 51, 56 and 69.

3. Work collaboratively and in a timely fashion with IPS representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with IPS services and all partnering entities.
5. Promote IPS services in conjunction with other collaborative partnerships.
6. Provide access to facilities and designated space for programming.
7. Work cooperatively with the research and components of the FSCS Initiative.

Pamela Altmeyer
President/CEO
Gleaners Food Bank of Indiana, Inc.

9/21/10
Date

Khaula Murtadha,PhD
IUPUI Associate Vice Chancellor for Life
Long Learning and Executive Director, Community
Learning Network

7/22/2010
Date

Trustees of Indiana University

7-23-10
Date

JOHN W. TALBOTT
Assistant Vice President for Research Administration

IUPUI

COMMUNITY
LEARNING NETWORK

INDIANA UNIVERSITY-PURDUE UNIVERSITY
Office of Academic Affairs
Indianapolis

Memorandum of Understanding

IUPUI Community Learning Network and Choices, Inc.

The undersigned representatives of Choices, Inc. and the IUPUI CLN, lead partner for the Full-Service Community School Initiative propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS IPS students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities.

- Participate as a collaborative member of the Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the IUPUI CLN as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- Choices, Inc. and IUPUI CLN through this defined relationship recognize that both entities can contribute to the collaborative work of:
    - Providing exemplary education supports for IPS students, their families, and neighbors;
    - Providing quality programming supports to collectively secure necessary conditions for learning; and
    - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

This purpose of this agreement is to:

1. Define the primary activities of each organization within this partnership.
2. Describe the collaborative procedures that will be followed by each organization.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership

Responsibilities of Each Party

I. <u>Responsibilities of Choices, Inc.</u>

1. Provide one Full-time Care Coordinator at IPS School # 51
2. Provide one Full-time Care Coordinator at IPS School # 69
3. Care Coordinators provide in-school direct mental health care and counseling support to students and families. Develops a care plan with the youth and family as necessary and links to community and other youth/family serving systems and resources to meet goals of care plan.

II. Responsibilities of IUPUI CLN

1. Serve as lead partner/grant applicant and fiscal agent for the Initiative.
2. Work with Choices, Inc. staff to determine expectations of programming at schools 51, and 69.
3. Work collaboratively and in a timely fashion with 100 Choices, Inc. representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with Choices, Inc. services and all partnering entities.
5. Promote Choices, Inc. services in conjunction with other collaborative partnerships.
6. Provide access to facilities and designated space for programming.
7. Work cooperatively with the research and components of the FSCS Initiative.

Brent Matthews

Brent A. Matthews, C.O.O.
Choices, Inc.

7-20-2010
Date

Khaula Murtadha

Khaula Murtadha, PhD
IUPUI Associate Vice Chancellor for Life Long Learning and Executive Director, Community Learning Network

7/22/2010
Date

John W. Talbott

The Trustees of Indiana University

7-23-10
Date

JOHN W. TALBOTT
Assistant Vice President for Research Administration

IUPUI

COMMUNITY
LEARNING NETWORK

INDIANA UNIVERSITY–PURDUE UNIVERSITY
Office of Academic Affairs
Indianapolis

Memorandum of Understanding

IUPUI Community Learning Network and the Crossroads of America Council, Boy Scouts of America

The undersigned representatives of the Crossroads of America Council, and the IUPUI CLN, lead partner for the Full-Service Community School Initiative propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS Crossroads of America Council Scout, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities.

- Participate as a collaborative member of the Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the IUPUI CLN as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- The Crossroads of America Council and IUPUI CLN through this defined relationship recognize that both entities can contribute to the collaborative work of:
  - Providing exemplary education supports for IPS students, their families, and neighbors;
  - Providing quality programming supports to collectively secure necessary conditions for learning; and
  - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

This purpose of this agreement is to:

1. Define the primary activities of each organization within this partnership.
2. Describe the collaborative procedures that will be followed by each organization.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership

Responsibilities of Each Party

I. <u>Responsibilities of the Crossroads of America Council, BSA</u>

1. Provide funded Cub Scout and Boy Scout programs for students in the Indianapolis Public Schools.
2. Work as a partner in education by supplementing Indiana State Education Standards as part of weekly Scouting programs.

Union Building Room 244 620 Union Drive Indianapolis, IN 46202-5171 (317) 278-7600 fax (317) 274-5041

Indiana University–Purdue University Indianapolis

II. Responsibilities of IUPUI CLN

1. Serve as lead partner/grant applicant and fiscal agent for the Initiative,
2. Work with Martindale Brightwood CDC. staff to determine expectations of programming at schools 51, 56 and 69.
3. Work collaboratively and in a timely fashion with Martindale Brightwood CDC. representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with Martindale Brightwood CDC. services and all partnering entities.
5. Promote Martindale Brightwood CDC. services in conjunction with other collaborative partnerships.
6. Provide access to facilities and designated space for programming.
7. Work cooperatively with the research and components of the FSCS Initiative.

Scott Clabaugh

Scott Clabaugh, Scout Executive
Crossroads of America Council,
Boy Scouts of America

7/20/2010
Date

Khaula Murtadha

Khaula Murtadha, PhD
IUPUI Associate Vice Chancellor for Life
Long Learning and Executive Director, Community
Learning Network

7/22/2010
Date

John W. Talbott

The Trustees of Indiana University

7-23-10
Date

JOHN W. TALBOTT
Assistant Vice President for Research Administration

IUPUI

COMMUNITY
LEARNING NETWORK

INDIANA UNIVERSITY-PURDUE UNIVERSITY
Office of Academic Affairs
Indianapolis

Memorandum of Understanding

IUPUI Community Learning Network and Girls Incorporated of Greater Indianapolis

The undersigned representatives of the Girls Incorporated of Greater Indianapolis and the IUPUI CLN, lead partner for the Full-Service Community School Initiative propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS Girls Incorporated of Greater Indianapolis' outreach partners' students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities.

- Participate as a collaborative member of the Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the IUPUI CLN as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- Girls Incorporated of Greater Indianapolis and IUPUI CLN through this defined relationship recognize that both entities can contribute to the collaborative work of:
  - Providing exemplary education supports for IPS students, their families, and neighbors;
  - Providing quality programming supports to collectively secure necessary conditions for learning; and
  - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

This purpose of this agreement is to:

1. Define the primary activities of each organization within this partnership.
2. Describe the collaborative procedures that will be followed by each organization.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership

Union Building Room 244 620 Union Drive Indianapolis, IN 46202-5171 (317) 278-7600 fax (317) 274-5041

Responsibilities of Each Party

I. Responsibilities of Girls Incorporated of Greater Indianapolis

1. We are committed to continuing and expanding our services in the Martindale-Brightwood area of Indianapolis via a partnership with IUPUI Community Learning Network –Full Service Schools.
2. We will provide age-appropriate curriculum based programs for girls along with program materials and supplies.
3. We will provide programming staff to deliver programs and to provide adequate supervision of staff.
4. We will work with IUPUI CLN staff to determine programming options as resources become clear, committing at least minimally to one program per school year for each of its sites (Schools 51, 56, and 69).

II. Responsibilities of IUPUI CLN

1. Serve as lead partner/grant applicant and fiscal agent for the Initiative,
2. Work with Girls Incorporated of Greater Indianapolis staff to determine expectations of programming at schools 51, 56 and 69.
3. Work collaboratively and in a timely fashion with Girls Incorporated of Greater Indianapolis representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with Girls Incorporated of Greater Indianapolis services and all partnering entities.
5. Promote Girls Incorporated of Greater Indianapolis services in conjunction with other collaborative partnerships.
6. Provide access to facilities and designated space for programming.
7. Work cooperatively with the research and components of the FSCS Initiative.

Joi B. Smith, MBA, LSW
Vice President and Chief Operating Officer
Girls Incorporated of Greater Indianapolis

7/22/10
Date

Khaula Murtadha, PhD
IUPUI Associate Vice Chancellor for Life Long Learning and Executive Director, Community Learning Network

7/22/10
Date

The Trustees of Indiana University

7-23-10
Date

JOHN W. TALBOTT
Assistant Vice President for Research Administration

IUPUI

COMMUNITY LEARNING NETWORK

INDIANA UNIVERSITY-PURDUE UNIVERSITY
Office of Academic Affairs
Indianapolis

Memorandum of Understanding

IUPUI Community Learning Network and George Washington Community H.S. FSCS Initiative

The undersigned representatives of the George Washington Community H.S. FSCS Initiative and the IUPUI CLN, lead partner for the Full-Service Community School Initiative propose the following:

WHEREAS the parties to this Memorandum of Understanding desire to establish a defined collaborative, mutually beneficial, ongoing partnership, and

WHEREAS George Washington Community H.S. FSCS Initiative students, their families, and communities benefit from partnership-provided services that address the conditions necessary for learning,

NOW, THEREFORE, the involved parties mutually agree to:

- Individually and collaboratively support the vision and mission of the Full-Service Community Schools grant request as submitted and commit to fulfilling designated partnership roles and responsibilities.

- Participate as a collaborative member of the Community Advisory Committee that meets monthly and serves as the steering team for management of the Full-Service Community Schools grant with the IUPUI CLN as lead partner and fiscal agent. As such, our collaborative partnership creates a dynamic and supportive learning environment that nurtures and respects its members.

- George Washington Community H.S. FSCS Initiative and IUPUI CLN through this defined relationship recognize that both entities can contribute to the collaborative work of:
  - Providing exemplary education supports for IPS students, their families, and neighbors;
  - Providing quality programming supports to collectively secure necessary conditions for learning; and
  - Providing needed research and evaluation data to help measure benchmarks, goals, and objectives from this collaborative service.

This purpose of this agreement is to:
1. Define the primary activities of each organization within this partnership.
2. Describe the collaborative procedures that will be followed by each organization.
3. Ensure that each agency cooperatively maintains regular, ongoing communication and shares responsibilities to ensure a successful partnership

Responsibilities of Each Party

I. Responsibilities of George Washington Community H.S. FSCS Initiative
1. Provide technical assistance for the FSCS initiative for youth and adults of the Martindale/Brightwood area, valued at $300/day at a minimum of 10 days Oct. 1, 2010-Sept. 30, 2011.
2. Collaborate with IUPUI and other partnering entities to promote the development of FSCS programming.

3. Work with the Community School Coordinators and other FSCS initiative leaders to schedule and staff technical assistance programming for appropriate partners and school staff.
4. Facilitate communication between technical assistance providers, IUPUI, and neighborhood communities regarding this partnership and the Full-Service Community School Initiative.
5. Engage in collaborative inquiry, professional and program development activities, and Community Advisory Committee endeavors, especially in response to newly identified community need and/or data supplied from the evaluation team during the formative evaluation process.

II. Responsibilities of IUPUI CLN

1. Serve as lead partner/grant applicant and fiscal agent for the Initiative,
2. Work with George Washington Community H.S. FSCS initiative staff to determine expectations of programming at schools 51, 56 and 69.
3. Work collaboratively and in a timely fashion with George Washington Community H.S. FSCS initiative representatives to schedule programming, designated space, determine appropriate staffing needs, and provide grant funding for services.
4. Communicate expectations for programming with George Washington Community H.S. FSCS initiative services and all partnering entities.
5. Promote George Washington Community H.S. FSCS initiative services in conjunction with other collaborative partnerships.
6. Provide access to facilities and designated space for programming.
7. Work cooperatively with the research and components of the FSCS Initiative.

Jim Grim, Director of School/Community Engagement, George Washington Community H.S. FSCS Initiative

7-21-10
Date

Khaula Murtadha, PhD
IUPUI Associate Vice Chancellor for Life Long Learning and Executive Director, Community Learning Network

7/22/2010
Date

The Trustees of Indiana University

7-23-10
Date

JOHN W. TALBOTT
Assistant Vice President for Research Administration

Project Narrative

Appendix--Resumes of Key Personnel

Attachment 1:
Title: **Resumes of Key Personnel** Pages: **8** Uploaded File: **ResumesofKeyPersonnel.pdf**

Nicole Y. Oglesby

(b)(6)

Education

Master of Arts December 2000
Southeast Missouri State University, Cape Girardeau, MO
Educational Administration and Counseling, Student Affairs and Higher Education

Bachelor of Arts May 1994
Hanover College, Hanover, IN
Major: Sociology

Areas of Expertise

- College Student Retention
- Community Development and Outreach
- Mentoring Relationships
- Diversity Planning and Programming
- Project Management
- University Community Partnerships

Professional Experience

Director of Diverse Community Partnerships, Community Learning Network and Division of Diversity, Equity and Inclusion
Indiana University Purdue University Indianapolis April 2009- present

- Serve as lead facilitator for Talent Alliance P-20 Initiative
- Establish university community partnerships with diverse organizations, neighborhoods, and populations
- Lead areas in outreach opportunities through community engagement
- Serve as a liaison between Indianapolis community and Community Learning Network and Division of Diversity Equity and Inclusion
- Supervise a student assistant
- Directly report to Assistant Chancellor for Diversity Equity and Inclusion and the Associate Vice Chancellor for Lifelong Learning

Associate Director, Campus & Community Life
Indiana University Purdue University Indianapolis July 2008- March 2009

- Lead cultural enrichment program development
- Serve as a liaison between the Division of Student Life and the Division of Diversity, Equity, and Inclusion

- Advise the Black Student Union
- Supervise a graduate assistant and student worker
- Mange area budget of $ 32,000
- Serve as a resource, support, and advocate for students of color and other marginalized student populations

Director, Campus Community Programs
Indiana University Purdue University Indianapolis June 2004-June 2008

- Oversaw day to day operations of office
- Supervised two student assistants and one part- time clerical staff
- Managed office budget totaling over $55,000
- Served on the management team of the Division of Student Life
- Advised the Black Student Union, one of the campus oldest student organizations
- Oversaw the annual Dr. Martin Luther King, Jr. Dinner in which over 800 students, faculty, staff, and community members attend
- Served as part of the instructional team as the Student Development Specialist for the Thematic Learning Community courseU110 entitled " African American Perspectives on Power & Privilege" focusing on the academic, social , and personal needs of the students in the course
- Developed on-going collaborative relationships with campus units, schools, departments and community organizations to support the persistence engagement, and graduation of historically underrepresented students

Program Coordinator, Campus Community Programs (CCP)
Indiana University Purdue University Indianapolis January 2001- June 2004

