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1287N48961

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

Application for Federal Assistance SF-424

Version 02

ORIGINAL

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received: 08/12/2008

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Latin American Youth Center

* b. Employer/Taxpayer Identification Number (EIN/TIN): 52-1023074

* c. Organizational DUNS: 038793675

d. Address:

* Street1: 1419 Columbia Road, NW
Street2:
* City: Washington
County:
* State: DC: District of Columbia
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 20009

e. Organizational Unit:

Department Name: Latin American Youth Center

Division Name: Educational Enhancement

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

Prefix: Mrs.
* First Name: Geraldine
Middle Name:
* Last Name: Schafer
Suffix:

Title: Director of Educational Enhancements

Organizational Affiliation:

* Telephone Number: 202.319.2225
Fax Number: 202.462.5696
* Email: gerry@layc-dc.org

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OMB Number: 4040-0004
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Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.287

CFDA Title:

Twenty-First Century Community Learning Centers

*** 12. Funding Opportunity Number:**

ED-GRANTS-070708-003

* Title:

High-Quality Supplemental Educational Services and After-School Partnerships Demonstration Program CFDA 84.287N

13. Competition Identification Number:

84-287N2008-1

Title:

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

Washington, DC

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

LAYC???s expanded and enhanced program will create an innovative, replicable model that effectively integrates SES and 21st CCLC to increase academic achievement of youth in reading and math.

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

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16. Congressional Districts Of:

* a. Applicant: 00
* b. Program/Project: 00

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2008
* b. End Date: 08/01/2011

18. Estimated Funding ($):

* a. Federal	902,335.49
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	902,335.49

*** 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 08/15/2008.

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

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

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

☐ Yes ☒ No Explanation

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

☒ ** I AGREE

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

Authorized Representative:

Prefix: Mrs. * First Name: Lori

Middle Name:

* Last Name: Kaplan

Suffix:

* Title: Executive Director

* Telephone Number: 202.319.2225 Fax Number: 202.462.5696

* Email: lori@layc-dc.org

* Signature of Authorized Representative: Amy Kurz * Date Signed: 08/12/2008

Authorized for Local Reproduction

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

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

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.

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

OMB Control Number: 1890-0018

Expiration Date: 02/28/2011

* Name of Institution/Organization

Latin American Youth Center

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	112,988.75	116,378.41	119,869.76			349,236.92
2. Fringe Benefits	16,948.31	17,456.76	17,980.46			52,385.53
3. Travel	9,600.00	9,600.00	9,600.00			28,800.00
4. Equipment	7,700.00	4,800.00	4,800.00			17,300.00
5. Supplies	18,000.00	18,000.00	18,000.00			54,000.00
6. Contractual	88,400.00	85,600.00	85,600.00			259,600.00
7. Construction						
8. Other	8,000.00	8,000.00	8,000.00			24,000.00
9. Total Direct Costs (lines 1-8)	261,637.06	259,835.17	263,850.22			785,322.45
10. Indirect Costs*	38,983.92	38,715.44	39,313.68			117,013.04
11. Training Stipends						
12. Total Costs (lines 9-11)	300,620.98	298,550.61	303,163.90			902,335.49

***Indirect Cost Information** *(To Be Completed by Your Business Office):*
If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

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

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

* Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2005 To: 09/30/2008 (mm/dd/yyyy)

* Approving Federal agency: ☐ ED ☒ Other (please specify): Department of Health and Human Services

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

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

ED Form No. 524

Previous

Print Page

* Name of Institution/Organization

Latin American Youth Center

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00			0.00
2. Fringe Benefits	0.00	0.00	0.00			0.00
3. Travel	0.00	0.00	0.00			0.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	0.00	0.00	0.00			0.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00			0.00
10. Indirect Costs	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00			0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

acking Number:GRANT10064965

Funding Opportunity Number:ED-GRANTS-070708-003 Received Date:2008-08-12T10:12:23-04:00

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

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

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

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

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

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Amy Kunz	Executive Director
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Latin American Youth Center	08/12/2008

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

*Name: Latin American Youth Center

*Street 1: 3419 Columbia Road, NW Street 2:

*City: Washington State: DC: District of Columbia Zip: 20009

Congressional District, if known: 00

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

6. * Federal Department/Agency:
Department of Education

7. * Federal Program Name/Description:
Twenty-First Century Community Learning Centers

CFDA Number, *if applicable:* 84.287

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

*Prefix: *First Name: N/A Middle Name:

*Last Name: N/A Suffix:

*Street 1: Street 2:

*City: State: Zip:

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

*Prefix: *First Name: N/A Middle Name:

*Last Name: N/A Suffix:

*Street 1: Street 2:

*City: State: Zip:

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

*** Signature:** Amy Kunz

***Name:** *Prefix: *First Name: Lori Middle Name:

*Last Name: Kaplan Suffix:

Title: Executvie Director **Telephone No.:** 2023192225 **Date:** 08/12/2008

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

Close Form

OMB Control No. 1[illegible]2007 (Exp. 06/30/2009)

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

Section 427 of GEPA-LAYC CFDA 84.287N..doc | Add Attachment | Delete Attachment | View Attachment

Section 427 of GEPA

Latin American Youth Center (LAYC) will take the following steps to ensure that SES/21st Century Programming is available to students with special needs;

1. Barrier: As MacFarland Middle school and the surrounding community has a high rate of Latino residents, LAYC encourages participation of students and parents in programming through the following efforts;

Solution:

- Outreach to students and parents are conducted in English and Spanish. All promotional flyers, posters and announcements are conducted in both languages. As well, program applications are available in both English and Spanish.
- All meetings for parents: orientations, parent advisory committees, one-on-one meetings, and counseling services are conducted in English and Spanish if required.
- LAYC provides translation services to parents and students for parent-teacher conferences, school meetings or other needed services.
- Tutoring services are conducted in Spanish if needed to assist youth who are English as Second Language learners.

2. Barrier: As the SES/21st Century Learning services are available to all students, not only those attending MacFarland Middle School, students may not have transportation to services.

Solution:

LAYC will provide transportation for students with financial need attending services in the community. Metro cards or metro bus tokens will be provided or LAYC staff will walk students to services if necessary

Statement on ADA Compliance

LAYC is committed to complying with all applicable provisions of the Americans with Disabilities Act (ADA). It is our policy not to discriminate against any qualified staff member or participant with regard to any terms or conditions of employment or participation because of the individual's disability or perceived disability. Consistent with this policy of nondiscrimination, we will provide reasonable accommodations to a qualified individual with a disability, as defined by the ADA, who has made the LAYC aware of his or her disability, provided that such accommodation does not constitute an undue hardship on LAYC.

LAYC is committed to making its programs widely accessible to youth and other residents with special physical and/or developmental needs, and whenever feasible, will modify

programs to meet the special needs of participants. LAYC is also committed to providing a culturally appropriate environment for participants which includes a multilingual, diverse staff.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Latin American Youth Center

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

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

* Last Name: Kaplan Suffix:

* Title: Executive Director

* SIGNATURE: Amy Kunz * DATE: 08/12/2008

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix: Mrs.
* First Name: Geraldine
Middle Name:
* Last Name: Schafer
Suffix:

Address:

* Street1: 1419 Columbia Road, NW
Street2:
* City: Washington
County:
* State: DC: District of Columbia
* Zip Code: 20009
* Country: USA: UNITED STATES

* Phone Number (give area code): 2023192225
Fax Number (give area code): 2024625696

Email Address: gerry@layc-dc.org

2. Applicant Experience:

Novice Applicant ☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research

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

☒ Yes ☐ No

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

☐ Yes Provide Exemption(s) #:

☒ No Provide Assurance #, if available:

Please attach an explanation Narrative:

LAYC Explaination- Human Subject Research.docx

Add Attachment | Delete Attachment | View Attachment

Explanation for # 3: Human Subjects Research

The Latin American Youth Center (LAYC) is a community-based organization and does not have a standing relationship with an Institutional Review Board (IRB) or have a standing Federal wide Assurance (FWA). However, LAYC will commit to identifying a registered IRB with a FWA to work with our external evaluator if awarded this grant.

LAYC does have experience working with IRBs in the past. Most recently, LAYC partnered with the George Washington University School of Public Health and Health Services and the Department of Prevention and Community Health (ASSURANCE: FWA00005945) to obtain IRB approval of research related to a CDC grant examining community level violence.

Close Form

Abstract

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- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

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ED Abstract Narrative

Latin American Youth Center (LAYC)

1419 Columbia Road, NW Washington, DC 20009

Contact Information:

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Project Title:

LAYC SES/21st Century Community Learning Center Road Map to Graduation Program

Goals and Objectives:

The goal of the requested expansion and enhancement of a combined *SES/21st Century Learning Center Road Map* program at MacFarland Middle School will allow LAYC to enroll a greater number of students into the 21st Century Program, by expanding the number of students served from the currently approved 50 students to a total of 150 students. Additionally, enhancement to the program components will enable LAYC to provide high quality SES tutoring services to all youth regardless of eligibility or acceptance into the SES program in conjunction with the wrap around services of the 21st Century Learning Center programming.

Service Components include: 1) **Youth Academic Enrichment:** one-on-one tutoring and curriculum tutoring through SES or our enhanced tutoring model; **Personalized Individual Enrichment:** Real World Workshops and Road Map Planning for Middle School and High School graduation and elective classes; **Community Service Investment:** organization and implementation of a community service project by and for youth; **Family Strengthening:** a combined component for youth and parents to strengthen family relationships and increased parental involvement in the academic and social development of the students. Additionally, the *Integrated Component* provides **Counseling Services:** A qualified counselor will be available to youth and their parents or guardians for crisis intervention or on-going counseling during and after program hours of operation and will be additionally responsible for facilitation of numerous Real World Workshops.

Program Outcomes for students are: 1) Of 150 students enrolled, 70% will attend 30 days of programming; 2) Of youth who attend 30 days, 25% will increase math or reading scores on report cards; 3) Of youth who attend 30 days, 25% will increase math or reading scores on DCPS standardized tests (DC CAS).

State Approved SES Service Provider:

Latin American Youth Center

SES Services Provided:

LAYC SES services include on-on-one and small group remedial tutoring with trained SES tutors and curriculum tutoring through *Achieve 3000* and *Moving with Math*, both of which are based on District of Columbia Public School standards and provide pre and post test measures to ensure retention of lessons by students.