- Created opportunities to engage and connect the campus with community partners which resulted in increased civic engagement and service opportunities for students with targeted community organizations
- Developed plans, policies, and procedures for the operation of CCP
- Established relationships with community partner organizations including the Madam Walker Theatre Center, Eiteljorg Museum, La Plaza, and the Indianapolis Urban League to provide greater awareness and increased collaboration with target organizations in close proximity to campus
- Developed and maintained collaborative relationships with students, faculty, staff, departments, and organizations to enhance campus community programs and services for students
- Researched and pursued internal and external funding opportunities through grants, corporations, and foundation support for advancement and development of programs
- Monitored the budgets for CCP accounts
- Hired, trained, and supervised student assistants
- Developed, implemented, and assessed a comprehensive campus community program in conjunction with community organizations programs that advanced leadership, community, diversity, and graduation for students

Academic Coordinator, Upward Bound Program
Indiana University Purdue University Indianapolis October 2000-January 2001

- Administered program components of federally funded grant program

- Established relationships and maintained contact with over 100 high school students at 8 different high schools
- Developed and facilitated workshops, presentations, and seminars on topics ranging from college preparedness to SAT prep to small and large groups.
- Served as point person and liaison between targeted high schools and the program
- Coordinated in and out of state college visits and other cultural travel opportunities for high school participants
- Provided outstanding service and guidance to students, parents, and high school staff in regards to the college admission process
- Assess and evaluate the needs of the students to assist in meeting their educational goals
- Recruited, interviewed, and selected high school students for participation in program
- Supervised a staff of 13 for the 4 week residential summer component of program

Assistant Director, Office of Multicultural Affairs
Ball State University July 1997-October 2000

- Oversaw day to day office operations and supervised staff of five in absence of director
- Developed and maintained office budgets totaling over $60,000
- Established and built rapport with parents, students, faculty, and staff via daily contact
- Advised the multicultural student organizations including the BSA, LSU, and AASA representing over 100 student members
- Negotiated contracts with national and international agencies to bring quality, top name lecturers and performers to campus as part of the Campus Diversity Lecture Series
- Served as a mediator and negotiator in conflict and crisis management situations between students and campus administration as it pertained to diversity and multicultural issues
- Provided personal counseling to students regarding issues of financial aid, academic advising, career guidance, and other related issues

Professional Organizations, Committees, Service

National Association of Student Personnel Administrators
Association of College Personnel Administrators
JDOTT National Think Tank for Black Professionals in Higher Education
Pre-conference Programs Co-Chair, NASPA IV-East Regional Conference
Lead Facilitator, Center for Leadership Development College Prep Program
Diversity Awareness Resource Team
Mentor Coordinator, IUPUI Norm Brown Diversity and Leadership Scholars Program
IUPUI Black Faculty Staff Council Treasurer
IUPUI Black Faculty Staff Council Student Programming Committee

Presentations

Juggling Accommodations: An Urban University's Struggle to find Balance between Offering Services and Avoiding Institutional Racism: Is Involvement, Empowerment, and Self Efficacy Possible for a Student of Color with a Disability on a Predominately White Urban University Campus , International Association of Higher Education and Disability, San Diego, CA, July 2006

Juggling Accommodations: An Urban University's Struggle to find Balance between Offering Services and Avoiding Institutional Racism: Is Involvement, Empowerment, and Self Efficacy Possible for a Student of Color with a Disability on a Predominately White Urban University Campus, ADA: Multiple Perspectives Conference, April, 2005

Afrocentricity Meets Higher Education: Making A Way Out of No Way, National Conference on Race and Ethnicity, Miami, FL May 2004

Campus and Community Partnerships: Collaborating for Success, Indiana Association for College Admissions Counseling, Indianapolis, IN March 2003

Campus and Community Partnerships: Working Together to Create an Inclusive Campus, Multicultural Affairs in Higher Education Conference, San Antonio, TX, October 2002

Awards and Honors

Student Supervisor of the Year Nominee, 2008
Advocate of the Dream Award Recipient, IUPUI MLK Dinner 2007
Mike A. Waggoner Champion for All Award Recipient, IUPUI USG 2005
Outstanding Female Staff Leader, IUPUI 2003
Outstanding Service Award, Latino Student Union Ball State University, April 2000

Outstanding Guidance, Support, and Dedication Award, Black Student Union Ball State University, February 1999
Graduate Assistant Scholarship Award, Southeast Missouri State University 8/94-5/96
Admissions Scholarship Award, Hanover College 8/90-5/94

MARY STUDLEY

(b)(6)

studlm@ips.k12.in.us

Community Social Worker - Healthnet **Current**
2855 North Keystone Avenue, Indianapolis, IN 46218

My position as Community Social Worker builds upon my work serving the students and families of IPS 51 with a special emphasis on connecting them to health care resources and health insurance coverages.

Community School Development Manager - Indianapolis Parks and Recreation **2007 to 2009**
3426 Roosevelt Avenue, Indianapolis, IN 46218

As the first Community School Coordinator on site at the newly reopened IPS 51 it has been my task to develop and nurture programs, partnerships and supports that will help our children be healthy and prepared to succeed in school. These development efforts have been external and internal; fostering relationships with parents, staff and community; guiding their interests and efforts on behalf of our students so that they are in alignment with the academic needs as laid out by the principal and the initiative that funds my position Making Connections Indianapolis - C.H.A.P.S.S.

Midwest Photo Editor – Time Magazine **1990 to 2007**
1271 6th Avenue, New York, NY 10020

As the Midwest Photo Editor for Time Magazine I was able to work gracefully under deadline pressure. Complex Project and talent management was an everyday activity. While contributing to the industry's leading news weekly I developed management, communication and research skills including a network of contacts that would benefit any professional team. I handled all aspects of procurement for the fifteen states in my territory from hiring, training and managing freelancers on assignments to purchasing individual photos from news sources. I served as an interface between companies and writers in NY and negotiated access for the magazine with everyone from soybean farmers in Iowa to automotive CEO's in Detroit. While facilitating a half a million-dollar annual budget I increased the number of contractors to reduce travel expenses for stories to maximize our resources. My work is in the North American as well as international editions of the print magazine and online. The diversity of my business contacts and intensity of the work pace has honed my communication and logistical skills to make daily complexities welcome.

Selected accomplishments include:

- Coordinated photo coverage for the 1996 Democratic National Convention, managed a staff of freelance and contract photographers while interfacing with writers and sources onsite of the convention and dealing with logistics of secret service and the complexity of national campaign coverage on deadline.
- Coordinated exclusive coverage for cover stories under pressure and distinguished myself above the din of journalists chasing the same subjects to garner exclusive access for the magazine in the following stories: Transfer of Custody of Baby Jessica DeBoer, Oklahoma City Bombing, Birth of McCoy Septuplets and FBI Memo Leak on Zacharias Moussaoui.
- Acted as the main contact with the auto industry for the magazine's photo needs during my tenure.

EDUCATION

BFA, School of the Art Institute of Chicago, course work Henry Ford Community College

COMPUTER SKILLS

MAC and Windows environments, Adobe Creative Suite, Microsoft Office Suite, Dreamweaver MX, some networking experience including VPN/Secure ID, 4D and security for remote workstations.

REFERENCES

Elizabeth Taylor, Literary Editor and Managing Editor, Chicago Tribune Magazine 312-222-4125, etaylor@tribune.com
Tom Serafin, Owner, Serafin Associates Public Relations , Chicago, IL 312-943-1955, Tommy Vietor, Media Relations, Senator Obama Campaign 202-997-3462, & Pam Pearson, Vice President, Scholastic 646-316-3448

CIVIC RESUME

Research Advocate, I was originally trained through the Research Advocacy Network as part of the Indiana University Center of Excellence for Individualization of Therapy for Breast Cancer Mentors Program. I was one of fourteen women chosen from around the country who were given this entre into the world of science. We took classes online through University of South Carolina Chapel Hill, attend symposium at Indiana University Cancer Center and attended the American Society of Clinical Oncology International Conference. Our studies focused on the scientific process genomics, proteomics, clinical trial design, bioethics, bayesian statistics and drug development. After completing this training I went to the National Breast Cancer Coalition Project LEAD, an intensive program of cellular and molecular biology, epidemiology and clinical trial design. Completion of this advocate training is required to review most scientific grants. I have also completed NBCC Lobby Days a political advocacy training that culminates in lobbying in Washington. I also participated in the Livestrong Summit on the Grassroots Advocacy training track that was taught by Grassroots Solutions of Minnesota - Paul Wellstone's campaign architects. I currently have over 40 CME credits in these various studies.

To date I have applied this training through the following volunteer efforts:

- Lobbied for the National Breast Cancer and Environmental Research act - passed in 2009
- Testified before Indiana Health Finance Commission and introduced Indiana legislation to help fund cancer research
- Created a genomics merit badge for the Boy Scouts of America
- Reviewed grants for the Susan G Komen for the Cure
- Participated in a WFYI panel Discussions "The Truth about Cancer"
- Reported and wrote for IU Simon Cancer Center PINK Newsletter
- Co-hosted and taught an advocate training workshop for Indianapolis Susan G Komen
- Sit on the Indianapolis Komen Disparities Access Committee
- St Vincent's Community Advisory Board that is part of the National Cancer institute NCCP grant
- Acted as spokesman and representative for the Young Survival Coalition in various capacities
- Acted as spokesman and representative for The Wellness Community of Central Indiana

Community Advisory Board Member, St. Vincent Cancer Center

This forum is part of a National Cancer Institute NCCP grant. The purpose of this group is to help guide the efforts of the cancer center so that they may better reach and serve the community.

Board Member, Felege Hiywot Center

Felege Hiywot Center, serve urban youth of Indianapolis, second generation Ethiopians in Indianapolis, and orphans in Ethiopia. We teach gardening and environmental preservation. We encourage youth to embrace the virtues of community service. We perform this mission as an expression of our Christian faith.

Pack/Den Leader, B.S.A. CROSSROADS OF AMERICA COUNCIL

Appointed to a district level position with Crossroads of America, B.S.A. Pioneer District where I consult with 39 groups to enrich their programs and improve their retention rates. As a Den Leader for five years I had the pleasure of shepherding eight fine young men through the ranks of Cub Scouts and watching them cross over to Boy Scouts. I participated in planning and leadership all of this time and was elected Cub Master for two of those years.

Board Member, LOWELL LITTLE LEAGUE

The continuum of my efforts there span everything from creating and coaching our Challenger Program, a facilitated baseball program for special needs children, to web administration, marketing and grant writing.

Graduate, Indianapolis Neighborhood Resource Center, Indianapolis Community Building Institute.
Professional Resident Leader Facilitator - Annie E. Casey Foundation
Arbinger Institute Trained – Anatomy of Peace and Leadership and Self Deception "The Choice"

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Professional Resident Leader Facilitator - Annie E. Casey Foundation
Arbinger Institute Trained – Anatomy of Peace and Leadership and Self Deception "The Choice"

Project Narrative

Budget Narrative

Attachment 1:
Title: **BudgetNarr** Pages: **23** Uploaded File: **IUPUI_FSCSGrant_BudgetNarrative_5yrtables.doc**

Budget Narrative for Year 1 is included below with supporting narrative in table format for Years 1-5 following.

SALARY Subtotal: $61,440.00

- Two current staff and one new staff will be assigned to this project at IUPUI CLN;
  - Project Manager Position – 1 project manager will be hired (.50 FTE). Their salary is calculated at a rate of $100,000/year. The cost allocated to this grant is $25,000.
  - Project Specialist Position – 1 project specialist will be hired (.50 FTE). Their salary is calculated at a rate of $22,880/year. The cost allocated to this grant is $11,440.
- Three IUPUI Departments have staff and students that will work on this project. Since the applicant is IUPUI, the other Department staff and students are included in the Salaries budget category.
  - IU School of Education - no cost allocated.
  - IU School of Nursing – no cost allocated.
  - IU School of Social Work - no cost allocated.

FRINGE BENEFITS Subtotal: $19,159.95

- For all IU employees, fringe benefits for full-time employees are calculated at a rate of 36.70%.
  - There is on IU full-time employee whose salary was considered in this cost –for an expense of $9,175 ($25,000*36.70%). The second-fifth year fringe benefit rate increases to 42.0%.
- For IU employees that are part-time, fringe benefits are calculated at a rate of 7.08%.
  - There is one part-time IU staff whose salary was calculated for this cost – Project Specialist ($11,440) for a total cost of $809.95 ($11,440*7.08%).

TRAVEL Subtotal: $32,750.00

- DOE Mandated FSCS Conference – calculated three staff (FSCS Coordinator, Project Manager and Evaluator) attending the conference in Washington, DC. Airfare - $400, Registration - $200, Hotel - $600, Per Diem - $300 for a total of $1,500/staff x 3 staff for a total cost of $4,500.
- Children's Aid Society National Conference – calculated 10 participants (combination of staff, parents and partners) attending the conference in New York, NY. Airfare - $400, Registration - $200, Hotel - $600, Per Diem - $300 for a total of $1,500/participant x 10 participants for a total cost of $15,000. The actual cost to the DOE FSCS grant is only $7,500 with a cost-share match of $7,500 provided by Indiana Youth Institute.
- Practitioners Institute at Harlem Children's Zone – calculated five staff (combination of staff, parents and partners) attending the Institute in New York, NY. Airfare - $400, Registration - $500, Hotel - $800, Per Diem - $300 for a total of $2,000/staff x 5 staff for a total cost of $10,000.
- Transportation – bus transportation for students coming home from the afterschool program and attending field trips in the community. $12,000 ($1,000/month) is allocated to transport students from the afterschool program and field trips. $5,000 is a cost-share with the after school programs.
- Mileage Reimbursement – calculated mileage reimbursement for approximately 1,500 miles at a reimbursement rate of $.50/mile for a total cost of $750.

EQUIPMENT Subtotal: $0.00

- There are no equipment expenses.

SUPPLIES Subtotal: $23,100.00

- Materials and Supplies – calculated approximately $208.33/month/school to purchase materials and supplies to support the FSCS Project for a total cost of $7,500.00
- Flip Cameras – calculated the purchase of one camera/ school to document the FSCS project and implement in programming with students at a rate of $200 camera for a total cost of $600.
- Program Supports – calculated $10/child for 1,000 children to support student supplies, school supplies, and family nights for a total cost of $10,000.
- Curriculum and Instructional Materials – calculated $1,500 to purchase research-based instructional material to support the remedial education programs and align to the school's teaching materials and curriculum.
- Laptops – calculated $1,000/laptop for three FSCS staff to utilize to input data, create reports, and communicate with each other and the partners.