Estimated Number of Students Served:

150

Frequency of Services:

Students participating in the LAYC SES/21st Century Learning Center Road Map program will receive SES quality tutoring twice weekly for one hour per session.

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Project Narrative File(s)

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I. *Program Design*: Need To Be Met

The public school system of the nation's capital has long failed to meet the academic and after-school needs of too many low-income students. The District of Columbia Public School (DCPS) system is currently undergoing restructuring to improve student achievement. Under the direction of the new DCPS chancellor, one major component being reviewed and restructured for its relation to academic achievement is out-of-school time programming. The Latin American Youth Center (LAYC), one of the nation's leading youth development agencies with almost four decades of collaboration with DCPS, has taken an active role in efforts by the nonprofit sector to assist DCPS in providing quality out-of-school time services.

LAYC has been approved by DCPS to be an after-school provider for the 2008-09 school year at six schools: Columbia Heights Education Campus, Deal Junior High School, MacFarland Middle School, Powell Elementary School, Roosevelt High School, and Woodrow Wilson High School. Additionally, LAYC has been approved through the DC Office of the State Superintendent

of Education (OSSE) to expand 21st Century Community Learning Center (21st CCLC) services to include MacFarland Middle School. Additionally, LAYC is an approved Supplementary Education Services (SES) provider and has provided SES services to students at MacFarland Middle school for the past two academic years.(Please see attached Approved Vetting Site Letter from DCPS and Approved OSSE Expansion for 21st CCLC as Appendix A and B.)

To assist DCPS to better meet students' academic and after-school needs, LAYC proposes to expand and enhance its year-round program offerings at MacFarland Middle School. MacFarland Middle School is a Title One school in its second year of restructuring by DCPS. The school is undergoing administrative changes that include the hiring of a new principal and vice principal. These changes have been undertaken based on the school's failure to meet Annual Yearly Progress (AYP) in math and reading. For the 2007-08 school year, of 225 students tested, only 31 percent scored proficient in reading, and 32 percent scored proficient in math on the SAT-9 DC CAS. Limited English Proficient or Non-English Proficient (LEP/NEP) students, who make up more than a quarter of the school's students scored even lower than the general population; only 15 percent scored proficient in reading and 29 percent in math. Additionally, of the 295 students at MacFarland, 186 (63 %) qualify for free or reduced lunch, and therefore qualify for SES tutoring.

Contributing to poor school achievement are the challenges that MacFarland Middle School students face when not in school. The school is located in DC's Ward 4, an area undergoing rapid and multi-directional change. Gentrification is putting pressure on housing prices at the same time as immigrant families try to move into the ward to escape deteriorating conditions in traditional

immigrant neighborhoods. The difficulties of adjusting to U.S. culture and the separation of families too often lead to substance abuse and other high-risk behavior such as gang violence, all of which greatly impact young people's ability to achieve in school. One result is an extraordinarily high drop-out rate among Latino youth: between 32% and 50%, according to local research data. Additionally, over 25% of Ward 4's population had no high school degree in 2000 (DC Department of Health) with a per capita income of $27,000.

Research, as well as LAYC's anecdotal experience has shown that the transition from middle to high school is a critical period in students' academic growth and a determining factor for successful college graduation. As noted in *Identifying Potential Dropouts: Key Lessons for Building an Early Warning Data System* (2006) funded by The Carnegie Corporation of New York, 9th grade is the *make or break* year for many potential drop-outs. Middle school risk factors such as being overage, reading or math scores significantly below grade level, low 8th grade attendance, and failing courses increase the odds that students will fail 9th grade. Low attendance during the first 30 days of 9th grade is the most powerful predictor that a student will not successfully complete the grade level and is at high risk of dropping out of high school. Locally, *Double the Numbers for College Success (2006)* documents that only slightly more than half of DCPS students successfully complete 9th grade and continue on to the 10th grade. Once students enter 10th grade, the rate of grade completion rises dramatically, directly impacting successful high school graduation.

Expanding and enhancing our Supplemental Educational Service (SES) and 21st Century Community Learning Center (21st CCLC) offerings, LAYC's ***Road Map to Graduation*** is designed

to provide middle school students with the academic skill development and out-of-school time enrichment opportunities needed to achieve middle school success and thus increase students' chances to graduate high school. LAYC has over 15 of years experience providing effective out-of-school time services in DCPS schools, three years' experience providing such services at McFarland, and a total of three years' experience providing 21st and SES to DCPS students.

Objectives And Expected Outcomes

The objective of the ***Road Map to Graduation***, LAYC's expanded and enhanced SES and 21st Century Learning Center programs, at MacFarland Middle School is to create an innovative replicable model that effectively integrates SES and 21st CCLC with the goal of increasing academic achievement of youth in reading and math.

LAYC will recruit a greater number of students into the 21st CCLC, expanding the number of students served from the currently approved 50 students to a total of 150 students. In conjunction with the wrap-around services of the 21st CCLC, enhancement will enable LAYC to provide high quality SES-like tutoring services to all youth who need such services, regardless of eligibility or acceptance into the SES program.

LAYC's integrated SES/21st Century CLC program will offer 150 middle school students a year-round ***Road Map to Graduation*** program that supports middle school completion and prepares students for high school. After-school, spring break, and summer programming will include not only academic enrichment, but also out-of-school time enrichment opportunities which include

LAYC's S.T.A.R. skills (*S*peak, *T*hink, *A*ct appropriately, and take *R*esponsibility) plus the resources needed to achieve success in middle school and beyond. Services that will result in measurable student outcomes will be provided through components for youth and for their parents or guardians.

Service Components: 1) **Youth Academic Enrichment:** one-on-one tutoring and online curriculum tutoring through SES or our enhanced tutoring model available to students who are in need of services but not eligible for SES; 2) **Personalized Individual Enrichment:** Real World Workshops and Road Map Planning for middle and high school graduation and elective classes to provide youth with new and exciting out-of-school recreation opportunities; 3) **Community Service Investment:** organization and implementation of a community service project by and for youth; 4) **Family Strengthening:** a combined component for youth and parents to strengthen family relationships and increase parental involvement in their children's academic and social development. 5) **Counseling Services:** A certified bilingual counselor will be available to youth and their parents or guardians for crisis intervention or on-going counseling during and after hours of program operation and will be additionally responsible for facilitation of numerous *Real World Workshops.*

Program Outcomes: 1) Of 150 students enrolled in the ***Road Map*** program, 70% will attend at least 30 days of programming; 2) Of youth who attend at least 30 days, 25% will increase math or reading scores on report cards; 3) Of youth who attend at least 30 days, 25% will increase math or reading scores on DCPS standardized tests (DC CAS).

Services To Be Provided

LAYC plans to implement a year-round ***Road Map to Graduation*** program for middle school aged youth. Based out of MacFarland middle school, but open to all middle school students in the community, the program will provide students with services as part of an after school program during the academic year, a Spring Break camp for 8 hours per day and a summer enrichment program from 12 noon to 6:00, which is designed to accommodate students who are required to go to DCPS summer school, for a six week program. All components will integrate youth academic enrichment, individualized personal enrichment, community service, family strengthening and counseling services detailed below.

As detailed in the following chart, ***Road Map*** will operate Monday through Friday throughout the academic year from 3:15 p.m. to 6:00 p.m. Students will be divided into groups based on grade levels and will be assigned to classrooms with a maximum of 16 students per class for the academic sessions from 3:15 p.m. to 4:45 p.m. A minimum of two instructors will be assigned to each class and will be responsible for assisting youth with homework completion and online tutoring. Instructors will also ensure that students rotate to their elective classes at the close of the academic session and to assigned SES tutoring sessions. SES tutoring will occur twice weekly in a separate classroom with SES trained tutors.

LAYC's Road Map to Graduation: Program Components

	Monday	Tuesday	Wednesday	Thursday	Friday

3:15-4:45	Youth Academic Enrichment	Youth Academic Enrichment	Youth Academic Enrichment	Youth Academic Enrichment	Youth Academic Enrichment Community Service Investment
4:45-6:00	Personalized Individual Enrichment Elective	Personalized Individual Enrichment Real World Workshop or Road Map Planning	Personalized Individual Enrichment Elective	Personalized Individual Enrichment Real World Workshop or Road Map Planning	Personalized Individual Enrichment Elective

Component One: ***Youth Academic Enrichment***

LAYC's ***Road Map*** program includes a variety of academic enrichment offerings, the combination of which provides a comprehensive system for addressing areas of academic achievement and different learning styles. With the enhanced services provided through a combined SES/21st CCLC model, all students in the ***Road Map*** program, regardless of a student's eligibility for or acceptance into SES tutoring by DCPS, will receive the Youth Academic Enrichment components described below.

Homework Completion: Each Youth Academic Enrichment session will begin with 30 minutes of homework completion. Classroom instructors will review what assignments need to be completed and rate student's levels of comprehension of the assigned material. At the close of the homework section, students will rotate to either one-on-one or small group SES tutoring or online tutoring. Homework completion will occur only during the academic year.

Supplementary Educational Services: As an approved SES provider, LAYC uses two methods of

tutoring to improve students' math or reading test scores. First, LAYC uses research-based online curricula that have been shown to improve student performance: *Moving with Math* and *Achieve 3000*. Both curricula are based on DCPS standards of learning and both come with a Web-based data collection tool that allows LAYC's SES staff to enter test data, see percent change in a student's performance, and see exactly which DCPS standard the student has mastered or needs improvement. Students will complete online tutoring independently for two sessions per week, but classroom instructors will be available to provide assistance if needed and will remain in the classroom to maintain discipline and supervise students' work.

Second, students receive one-on-one or small group tutoring two days per week to address specific academic areas in which additional assistance is needed based on the results of District of Columbia Public School standardized tests. Tutors from American University and additional tutors hired by LAYC will be trained to lead tutoring sessions according to SES standards and will complete assigned SES data collection forms to monitor student progress. On specially designed tutoring data forms, tutors will record length of tutoring sessions, academic area and DCPS standard area covered, and student comprehension. In addition, students will be pre- and post-tested on tutoring topics. The ***Road Map*** program coordinator will be responsible for entering data into the LAYC's Efforts to Outcomes (ETO) database. SES tutoring will occur during all three Road Map program sections: academic year, Spring Break Camp, and summer programming to prevent out-of-school time learning loss.