CONTRACTUAL Subtotal: $310,250.00

- HealthNet – contracted to provide the FSCS Coordinator (1.0 FTE) at a rate of $68,000 and to provide primary health care services monthly on-site at the schools and in the community health center at a rate of $2,500 per school for a combined total of $75,500 ($68,00+$7,500).
- Choices Inc – contracted to provide on-site mental health services at two schools for a rate of $25,000 per Care Coordinator for a combined total of $50,000.
- Indy Parks 21st CCLC Afterschool Program – no cost allocated to the FSCS grant.
- Indiana Partnerships Center – contracted to provide parent engagement activities through the Academy for Parent and School Leadership and the Voices in Action services for a cost of $35,000.
- 100 Black Men – no cost allocated to the FSCS grant.
- Girls Inc – contracted to provide girls mentoring and youth development programming at School 51 since it does not have a program like Schools 56 and 69 for a cost of $6,000.
- Boy Scouts of America, Indianapolis – no cost allocated to the FSCS grant
- Play and Learn – contracted to provide parent education and early education services at School 69 since it does not have a program like Schools 51 and 56 for a cost of $17,000.
- Felege Hiywot Garden Center – contracted to provide community service and service learning programming to students, which will include the purchase of gardening supplies, instructional materials and staff time for a cost of $6,000.
- Edna Martin Christian Center – contracted to provide service learning, job training, social services, and financial stability services to students and their families for a cost of $6,000.
- Rebuilding the Wall – contracted to provide workforce development, and financial stability services to students and their families for a cost of $6,000.
- Martindale Brightwood CDC – contracted to provide workforce development, and financial stability services to students and their families for a cost of $6,000.
- Gleaners Food Sack Program – contracted to provide the "Sack Pack" food program to provide students with food over the weekends at School #51 for a cost of $6,000.

- CUME – contracted to provide the evaluation component of the FSCS Project at a project rate of $25,000 (approximately 6%).
- The Polis Center – contracted to provide a data management system and technology assistance at a project rate of $17,500.
- Independent Contractor – contracted for the Extended Day Coordinator Position at a project rate of $40,000.
- IPS Custodial Services – contracted to provide custodial services at three targeted schools for one Saturday/month for five hours (one custodian at $25/hour at each school once/month for five hours for 36 Saturdays) at a cost of $13,500.

CONSTRUCTION Subtotal: $0.00

- There are no construction expenses.

OTHER Subtotal: $0.00

- There are no "other" expenses.

TOTAL DIRECT COSTS Subtotal: $414,024.95

- The total direct costs include the subtotal costs for Salaries, Fringe Benefits, Travel, Supplies, and Contractual budget categories.

INDIRECT COSTS Subtotal: $82,816.49

- IUPUI has an Indirect Cost Rate Agreement approved by the Federal government for 26%.
- For Contractual Costs, the 26% indirect cost rate was applied to the portion of each subcontract in excess of $25,000 for the duration of the five-year grant as noted in the following budget tables. Therefore, the Indirect Cost rate reduces significantly each year to only $41,131.99 in Yr 5. The services to be provided by CUME and The POLIS Center will not be under subcontracts as these areas are a part of Indiana University.

TRAINING STIPENDS Subtotal: $1,250.00

- Professional Development - $25/staff/month for six staff (FSCS Coordinator, Project Managers, Project Specialist, Extended Day Coordinator, and Evaluator) has been allocated for staff to receive professional development training for a total cost of $1,500. However, $750 of the cost will be provided through cost-share match with Indiana Youth Institute and other youth serving organizations in the community.
- Cultural Competency Training - $500 has been allocated to specifically support the cultural competency development of staff. Another $500 will be a cost-share match with Indiana Youth Institute and other youth serving organizations in the community.

TOTAL COSTS Subtotal: $496,107.61

- The total costs were calculated by adding the Total Direct Costs to the Indirect Costs and the Training Stipends.

For the first year of the project, the total cost/person served is $100.70 ($496,107.61/4,922 participants). By the fifth year, the estimated total cost/person served is $71.44 ($495,596.94/6,937 participants).

YEAR 1 BUDGET

Salary	DoE Funding	In-Kind	Total Program Costs	Indirect Costs (Yr. 1)
Full-Time employees				
Project Manager (1 at .50 FTE at an annual salary of $100,000)	$ 25,000.00	(b)(4)	$ 50,000.00	$ 6,500.00
Part-time employees				$ -
Project Specialist (1 at .5 FTE at an annual salary of $22,880)	$ 11,440.00		$ 11,440.00	$ 2,974.40
IUPUI School of Education (Mental Health) 1 Faculty Advisor; 3 MA Counseling Students			$ 34,560.00	$ -
IUPUI School of Nursing (Primary Health Care) 10 BSN Nurse Students			$ 31,680.00	$ -
IUPUI School of Social Work (Mental Health, Social Services, and Chronically Absent) 12 MSW and BSW Students	$ -		$ 42,240.00	$ -
Subtotal	$ 36,440.00		$ 169,920.00	$ 9,474.40
				$ -
Fringe Benefits				$ -
Full time employees at a rate of 36.7% and 41.92% for cost-share.	$ 9,175.00		$ 19,655.00	$ 2,385.50
Part-time employees at a rate of 7.08%	$ 809.95		$ 8,490.34	$ 210.59
Subtotal	$ 9,984.95		$ 28,145.34	$ 2,596.09
				$ -
Travel				$ -
DoE Mandated Conference in Washington, DC (FSCS Coordinator, Project Manager, and Evaluator at a rate of $1,500)	$ 4,500.00		$ 4,500.00	$ 1,170.00
Children's Aid Society National Conference in New York (10 staff, partners, and parents at a rate of $1,500)	$ 7,500.00		$ 15,000.00	$ 1,950.00

Practitioners Institute at Harlem Children's Zone in New York (5 staff, partners, and parents) at a rate of $,2000	$ 10,000.00	$ -	$ 10,000.00	$ 2,600.00
Bus transportation for students for afterschool programming and field trips ($1000/month)	$ 12,000.00	(b)(4)	$ 17,000.00	$ 3,120.00
Mileage Reimbursement (1,500 miles at $.50)	$ 750.00		$ 750.00	$ 195.00
Subtotal	$ 34,750.00		$ 47,250.00	$ 9,035.00
				$ -
Equipment				$ -
	$ -	$ -	$ -	$ -
				$ -
Supplies				$ -
Materials and Supplies ($208.33/month/school)	$ 7,500.00	$ -	$ 7,500.00	$ 1,950.00
Flip Cameras (1 camera/ school at a rate of $200 each)	$ 600.00	$ -	$ 600.00	$ 156.00
Program Supports (Family Nights, school supplies, student supplies at $20 for 500 children)	$ 10,000.00	$ -	$ 10,000.00	$ 2,600.00
Curriculum and Instructional Materials	$ 1,500.00	$ -	$ 1,500.00	$ 390.00
Laptops (3 for each Site Coordinator)	$ 3,000.00	$ -	$ 3,000.00	$ 780.00
Subtotal	$ 22,600.00	$ -	$ 22,600.00	$ 5,192.18
				$ -
Contractual				$ -
HealthNet (FSCS Coordinator Full-Time at $68,000; Primary Health Care on site through events at rate of $2,500 per school)	$ 75,500.00	$ -	$ 75,500.00	$ 6,500.00
Choices Inc (Mental Health Services)	$ 50,000.00	$ -	$ 50,000.00	$ 6,500.00

Indy Parks 21st CCLC Afterschool Program (Remedial Education)		(b)(4)	$ 140,000.00	$ -
Indiana Partnerships Center Parent Academy and Voices in Action (Family Engagement)	$ 35,000.00		$ 35,000.00	$ 6,500.00
100 Black Men (Mentoring)			$ 90,000.00	$ -
Girls Inc (Mentoring)	$ 6,000.00		$ 18,000.00	$ 1,560.00
Boy Scouts of America, Indianapolis (Mentoring)			$ 18,000.00	$ -
Play and Learn (Early Learning Services)	$ 17,000.00		$ 51,000.00	$ 4,420.00
Felege Hiywot Garden Center (Community Service and Service Learning)	$ 6,000.00		$ 12,000.00	$ 1,560.00
Edna Martin Christian Center (Service Learning Activities, Job Training, Social Services, and Financial Stability)	$ 6,000.00		$ 13,200.00	$ 1,560.00
Rebuilding the Wall (Job Readiness and Financial Asset Development Training)	$ 6,000.00		$ 13,200.00	$ 1,560.00
Martindale Brightwood CDC (Job Training, Social Services, and Financial Stability)	$ 6,000.00		$ 13,200.00	$ 1,560.00
Gleaners Food Sack Program	$ 7,000.00		$ 14,000.00	$ 1,820.00
CUME (Evaluation)	$ 25,000.00		$ 25,000.00	$ 6,500.00
The Polis Center (Data Mgmt. System)	$ 17,250.00		$ 17,250.00	$ 4,485.00
Independent Contractor (Extended Day Coordinator)	$ 40,000.00		$ 40,000.00	$ 6,500.00
IPS Custodial Services at Three Schools (1 custodian at $25/hour at each school once/month for five hours for 36 Saturdays)	$ 13,500.00		$ 13,500.00	$ 3,510.00
Subtotal	$ 310,250.00		$ 638,850.00	$ 54,535.00
Construction				
	$ -	$ -	$ -	
Subtotal		$ -	$ -	
Other				

	$ -	$ -	$ -	
Subtotal				
Total Direct Costs	$ 414,024.95	(b)(4)	$ 906,765.34	
Indirect Costs (26%)	$ 82,816.49		$ 80,832.66	$ 80,832.66
Training Stipends				
Professional Development Workshops for Staff (1 workshop/month) $25/staff for six staff/month)	$ 750.00		$ 1,500.00	
Cultural Competency Training	$ 500.00		$ 1,000.00	
Subtotal	$ 1,250.00		$ 2,500.00	
Total Costs	$ 498,091.44		$ 990,098.00	

YEAR 2 BUDGET

Salary	DoE Funding	In-Kind	Total Program Costs	Indirect Costs Yr. 2
Full-Time employees				
Project Manager (1 at .50 FTE at an annual salary of $100,000)	$ 25,000.00	$	$ 50,000.00	$ 6,500.00
Part-time employees				
Project Specialist (1 at .5 FTE at an annual salary of $22,880)	$ 11,440.00		$ 11,440.00	$ 2,974.40
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IUPUI School of Nursing (Primary Health Care) 10 BSN Nurse Students			$ 31,680.00	$ -
IUPUI School of Social Work (Mental Health, Social Services, and Chronically Absent) 12 MSW and BSW Students	$ -		$ 42,240.00	$ -
Subtotal	$ 36,440.00		$ 169,920.00	$ 9,474.40
				$ -
Fringe Benefits				$ -
Full time employees at a rate of 42.0% and 41.92% for cost-share	$ 10,500.00		$ 20,980.00	$ 2,730.00
Part-time employees at a rate of 7.08%	$ 809.95		$ 8,490.34	$ 210.59
Subtotal	$ 11,309.95		$ 29,470.34	$ 2,940.59
				$ -
Travel				$ -
DoE Mandated Conference in Washington, DC (FSCS Coordinator, Project Manager, and Evaluator at a rate of $1,500)	$ 4,500.00		$ 4,500.00	$ 1,170.00
Children's Aid Society National Conference in New York (5 staff, partners, and parents at a rate of $1,500)	$ 7,500.00		$ 11,250.00	$ 1,950.00
Practitioners Institute at Harlem Children's Zone in New York (3 staff FSCS Coordinator, Project Manager, and Extended Day Coordinator) at a rate of $2,000	$ 10,000.00	$ -	$ 10,000.00	$ 2,600.00

(b)(4)

Bus transportation for students for afterschool programming and field trips ($800/school/month)	$ 28,800.00	$ (b)(4)	$ 33,800.00	$ -
Mileage Reimbursement (1,500 miles at $.50)	$ 750.00		$ 750.00	$ 195.00
Subtotal	$ 51,550.00		$ 60,300.00	$ 13,403.00
Equipment				
	$ -		$ -	$ -
Supplies				
Materials and Supplies ($208.33/month/school)	$ 1,050.00		$ 1,050.00	$ 273.00
Flip Cameras (1 camera/ school at a rate of $200 each)			$ -	$ -
Program Supports (Family Nights, school supplies, student supplies at $20 for 500 children)	$ 10,000.00		$ 10,000.00	$ 2,600.00
Curriculum and Instructional Materials	$ 2,000.00		$ 2,000.00	$ 520.00
Laptops (3 for each Site Coordinator)			$ -	$ -
Subtotal	$ 13,050.00		$ 13,050.00	$ 3,393.00
				$ -
Contractual				$ -
HealthNet (FSCS Coordinator Full-Time at $70,000; Primary Health Care on site through events at rate of $2,500 per school)	$ 77,500.00		$ 77,500.00	$ -
Choices Inc (Mental Health Services)	$ 50,000.00		$ 55,000.00	$ -
Indy Parks 21st CCLC Afterschool Program (Remedial Education)			$ 140,000.00	$ -
Indiana Partnerships Center Parent Academcy and Voices in Action (Family Engagement)	$ 35,000.00		$ 40,000.00	$ -
100 Black Men (Mentoring)			$ 90,000.00	$ -
Girls Inc (Mentoring)	$ 8,000.00		$ 20,000.00	$ 2,080.00

Boy Scouts of America, Indianapolis (Mentoring)		$ (b)(4)	$ 18,000.00	$ -
Play and Learn (Early Learning Services)	$ 17,000.00		$ 51,000.00	$ 2,080.00
Felege Hiywot Garden Center (Community Service and Service Learning)	$ 8,000.00		$ 14,000.00	$ 2,080.00
Edna Martin Christian Center (Service Learning Activities, Job Training, Social Services, and Financial Stability)	$ 8,000.00		$ 15,200.00	$ 2,080.00
Rebuilding the Wall (Job Readiness and Financial Asset Development Training)	$ 8,000.00		$ 15,200.00	$ 2,080.00
Martindale Brightwood CDC (Job Training, Social Services, and Financial Stability)	$ 8,000.00		$ 15,200.00	$ 2,080.00
Gleaners Food Sack Program	$ 8,000.00		$ 15,000.00	$ 2,080.00
CUME (Evaluation)	$ 25,000.00		$ 25,000.00	
The Polis Center (Data Mgmt. System)	$ 17,250.00		$ 17,250.00	$ 2,015.00
Independent Contractor (Extended Day Coordinator)	$ 42,000.00		$ 42,000.00	
IPS Custodial Services at Three Schools (1 custodian at $25/hour at each school once/month for five hours for 36 Saturdays)	$ 13,500.00		$ 13,500.00	$ 2,990.00
Subtotal	$ 325,250.00		$ 663,850.00	$ 19,565.00
Construction				
	$ -		$ -	
Subtotal			$ -	
Other				
	$ -		$ -	
Subtotal				
Total Direct Costs	$ 437,599.95		$ 936,590.34	
Indirect Costs (26%)	$ 57,745.99	$ -	$ 48,775.99	$ 48,775.99

Training Stipends				
Professional Development Workshops for Staff (1 workshop/month) $25/staff for six staff/month)	$ 750.00	(b)(4)	$ 1,500.00	
Cultural Competency Training	$ 500.00		$ 1,000.00	
Subtotal	$ 1,250.00		$ 2,500.00	
Total Costs	$ 496,595.94		$ 987,866.32	

YEAR 3 BUDGET

Salary	DoE Funding	In-Kind	Total Program Costs	Indirect Costs Yr. 3
Full-Time employees				
Project Manager (1 at .50 FTE at an annual salary of $100,000)	$ 25,000.00	(b)(4)	$ 50,000.00	$ 6,500.00
Part-time employees				$ -
Project Specialist (1 at .5 FTE at an annual salary of $22,880)	$ 11,440.00		$ 11,440.00	$ 2,974.40
IUPUI School of Education (Mental Health) 1 Faculty Advisor; 3 MA Counseling Students			$ 34,560.00	$ -
IUPUI School of Nursing (Primary Health Care) 10 BSN Nurse Students			$ 31,680.00	$ -
IUPUI School of Social Work (Mental Health, Social Services, and Chronically Absent) 12 MSW and BSW Students	$ -		$ 42,240.00	$ -
Subtotal	$ 36,440.00		$ 169,920.00	$ 9,474.40
				$ -
Fringe Benefits				$ -
Full time employees at a rate of 42.0% and 41.92% for cost-share	$ 10,500.00		$ 20,980.00	$ 1,040.00
Part-time employees at a rate of 7.08%	$ 809.95		$ 8,490.34	$ 210.59
Subtotal	$ 11,309.95		$ 29,470.34	$ 2,940.59
				$ -
Travel				$ -
DoE Mandated Conference in Washington, DC (FSCS Coordinator, Project Manager, and Evaluator at a rate of $1,500)	$ 4,500.00		$ 4,500.00	$ 1,170.00
Children's Aid Society National Conference in New York (10 staff, partners, and parents at a rate of $1,500)	$ 7,500.00		$ 11,250.00	$ 1,950.00
Practitioners Institute at Harlem Children's Zone in New York (5 staff, parents, partners) at a rate of $2,000/participant)	$ 10,000.00	$ -	$ 10,000.00	$ 1,300.00

Bus transportation for students for afterschool programming and field trips ($800/school/month)	$ 28,800.00	(b)(4)	$ 33,800.00	$ -
Mileage Reimbursement (1,500 miles at $.50)	$ 750.00		$ 750.00	$ 195.00
Subtotal	$ 51,550.00		$ 60,300.00	$ 13,403.00
Equipment				
	$ -		$ -	$ -
Supplies				
Materials and Supplies ($208.33/month/school)	$ 1,050.00		$ 1,050.00	$ 273.00
Flip Cameras (1 camera/ school at a rate of $200 each)	$ -		$ -	$ -
Program Supports (Family Nights, school supplies, student supplies at $20 for 500 children)	$ 10,000.00		$ 10,000.00	$ 1,300.00
Curriculum and Instructional Materials	$ 2,000.00		$ 2,000.00	$ 520.00
Laptops (3 for each Site Coordinator)	$ -		$ -	$ -
Subtotal	$ 13,050.00		$ 13,050.00	$ 3,393.00
				$ -
Contractual				$ -
HealthNet (FSCS Coordinator Full-Time at $72,000; Primary Health Care on site through events at rate of $2,500 per school)	$ 79,500.00		$ 79,500.00	$ -
Choices Inc (Mental Health Services)	$ 50,000.00		$ 55,000.00	$ -
Indy Parks 21st CCLC Afterschool Program (Remedial Education)			$ 140,000.00	$ -
Indiana Partnerships Center Parent Academy and Voices in Action (Family Engagement)	$ 35,000.00		$ 40,000.00	$ -
100 Black Men (Mentoring)			$ 90,000.00	$ -
Girls Inc (Mentoring)	$ 8,000.00		$ 20,000.00	$ 780.00

Boy Scouts of America, Indianapolis (Mentoring)		$ (b)(4)	$ 18,000.00	$ -
Play and Learn (Early Learning Services)	$ 17,000.00		$ 51,000.00	$ -
Felege Hiywot Garden Center (Community Service and Service Learning)	$ 8,000.00		$ 14,000.00	$ 780.00
Edna Martin Christian Center (Service Learning Activities, Job Training, Social Services, and Financial Stability)	$ 8,000.00		$ 15,200.00	$ 2,340.00
Rebuilding the Wall (Job Readiness and Financial Asset Development Training)	$ 8,000.00		$ 15,200.00	$ 2,340.00
Martindale Brightwood CDC (Job Training, Social Services, and Financial Stability)	$ 8,000.00		$ 15,200.00	$ 2,340.00
Gleaners Food Sack Program	$ 8,000.00		$ 15,000.00	$ 520.00
CUME (Evaluation)	$ 25,000.00		$ 25,000.00	$ -
The Polis Center (Data Mgmt. System)	$ 17,250.00		$ 17,250.00	$ -
Independent Contractor (Extended Day Coordinator)	$ 43,000.00		$ 43,000.00	$ -
IPS Custodial Services at Three Schools (1 custodian at $25/hour at each school once/month for five hours for 36 Saturdays)	$ 13,500.00		$ 13,500.00	$ -
Subtotal	$ 328,250.00		$ 666,850.00	$ 9,100.00
Construction				
	$ -		$ -	
Subtotal			$ -	
Other				
	$ -		$ -	
Subtotal				
Total Direct Costs	$ 440,599.95		$ 939,590.34	
Indirect Costs (26%)	$ 52675.99	$ -	$ 38,310.99	$ 38,310.99

Training Stipends				
Professional Development Workshops for Staff (1 workshop/month) $25/staff for six staff/month)	$ 750.00	(b)(4)	$ 1,500.00	
Cultural Competency Training	$ 500.00		$ 1,000.00	
Subtotal	$ 1,250.00		$ 2,500.00	
Total Costs	$ 494,525.94		$ 980,401.32	

YEAR4 BUDGET

Salary	DoE Funding	In-Kind	Total Program Costs	Indirect Costs Yr. 4
Full-Time employees				
Project Manager (1 at .50 FTE at an annual salary of $100,000)	$ 25,000.00	$ (b)(4)	$ 50,000.00	$ 6,500.00
Part-time employees				$ -
Project Specialist (1 at .5 FTE at an annual salary of $22,880)	$ 11,440.00		$ 11,440.00	$ 2,974.40
IUPUI School of Education (Mental Health) 1 Faculty Advisor; 3 MA Counseling Students			$ 34,560.00	$ -
IUPUI School of Nursing (Primary Health Care) 10 BSN Nurse Students			$ 31,680.00	$ -
IUPUI School of Social Work (Mental Health, Social Services, and Chronically Absent) 12 MSW and BSW Students	$ -		$ 42,240.00	$ -
Subtotal	$ 36,440.00		$ 169,920.00	$ 9,474.40
				$ -
Fringe Benefits				$ -
Full time employees at a rate of 42.0% and 41.92% for cost-share	$ 10,500.00		$ 20,980.00	$ 2,730.00
Part-time employees at a rate of 7.08%	$ 809.95		$ 8,490.34	$ 210.59
Subtotal	$ 11,309.95		$ 29,470.34	$ 2,940.59
				$ -
Travel				$ -
DoE Mandated Conference in Washington, DC (FSCS Coordinator, Project Manager, and Evaluator at a rate of $1,500)	$ 4,500.00		$ 4,500.00	$ 1,170.00
Children's Aid Society National Conference in New York (10 staff, partners, and parents at a rate of $1,500)	$ 7,500.00		$ 11,250.00	$ 1,950.00
Practitioners Institute at Harlem Children's Zone in New York (5 staff, parents, partners) at a rate of $,2000	$ 10,000.00	$ -	$ 10,000.00	$ 2,600.00

Bus transportation for students for afterschool programming and field trips ($900/school/month)	$ 32,400.00	$ (b)(4)	$ 37,400.00	$ 8,424.00
Mileage Reimbursement (1,500 miles at $.50)	$ 750.00		$ 750.00	$ 195.00
Subtotal	$ 55,150.00		$ 63,900.00	$ 14,339.00
Equipment				
	$ -		$ -	$ -
Supplies				
Materials and Supplies ($208.33/month/school)	$ 1,050.00		$ 1,050.00	$ 273.00
Flip Cameras (1 camera/ school at a rate of $200 each)	$ -		$ -	$ -
Program Supports (Family Nights, school supplies, student supplies at $20 for 500 children)	$ 10,000.00		$ 10,000.00	$ 2,600.00
Curriculum and Instructional Materials	$ 2,000.00		$ 2,000.00	$ 520.00
Laptops (3 for each Site Coordinator)	$ -		$ -	$ -
Subtotal	$ 13,050.00		$ 13,050.00	$ 3,393.00
				$ -
Contractual				$ -
HealthNet (FSCS Coordinator Full-Time at $72,000; Primary Health Care on site through events at rate of $2,500 per school)	$ 79,500.00		$ 79,500.00	$ -
Choices Inc (Mental Health Services)	$ 50,000.00		$ 55,000.00	$ -
Indy Parks 21st CCLC Afterschool Program (Remedial Education)			$ 140,000.00	$ -
Indiana Partnerships Center Parent Academy and Voices in Action (Family Engagement)	$ 35,000.00		$ 40,000.00	$ -
100 Black Men (Mentoring)			$ 90,000.00	$ -
Girls Inc (Mentoring)	$ 8,500		$ 22,000.00	

Boy Scouts of America, Indianapolis (Mentoring)		$ (b)(4)	$ 18,000.00	$ -
Play and Learn (Early Learning Services)	$ 17,000.00		$ 51,000.00	$ -
Felege Hiywot Garden Center (Community Service and Service Learning)	$ 10,000.00		$ 16,000.00	$ -
Edna Martin Christian Center (Service Learning Activities, Job Training, Social Services, and Financial Stability)	$ 10,000.00		$ 17,200.00	$ -
Rebuilding the Wall (Job Readiness and Financial Asset Development Training)	$ 10,000.00		$ 17,200.00	$ -
Martindale Brightwood CDC (Job Training, Social Services, and Financial Stability)	$ 10,000.00		$ 17,200.00	$ -
Gleaners Food Sack Program	$ 8,000.00		$ 15,000.00	$ -
CUME (Evaluation)	$ 25,000.00		$ 25,000.00	$ -
The Polis Center (Data Mgmt. System)	$ 17,250.00		$ 17,250.00	$ -
Independent Contractor (Extended Day Coordinator)	$ 43,000.00		$ 43,000.00	$ -
IPS Custodial Services at Three Schools (1 custodian at $25/hour at each school once/month for five hours for 36 Saturdays)	$ 13,500.00		$ 13,500.00	$ -
Subtotal	$ 336,750		$ 676,850.00	$ -
Construction				
	$ -		$ -	
Subtotal			$ -	
Other				
	$ -		$ -	
Subtotal				
Total Direct Costs	$ 452,699.95		$ 953,190.34	
Indirect Costs (26%)	$ 45,551.99	$ -	$ 30,146.99	$ 30,146.99

Training Stipends				
Professional Development Workshops for Staff (1 workshop/month) $25/staff for six staff/month)	$ 750.00	(b)(4)	$ 1,500.00	
Cultural Competency Training	$ 500.00		$ 1,000.00	
Subtotal	$ 1,250.00		$ 2,500.00	
Total Costs	$ 499,501.54		$ 985,837.32	

Year 5 Budget

Salary	DoE Funding	In-Kind	Total Program Costs	Indirect Costs Yr. 5
Full-Time employees				
Project Manager (1 at .50 FTE at an annual salary of $100,000)	$ 25,000.00	$ (b)(4)	$ 50,000.00	$ 6,500.00
Part-time employees				$ -
Project Specialist (1 at .5 FTE at an annual salary of $22,880)	$ 11,440.00		$ 11,440.00	$ 2,974.40
IUPUI School of Education (Mental Health) 1 Faculty Advisor; 3 MA Counseling Students			$ 34,560.00	$ -
IUPUI School of Nursing (Primary Health Care) 10 BSN Nurse Students			$ 31,680.00	$ -
IUPUI School of Social Work (Mental Health, Social Services, and Chronically Absent) 12 MSW and BSW Students	$ -		$ 42,240.00	$ -
Subtotal	$ 36,440.00		$ 169,920.00	$ 9,474.40
				$ -
Fringe Benefits				$ -
Full time employees at a rate of 42.0% and 41.92% for cost-share	$ 10,500.00		$ 20,980.00	$ 2,730.00
Part-time employees at a rate of 7.08%	$ 809.95		$ 8,490.34	$ 210.59
Subtotal	$ 11,309.95		$ 29,470.34	$ 2,940.59
				$ -
Travel				$ -
DoE Mandated Conference in Washington, DC (FSCS Coordinator, Project Manager, and Evaluator at a rate of $1,500)	$ 4,500.00		$ 4,500.00	$ 1,170.00
Children's Aid Society National Conference in New York (10 staff, partners, and parents at a rate of $1,500)	$ 7,500.00		$ 11,250.00	$ 1,950.00
Practitioners Institute at Harlem Children's Zone in New York (5 staff , parents and partners) at a rate of $,2000	$ 10,000.00	$ -	$ 10,000.00	$ 2,600.00

Bus transportation for students for afterschool programming and field trips ($900/school/month)	$ 32,400.00	(b)(4)	$ 37,400.00	$ 8,424.00
Mileage Reimbursement (1,500 miles at $.50)	$ 750.00		$ 750.00	$ 195.00
Subtotal	$ 55,150.00		$ 63,900.00	$ 14,339.00
Equipment				
	$ -		$ -	$ -
Supplies				
Materials and Supplies ($208.33/month/school)	$ 1,050.00		$ 1,050.00	$ 273.00
Flip Cameras (1 camera/ school at a rate of $200 each)	$ -		$ -	$ -
Program Supports (Family Nights, school supplies, student supplies at $20 for 500 children)	$ 10,000.00		$ 10,000.00	$ 2,600.00
Curriculum and Instructional Materials	$ 2,000.00		$ 2,000.00	$ 520.00
Laptops (3 for each Site Coordinator)	$ -		$ -	$ -
Subtotal	$ 13,050.00		$ 13,050.00	$ 3,393.00
				$ -
Contractual				$ -
HealthNet (FSCS Coordinator Full-Time at $72,000; Primary Health Care on site through events at rate of $2,500 per school)	$ 79,500.00		$ 79,500.00	$ -
Choices Inc (Mental Health Services)	$ 50,000.00		$ 55,000.00	$ -
Indy Parks 21st CCLC Afterschool Program (Remedial Education)			$ 140,000.00	$ -
Indiana Partnerships Center Parent Academy and Voices in Action (Family Engagement)	$ 35,000.00		$ 40,000.00	$ -
100 Black Men (Mentoring)			$ 90,000.00	$ -
Girls Inc (Mentoring)	$ 10,000.00		$ 22,000.00	$ -