Component 2: ***Personalized Individual Enrichment:***

Each academic quarter, students will be exposed to a variety of enrichment opportunities for personal growth to prepare them for middle school, high school, and beyond. This component will be divided into two sections: (1) Each academic advisory period, students will attend *Real World* Workshops twice per week; (2) The other three days of the program will be elective based. LAYC encourages students to be active in planning their education; accordingly, ***Road Map*** electives have been designed to broaden youths' opportunities and allow youth to choose a new and exciting learning opportunity each advisory period. Each DCPS advisories are approximately two and a half months in length, which allows youth to participate in four electives per academic year with additional opportunities during summer programming.

Real World Workshops: Weekly workshops designed to connect students' middle school experience to the real world will be offered on topics such as health education, teen pregnancy prevention, nutrition, substance abuse prevention, violence and gang prevention, and study skills. The site coordinator will organize all workshops, bringing in outside trainers or partnering with LAYC programs that have staff with expertise in the required topic areas. Some workshops will focus specifically on the transition from one academic grade to another and the eventual transition to high school which address issues such as the academic requirements to transition between grade levels, the value of extra-curricular activities in building a well-rounded middle school experience, and the importance of attendance in completing 9th grade. The site coordinator will set up high school tours for 8th graders, meetings with 9th grade teachers, and orientation sessions and will create a buddy

system between 8th and 9th graders to increase support during the transition. Real World Workshops will be offered as part of the academic year, spring break camp, and summer programming.

Electives: A minimum of five elective options will be offered per advisory. Students will receive electives three days per week, an hour and a half each session. Students will select their elective at the start of the first advisory period in September and will be asked to select a new elective for each following advisory period. Electives will be run through partnership agreements with other organizations specialized in elective topics or by classroom instructors. Additionally, LAYC will survey youth at the start of the program year to determine if they have specific elective topics that would like to be integrated into programming. Based on the youth's interest, these youth-selected electives will be integrated into the options provided in the ***Road Map*** Program. Elective options include:

Organized Sports: Students will have the option of participating in tennis instruction through LAYC's Poncho Gonzalez Youth Tennis Academy or learning soccer through a partnership with *DC Scores*. Additional electives organized and implemented by classroom instructors will be offered in basketball, cheerleading, dance, and general fitness.

Computer Classes: Students will have the option of participating in computer literacy classes geared to teaching basic as well as advanced skills. Students can also work toward earning Microsoft Office Certifications. Classes will be lead by LAYC's in-house computer instructor.

Science Club: Students will have the opportunity to explore the world of science through interactive experiments. Science Club will be run by LAYC classroom instructors.

Debate Club: Through a partnership with the District of Columbia Urban Debate League, students in the ***Road Map*** program will learn public speaking, critical thinking, listening and writing skills with the opportunity to debate in tournaments.

Young Women's Club: Young women in the program will have an opportunity to participate in this club to share experiences and challenges. Classroom instructors assigned to lead this group will work with students on topics of growth and development specific to young women.

Young Men's Club: Young men in the program will have an opportunity to participate in this club to share experiences and challenges. Classroom instructors assigned to lead this group will work with students on topics of growth and development specific to young men.

Art and Media Classes: Art and media classes will be offered through the LAYC Art + Media House. Class options will rotate each semester and will include fine arts, photography, and multi-media. In some instances, such as photography, classes will be designed to progress from beginner to advanced skill levels.

Chess Club: Through a partnership with Chess Challenge, students will learn the basics of chess and will advance to higher skill levels throughout the elective. Students will participate in intra-mural chess matches, and those who wish to compete outside their school will be able to test their skills at chess matches with other DCPS schools.

Component 3: *Community Service*

Students will participate in community service projects through an alternative spring break program that they plan for themselves in weekly sessions. Using the National Crime Prevention curriculum *Community Works*, students will learn about the importance of community service and volunteerism and be encouraged to take ownership of their communities. Design and implementation of the actual project will be based on students' interests and community improvement needs. Projects may include a school mural, a garden or park clean-up, or assistance at local food banks. The ***Road Map*** program will encourage students to incorporate community service into their lives: throughout high school and beyond.

Component 4: *Family Strengthening*

Parental involvement in a child's development is crucial for the success of the child. LAYC believes that services to parents should allow them to have an active role in their child's development. Parents of students in LAYC's ***Road Map*** program will be encouraged to attend the numerous parent training and education opportunities offered and to participate in events with their children. Family strengthening components will be available to youth and their parents or guardians throughout all program components: academic year, spring break camp and summer programming. These opportunities include:

Parent Advisory Committee: LAYC's ***Road Map*** program will incorporate a parent advisory committee that will meet each advisory period. These meetings will allow parents to share the

successes of their children and to recommend programmatic adjustments or new workshops or electives for their children. Parents will be asked to complete a satisfaction survey at the close of the program and to make recommendations for the second year of programming. LAYC will additionally partner with the Concerned Parents of Petworth (organized by the Georgia Avenue /Rock Creek East Family Support Collaborative). Through this partnership, parents can also work with parents from throughout the community to create positive strategies for the community and schools.

Adult Education Resources: Workshops based on the National Council of La Raza's *Parents as Partners* curriculum will be hosted once per month. The curriculum is designed for the needs of parents with middle school children and provides guidance on handling issues related to the middle school years. Parents will receive information on study skills, peer pressure, substance abuse, gang intervention, and related topics. In addition to workshops provided directly by LAYC *Road Map* staff, the program will host opportunities for parents to enroll in other parenting classes provided by LAYC including Adult Computer Literacy, Family to Family Mentoring, and Adult Literacy in Spanish.

Communication with Parents: LAYC will maintain on-going and consistent communication with parents through numerous measures including: 1) Parent orientation at the start of programming to meet staff, review program expectations, and encourage parent participation; 2) Parent meetings (separate from the advisory committee) for all parents once per advisory; 3) Parent appointments as necessary to address individual concerns; and 4) Monthly student progress reports sent to parents

regarding student attendance, behavior, academic achievement, and general program accomplishments.

Community Service Opportunities: Parents will be encouraged to participate in the community service projects that have been designed by their children as part of the community service component of the ***Road Map*** program.

Component 5: Integrated Counseling

This component of LAYC's ***Road Map*** program will be integrated into all other program components. As a multi-service organization, LAYC has in-house counselors on staff to assist with on-going and crisis intervention counseling. To ensure that ***Road Map*** students' overall needs are met, LAYC will provide holistic, effective, and culturally and linguistically sensitive services to high-need clients. A counselor will be available during all program hours to perform the following tasks: 1) Crisis intervention counseling in response to unusually stressful events such as a death in the family or of a classmate or teacher or de-escalation of a potentially violent or harmful situation; 2) Individual student counseling on a weekly basis in a location that is safe and familiar; counselors will be able to refer students to more intensive counseling at LAYC's main facility if needed; 3) Parent counseling by appointment or as a "drop in" during program hours; 4) Parent/child counseling by appointment; 5) Facilitation of twice weekly *Real World Workshops* for students in areas such as substance abuse prevention, health and STD/AIDS, violence prevention, communication skills, and family relationships; 6) Facilitation of workshops for parents as part of the Adult Education Resources program area. Additionally, the counselor will be available to

support ***Road Map*** staff's professional training in working with youth. The counselor will conduct training sessions with staff on communication, recognizing substance abuse, HIV/STD education, skills in handling a crisis situation, developing strong relationships with youth, and related areas. Counseling services to youth, parents, and LAYC staff will be available through all components of programming: academic year, spring break and summer camps.

Extent To Which Services Meet the Absolute Priority

The ***Road Map*** program and each of the five service components within it -- Youth Academic Enrichment, Personalized Individual Enrichment, Community Service, Family Strengthening, and Integrated Counseling -- meet to the fullest extent the absolute priority by creating an innovative replicable model that effectively integrates SES and 21st CCLC with the goal of increasing academic achievement of youth in reading and math. More specifically, LAYC's ***Road Map*** program will (1) provide and coordinate intensive academic after-school services totaling 15 hours per week at MacFarland Middle School, a Title 1 school in its second year of restructuring; (2) increase the number of students served from 50 to 100 through the expansion of programming and the enhancement services; (3) ensure that all students, regardless of eligibility for or acceptance into SES, receive quality tutoring ; 4) provide tutoring and online curriculums that meet academic standards set by the DCPS; and 5) collect data daily and input it into LAYC's Efforts to Outcomes database; this data will include DCPS CAS test scores for individual youth to be given to LAYC through a Memorandum of Understanding with the local LEA.

Adequacy of Resources: **Instructional Program**

The strength of LAYC's ***Road Map*** program lies in our agency's deep knowledge of DCPS: its academic curriculum and standards, teachers and principals in area schools, students who attend those schools, and their parents and/or guardians. The ***Road Map*** program will also be effective due to its high-quality instructional strategies and well-prepared instructors. LAYC additionally uses research based curriculums for both the academic and workshop component of the program. For example, The *Moving With Math* curriculum's goals parallel those of the National Council of Teachers of Mathematics Curriculum and Evaluation Standards, which emphasize using manipulatives, reasoning, communication, connections, and problem solving at all levels. Real world problems and problem-solving strategies, such as drawing pictures, acting out problems and finding the pattern, are an integral part of each lesson plan. LAYC chose this curriculum because it is aligned with DCPS standards in math and has a user-friendly online tool that allows our program and site coordinators to immediately see changes in student performance individually and by small group. The ***Road Map's*** Youth Academic Enrichment component is aligned with DCPS standards and contains an online tool to track individual and group performance toward achieving mastery of those standards, which will help students improve their scores on standardized tests.

LAYC tutors engage in on-going professional development through training sessions on topics such as (a) DCPS content standards, (b) strategies for effective tutoring, (c) behavior management, (d) recognizing symptoms of Attention Deficit Disorder, and (e) effective leadership practices. LAYC's SES tutors have additional training and are familiar with a range of research-based, culturally sensitive, and effective methodologies for tutoring Limited English Proficient and low-

performing students to enable them to improve academic performance and meet or exceed grade-level standards. Beyond these group tutor training sessions, tutors are expected to research and put into practice the most up-to-date teaching methods by reading Internet websites such as *Education Resources Information Center* (ERIC) and the *Teaching English as a Second Language Journal.*

Commitment of Partners

LAYC has over three decades of experience partnering with a wide variety of agencies in the District of Columbia. For the ***Road Map*** program, we have obtained enthusiastic commitment from all of our community partners. To ensure that partnerships are clearly defined and both parties are participating fully in the program, LAYC completes MOU's with all partners. Please see appendix attachments XXXX for MOUs from all partners.