Boy Scouts of America, Indianapolis (Mentoring)		$ (b)(4)	$ 18,000.00	$ -
Play and Learn (Early Learning Services)	$ 17,000.00		$ 51,000.00	$ -
Felege Hiywot Garden Center (Community Service and Service Learning)	$ 10,000.00		$ 16,000.00	$ -
Edna Martin Christian Center (Service Learning Activities, Job Training, Social Services, and Financial Stability)	$ 10,000.00		$ 17,200.00	$ -
Rebuilding the Wall (Job Readiness and Financial Asset Development Training)	$ 10,000.00		$ 17,200.00	$ -
Martindale Brightwood CDC (Job Training, Social Services, and Financial Stability)	$ 10,000.00		$ 17,200.00	$ -
Gleaners Food Sack Program	$ 8,000.00		$ 15,000.00	$ -
CUME (Evaluation)	$ 25,000.00		$ 25,000.00	$ -
The Polis Center (Data Mgmt. System)	$ 17,250.00		$ 17,250.00	$ -
Independent Contractor (Extended Day Coordinator)	$ 43,000.00		$ 43,000.00	$ -
IPS Custodial Services at Three Schools (1 custodian at $25/hour at each school once/month for five hours for 36 Saturdays)	$ 13,500.00		$ 13,500.00	$ -
Subtotal	$ 338,250.00		$ 676,850.00	$ -
Construction				
	$ -		$ -	
Subtotal			$ -	
Other				
	$ -		$ -	
Subtotal				
Total Direct Costs	$ 454,199.95		$ 953,190.34	
Indirect Costs (26%)	$ 41,131.98	$ -	$ 30,146.99	$ 30,146.99

Training Stipends				
Professional Development Workshops for Staff (1 workshop/month) $25/staff for six staff/month)	$ 750.00	(b)(4)	$ 1,500.00	
Cultural Competency Training	$ 500.00		$ 1,000.00	
Subtotal	$ 1,250.00		$ 2,500.00	
Total Costs	$ 496,581.94		$ 985,837.32	

Project Narrative

Project Narrative

Attachment 1:
Title: **Martindale Brightwood Project Narr** Pages: **34** Uploaded File: **IUPUI_ORAFinal_Narr.doc**

Martindale Brightwood Alliance for Educational Success

Indiana University Purdue University Indianapolis's Community Learning Network

and the Indianapolis Public Schools

Table of Contents

INTRODUCTION 2

COMMUNITY DEMOGRAPHICS AND NEED FOR ASSISTANCE 3

QUALITY OF THE PROJECT DESIGN 7

ADEQUACY OF RESOURCES 14

QUALITY OF THE MANAGEMENT PLAN 16

QUALITY OF PROJECT SERVICES 25

QUALITY OF THE PROJECT EVALUATION 32

APPENDIX

Abstract Narrative

Competitive Priority Narrative

Resumes of Key Personnel

Memorandum of Understanding

Document of Cost Sharing

Standard Forms

Assurances and Certificates

Introduction: The City of Indianapolis has a beautifully restored downtown; it is home to world-renowned entities from impressive museums and professional sports. It was selected to be the future host of the 2012 Super Bowl. Indianapolis is labeled as one of the "Top 10" convention cities in the U.S. and home to a world famous Children's Museum, a nationally-recognized Native-American Museum, and an outstanding zoo. Eli Lilly & Co., WellPoint, Simon Malls, and the Indianapolis 500 Motor Speedway all call Indianapolis home. However, there is a distinctive "hometown" in Indianapolis, as highlighted on the right. This Indianapolis, not known to a visitor, is the Indianapolis known to students and families that this project plans to address – located in one of the most problem ridden areas in Indianapolis, the near Eastside, where the majority of children attend Indianapolis Public Schools (IPS).

- IPS has been identified as next to the worst "dropout factory" in the U.S. (2nd to Detroit) (America's Promise Alliance, 4/3/08) with one schools having a 13% graduation rate & the worst place for males of any color to graduate (Schott Institute, 2006).
- 10 local Indianapolis high schools failed AYP (Indpls. Star, 3/26/08).
- Unemployment was 15% (with increases since the 2000 Census): 3,000-4,000 children homes/year have average annual Martindale Brightwood family income of $19,000/year.
- Indiana ranks 1st in the U.S. in school expulsions with IPS the worst (Children Left Behind Project, 2004).

Indiana University Purdue University Indianapolis (IUPUI) is uniquely situated to address the goals of the Full-Service Community Schools (FSCS) project and to serve as an anchor institution in developing school-community partnerships. As an urban university with a central focus on the life sciences and civic engagement, IUPUI is a catalyst for collaboration in research, teaching, and service among central Indiana's educational institutions, including colleges and universities, area schools, non-profit, and community-based learning organizations. IUPUI's reputation for civic engagement and its relationships with another nationally recognized

FSCS partner, George Washington Community High School, positions the University and its IPS school partners to be successful with this exciting and timely endeavor.

Community Need: The Martindale Brightwood neighborhood is located on the Near Eastside of Indianapolis, Indiana in Marion County. The community is predominantly African American (93%) with a growing Hispanic population. According to the 2000 Census, Martindale Brightwood has a high proportion of children under the age of five living in poverty (47.8%) compared to Marion County, which reported 17.3% of children under the age of five living in poverty (Figure 1) – nearly triple the County average.

Figure 1

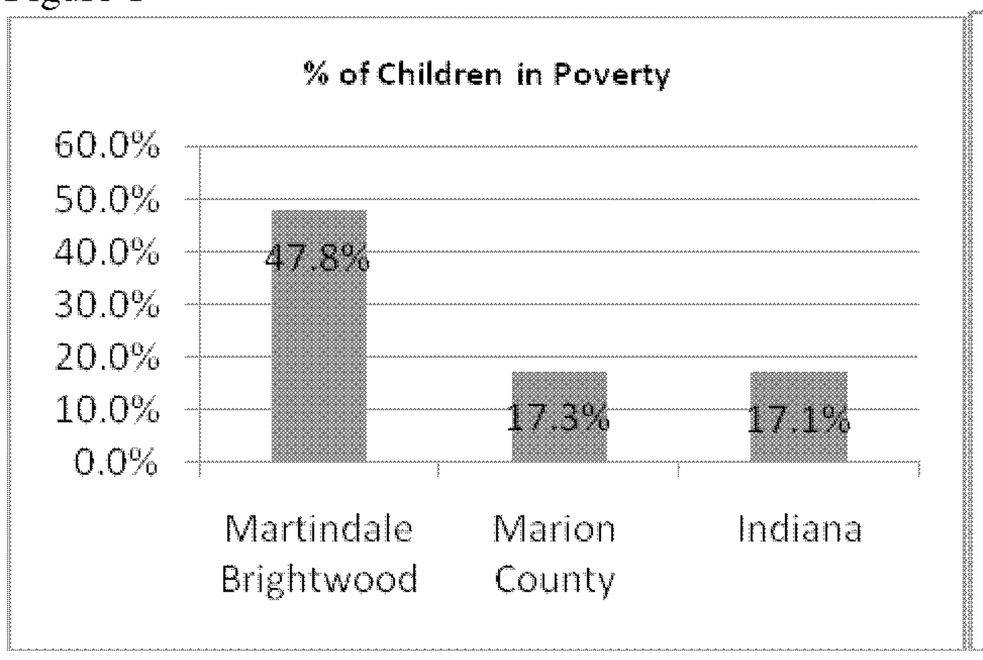
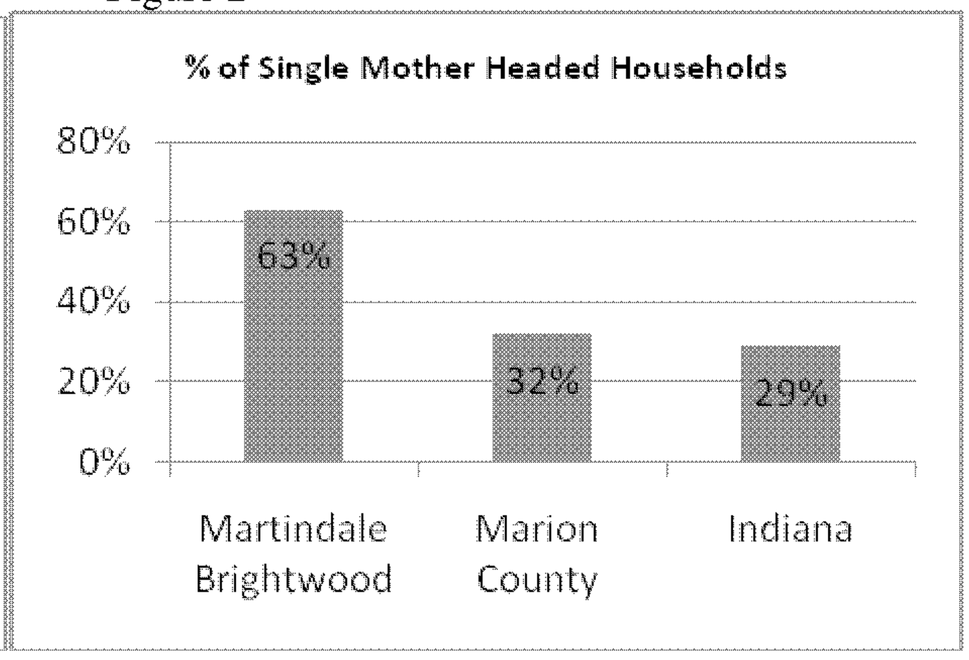


Figure 2



One factor associated with higher poverty levels is related to the number of single-parent families. According to the 2000 Census, 63% of families in Martindale Brightwood are headed by a single parent. The Marion County average of 32% is slightly higher than Indiana's state average of 29% (see Figure 2). Therefore, Martindale Brightwood has double the county and state average for single parent households. Martindale Brightwood also has a significant percentage of grandparents (51%) responsible for raising their grandchildren, and 37% of the kinship families live in poverty.

Martindale Brightwood notably has low educational attainment for its residents. Almost 39% of Martindale Brightwood residents over the age of 25 do not have a high school diploma,

which is significantly higher than both the Marion County and state averages of 18%.

Considering the low educational attainment of the residents it is not too surprising that there is a high unemployment rate. For people over age 16, the unemployment rate is 14.9% compared to the state average of 10%. Mothers in the community are working moms, representing 70% of the labor force. The median annual earnings for women is $19,159 and for men it is $22,224. Moreover, residents are concerned about the safety in their community, especially for vulnerable populations. The Indianapolis Marion County Police Department confirms that Martindale Brightwood has a higher per capita UCR crime rate of 119 per 1000 compared to that of Marion County which is 66 per 1000. Martindale Brightwood has the largest reentry rate of any other community in Marion County, making it home to a greater number of residents with barriers to success. Of the 500 individuals released from incarceration everyday in Marion County 25% of them relocate to Martindale Brightwood. The resident neighborhood evaluation in the 2009 Weed and Seed Evaluation Report (Federally Funded) states that worry about crime often prevents 43.7% of the respondents from visiting public parks or other neighborhood places.

The table below describes selected health statistics and outcomes for children in Martindale Brightwood compared to Marion County. The factors listed above – poverty, single parent families, and educational attainment – are all related to poor health outcomes for children and families and will invariably impact their academic success.

Birth Statistics and Outcomes, 2007	**Martindale Brightwood**	**Marion County**
% of births to teens, ages 15-17	10.5%	4.6%
% with no or inadequate prenatal care	31.8%	15.1%
% low birthweight	16.5%	9%
% of women smoking while pregnant	22.8%	15%

% of moms accessing WIC	59.9%	44%

Source of data: Marion County Health Department, 2007

The primary physical (including nutrition) and mental health needs of the community are immense. However, available services to address them are lacking and disjointed. Martindale Brightwood has a neighborhood-based health clinic, HealthNet, a federally qualified health center. The health clinic only offers one evening a week for extended hours and is not open on weekends. Therefore, residents who may not have time during the weekdays or the one night a week the clinic is open late may not be able to access health services. Only one of the targeted schools in the neighborhood has an on-site health clinic, Learning Well, which provides a part-time nurse to serve students and their families. Mental health counseling is only available through citywide providers that are not located directly in the neighborhood or at the schools. Meanwhile, in 2008, 18,351 individuals called 2-1-1 Connect2Help™ for emergency food help (a 41% increase from 2007). Unfortunately, many of the children have no nutritious food in their homes over the weekend so students return to school on Mondays hungry. Only one of the schools has a partnership with Gleaners Food Bank "Sack Program", which provides a bag of groceries to feed a child over the weekend.

School Sites' Academic Need: Each of the three schools in which we propose to implement the FSCS initiative, James Russell Lowell (School #51), Joyce Kilmer (School #69), and Francis W. Parker (School #56), are unique elementary settings. Yet they have similar needs for increased academic and social supports for students and students' families. Two of the schools have not met Annual Yearly Progress (AYP) on the state assessment, ISTEP, resulting in one school being identified for restructuring (School #51) and the other school (School #69) for corrective action. Student demographic and academic achievement data for three schools is summarized below in

the chart. It is also important to note that School #56 is a Title 1 "magnet" school implementing a Montessori-learning model with a developmental pre-school. The majority of students who attend School #56 are not from the Martindale Brightwood neighborhood. Therefore, the purpose of including School #56 in the partnership is to increase the utilization of IPS school options, such as the magnet Montessori School, for Martindale Brightwood residents.

School and Student Data (2008-09 year)	**School #51**	**School #56**	**School #69**	**Indiana Avg.**
Student Enrollment	566	278	398	N/A
Free/Reduced Lunch Rate	92%	82%	93%	41.8%
ISTEP Pass Rate	46.2%	74.4%	34.3%	71.4%
Met AYP	No	Yes	No	N/A

Source of Data: Indiana Department of Education

Like so many urban areas across the country, initiatives abound, yet there are significant challenges of alignment, impact, integration, and sustainability. There are gaps in services that will be addressed through the FSCS project. The variety of programming necessary to keep students engaged has not been as robust as needed, especially at these schools where the academic achievement on the standardized state assessments is so low. Conspicuously absent from programming is on-site primary health and mental health services, parent engagement and access to social services. The proposed FSCS project will help to remedy these risk factors by providing a comprehensive, high quality school-community partnership array of services that promotes parent involvement, academic achievement, as well as health and wellness. Additional services that address mathematics and science education, literacy, tutoring, drug and violence prevention, service learning, character education, and nutrition will also be incorporated into the

programming. Parent engagement and nurturance of leaders will be integral to support student achievement and community development.

1. QUALITY OF THE PROJECT DESIGN: The three targeted schools, actively involved in this grant proposal, have served as a vital part of the full service/full community model that has developed. The community of Martindale Brightwood recently completed a Quality of Life Neighborhood Plan 2009-2011 led by a community collaborative of many partners and residents. Education and health were identified as priority areas of need for the entire neighborhood. In addition, the community also has a Martindale Brightwood Education Task Force that meets regularly to develop partnerships, programs and funding to serve the children of Martindale Brightwood and their families. Each month the three schools's mentioned above Community Advisory Council (CAC) meets with its members and community partners. When this grant's RFP was released, members of the CAC and other key community partners, including IUPUI CLN and the United Way of Central Indiana, came together as a team for joint planning to develop a comprehensive plan, based on the school and community data showing needs and strengths, to 1) *expand* its social, physical, psychological/emotional and academic supports to address the necessary conditions for learning for the students and families in Martindale Brightwood at the Indianapolis Public Schools, throughout years 1-5, to ensure students graduate fully prepared for careers, post-secondary study, and future adult successes; and 2) to *develop* new health, mental health, and academic supports for students and their families in Martindale Brightwood, throughout years 1-5. The planning team agreed that these comprehensive services would meet the needs of individual students, the families and community.

Research-Based Model: In *Full Service Schools: Revolution or Fad*, Dr. Joy Dryfoos identified nine components of successful full service school programs: "1) Planning process that begins

with a needs assessment; 2) Configuration of support services brought in from the outside is dependent on what already exists in the school in the way of health, social services and counseling; 3) Advisory Board includes school and agency personnel, parents, and community leaders; 4) If primary health care is provided, adequate space is designated in or near a school building for a medical clinic; 5) If medical services are not provided on-site, a special space is designated within the school as a center for individual and group counseling, parent education, career information; 6) Building principal is instrumental in the implementation and smooth operation of full service schools; 7) School doors are open before and after school, weekends, and over the summer; 8) Full-time coordinator or program director runs the support services in conjunction with school and community agencies; and 9) Data system is in place, preferably a computerized management information system that can process record keeping and billing as well as evaluation data". This FSCS project was designed to implement these successful program components in the development and implementation of the project.

(A) The Project Objectives were determined, as follows:

- **To improve student academic achievement** ;
- **To improve student attendance** ;
- **To create an advocacy network of community members** ;
- **To increase the % of families with children receiving social and mental health services** ;
- **Increase family involvement with their children's education** ; and
- **To connect the school day with the extended day program**.

(B) Target Population & Total Served: In Yr 1-5, the Martindale Brightwood students and their families that attend IPS Schools #51, 56, and 69 will be the targeted population for services. Starting in Yr 2, community members and families participating at the partner organizations

would be included. The project will increase service to residents in the Martindale Brightwood community by partner organizations by 5% anually. The needs of the students, families and community to be served was included and summarized in detail in the **Introduction and Community Needs** section.

This full service/full community model has as its targeted population students, parents and families with children in the Martindale Brightwood community. The census number for that group is 8,204. It is projected that in Yr.1, 60% of that population will receive services. Due to this grant, that percentage will grow to 85% by Yr.5 through the entire community school effort, which includes student enrolment, parental participation and community members served through the school and community partners.

(C) Community Partners and Eligible Services: IUPUI plans to build on the grassroots work of the existing school-community partnerships in the Martindale Brightwood neighborhood through its anchor role and coalition building to strengthen the overall coordination of programs and partner services identified through this initiative the implementation of this project. The community partners signing a MOU and involved in this proposal are listed in the Project Abstract. The FSCS project design and list of eligible services was developed based on the Coalition for Community Schools' logic model framework and in consultation with Jim Grim, FSCS Coordinator for the George Washington Community School, Community School of the Year for 2006. The planning team identified that these comprehensive services would meet the needs of individual students, families and community. The identified eligible services that will be located on-site at the schools include: (2) Remedial education and academic enrichment activities provided by the Indy Parks 21st Century Community Learning Center and Ivy Tech Community College School of Education; (3) Parent engagement and family literacy provided by

the Indiana Partnerships Center; (4) Mentoring and youth development programs provided by 100 Black Men, Boy Scouts of America, and Edna Martin Christian Center; (5) Community service and service learning opportunities provided by Felege Hiywot Garden Center; (6) Support for students who have been chronically absent, truant, suspended, or expelled provided by IU School of Social Work; (8) Nutrition services provided by Gleaner's Food Bank and; (9) Primary health services provided by HealthNet, and IU School of Nursing; and (11) Mental Health Services provided by Choices, IU School of Social Work, and IU School of Education School Counseling. Play and Learn will provide parents and their children ages 0-5 (1) high-quality early learning programs and services. Martindale Brightwood CDC and Rebuilding the Wall will provide (7) job training and career counseling services and (10) activities that improve access to and use of social service programs and programs that promote family financial stability. IUPUI CLN, fiscal agent for the FSCS initiative, and will provide (12) adult education and ESL instruction. The majority of the partners identified above have already been longstanding partners, providing services to the students and families in the community. New school-community partnerships that will be formed include: Choices, HealthNet, IU Schools of Social Work, Nursing, and Education School Counseling. This FSCS Project has also secured technical assistance and consultation from Jim Grim, Director of School/Community Engagement for George Washington Community School throughout the duration of this project.

In Yr. 1, it is projected that services will be provided to 60% of eligible children and families, totaling 4,922, and should increase to 85% by the grant's end.

(C) Eligible Services

Service	Reason Needed (Data)	Provider	Target Population	# Served	Proposed Frequency
Extend the after school day to 8:00pm and open on Saturdays and during the summer with programs and activities, including the following:	High single parent rate, high poverty rate, improve academic achievement, improve access to services and supports, high crime rate	IUPUI and community partners	Students Grades K-8 Parents and families of students Community Residents		Daily 2:30-8:00pm Saturdays Summer program
• Mentoring	ISTEP scores, support academic improvement, character development	100 Black Men, Boys Scouts of America, Edna Martin Christian Center, Girls Inc.	Students Grades 1-8	450 students	Weekly (1-2 hours) and special events
• Remedial education and Academic enrichment: Tutoring, computer assisted instruction, ENL activities, STEM, math and reading instruction	ISTEP scores, dropout rate, support academic achievement	IUPUI, Ivy Tech Community College, Indy Parks 21st CCLC, Edna Martin Christian Center	Students Grades K-8	1,200 students	Daily 2:30pm-7:00pm
• Parent engagement and parent literacy; family night including the Indiana Academy for Parent and School Leadership and Voices in Action program	Support academic and behavioral improvement	Indiana Partnerships Center (state PIRC)	Parents of students	800 parents	Weekly and monthly
• Community Service and Service Learning	Character development, youth leadership, build	Felege Hiywot Garden Center and	Students Grades 1-8	200 students	Weekly (1 day/week

	price and sense of ownership in the community	Edna Martin Christian Center			in school year and 2 days/week in summer)
• Mental Health Services	Support behavioral and academic improvement	Choices, Inc. and IU Schools of Social Work and School of Education School Counseling students	Students Grades K-8 Parents of students Community residents	300 students and 300 residents	Daily and weekly special programs
• Primary Health Services	Poverty, lack of employment, under-employment leads to poor health care and no insurance	HealthNet, Marion County Department of Health, IU School of Nursing students	Students Grades K-8 Parents of students Community Residents	600 students, 300 parents and 1,000 residents	Daily
• High-quality early learning programs and services	High low birthweight babies, Low # of prenatal care, high single parent rate	Play and Learn	Parents of 0-5 yr. olds; 0-5 yr. old children	90 parents including their children	Weekly (2 hours) and special events
• Job training • Career counseling • Activities that improve access to and use of social service programs and programs that promote family financial stability	To break the cycle of dropping out of school, high unemployment rate, low paying wages.	Martindale Brightwood CDC, Rebuilding the Wall, Edna Martin Christian Center	Parents and families of students Community residents	Approximately 20 families/school and 100 residents	Weekly and monthly special events
• Adult Education and ENL Instruction	High unemployment rate, low wage rate, low education levels of residents	IUPUI CLN, Edna Martin Christian Center	Parents and families of students Community residents	30 parents/school and 150 residents	Weekly and monthly special events

2. ADEQUACY OF RESOURCES: (A) Adequacy of Support (Facilities, Equipment, Supplies & Other Resources) by Partners: In addition to the three schools' principals, the evaluator, a set number of community residents and parents, the Project Leadership Team is composed of representatives from the following organizations: IUPUI, the United Way of Central Indiana, the Edna Martin Christian Center, and HealthNet. Each of the above named organizations on the Leadership Team has experience in managing federal and state grants and has worked extensively with IPS on other projects. Each has agreed to fully support this project with in-kind services (in lieu of cash), the use of their facilities as well as the use of equipment and materials, such as computers and computerized instructional programs, athletic equipment, etc. This grant will leverage more than $500,000 in cost-share services as contributions from the partners in order to increase services to many more families and students using a coordinated approach.

(B) Relevance & Demonstrated Commitment of Each Partner to Project's Implementation & Success: Each partner has been carefully selected for its relevance to the area's needs, its capacity to assist in project implementation (although, certainly, no appropriate organization that wished to generally support or help would be excluded) with special attention to special populations traditionally underserved, and its experience and commitment to serving the Martindale Brightwood community. The community based organizations will act as satellite hubs, reaching out in the diverse communities. They have agreed to expand programming beyond what can be provided at the schools, on-site, and to increase the numbers to be served. Indy Parks and Edna Martin Christian Center have provided an afterschool tutoring program in the past, at all three school sites as well as at the Center, and will continue this program. This extended-day programming will be lengthened with open building hours to 8:00p.m, Monday

through Thursday and three Saturdays a month. IUPUI and all of the mentor and youth development organizations (see Eligible Services Provided Chart in Project Design Section) will enrich the extended day, providing individual and group activities, field trips and cultural experiences. IUPUI is an important member of the FSCS team and serves as the lead applicant and facilitator, managing the FSCS initiative. The campus has many resources, including students involved in service learning, support staff, faculty researchers and organizational networks. These resources will be significant, enhancing and expanding the critical services of the Martindale Brightwood community based organizations. The physical and mental health services are essential components of the Project for families living in poverty and the uninsured. The United Way of Central Indiana's investment in the community through its *Ready to Learn and Ready to Earn* programs are an invaluable resource and partner. Continued and new partnerships with HealthNet, the IU Schools of Nursing, Education, and Social Work, and Choices mental health agency will work to ensure the health and well-being of the students, families and residents in the community leading to improved academic success. The commitment of the resident leadership, school principals and numerous community based organizations (see support letters and MOUs) demonstrates the on-going dedication of the people who live in Martindale Brightwood. They want to see a change. They want their children enrolled in IPS to be successful and the schools to be the focus of that change—each school serving as a hub, as a center and heart of the community. Lastly, the support of the IPS Superintendent, Dr. Eugene White, the first African-American to be president of the National Association of School Administrators, is demonstrated by his decisions 1) that IPS will have the extended day until 8p.m. daily, meaning that transportation and custodial services will not be a problematic issue and 2) that Martindale Brightwood Alliance for Educational Success will be

the community school model for other struggling schools within the IPS district. In addition, by "opening the doors" to the community, more community partners with buy-in, who will be motivated to get involved, will see the long-term benefit for the community. Services will be provided with less duplication and more alignment, increasing community interest and support. And, most importantly, there will be the expectation for enhanced parent engagement, long after the grant funds are expended. The FSCS Project will convene a Martindale Brightwood Alliance for Educational Success "Results Table" to identify unique barriers to learning and academic success. We will plan for and enact potential remedies and invite others with access to such remedies to join the "table." We will not let a successful project come to an end, therefore partners are committing to sustainability of the work far beyond the grant period. A Sustainability Plan will be established, addressing other funding alternatives. The plan will be carried out by the Community Advisory Councils and the Project Leadership Team, with the intent to access public funds within IPS, Indy Parks and HealthNet. Support will be requested from private foundations, alumni donations, and corporate/business partnerships. State and federal grants will be applied for as well as unused "tobacco settlement" funds that must be used with students.

(C) Costs are Reasonable in Relation to # Served & Services: The costs for the project are expected to be approximately $499,629.20/year with approximately $42,500 going to an evaluation team for a valid and reliable evaluation that will assist in replicability. $499,629.20/year is a reasonable cost for this project with more than 19 community partners contributing a 1:1 match of $526,860.38 in-kind support – and the projected expansion of the CBO base. In Yr. 1, serving 4,922, the total cost per person is less than $101.51. Over the 5 yrs, with a projected 6,973 served by Yr.5, the average cost would be $71.65/person. This is a

compelling, cost-effective model that is a most efficient investment with a far-reaching impact and truly leverages significant community resources that are committed to this project.

<u>3. QUALITY OF MANAGEMENT PLAN</u>: (A) Comprehensive plan that includes a description of planning, coordination, management, and oversight of the eligible services, role of the principal, the FSCS coordinator, partner entities, parents, and community members.

Planning the Martindale Brightwood FSCS Project: In preparation of this grant, the Leadership Team had a series of meetings with key partners, including the principals of all three schools, current community organizing partners, and residents in the broader community. The group reviewed the Martindale Brightwood Quality of Life Neighborhood Plan and Education Task Force Strategic Plan to fully assess the community's needs and align the authentic demands raised by the residents. In addition, the Evaluation Team from IUPUI was brought in from the beginning of the project to ensure that an evidence-based project would be developed. Care was taken to capitalize on each partner's area of expertise.

Coordination: The Leadership Team selected IUPUI's Community learning Network (IUPUI CLN) to serve as applicant, fiscal agent and invited facilitator to strengthen the coordination of the work already taking place at the three schools through their Community Action Councils.