As a multi-service organization, LAYC has the capacity to provide many services to youth. These services include sports and health education opportunities with the LAYC Pancho Gonzalez Youth Tennis Academy, computer classes with our Computer Literacy Program, art classes with the LAYC Art + Media House, and parenting workshops and access to resources through the Family-to-Family Mentoring program.

Reasonable Costs

The ***Road Map to Graduation*** will provide high quality effective services at a cost that is reasonable in relation to the numbers served. We anticipate a per student cost of $2,000. This is equal to the annual cost per student allowed by DC Children and Youth Investment Trust

Corporation's through its grant-making. Additionally, D.C.'s per-pupil allocation was approximately $13,500 per child for the 2007-2008 school year. Finally, we note the cost of not providing effective services to youth: the National Juvenile Detention Association projects the annual average cost per year of a detention bed—depending on geography and cost of living—from $32,000 to as $65,000 a year.

Quality of Management: **Achievement of Objectives**

To ensure that LAYC's ***Road Map*** program meet its objectives on time and within budget, we have a clearly defined program management plan for the proposed ***Road Map*** Program. To ensure the quality of services provided to youth and to ensure that the demonstration project meets its objectives, LAYC has in place a clearly defined management plan which enables the organization to run strong programming, but also ensures a check and balance system to adjust programming if it is not meeting the needs of the school, students, or parents. The program management overview is described below:

Director of Education: The LAYC Director of Education will commit 25% time to this program and will be responsible ensuring the overall completion of project goals. Director of Education will meet with the project team leader and site coordinator to review project progress and accomplishments and assist with defining alternative systems if the project is not meeting program objectives.

Ward 4 Team Leader: The Ward 4 Team Leader will commit 15% time to the ***Road Map*** program and will directly oversee the site coordinator. Additionally, the Team Leader will attend partner

meetings with school administrators and community partners to ensure that all needs are being met or addresses in the best interest of all parties. The site coordinator will report to the team leader on the day to day progress of the program on a weekly basis.

Site Coordinator: The Road Map site Coordinator will oversee the day to day operations of the Road Map program. The site coordinator will be based at MacFarland Middle School and will maintain contact with students and school administration and teachers to ensure that the program is aligned with in-school objectives. The site coordinator will directly supervise all after school classroom instructors, and the Youth Academic Enrichment Coordinator. Additionally, the coordinator will be responsible ensuring that all data is collected per quarter and inputted into the LAYC ETO data base and will work with the program evaluator to complete required reports.

Youth Academic Enrichment (YEA) Coordinator: The Youth Academic Enrichment Coordinator (part time position) will be responsible for overseeing all tutors working with youth on the Academic Enrichment Components. The YEA Coordinator will schedule trainings for tutors, oversee daily tutoring sessions, and ensure that academic data is collected an inputted into the LAYC ETO database system.

18 classroom instructors- LAYC AmeriCorps Members will be assigned in groups of two per classroom as classroom instructors. AmeriCorps Members will be responsible for the homework completion section of the program and will oversee the online tutoring component of the program. Additionally, AmeriCorps members will assist with Real World Workshops and will be assigned to run specific elective classes such as sports or the science club.

Tutors: LAYC will hire additional tutors to run tutoring components of the program under the enhancement of the program for students who are not accepted into or eligible for SES tutoring through DCPS. These tutors will be hired and trained to complete the Youth Academic Enrichment component tutoring.

Training Consultant: LAYC will hired a consultant to provide training to both staff and tutors to ensure that a quality tutoring structure and different learning options are available. These on-going trainings will enable LAYC to ensure quality services to youth.

Timelines and Milestones

Critical Element	Date	Activity	Responsible Party	Milestones
Recruitment	August – September 2008	In-school and community recruitment of students via flyers, posters, back-to-school carnival, sports days, and peer- to-peer recruitment	LAYC *Road Map* Staff	150 youth recruited
Preparation for Academic Year	August – September 2008	Hiring tutors, staff training, meeting with partners, developing calendar, alignment of in-school and after- school programming	Director of Education Enhancement, Team Leader and Site Coordinator	Staff hired Staff trained Program plan completed and ready for implementation
Final	August –	Meeting with external	Director of	Finalized

Evaluation Plan	September 2008	evaluator to finalize year long program evaluation plan	Education, External Evaluator, Team Leader	evaluation plan
Fall Implementation of Road Map Services	October – December 2008	Implementation of all direct service activities for after school programming: Youth Academic Enrichment, Real World Workshops and Electives, Family Strengthening and Counseling Services On-going Monthly Meetings with Partners Collection of data for first quarter of programming and submission of reports Review of services provided	LAYC staff and all partners LAYC and all partners LEA, school officials, LAYC staff and evaluator LAYC staff	Successful completion of programming that meets outcomes of the program
Spring Implementation of Services	January 2009- June 2009	Implementation of all direct service activities for after school programming: Youth Academic Enrichment, Real World Workshops and Electives, Family Strengthening and Counseling Services plus additional training and prep	LAYC staff and all partners	Successful completion of programming that meets outcomes of the program for after school component

		for DC CAS testing Implementation of Spring Break Camp On-going Monthly Meetings with Partners Collection of data for second and third quarter of programming and submission of reports Review of services provided and formal evaluation of academic year services provided Preparation for Summer Enrichment Services	LAYC staff and all partners LEA, school officials, LAYC staff and evaluator LAYC staff LAYC Staff	Successful completion of programming that meets outcomes of the program spring break component Organized plan for summer programming
Summer Implementation of Services	June 2009-August 2009	Implementation of all direct service activities for after summer: Youth Academic Enrichment, Real World Workshops and Electives, Family Strengthening and Counseling Services Collection of Data for summer component	LAYC staff and all partners LAYC staff and Evaluator	Successful completion of programming that meets outcomes of the program summer component
Final Program Evaluation	August 2009	Collection of all final data from program year	LAYC staff and evaluator	Final data collected and

		Fourth Quarter Report and Final Program Year report completed		analyzed
Review of 1st Program Year	August 2009	Review of satisfaction surveys from all partners, parents and youth Review of data results Strategies for implementation changes for any program component that did not meet anticipated outcomes	LAYC Staff	Successful completion of all service components- academic year, spring break and summer that meet outcomes for the program Revised plan for 2nd year of services

Adequacy of the Management Plan

LAYC is both a 21st Century grantee and an SES provider. The facilitates planning, coordination, implementation, management, and oversight of program services will be overseen directly by the LAYC in collaboration with our partners- the LEA, DCPS, the MacFarland principal, administrators and teachers, parents, and other community partners. The management team of the Director of Education, Ward 4 Team Leader, and Road Map Site Coordinator have

clearly defined roles within the management plan and will ensure program implementation that eliminates the duplication of labor or an excessive administration burden. Additionally, direct service providers such as classroom instructors and tutors will be well prepared for project implementation through trainings and adequate supervision to ensure effectiveness. Also, the program plans to schedule meetings with all involved parties to ensure that all needs are met and additionally, plans to implement surveys to gauge the satisfaction of parties. The organization has created memorandums of understanding with each party to clearly define the roles of both LAYC and our partners.

Time Commitments

All program staff listed in the management plan have been assigned specific duties within the program structure. Each member has clearly defined tasks and responsibilities and has been assigned a time commitment to the program. As this is a demonstration project, the Director of Education has committed 10% time to ensure that program is over successful at meeting the defined outcomes for youth. The Team Leader will commit 15% time providing weekly contact with both the site coordinator and program partners to ensure that the day to day program is running effectively. The site coordinator will commit 100% time to the project and will oversee day-to-day operations and be responsible for all staff completing direct service activities.

Project Evaluation

As part of the demonstration project, LAYC will conduct a formative, multiple-method process and outcomes evaluation throughout the three years of the project. The evaluation will be tailored to the specific goals of the demonstration while benefiting from what has been learned through the evaluation of the LAYC 21st Century Learning Center last year at Powell Elementary School. Kathy Brennan, the evaluator for the 21st CLCC project, will serve as the evaluator for the demonstration if funding is awarded. Ms. Brennan has 12 years of experience in program management and evaluation and has worked on education and workforce development evaluation projects for government and nonprofit clients.(Please attached resume as Appendix C.)

The evaluation process will begin by finalizing a detailed logic model. The project planning that has gone into the demonstration thus far will be further refined and put into an easy to use picture of the program that clearly depicts how program inputs, activities, and outputs lead to short, intermediate, and long term outcomes. Once finalized, the logic model will be used as a working tool to talk systematically about the goals and logic behind the project throughout the project lifecycle.

The evaluation plan will take the outcomes defined in the logic model and develop measurable and specific indicators/benchmarks and a data collection strategy for each. For example, LAYC will work with MacFarland Middle School to access pre-intervention grades, and reading and math CAS scores to have pre- and post-intervention comparisons on these measures. LAYC may also compare participants to a comparison group on these important measures. Additionally, there will be important shorter-term quantitative and qualitative outcomes that are

tracked—for example program enrollment and attendance, homework completion rates, participation and behavior in class throughout the school day, and program satisfaction (parents, students, school and LAYC staff)—measures which have proved informative to LAYC's current 21st CCLC learning process.

To collect DCPS testing scores on an individual basis, LAYC will work with the LEA to collect DC CAS scores for youth enrolled in the program. This data, along with report card grades, demographic information, attendance, homework completion rates, participation and behavior rates will be entered into LAYC's internal electronic data base system powered by Efforts to Outcomes (ETO) software to collect demographic, process, output, and outcome information. Each LAYC staff person with programmatic or supervisory responsibilities receives on-going training in the use of ETO. Using ETO, LAYC program staff can: 1) Collect and report on demographic information based on specific programmatic needs; 2) Track outputs such as program attendance, hours of programming provided, topic areas covered in programming; 3) Input case notes and use them to demonstrate improvements among clients; 4) Input pre/post test data to track self-reported knowledge and behavior change; 5) Track client attendance and contacts and schedule follow-up visits or contacts with individuals in a program or those who have completed a program; and 6) Import existing external data (demographics, test scores, etc.) in electronic format to further demonstrate participant outcomes.