IUPUI CLN is assisting the FSCS initiative in three significant areas important to coordination: 1) Organizational Credibility and Experience, 2) Consistent and Ongoing Communication, and 3) Availability of Multiple Resources. **(1) Organizational Credibility and Experience:** IUPUI's structure is based on the "University Assisted" model of ***anchor*** institutions developed and researched by the University of Pennsylvania. According to Harkavy and Zuckerman in *Eds and Meds: Cities' Hidden Assets*, a college, a university, or medical institution is in the list of top

ten private employers in every one of the 20 largest cities in the U.S. These "eds and meds" are powerful economic engines in cities, and they are increasingly recognizing that their health depends on their cities' health. The characteristics that makes an institution an ***anchor*** institution (job generator, tied to community, large employer etc.) also makes them valuable for urban revitalization strategies that involve "building from strength" by stabilizing and improving areas adjacent to existing centers of investment and employment.[1] According to David Sampson, former Assistant Secretary of Commerce for Economic Development in *Our Universities: Accelerators for Economic Growth*, anchors such as universities have a critical role in securing America's future innovation, economic competitiveness and prosperity in a global economy. As public resources dwindle and social needs increase, community based organizations are increasingly looking for institutional partners with which to collaborate and to address complex social issues.[2] In return, community groups offer anchors, particularly educational anchors, opportunities to apply "real world" situations to their missions and to develop an understanding of community goals, processes, and current issues. In a coordinated way, together, through collaboration, anchors and community organizations can build communities that are healthy places to live and work.

Now celebrating its 40th anniversary, IUPUI has a strong history and national reputation for civic engagement, life sciences initiatives, public-private partnerships, and institutional research as highlighted in the table below. IUPUI is a proactive catalyst in building community partnerships that are making a significant positive impact on area youth, young adults, and nontraditional age students. IUPUI's strengths and assets are evidenced by the following: 1) campus leadership, a Chancellor committed to community engagement and an Assistant

[1] West Philadelphia Initiatives: a Case Study in Urban Revitalization by John Kromer and Lucy Kerman.
[2] Building Partnerships with College Campuses: Community Perspective, A Monograph by Sally Leiderman, Andrew Furco, Jennifer Zapf and Megan Goss.

Chancellor who is driven by data and programmatic assessment to address issues of diversity, equity and inclusion; 2) in 2006, IUPUI received a United States Presidential Award for exceptional accomplishments in community service; 3) IUPUI has been designated as 1 of 25 urban institutions called "Saviors of our Cities"; 4) through Project IMPACT, the School of Education is working with all 11 Indianapolis neighborhood centers to support youth academically, especially in STEM areas; 5) IUPUI is the home of the Indiana University Medical School, the only medical school in the state; 6) IUPUI staff and faculty developed the SAVI Community Information System, a one-stop source for data and information for Central Indiana communities and organizations. SAVI builds on and coordinates the related information needs of nonprofit organizations, city and state government agencies, neighborhoods, foundations, community development organizations, and universities in Central Indiana.

(2) Consistent and Ongoing Communication: IUPUI will act as a facilitator of the community partners and will further support the development of a community-wide infrastructure. This infrastructure will enhance communication while promoting systematic plans to improve continued student learning and community engagement while fostering positive development for youth during and after school. IUPUI has the staff, technology and resources to collect, input/organize and analyze data, create reports and information needed by the larger community. It has the capacity to bring together networks of health and human service providers, document meetings and events, develop marketing and outreach materials, and regularly inform community partners, school leadership, and residents with updates regarding the FSCS initiative. IUPUI has sufficient experience in handling federal, state and foundation grants including, but not limited to the Lilly Foundation, Lumina, Knowledgeworks and Nina Mason Pulliam foundations, Federal Trio Programs and NIH to ensure that the Project will be conducted on time and within the

budget. IUPUI will responsibly handle reports so that they will be completed in a timely manner and the budget will be managed to achieve the desired goals, objectives, and performance measurements. The experience of IUPUI in managing the Central Indiana Talent Alliance Partnership for more than 45 P-20 (college to career) stakeholders illustrates IUPUI's capacity and synergistic strength for powerful collaborations.

(3) Availability of Multiple Resources: IUPUI, as illustrated in the discussion on "University Assisted" model of anchor institutions, is an engine for growing and housing invaluable resources and supports for the community. As evidenced in its list of partners in the Abstract, several key partners for the FSCS initiative include schools at IUPUI that are contributing a significant amount of in-kind services. IUPUI will connect the Martindale Brightwood community to a wealth of resources on its campus, including cultural and performing arts events, professional development opportunities, educational degree programs, sports and physical fitness activities, library resources, access to campus facilities, fitness programming for individuals and community wellness, student interns, evaluation and research. As the lead applicant, IUPUI will diligently work to seamlessly connect and weave its many resources and supports with the needs in the Martindale Brightwood community.

Management and Oversight of Services: The FSCS Community School Coordinator will be employed at HealthNet and housed at School #51, but shall report to the Project Manager at IUPUI CLN. This will allow a certain amount of autonomy in working and negotiating with community partners and making suggestions to the IPS administrative leadership concerning the project. Each of the principal's leadership and academic responsibilities remain the same as for any IPS school, but they will be able to use the Coordinators and the CAC as supports. The principals will continue to serve as a member of the capacity on the school's CAC and shall

continue a close working relationship with the Coordinator. IUPUI CLN, as the applicant, will provide program coordination, management, reporting, fiscal accounting and administration, and serve as a key community partner providing comprehensive services in the network. All purchasing, services, hiring, and sub-contracting shall be conducted in accordance with EDGAR, State, and local procurement policies with services expected to be outlined in this proposal.

(B) Time Commitments of Project Manager, FSCS Coordinator and Key Personnel Appropriate & Adequate to Meet Objectives: The magnitude of this project demands that there be a full-time Community School Coordinator, part-time Project Manager, part-time Project Specialist and part-time Extended Day Coordinator to coordinate all 19 partners. The FSCS Coordinator will collaborate with the Bridges to Success Community School Coordinators at Schools 56 and 69 and participate in CAC meetings ensuring that parents participate as well as students where appropriate, serve on the school's leadership team, represent the school at applicable community meetings, maintain and budget relationships and partnerships with key stakeholders, lead the development of the summer and weekend programs, coordinate off-site/satellite activities, work with the external evaluations team for on-going assessment and improvement, provide leadership and coordination, with principal assistance oversee professional development activities for staff, partners and community. The Extended Learning Day Coordinator will be hired to oversee the daily operations at the school, including the management of Learning Center programming, school days 2:30-8:00 school and 4 hours on Saturdays; coordination with the school teachers, after school providers, parents and families; establishment of the organizational structure for the extended day and ensure that all activities and programs take place in a timely and appropriate manners; supervision of volunteers and coordination of student interns; and completion of reports. The Project Specialist will (1)

provide fiscal management, (2) prepare all US DOE fiscal reports, (3) determine cost vs. service effectiveness, and (4) other tasks as needed. Project staff will report to Project Manager, Nicole Oglesby at IUPUI CLN. Nicole will be hired (at 50% FTE) as the Project Manager to adequately monitor project sub-contracts, review evaluation reports and progress, and maintain consistent records that clearly document the relevancy of project expenses and achievements. (See resumes attached). The evaluator and its team will be contracted for a Formative and Summative Evaluation, data collection, initial and final climate/culture surveys and the development of any necessary evaluation tools. Management procedures that will ensure activities are accomplished on time and within budget include process and outcome reviews of IUPUI CLN, IPS, and Partners' data to determine program directionality. Fiscal management will include entry of purchases, line balances, and adherence to the grant. Student data management will include monthly printouts listing participation by students and cumulative participation. The ability to monitor budgetary and student status daily with monthly printouts listing activities to date enables the Project Manager to adequately manage resources based on performance data. Internal procedures will include information sharing following strict confidentiality guidelines between the Leadership Team and the CAC members on a quarterly basis through meetings and e-mail. Project staff will provide time and effort documentation to the Project Manager on a monthly basis. GEPA procedures will be followed (see Attachments), meeting all EEO guidelines, with special protections spelled out for minority, ENL, and special-needs students and families.

(B) Qualifications of the FSCS Coordinator and Other Key Project Personnel: The combined education and expertise of the key project staff is strong in depth and breadth of experience and knowledge in school-community partnerships. It is projected that the

Community School Coordinator will be Ms. Mary Studley, who will provide 100% of her time in the leadership role of coordinating partners, expanding the community base, providing technical assistance and support, and coordination of the partners at the three schools. Studley has served as the School Community Coordinator with Bridges to Success, an IPS/United Way community schools initiative, at School #51 for three years, developing relationships with stakeholders and partners in the community and the school. The Extended Day Learning Coordinator will be hired as an Independent Contract and will be a college graduate with experience in developing school-community partnerships and working with urban school districts. Preference will be given to students who are bi-lingual and/or have at least five years teaching or community agency experience, preferably with youth. The Project Specialist will have experience in developing written and fiscal reports. Project Manager, Nicole Oglesby leads IUPUI's Diverse Community Partnerships efforts and the Talent Alliance for P-20 stakeholders' initiative. Nicole has been involved in campus community partnerships for over eight years and has a wealth of knowledge and experience in community engagement.

Methods of Teacher Training and Parent Education: Staff professional development primarily will be carried out jointly between the principal and the Community School Coordinator with other partners providing leadership as appropriate. Topics to be covered on the four IPS professional development days/year will include project-based learning, addressing individual students' learning styles, multicultural competency, and personalizing instruction in full-service community schools. In addition, Project Staff will receive additional training on the off months of the IPS professional development days to further enhance their knowledge of developing school-community partnerships. Special training may be directed on Service Learning and integrating service projects into the school-day and after-school programs, Search

Institute's 40 Development Assets and promoting positive youth development, Use of Data to implement programs and track student progress, and Developing Collaborative Partnerships and Relationships to grow and enhance community partners. The Indiana Partnerships Center, Indiana's DOE-funded State Parent Information Resource Center (PIRC) will provide parent training and leadership development to empower parents about their rights and responsibilities pertaining to their children's education. Staff, community partners, external evaluator, and parents will attend three conferences each program year to stay current on program requirements, research, and best practices in the field of school-community partnerships, including the US DOE required FSCS conference in Washington, DC; Children's Aid Society National Conference in New York; and the Practitioner's Institute at the Harlem Children's Zone.

4. QUALITY OF PROJECT SERVICES: IUPUI has been intentional about building on the success of the current school-community partnerships at the three schools and designing the FSCS project that is based on best practices in the field and scientifically based research while also structured to the meet the needs of the community and students. As summarized in Section 1: Quality of Project Design, IUPUI plans to provide all 12 eligible services as stated in the Federal Registrar Notice of Funding.

Parent Engagement and leadership development will be led by our partner the Indiana Partnerships Center, which is Indiana's state Parent Information Resource Center. Research shows that when parents are involved, students achieve more and exhibit more positive behaviors regardless of socio-economic status, racial/ethnic background, or parents' educational level (Henderson and Mapp, 2007). The Academy for Parent and School Leadership (Academy), based on the research of Anne Henderson and Karen Mapp, is a series of learning sessions and activities for teams of school personnel and parents, designed to guide participants through the

development of a sustainable initiative to increase meaningful parent engagement that improves student outcomes. This training series creates a team of leaders equipped to create strong family, school, and community partnerships explicitly linked to the academic needs of children and youth throughout elementary, middle, and high school. The Elementary School Academy will focus on increasing parent engagement connected to literacy skill development grounded in the five components of literacy identified by the National Reading Panel and the U.S. Department of Education. Each Academy team will receive on-site training and technical assistance from a trainer and consultant. An overview of the Academy process and timeline is included below.

The Indiana Partnerships Center will also provide their specialized Voices in Action program at School #51, which is designed to reach Latino immigrant families with information pertinent to the education of their school-aged children. The Voices program was successfully provided at School #51 during the 2009-2010 academic school year, and the parents are meeting on their own throughout the summer. With this grant, Hispanic families at School #51 would receive customized Voices in Action support to build on their knowledge, confidence, support structure and leadership throughout Yrs 1-5. The topics covered in the program include Literacy (Books on Board), Asking the Right Questions to Get the Best Education for Your Child, Parent Leadership, and Community Connections. Play and Learn Groups will offer support and resources for families in the community, so that they can continue to provide the best learning environments for their children. The Play and Learn Group model was developed in the 1990's in Hawaii as a way to support parents with young children and to help them be their child's first and most important teacher. Through funding from this grant and combined with support between Making Connections Indianapolis and Ivy Tech Community College, Play and Learn playgroups will be offered at all three schools for families with children ages 0-5. Play and

Learn groups satisfy a need for parents and caregivers to connect with each other to provide children a safe, positive, caring place to truly learn and play. These groups give children the opportunity to learn, to get along with other children and to experience developmental activities that they might not have available at home.

Health and Wellness: HealthNet, the local federally-funded community health center in the neighborhood will expand its health services to provide on-site primary health services. HealthNet will also host community health promotion events throughout the year, such as health insurance enrollment sign-ups, nutrition and culinary arts workshops, and health information and wellness workshops. HealthNet will also offer its full array of services at its neighborhood health clinic. Learning Well, Inc. will continue to provide on-site primary health services at School #56. IUPUI School of Nursing will provide ten on-site nursing students at each school for 6 hours per week to assist the school nurse in providing primary health services.

Mental Health Services: A recent Health Scan of the Martindale Brightwood community completed by Making Connections Indianapolis, an Annie E. Casey Funded project, identified maternal health as an undocumented issue in the community. In a recent study of mothers enrolled in Early Head Start programs in four locations throughout Indiana, depression was a major factor in women's lives and figured prominently in how they interacted with their children. Women who had more depressive symptoms were less likely to interact and engage with their children than women who reported fewer signs of depression. Children who come from homes with fewer positive parental interactions tend to have more social-emotional problems in school, which can impact their academic performance. Mothers in the Martindale Brightwood neighborhood live in areas where maternal depression may be higher – there are a large number of single-parent families, poverty is high, and there are a large number of babies

that enter the world too early, perhaps exacerbating the already difficult job of parenting. Anecdotally, the Play and Learn coordinators, parent liaisons, and principals at the neighborhood schools have commented on issues related to maternal mental health. In addition, during individual meetings with the principals at the School #51 and #69 they specifically requested a need for an on-site mental health provider. School #56 currently receives mental health services through Midtown Community Mental Health and will continue with this project. As a result, with funding from this grant a Choices Care Coordinator will be assigned at the two schools to provide in-school direct mental health and counseling support to students and families. They develop a care plan with the youth and family as needed and link to community and other youth/family serving systems and resources to meet the goals of the care plan. To support Choices' Care Coordinators, this project will also leverage the resources at the IUPUI School of Social Work MSW and BSW interns as well as the IUPUI School of Education School Counseling Masters students. Approximately 12 student interns (4 interns at each school) will work with the Care Coordinator and School Social Worker(s) to provide culturally responsive individual, family, and group counseling; implement evidence-based assessment, intervention, and evaluation of services; and provide case management. Students will also work with partners to refer and link students and their families to appropriate services in the community.