All collected data will be used by the external evaluator also to review each individual program component. For example, for the Youth Academic Enrichment component, in addition to tracking

homework completion we will also look at pre- and post-test scores when students use the *Achieve 3000* or *Moving with Math* web-based curriculums. For the Personalized Individual Enrichment, we will develop evaluation questionnaires for each Real World Workshop to gather student perceptions of the overall strength of the course and its usefulness in preparing them for high school. Parent attendance at LAYC community events and enrollment in tailored parent activities will be tracked. Parents who attend these activities will be interviewed about their experiences with these core program and parent activities.

An evaluation report will be created each quarter of the project. The quarterly reports will contain the results from all data collection and tracking activities during that period as well as attendance numbers and lessons learned to date. The project team will be convened to discuss key learning after each quarterly evaluation report is delivered so mid-course corrections can be made if necessary. The end of year evaluation report for each of the three years of the project will include summative results and a more detailed account of lessons learned and emerging best practices. The table below shows the team's initial evaluation plan.

Evaluation Plan

Outcome	Indicator/benchmark	Data Source
Program enrollment and regular participation attendance goals are met	Of 150 students enrolled, 70% will attend at least 30 days of programming	Administrative records from ETO system

Students form positive connections with program staff	90% of regularly participating students and staff report positive relationships	Student focus group/survey
Students show high level of homework completion	Regularly participating students have 90% homework completion rate	Ongoing ETO program reporting
Students show improvement in online tutoring	Regularly participating students have scores that improve from pre to post tutoring 80% of the time	Achieve 3000 and Moving with Math
Students show improved classroom behavior	Classroom teachers and parents report strengthened classroom behavior (increased class participation, fewer behavior problems etc.) of regularly participating students from beginning to end of year	End of school year survey of teachers for regularly participating students, survey/focus of parents
Students show improved academic performance	Increase in grade and CAS scores (reading in math) from prior year to after one year of intervention for regularly participating students	Student grade data CAS scores
Parents of students regularly attend community and parent activities	50% of parents of regularly attending student will attend community and/or parent events	Parent attendance records
Parents of students have input into programming	Parent advisory group is formed and meets regularly	Parent attendance records

Parents, students, and staff have high level of satisfaction with the program and program components and give input into programming	Parents staff and student are interviewed and report satisfaction with majority of program components as well as any changes they want to see in programming	Interviews, focus groups parents students and key LAYC MacFarland staff

Close Form

Other Attachment File(s)

* Mandatory Other Attachment Filename: Table of Contents and Appendices LAYC CFDA 84.287N

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APPENDIX A: Resume of LAYC Director of Educational Enhancement

(b)(6)

Qualifications Summary

Over 25 years of experience in business administration, management, supervision, and budgeting with extensive experience in program leadership, project design and management, training and providing technical support.

Professional Experience

January 2006 to Present **Director of Education**

Latin American Youth Center

Washington, D.C.

- Oversee the planning, implementation, and evaluation of the programs and operations of the Education Division of the Latin American Youth Center.
- Responsible for the supervision of approximately 10 programs and 20 professional staff including team leaders, program managers, instructors, outreach workers, academic advisors, and recreation coordinators.

September 2000 to Jan 2006 **National Program Director**

National Council of La Raza (NCLR)

AmeriCorps*National Direct Program

- Supervise and monitor $1.2 million annual NCLR AmeriCorps*National Direct Grant Program that funds ten community based organizations in seven states and supports approximately 135 members.
- Plan, direct, and evaluate program operations to ensure effective use of funds.
- Identify, coordinate, and provide all training and technical assistance needs for operating sites regarding fiscal and program management of the AmeriCorps program.
- Monitor and report programmatic performance outcomes and financial expenditures for parent organization and its subgrantees via the CNCS Web Based Reporting System as well as to NCLR and appropriate funders.
- Coordinate NCLR's AmeriCorps proposal writing efforts utilizing AmeriCorps Application, Guidelines and Instructions and ensure correct input into the CNCS E-grants system.
- Formulate program policy and procedures ensuring compliance with AmeriCorps provisions.
- Communicate all official program policies and guidelines between AmeriCorps senior officials, NCLR AmeriCorps Staff, and the AmeriCorps operating site program directors.
- Identify and develop proposals to obtain matching and supplementary funding for the AmeriCorps program.
- Build and maintain effective working relationships with the Corporation for National and Community Service (CNCS) as well as other Federal, state, and local level AmeriCorps programs.
- Supervise and monitor the NCLR AmeriCorps Assistant Director and program interns.
- Identify and coordinate annual community service event and AmeriCorps workshops for NCLR Annual Conference including funding to support these initiatives.

May 1997 to July 2000 **Programming and Training Officer/Deputy Director**

Peace Corps/Honduras (PC/H)

- Assisted Country Director in the administration of PC/H program, providing oversight, supervision, and support to Peace Corps staff and Volunteers in the development, management, and evaluation of projects and training programs.

- Coordinated $1.3 million annual programming and training operation involving thirty staff, third year Volunteer Coordinators, and over 200 PCVs and Crisis Corps Volunteers.

- Ensured delivery of quality programming and training consistent with host country government and Peace Corps policies and priorities.

- Supervised six project directors, and the management and evaluation of multi-year development projects in small business development, natural resources management, environmental education, hillside farming, water sanitation and municipal development.
- Developed strategies and action plans to meet training, programming, and Volunteer support needs as appropriate.
- Developed and managed the implementation of three annual pre-service, in-service, and close of service training programs for trainees and Volunteers.
- Directed supplementary Volunteer programs such as Small Project Assistance, Peace Corps Partnership, World Wise Schools and Volunteer Resource Center.
- Managed daily safety and security situations as needed and oversaw post's Volunteer Emergency Communication System.
- Served as Acting Country Director in the absence of the Country Director and represented PC/H at U.S. Embassy as needed.

September 1995 to May 1997 **Programming and Training Officer/ Deputy Director Peace Corps/Costa Rica**

- Coordinated programming and training operations involving over 25 staff and contracted personnel and over 120 Volunteers.
- Directly supervised the work of four associate program directors, four Volunteer Coordinators, several support staff and an $850,000 annual contracted training operation with staff of 20.
- Supervised the design, implementation, monitoring and evaluation of multi-year development projects in education, small business development, natural resource management, environmental education, and urban youth development.
- Established and maintained positive relations with host country agency counterparts ensuring their involvement in the development, monitoring and revision of PC/Costa Rica's projects.
- Managed the preparation and implementation of all aspects of a pre-service training program provided three times a year and in-service training programs for 90 Trainees and over 120 Volunteers.
- Conducted three Close of Service workshops annually for approximately 90 Volunteers to provide counseling regarding career and educational options, job search, resume writing, and issues related to Return Volunteers.
- Served as Acting Director in the absence of the Country Director on numerous occasions.

May 1995 to August 1995 **Technical Trainer, Small Business Development**

Peace Corps/Paraguay, CHP International

- Coordinated technical training activities for 15 Peace Corps trainees in preparation for their two-year assignment as Cooperative Promotion Volunteers.
- Conducted one-month pre-service training research activities, wrote trainee behavioral objectives and developed an appropriate training design, syllabus and calendar of training events for a 12-week training cycle.
- Identified Volunteers and guest speakers for technical sessions, and coordinated PCT field visits with host country agencies and PCVs.

- Assisted in the design and delivery of common areas training related to cross-cultural topics, role of the volunteer in development, personal safety, and country orientation. Evaluated trainee performance on a tri-weekly basis documenting trainee performance, problems and adaptation to host country culture and Peace Corps life. Provided support and guidance to over 30 trainees during the training cycle.
- Prepared all required technical training documents and reports.

January to April 1995 **Professional Research Assistant**

BUENO Center for Multicultural Education

School of Education

University of Colorado at Boulder

- Coordinated proposal writing efforts for a $5 million, 5-year contract Comprehensive Regional Assistance Center for a five-state region to the U.S. Department of Education. Developed and maintained a technical materials resource and client database.
- Produced and edited technical proposal documents.
- Served as a liaison for BUENO to three partnering agencies.

September 1993 to June 1994 **Peace Corps Volunteer Coordinator**

Small Business Development

Peace Corps/Argentina-Uruguay

- Designed, developed and implemented a new small business project in northern Argentina.
- Served as a liaison between host country agencies and Peace Corps in project set-up. Conducted site surveys, site selections and final placement of PCVs to sites.
- Designed and conducted Volunteer technical training sessions and prepared training materials.
- Established and managed regional office in Salta, Argentina to provide support and technical assistance to approximately 15 PCVs in natural resources and small business development.
- Provided in-service training to Argentine small business PCVs, conducted regular site visits, and worked with host country agency in resolving conflicts.

August 1992 to September 1993 **Peace Corps Volunteer Coordinator**

Small Enterprise Development

Peace Corps/Paraguay

- Provided programmatic and technical assistance to the Associate Peace Corps Director to carry out day-to-day sector activities.
- Helped supervise the work of over 30 PCVs working in cooperative promotion, small business, and cooperative shelter promotion.
- Assisted in monitoring PCV workplans, providing general logistical and moral support to volunteers in the sector.
- Developed, coordinated, and conducted sector training activities for trainees and Volunteers in collaboration with training center contractor.
- Assisted in writing sector project plans and other technical reports. Managed and supervised office operations in the absence of APCD.

- Facilitated Small Project Assistance (SPA) committee meetings to review PCV technical proposals soliciting small project assistance funding.
- Developed a comprehensive manual utilized in the training of women in rural Paraguay in effective leadership skills, esteem building, planning, and management.

May 1990 to August 1992 **Cooperative/Shelter Promotion Specialist**

Small Enterprise Development Sector

Peace Corps/Paraguay

- Provided consulting in business administration, management, planning, credit policy, and personnel management to a savings and loan cooperative serve over 800 urban and rural Paraguayans.
- Organized and trained a seven-member cooperative education committee, assisting in the creation of a cooperative education program and strategies to recruit new members.
- Designed, implemented, and supervised a pilot shelter project disbursing $340,000 in home improvement loans for 258 constructions in three cooperatives benefiting 1,153 individuals.
- Worked with Cooperative Board of Directors to develop social service programs.

May 1980 to May 1990 **Program Operations Manager**

BUENO Center for Multicultural Education

University of Colorado, School of Education

Boulder, Colorado

- Served as Program Operations Manager facilitating program operations for an eight-state region.
- Coordinated training and technical assistance of bilingual and bilingual special education program initiatives to Title VII funded programs.
- Monitored contracts and grants from the Department of Education and the Office of Bilingual Education and Minority Languages Affairs totaling over $3 million.