Job and Career Counseling and Financial Stability: Rebuilding the Wall and Martindale Brightwood CDC will provide the following programs for parents and residents in the community to support the increase of education levels and income/financial assets for adults, including workforce development, family self-sufficiency, home ownership development, financial literacy, and foreclosure prevention. IUPUI CLN makes post-secondary educational opportunities more accessible for Indiana's adult citizens. CLN programs of study range from

continuing education, noncredit courses and certificates that expand knowledge and strengthen skills, to credit bearing college courses and certificates that enable learners to develop an area of expertise and complete a bachelor's degree. In addition, the Technology Specialist will list on the website current job opportunity links and a calendar of upcoming classes and programs at the community partner satellite sites.

Mentoring and Youth Development: Students at the three schools will have an opportunity to receive individual and group support from a positive, caring adult to support their youth development. 100 Black Men will provide individual mentoring for 4th-6th grade boy students at the three schools; Boy Scouts of America will provide their Scoutreach program at all three schools for boys grades 1st-6th. Girls Inc. of Indianapolis will provide three six-week programs for girls grades 4th-6th at the three schools focusing on the healthy development of girls to create strong, smart and bold girls. Students will also have the opportunity to participate in the Felege Hiywot Center, a gardening program for youth in the community. Youth will learn how to grow vegetables, tend land, sell crops, and recycle. They are committed to becoming the primary educator of gardening skills for youth in Martindale-Brightwood. Their goal is for each youth participant to develop gardening skills, an awareness of nature, a commitment to environmental preservation, an ability to make nutritious food choices, and skill in recycling and composting. Through involvement in the gardening program, each youth will have the opportunity to become an active community servant, a helpful team player, and a responsible family member as well as a sense of self-sufficiency through the growth and sale of crops.

(A) Scientifically Based Research and Effective Practice: on full service schools has shown that community members favor comprehensive after-school programs and community use of school facilities after hours as well as locating social services and programs for youth and adults

at the school. This research is especially important today as the percentage of adults with children in schools has fallen to only 20% nationally – leaving up to 80% of the public with no direct interest or connection to their tax-funded schools (Knowledge Works Foundation, 2007). Research clearly demonstrates that community schools significantly improve student academic achievement, particularly in reading and literacy, as well as crucial student non-academic development, such as attendance, decreased suspensions/expulsions and discipline referrals, proper nutrition and physical exercise, and social/life skills development (Coalition for Community Schools, Making the Difference, 2006). Extensive research demonstrates that improved behavior in non-academic areas is directly linked to improved academic achievement (Barr and Parrott, *Op.Cit*, [suspensions, expulsions]; Josephson Institute; Search Institute; Lickona and Schaps [physical activity and nutrition]). Based on extensive SBR and addressing relevance, applicability, and focus to ensure objectives could be measured.

(B) Services will lead to improvements in the achievement of students as measured against rigorous academic standards: Special programs and events will both be featured in day and extended day school. The state of Indiana has a 21st Century Scholars Program that provides college scholarships for all free or reduced-lunch eligible in-state high school graduates who sign up by the end of the 8th grade, remain in school consistently through high school graduation, and don't get arrested or expelled. IPS has one of the lowest rates of students signed up for this scholarship. Through the FSCS project, the Coordinator will emphasize the enrollment of Martindale Brightwood students in the 21st Century Scholars program through school teachers, staff, counselors and project partners. The Indiana Partnerships Center has a college readiness initiative to inform and education parents about college access and college readiness opportunities for their students and themselves, which includes training of parent liaison staff at

the IPS schools, on-site campus visits for students and their parents, and special workshops with key community partners including USA Funds and other college readiness programs.

Encouragement Services Inc's (ESI) has developed a free post-secondary and career information assessment tool to gather student information about college/career interests, needs, and progress. Once a student completes the online assessment, the information can be aggregated individually and collectively for an entire school program and/or multiple schools. IPS Schools and IUPUI, as registered users, would have administrative tools that would allow the tracking and monitoring of students' individual and aggregate data. For the FSCS project, community partners would receive training on the assessment tool and technical assistance on integrating the assessment tool into their program design for youth. Data from the assessment tool will be utilized to cultivate students' interest in college and develop a plan for achievement. Students will also receive individual and group academic tutoring in the extended day, specializing not only on accelerated learning to catch up or homework but also in research-based curriculum instruction assisted by tutors. Through the partnership with IUPUI, students and their families at the three IPS schools will have the opportunity to interact with dozens of IUPUI college and graduate students on any given day, providing exposure to the attainment of a post-secondary education. The college-going message, notices about accessing the 21st Century Scholars program and academic assistance will also be expanded to the off-site, satellite partners. Student at the three schools will be given Marion County Public Library cards with a special evening set up for tours of the nearby Brightwood Branch Library, traveling from and back to the school using donated bus passes. Tours will be coordinated with teachers for special projects or research the students might do at the library, and include parents in weekly library classes to teach adults to use Microsoft Word on computers.

5. QUALITY OF PROJECT EVALUATION: The external evaluation includes Formative and Summative Evaluations to be conducted by the Center for Urban Measurement and Evaluation (CUME) at IUPUI. Under the direction of Dr. Joshua Smith, the Director of the Center, and the Performance and Programmatic Assessment Research Network, Dr. Smith is a highly qualified and experienced researcher who has conducted evaluations on Full-Service Community Schools and has an extensive background in educational testing, teaches research and assessment and school psychology at IUPUI, has published at length. Professor Monica Medina, a researcher with CUME, will direct the evaluation. She is bilingual and has an extensive background in cultural competency, teacher education and teaches research and assessment and inter-professional collaboration in urban schools and communities at IUPUI. The evaluation design is modeled after the George Washing Community Schools model and follows the Extended-Term Mixed Method Evaluation (ETMM) Design (Chatterji, 2004).

Objectives, Performance Measures, Benchmarks, and Outcomes

Core Program Objectives	Performance Measures	Benchmarks	Outcomes
1. To improve student academic achievement on a range of assessments	# of student tutored who have low-test scores & ISTEP exams. # of staff members who participate in in-service activities addressing issues as teaching styles, cultural awareness, and community relations.	*Annual review of student English/LA and math ISTEP test scores *Pre/post assessment of teacher competencies and classroom observations	Improved academic achievement by students participating in 2 or more academic achievement initiatives. Enhanced and creative student engagement strategies by teachers participating in in-service.
2. To improve student	# of reminders of student attendance policies added to	Monthly attendance reports of all students.	Strategies and incentives will improve student

attendance	newsletters, web site, or letters to parents. # of students who receive incentives for improved and perfect attendance # of early intervention measures established to improve school attendance.	Monthly reports to CAC highlighting attendance intervention measures including incentives awarded to students.	attendance by at least 10%
3. To create an advocacy network of community members	# of individual and organizational participants joining network # who are involved in advocacy meetings, forums etc # who attend monthly CAC meetings	Minutes and attendance from CAC monthly meetings Bi annual focus groups for community members will help identify key community issues.	At least 20 individuals and organizations will participate in advocacy initiatives on an annual basis. Advocacy initiatives will focus on community needs identified in community focus groups, and assessment.
4. To increase the % of families with children receiving social and mental health services	Establishment of systemic reporting system that identifies the services available to students and their families.	Systemic reporting system in place to screen students and families in need of services.	Increase access and utilization of services offered by organizations and agencies by 10%.
5. Increase family involvement with their children's education	# of parents participating in afterschool initiatives # of parent involvement initiatives established by the schools or supporting agencies.	Quarterly reports of all parent initiatives will be reported to the CAC. Systemic reporting process will also allow for demonstration of 5% increase per year. Focus	Creation of a supportive service for parents, families, and mentors interested in improving scholastic achievement.

		groups will provide data to improve initiatives.	
6. To connect the school day with the extended day program	# of student participants in extended day program # of teacher participants #of academic and social activities linked to school day and extended day programs # of teachers participating in professional development	Create a systemic reporting and communication system that facilitates the expansion of the curriculum. Teachers and partners will offer remedial education and academic enrichment in at least 5 curriculum areas. At least 10 teachers will participate each year.	Extended day program will enhance the development of interagency partnerships across the three schools, community agencies, families, and IUPUI.

Time and Valid Information on Management, Implementation, and Efficiency: The evaluators will institute an on-going formative evaluation to examine the development, participation levels, delivery, satisfaction, use, and quality of the professional development training, link between traditional school day and extended-day activities, assistance to other schools, and perceptions of overall effectiveness by measuring changes in teacher/parent/ student/community attitudes, knowledge, skills, plans, and opinions. CUME will observe onsite samples of after-school activities and will develop and administer field survey instruments. Documentary evidence will be coded and analyzed, including evidence of club activities, use of community resources, improved academics, field trips, community partnerships, and CAC meetings. Qualitative data derived from focus groups/interviews and observation notes will be transcribed verbatim and analyzed using a data management software program for ongoing feedback to make adjustments and improvements. A comprehensive content analysis to uncover

themes will be conducted using the Consensual Qualitative research approach (Hill, Thompson &Nutt-Williams, 1997). Each community partner will submit an overview of their program that will be examined and critiqued by the evaluators. CUME will select any exemplar partners and provide feedback on the connection between those and best practices or current research for feedback to other partners for ongoing improvements. The overall success of the program will be examined separately through pre and post-teacher, parent, students, and community surveys and focus groups with stakeholder groups beginning with parents, then students, and community partners. Contact documentation and usage statistics generated by the evaluation will be utilized.

Data Collection Types, Methods, and Instruments: Project evaluation will be supported by CUME staff, parents, and community volunteers that will lead guidance and consultation of the evaluation process, providing appropriate context to the noted outcomes at each program stage for adjustments. Systematic data collection will begin in the first year and be on going throughout the grant. The formative evaluation process will involve a review of the program practices, including scope and stakeholder involvement.

The IUPUI Polis Center will develop an online data management system for FSCS staff and community partners to input data. All data will be stored confidentially on a secure site through the Polis Center. CUME, in consultation with the Project Leadership Team, will assist in the completion and interpretation of the I*ndiana Student Achievement Institute (InSAI)* annual report, which assists schools with the process of change for the purpose of raising student achievement and closing achievement gaps. Data collection will be conducted by the Project Manager, responsible for gathering all data and submitting it to CUME. Pre and post data from students and staff will be analyzed using repeated measures ANCOVA with controls for demographics and baseline differences. This will allow for the analysis of power and relative

importance and predictive value of various key characteristics, including Project and non-Project intervention elements, and demographic characteristics. This approach allows for analysis of the degree to which not only Project participation and other characteristics influence, predicting student and teacher performance, but the impact of relevant contextual variables. Multiple observations, extensive review of non-school hour programs, and community-based assessments, interviews with day and extended day staff, and focus groups and surveys will measure the extent to which the program is being implemented in accordance with the grant proposal. Semester feedback will be provided to all partners and the CACs, identifying areas of concern or suggestions for improvement based on data-driven decision-making. Progress will be monitored to provide accountability information about the success in all three schools.

Guidance for Effective Strategies Suitable for Replication: The evaluation intentionally becomes progressively more rigorous each year. The goal the first year is to set-up the overall design of a Full-Service Community School. The design phase will assist other schools, locally, and beyond, to replicate each step necessary to follow in the footsteps of this initiative. The evaluation goal for Year 2-4 is to examine the implementation fidelity of the core elements described in the grant and to monitor student, teacher, and family participations in programming examine design. The final year of the evaluation employs a true experimental design study and statistical techniques to ensure protection against threats to reliability and internal validity and to ensure the results meets standard for external generalizability, so the program can be duplicated in other parts of the county.

"Like the pebble in the pond impact, this collaborative community action ignites positive change for youth at the school, within their families, and throughout neighborhoods" (Grim and Officer, 2010).

Project Narrative

Abstract Narrative

Attachment 1:
Title: **Project Abstract** Pages: **1** Uploaded File: **IUPUI_FSCSGrant_AbstractNarrative.doc**

NAME: Indiana University Purdue University Indianapolis Community Learning Network
ADDRESS: 620 Union Dr., Suite 244; Indianapolis, In 46202
POINT OF CONTACT: Nicole Y. Oglesby, Director of Diverse Community Partnerships, 317.278.2161(Phone number), noglesby@iupui.edu

COMPREHENSIVE PLAN: Indianapolis Public Schools (IPS) is partnering with Indiana University Purdue University's Community Learning Network to implement the Full Service Community Schools (FSCS) initiative at three schools located in the Martindale Brightwood community for a total cost of approximately $496,107.71/year with a nearly 1:1 cost-share match. The comprehensive plan was developed in alignment with the Coalition for Community Schools' logic model framework and in partnership with the schools, Community Advisory Councils, and community partners. Students will be supported and equipped to thrive in academic achievement through a continuum of services in collaboration with strategic partners.

TARGET POPULATION: This full service/full community model has as its targeted population students, parents and families with children in the Martindale Brightwood community. The census data for the group is 8,204. It is projected that in yr.1, 60% (4,922) of the population will receive services through the grant. The percentage will grow to 85% (6,937) by yr.5 because of community wide programming, including efforts to impact student enrolment, increase parental participation and engage community members served through the school and neighborhood partners.

FULL SERVICE COMMUNITYS SCHOOLS (FSCS): In years 1-5, the Martindale Brightwood students and their families that attend IPS Schools #51, 56, and 69 will be the targeted population for services. School #51 is a Title 1 elementary school with grades K-6 and 92% of their students are eligible for Free/Reduced Lunch. School #51 is implementing the Turnaround School Improvement Model. School #56 is a Title 1 "Magnet" Montessori-learning school that serves Pre-K-8th grade students. 82% of their students are eligible for Free/Reduced Lunch. School #69 is a Title 1 elementary school with grades K-6, and 93% of their students are eligible for Free/Reduced Lunch. School #69 has not met Annual Yearly Progress.

QUALIFIED SERVICES: This FSCS initiative, in collaboration with its partners, will provide the following comprehensive services to meet the needs of individual students, their families and the larger community: 1) increased remedial educational opportunities and academic assistance; 2) expanded youth development activities, including mentoring, character development, and service learning; 3) provide adult education opportunities, including ESL and workforce development; 4) Promote parent engagement and parent literacy; 5) Provide easier access to and on-site mental health counseling and services; 6) Provide easier access to and on-site primary health services; 7) Provide nutritional services; and 8) Provide easier access to and use of social service programs and programs that promote family financial stability.

PARTNERS: 100 Black Men, Brightwood Public Library, Boy Scouts of America Indianapolis, Child Care Answers Play and Learn, Choices, Edna Martin Christian Center, Felege Hiywot Garden Center, Gleaner's Food Bank, HealthNet, Indianapolis Public Schools, Indy Parks, IU Schools of Education, Nursing, and Social Work, Indiana Partnerships Center, Ivy Tech Community College, Learning Well, Martindale Brightwood Community Development Corporation, and Rebuilding the Wall.