Education

May 1980 Bachelor of Arts, Commercial Spanish (Dual Business/Spanish Major),

University of Colorado at Boulder, Colorado

1980 -1990 Graduate Studies Coursework, University of Colorado at Boulder

Training

August 1990 Peace Corps Training – 12-week technical, cross-cultural, and language training.

April 1995 Dale Carnegie Course – 12 weeks – 4.2 Continuing Education Units

April 1996 Overseas Staff Training – 4 weeks – Peace Corps, Washington, D.C.

Sept. 1997 Central American Safety and Security Workshop, Honduras

November 1997 Programming and Training Workshop, Atlanta, Georgia

October 1998	Programming and Training Workshop, Washington, D.C.
July 1999	Central American/Caribbean Disaster Mitigation Workshop, El Salvador
March 2000	Programming and Training Workshop, Nicaragua
October 2000	Grant Writing, Foundation Center
November 2000	Housing Counseling, Neighborhood Reinvestment Works
May 2001	Connect America: Partnership Development
February 2003	Management Skills for Managers, American Management Association (AMA), Washington, D.C.
September 2003	Project Management Skills: The Basics for Success: AMA, Washington, D.C.
December 2003	Sharpening Your Business Writing Skills, AMA, Washington, D.C.
May 2005	Stephen Covey Seminar: The 8th Habit
October 2005	Grants 101: Professional Grant Proposal Writing Workshop – 3 days

Special Skills and Honors
Foreign Languages: Fluency in Spanish
Computer Skills: Microsoft Word, Excel, Powerpoint, and Outlook.

Peace Corps/Costa Rica: Served on First Lady Hillary Clinton Advance Team

Peace Corps/Honduras: Served on President Bill Clinton Advance Team

Connect America National Partner Council Member, 2003, 2004, 2005

President's Volunteer Service Award, 2004

Recent Professional Experience
Peer Reviewer, DC State Commission for Learn and Serve Proposals

Presenter, DCServes National Community Service Conference, 2003

Planning Committee Member, DCServes National Community Service Conference, 2004

Presenter, Corporation for National and Community Service, 2004, 2005

Council Member, Connect America, Points of Light Foundation, 2002-2004

APPENDIX B- Resume of Ward 4 Team Leader

MICHAEL R. LEON

(b)(6)

PROFESSIONAL EXPERIENCE

Latin American Youth Center (LAYC), Washington, DC

WARD 4 Team Leader & Enrichment Program Coordinator **2005-Present**

Responsible for developing LAYC's relationship between the Boys and Girls Clubs of Greater Washington and the Metropolitan Police Department in order to deliver innovative youth programs to the residents of Washington DC's Ward 4.

Duties include:

- Development and implementation of comprehensive educational and recreational programs to serve youth at Ward 4.
- Design and implement a summer program curriculum for Ward 4 youth.
- Preparation of budgets for site, programs, and activities.
- Coordination of staff outreach efforts to find eligible youth and to promote site programs.
- Recruit and supervise site staff, interns, and summer staff.
- Assist in the writing of formal Memorandum of Understandings between collaborative partners which included the DC Metropolitan Police Department, the Boys and Girls Club of Greater Washington, and the District of Columbia Public School (DCPS) system.
- Assist in the writing of new grant proposals to support the Ward 4 Enrichment Program.
- Representation of the Latin American Youth Center and the Ward 4 Enrichment Program at community events and meetings.

Recreation and Prevention Team Leader: **2004-2005**

Responsible for the management of the LAYC's prevention team and Teen Drop in Center. Designed and implemented the Educational Support and Prevention (ESP) gang program for LAYC.

Duties Included:

- Supervise LAYC outreach team.
- Serve as LAYC representative on the DC Gang Intervention Partnership

- Provide monthly reports to LAYC directors on goals.
- Monitor budgets, program deliverables and prepare grant reports for funders.
- Develop innovative programs and workshops for Drop-in Center youth.
- Work closely with the Metropolitan Police Department around community Gang concerns.
- Do case management of at-risk youth.

The Department of Juvenile Service, Maryland **1996-2005**

Juvenile Probation Officer III:

Worked for the State of Maryland government and managed a caseload of fifty adjudicated youth. Worked primarily with Latino gang involved youth. Specialized primarily in the Spotlight on Schools initiative and was stationed inside a high school to serve a particular population. Served as the DJS representative on the Maryland Hot Spot initiative.

Duties Included:

- Served a liaison between youth and courts, vendors, school, and police.
- Prepared technical court reports for written and oral presentation.
- Managed a case load of 50 youth and prepared recommendations for court in all cases.
- Conducted office, home, and facility meetings with clients and vendors.

Brinker International, Colombia, Maryland **2000-2003**

Staff Developer:

Trained and assisted in the supervision of restaurant staff of the Brinker Concept "Romano's Macaroni Grill." Trained waiters, busboys, and bartenders and ran weekly meetings with restaurant service staff for management.

EDUCATION AND CERTIFICATION

- High School Diploma –Wheaton High School, Maryland
- Bachelors of Science: Psychology – West Virginia University
- Arise Live-Skills Instructor Certification

SKILLS

- Microsoft Office
- Bilingual Spanish/English
- Team Leadership
- Budgeting
- Project Management
- Contract Negotiations
- Federal, State, and Local Vendor Relations

ACCOMPLISHMENTS

- Designed and implemented the Educational Support and Prevention (ESP) program for LAYC.
- Appeared on "USA Tonight" Channel 9 regarding gang awareness: August, 2004.
- Panelist on Gang Prevention and Intervention for Leadership Washington: September, 2004
- Panelist on Gang Awareness for Vietnamese American Community Center: December 12, 2004
- Trainer on Gang Outreach for the U.S. Department of Labor: January 11, 2005

APPENDIX C- External Evaluator Resume

KATHLEEN M. BRENNAN

(b)(6)

EXPERIENCE

10/06-present **President,** *Kathleen Brennan Consulting*, Washington, DC

- Work with nonprofit and government clients to increase program effectiveness by providing planning, evaluation, research, and program management services. Current and past clients include the American Red Cross, the Latin American Youth Center, Goodwill Industries International, DTI Associates, The National Building Museum, and America's Career Resource Network Association.

10/05-10-06 **Senior Program and Evaluation Associate,** *DTI Associates*, Alexandria, Virginia

- Managed over $3 million in federal contracts for the US Department of Education. Provided project oversight; content expertise; and client, budget and deliverable management for the America's Career Resource Network project and the Smaller Learning Communities project.
- Facilitated teams for the Department of Labor's Strategic Partnerships for a Competitive Workforce Initiative. Assisted community leaders in developing strategies for creating regional systems change through sectoral career pathways.
- Worked with team to spearhead development of a Research and Evaluation arm of DTI business.

6/04-10/05 **Senior Associate,** *The Innovation Network*, Washington, DC

- Successfully designed, implemented and led program evaluations for clients including the Duke Endowment, the Northwest Area Foundation, and Blue Cross Blue Shield CareFirst. Managed all aspects of consulting engagements including the client relationship, budget, work plan,
deliverable schedule, communications, and project staffing.
- Conducted intensive program planning and evaluation training for 35 nonprofits though the Interactive Learning Series curriculum leading to their increased ability to define program goals, strategies, and outcomes; measure results; and improve performance.
- Worked with team to develop business opportunities, respond to proposals, and negotiate contracts.
- Supervised and developed team of evaluation staff.

4/99-5/04 **Evaluation Manager and Workforce Consultant,** *Goodwill Industries International*, Bethesda, MD

- Managed process and outcomes evaluations of grant-funded projects.
- Provided technical assistance to Goodwill member organizations on successfully evaluating workforce development projects and using results for program improvement.
- Conceived of and launched Goodwill's Digital Opportunity Initiative which led to over $6 million in funds from Microsoft, the Department of Education's Community Technology Center program, and the Department of Commerce's Technology Opportunity Program.

- Provided on-site consultation, technical assistance, and training to local Goodwills on community workforce needs, strategic planning, partnership development, labor market information, and establishment of services.
- Managed Goodwill's Bank of America Financial Literacy Initiative and the *Making Work Work* Hitachi Foundation project.
- Managed all aspects of grantee selection process for workforce program funding.
- Developed partnerships with business, foundations and government on workforce issues.
- Analyzed and advised members on pertinent legislation including: WIA, TANF, and H-1B.

8/97- 4/99 **Research Associate,** *The Urban Institute,* Washington, DC

- Conducted qualitative and quantitative research and writing on employment and training programs including The National Evaluation of the Welfare-to-Work Grants Program, and a study of State Welfare-to-Work Policies for People with Disabilities.
- Worked with a team to respond to government requests for proposals.

8/92- 7/95 **Senior Consultant, Change Management/Technology,** *Andersen Consulting,* Milwaukee, Wisconsin

- Designed and delivered training to adult learners on knowledge management system used by 20,000 employees worldwide.
- Analyzed and mapped client business processes to customize credit card processing computer system for German Eurocard client.
- Supervised multinational team of business analysts and computer programmers.

EDUCATION

9/95-5/97 **Master of Science in Industrial Relations,** *University of Wisconsin,* Madison, Wisconsin

Focus on public policy and labor markets and international industrial relations

9/88-6/92 **Bachelor of Arts in Psychology** (cum laude), *Lawrence University,* Appleton, Wisconsin

Study Abroad, *Universite de Tourainne*, Tours, France, 9/90-1/91

Business Fellows Program, *University of Chicago Graduate School of Business,* Chicago, Illinois, 6/91-9/91

PROFESSIONAL COURSES

- Using Appreciative Inquiry in Evaluation, American Evaluation Association, 2004
- Nonprofit Executive Leadership Certificate, Georgetown University, 2003
- Program Evaluation, US Department of Agriculture, 2003
- Career Development Facilitator Instructor Training, The Freedlance Group, 2001

- Consulting Skills and Advanced Consulting Skills Training, Strategic Performance Group, 2000
- Diagnosing Organizations, the NTL Institute, 1999
- Proposal Writing, The Foundation Center, 1999

SELECT PUBLICATIONS/PAPERS/PRESENTATIONS

"The Outcomes Management Continuum," Goodwill Industries International, March 2007

"Final Evaluation Report: The Design Apprenticeship Program of the National Building Museum," Department of Labor, March 2007.

"America's Career Resource Network: An Online Center for Career Development," Outreach Paper for the US Department of Education, May 2006.

"Final Evaluation Report: CareFirst's Shape Up Live Well Initiative," with Veena Pankaj for the CareFirst Foundation, Baltimore, Maryland, October 2005.

"The Northwest Area Foundations Horizon's Program Evaluation: Interim Results," for the Northwest Area Foundation, Minneapolis, Minnesota, July 2005.

"Program Evaluation: Lessons from the Field," Presentation at Yale University, Evaluation Seminar. January 2005.

"Careers in the Nonprofit Sector," Presentation for the Government Department and Thomas Jefferson Program in Public Policy, the College of William and Mary, November 2004.

"Program Evaluation and Technology: Harnessing Technology in the Evaluation Process," Presentation for IAPPS, November 11, 2004

"Making Work Work: Tools for Turnover Reduction," Goodwill Industries International for the Hitachi Foundation, October 2004.

"Goodwill's Future Growth: The External Environment," Goodwill Industries International, December 2003, with Ken Voytek.

"Building a More Innovative Goodwill," Goodwill Industries International, February 2003.

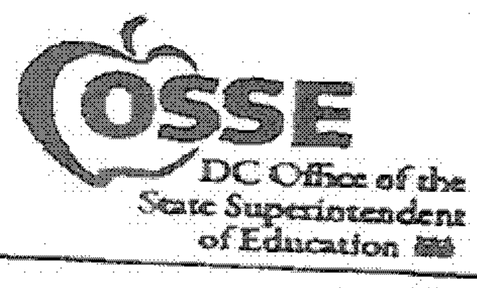
"From Digital Divide to Digital Opportunity Goodwill's Future," Goodwill Industries International, July 2000.

"The Job of Finding People Jobs: A Service Provider's Perspective on Workforce 2020," Information Impacts Magazine, April 2000, with Jim Van Erden and Tom Hooper.

"Welfare- to-Work Grants Program: The New Link in the Welfare Reform Chain," *New Federalism: Issues and Options for States*, with Demetra Smith Nightingale, Urban Institute Policy Brief Series, August 1998.

"State Welfare-to-Work Policies for People with Disabilities: Changes Since Welfare Reform", with T. Thompson, P. Holcomb and P. Loprest, for the U.S. Department of Health and Human Services, June 1998.

APPENDIX D: Office of State Superintendant Expansion Approval Letter



August 6, 2008

Ms. Lori Kaplan, Chief Executive Officer
Latin American Youth Center
1419 Columbia Road
Washington, DC 20009

Dear Ms. Kaplan:

The Office of the State Superintendent of Education (OSSE) has reviewed your request dated June 9, 2008 to expand your 21st Century Community Learning Centers programming to service students at MacFarland Middle School.

The OSSE has carefully considered the compelling statement of need presented in your correspondence. Under the current DCPS Local Educational Agency (LEA) reorganization plan, your partner LEA intends to, at minimum close, one local elementary school from which your program currently draws participants and, at maximum, consolidate in the near future the receiving elementary and middle schools these students would attend in SY 2008-2009. This proposal to proactively prepare to serve the students in this Ward 4 neighborhood is one that the OSSE agrees will give some stability to the students attending these transitioning schools. Therefore, your request to modify your original 21st CCLC application in to include a second site and middle school students has been approved effective September 1, 2008. All future program and fiscal reporting should reflect these modifications to your approved program.

The OSSE acknowledges the budget request that also accompanied the programmatic modification request. However, it is important to note that at this time, this approval does not guarantee additional funding to support the modification of your 21st CCLC program. As additional supplemental 21st CCLC funding opportunities become available, LAYC will be notified of its eligibility and will be fully considered in the distribution of the funds.

Thank you for all your efforts to enhance the education of students in the District of Columbia. Please do not hesitate to contact me at (202) 741-6417 or Mr. Derrick Blue at (202) 741-6419 should you have any additional questions or need further assistance.

Sincerely,

Ashaki Goodall
Program Management Officer

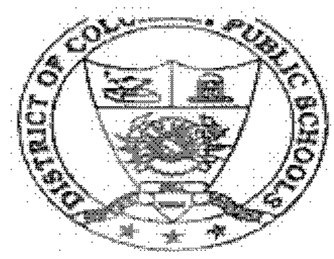
Cc: Dr. Shanika Hope
Derrick Blue
Gerry Schafer

51 N Street, NE • 3rd Floor • Washington, DC 20002
Phone: 202.741.6401 • Fax: 202.741.6491 • www.osse.dc.gov

Aug 07 2008 6:28PM State Education Office 2027247656 p.1

APPENDIX E: Approved Vetting Site List from District of Columbia Public School System

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS
Office of Out-of-School Time
825 North Capitol Street, NE, Ninth Floor
Washington, DC 20002-4232
202/442-5002
www.k12.dc.us



July 31, 2008

Dear Out-of-School Time Provider,

The school site/program matching process is completed. After reviewing schools' needs, your preferences, and the principals' requests for appropriate programming in their schools, we are inviting your program to serve the students at the schools listed below. Please note that this is a preliminary list; placements will be finalized after discussion with the principals. Principals will also be informed of these matching placements and may be contacting your organization soon.

School Sites for the 2008-2009 School Year:

1. Columbia Heights EC
2. Deal JHS
3. MacFarland MS
4. Powell ES (serving grades 1-5)
5. Roosevelt HS
6. W. Wilson HS

Please also note that the programs at each school site will work under one afterschool umbrella coordinated and managed by an Afterschool Site Coordinator at your school. We will provide the structure and processes needed for providers to work in a coordinated effort.

Very soon you will receive a Memorandum of Agreement that will finalize and define th working relationship between DCPS and your organization and that will be signed by both entities. In addition, we are finalizing a *Resource Guide for Afterschool Providers.* It will be available to you before the beginning of the school year.

Thank you so much for providing your quality programming to our children and youth; we are looking forward to working with you this year. If you have concerns or question: please email OutofSchoolTime@dc.gov or call Daniela Carozza at (202) 442-5008, Nithya Joseph at (202) 719-6606, or Brittiany Broadwater at (202) 442-5002.

Sincerely,

The Office of Out-of-School Time Team

APPENDIX F-LEA/DCPS Memorandum of Understanding

2008 Aug 07 3:50

Memorandum of Understanding

The District of Columbia's Office of DC Public Schools lends its support to the Latin American Youth Center (LAYC) and its application for a grant under the High Quality Supplemental Education Services and After-School Partnerships Demonstration.

As part of this support, District of Columbia's Office of DC Public Schools agrees to all of the following:

- LAYC will provide DCPS with copies of signed, FERPA-compliant parent consent forms that authorize DCPS to release confidential student information to LAYC.
- The District of Columbia's Office of DC Public Schools will provide LAYC standardized test scores (DC CAS) at the **individual/student** level for all LAYC participants. These standardized test scores (DC CAS) will be provided for the first year (2009) of programming as well as for all subsequent programming years funded by this initiative.
- The standardized test scores (DC CAS) should be provided in all formats available, which includes raw scores/values, approximations or interpretations (proficient, etc.) or any other format that can assist with the evaluation of LAYC's program.
- In addition, the District of Columbia's Office of DC Public Schools will provide baseline standardized test scores (DC CAS) at the **individual/student** level for all participants, which could include data as far back as 2007.
- The District of Columbia's Office of DC Public Schools agrees to provide this data to LAYC **no more than thirty (30) days** after this data is available to schools/principals/campuses.
- If the District of Columbia's Office of DC Public Schools, or any other entity, changes the standardized test(s) used in the District of Columbia, this agreement shall remain valid for any and all new test(s).
- This data sharing agreement will last for the duration of the 3-year grant cycle of the award which will begin on October 1, 2008 and operate through September 30, 2011.

Lori Kaplan, Executive Director — Date 8/8/08

Erin McGoldrick, DCPS Data and Accountability — Date 8/7/08

APPENDIX G- MacFarland Middle School Memorandum of Understanding

MEMORANDUM OF COLLABORATION

This Memorandum of Collaboration is entered into by and between the Latin American Youth Center (herein after referred to as "LAYC") and MacFarland Middle School (herein after referred to as "MacFarland") for the coordination of the provision of providing educational enhancement, health education and community building services, utilizing AmeriCorps members and the LAYC after school program.

OBJECTIVES

The purpose of this agreement is to establish collaboration between MacFarland Middle School and the Latin American Youth Center for the implementation the Latin American Youth Center's After School program which includes the AmeriCorps, Non English/ Limited English and Newcomer, Stages of Life, Pancho Gonzalez Youth Tennis Academy, Truancy Reduction and Intervention, Project My Time, 21st Century Community Center.

The LAYC will provide teacher and staff support, family strengthening activities and community service opportunities during the school day. Additionally, LAYC will employ a holistic approach toward overall health education by utilizing a combination of (1) health education classes, (2) social skills enhancement, and (3) public awareness campaign in concert with on-going activities at Powell ES that reinforce positive life choices, by providing students with behaviors that support healthy youth development.

SERVICES TO BE PROVIDED BY THE LAYC:

1. Provide coordination and management of a comprehensive after school program at MacFarland MS that includes academic strengthening and extracurricular activities. Participants must enroll in this program by submitting an LAYC application. This program will be free of charge. This program will be from 3:15pm to 6:30pm, Monday through Friday.
2. LAYC will work closely with DCPS staff at 825 North Capitol and MacFarland administration to assist with reaching DCPS and MacFarland goals.
3. Will attend monthly coordination meetings with the MacFarland principal and bi-weekly meetings with assigned after school DCPS faculty.
4. Convene and manage an After School Program Advisory Committee that will meet monthly to evaluate progress and plan program design and activities.

5. LAYC will provide 4 to 6 AmeriCorps members during the school day to serve as teacher aides. These members will provide individual educational support for up to 6 at-risk students per member before and after school.
6. LAYC will provide an Academic and Program coordinator to have office space within MacFarland to enhance LAYC/school communication.
7. LAYC will be available to participate in MacFarland led school committees.
8. LAYC will fully staff after school programs while maintaining a 10 to 1 student, teacher ratio. The LAYC will utilize paid tutors and volunteers.
9. LAYC will pay for a DCPS background and clearance test as well as TB tests for all LAYC staff and volunteers working inside MacFarland.
10. LAYC will provide individual and small group homework assistance, remedial tutoring, and mentoring for program participants.
11. Serve as liaison to off-site services, including LAYC and other community based services.
12. Provide Health Education Workshops and work in collaboration with the Physical Education Teacher during the school day.
13. Create family strengthening activities that support the work of the Parent Teacher Student Association.
14. Design special events that benefit the school population
15. Serve as liaison to off-site services, including LAYC and other community based services.
16. Provide Summer Enrichment Camp for the students

SERVICES TO BE PERFORMED BY MACFARLAND:

1. Provide space and referrals for on-site LAYC services suitable to program success this includes office space for on-site coordinators, staff, and after school classrooms to conduct after school programs.
2. Promote and encourage MacFarland MS school staff collaboration with LAYC staff and on-going activities by attendance at monthly principal, bi weekly after-school committee and scheduled truancy task force meetings.
3. Access to individual student attendance records, DC CAS scores, report cards and progress reports in order to monitor student performance.

4. Incorporate LAYC school-based services into school operations, copiers, including access to public address system, staff development, inclusion on PTA agenda and school calendar.
5. Participation of MacFarland administration, teachers, and/or other staff at afterschool events that require the support and visibility of the school.

COMPLETED AGREEMENT

This Agreement represents the complete understanding of the parties hereto. Any amendments to this agreement shall be in writing and signed by both parties. This agreement supersedes any other arrangements or understandings between the parties, whether oral or written relating to the services to be provided by the parties.

IN WITNESS WHEREOF, the parties hereto have executed this Contract.

Signature: _____
MacFarland Middle School

Date: 8/8/08

Signature: _____
Latin American Youth Center

Date: 8/8/08

APPENDIX H- American University Federal Work Study Memorandum of Understanding

AMERICAN UNIVERSITY
WASHINGTON, DC
COMMUNITY SERVICE CENTER

Federal Work Study Tutor Employer Agreement

Pursuant to Title IV, Part C, Federal Work Study Program of the Higher Education Act of 1965, Public Law 89-329, as amended, American University, hereinafter referred to as the UNIVERSITY and (Name of the Organization) Latin American Youth Center (hereinafter referred to as the ORGANIZATION), agree to participate in the FWSP under the terms, conditions and provisions hereinafter stated:

This agreement shall supersede any and all prior agreements between the UNIVERSITY and the ORGANIZATION regarding the operation of a Work Study program under the provisions of the FWSP. This agreement may be terminated at any time by mutual agreement or upon 15 days written notice by either party to the other.

I. ORGANIZATION CLASSIFICATION

The ORGANIZATION certifies that it is: (circle one)

- A public, non-profit organization
- A private, non-profit organization structured to serve the general public and classified as tax exempt by the Internal Revenue Service.
  - IRS Employer Identification Number_____ (on IRS Form SS4)
- Other (specify)_____

And that the work performed by the students hired will be in the public interest defined as work performed for the welfare of the nation or community, rather than work performed for a particular interest or group.

Latin American Youth Center
Legal Name of Organization

1419 Columbia Rd NW Washington, DC 20009
Street Address, City, State, Zip Code

info@layc-dc.org
E-mail Address

www.layc-dc.org
Website Address

(202) 319-2225
Telephone Number (including area code)

(202) 462-5696
Fax Number (including area code)

Date of Incorporation: ____/____/1974

II. SUPERVISORY INFORMATION

Below, list at a full-time staff member who will be responsible for supervising Federal Work Study students and will serve as a point of contact for the Career Center. The first name listed will be the primary contact person. The second will be used as necessary for back-up.

By signing below the supervisors acknowledge that they have:

- *read,*
- *understood and*
- *accepted*

the conditions and/or responsibilities of the Federal Work Study Program.

Primary Contact (Responsible for supervising AU students and submitting timesheets)

- Please Print Name: Beatriz Barros
- Job Title: SES Program Coordinator
- Telephone Number: (202) 319-2806 ex. 24
- E-mail Address: beatriz@layc-dc.org

Secondary Contact (Assumes duties of Primary Contact if Primary Contact is unavailable)

- Please Print Name: Michael Leon
- Job Title: Ward 4 Team Leader
- Telephone Number: (202) 319-2806 ex. 22
- E-mail Address: leon@layc-dc.org

III. EMPLOYER RESPONSIBILITIES

(Please note that for the purposes of this document American University will be referred to as the UNIVERSITY and the employer will be referred to as the ORGANIZATION.).

The ORGANIZATION for the purposes of this agreement shall:

1. Not discriminate, deny any student work or subject to different treatment under this Agreement on the grounds of race, color, national origin, or sex. The ORGANIZATION agrees that it will comply with the provision of the Civil Rights Act of 1964 (P.L. 88-352; 78 Stat. 252) and Title IX of the Education Amendment of 1972 (P.L. 92-318) and the Regulations of the Department of Education, which implements those Acts.
2. Provide proper working conditions and permit the UNIVERSITY to inspect the premises if it elects to do so.
3. Provide professional direction and staff to assure that the work to be performed is responsibly supervised and is consistent with the purposes of the Act, and is in compliance with local, state, and federal labor laws and regulations.
4. Accept detailed position descriptions from the UNIVERSITY. These position descriptions will be available on the UNIVERSITY's web-based job search database.
5. Assume complete responsibility for the conduct of its employees under this agreement.
American University Federal Work Study Tutor Employer Agreement
6. Have a full-time employee responsible for the Federal Work Study program.

7. Consider the work week to begin on Saturday and end on Friday.

8. Ensure that students' hours are submitted in a timely, accurate and complete manner in accordance with the procedures of the UNIVERSITY. The student will be paid by the UNIVERSITY based on the established hourly rate and number of hours worked. Students will be required to submit an electronic timesheet on a bi-weekly basis according to Human Resources payroll schedule. A written verification of hours worked is to be submitted by the ORGANIZATION to the UNIVERSITY on a bi-weekly basis according to the established payroll schedule. The ORGANIZATION agrees to confirm these hours by authorized signature of an ORGANIZATION official on verification statements before the UNIVERSITY will release payments to the students employed under this Agreement.

NOTE ABOUT LATE, MISSING, AMENDED OR RETROACTIVE TIMESHEETS

If the ORGANIZATION submits a late timesheet, a retroactive timesheet or an amended timesheet after the time reporting deadline for a specific pay period has passed, it is the ORGANIZATION'S responsibility to notify the affected student(s) that there will be a delay in receiving wages.

9. Submit only hours actually worked, and not for lunch, sick days, or other hours not approved by the UNIVERSITY.

10. Communicate regularly with your student employees to ensure that you are apprised of any changes to their Federal Work Study award amounts.

11. Maintain records (for five years), including time and attendance records and I-9 receipts, and provide to the UNIVERSITY a record of the daily hours worked every week by the deadline as set by the UNIVERSITY, and to follow fiscal procedures as prescribed by the UNIVERSITY to assure adequate control and administration of the program.

IV. PROVISIONS

A. The ORGANIZATION agrees that the work to be performed under this agreement by qualified students, as determined by the UNIVERSITY will:

1. Conform to the nature of work delineated, for the period covered, in the Tutor Job Description.
2. Be in the public interest for a public or private non-profit organization.
3. Not result in displacement of a permanent full-time employee or impair existing contracts for services.
4. Be governed by such conditions of employment, as will be appropriate and reasonable in light of such factors as the type of work performed, geographical region and proficiency of employee.
5. Not involve the construction, operation or maintenance of so much of any facility as is used for sectarian instruction or as a place of religious worship.
6. Not involve any partisan or nonpartisan political activity associated with a candidate, or contending faction or group, in an election or party office.

B. It is agreed that the UNIVERSITY shall:

1. Pay the gross compensation to students employed under this agreement. The UNIVERSITY will make all employer contributions under State or local workers' compensation laws, under Federal or State social security laws, or under other applicable laws. The UNIVERSITY is liable for all on-the-job injuries to the student.
2. Be considered the employer for purposes of this Agreement. It has the right to control and direct the services of the student, not only as to the result to be accomplished, but also as to the means by which the

result is to be accomplished.

4. Advise and assist the ORGANIZATION with regard to the aspects and regulations of the Federal Work Study Program.

5. Determine that the student meets the eligibility requirements for employment under the program and authorize students to work for the ORGANIZATION.

6. Recruit eligible students to be available to apply to the ORGANIZATION to perform specific work assignments. The UNIVERSITY, however, cannot guarantee that a suitable number of eligible students will be available to meet each ORGANIZATION's requests. Additionally, students may be removed from work on a particular assignment or from the ORGANIZATION by the UNIVERSITY, either on its own initiative or at the request of the ORGANIZATION.

7. Have the right and power to require the student to terminate employment when he/she ceases to be eligible for participation in the program.

8. Reserve the right to obtain documentation from the ORGANIZATION, which may include but not be limited to proof of non-profit status and/or workmen's compensation coverage, confirming the ORGANIZATION's eligibility for participation in the Federal Work Study Program.

C. The term of this Agreement will be a period of one year from its effective date. In addition, either party may terminate this Agreement at any time by giving sixty (60) days prior written notice of its intention to do so.

Any cause or action arising out of or related to this Agreement may only be brought in a court of competent jurisdiction in Washington, DC, and the parties hereby submit to the jurisdiction and venue of such courts.

Transportation for students to and from their work assignments is not required and will not be provided by the ORGANIZATION.

D. It is understood that the signing of this agreement by the parties does not enable the ORGANIZATION to commence employment of eligible students until:

1. The agreement and job posting form(s) have been accepted by the UNIVERSITY.
2. An I-9 receipt is received by the UNIVERSITY from the student.
3. An Employment Authorization Form has been processed for the student.
4. The UNIVERSITY has informed the ORGANIZATION that the student may begin working.

I have read, understand, and agree to abide by the above responsibilities and provisions:

Signature: _____ Date: 08 / 09 / 07
(Primary contact)

I have read, understand, and agree to abide by the above responsibilities and provisions:

Signature: _____ Date: ____/____/____
(Secondary contact)

V. SIGNATURES

Signature of Authorized Agent - ORGANIZATION

Beatriz Barros
Name (Please Print)

SES Program Coordinator
Title

Latin American Youth Center
Legal Name of Organization

1419 Columbia Rd NW
Street Address

Washington, DC 20009
City, State and Zip Code

(202) 319-2225
Telephone Number

(202) 342-5696
Fax Number

beatriz@layc-dc.org
E-mail Address:

08-09-07
Date

Signature of Authorized Agent - UNIVERSITY

Brian Blair

Director of Contracts and Procurement
Title

American University
Legal Name of Organization

4400 Massachusetts Avenue NW
Street Address

Washington, DC 20016
City, State and Zip Code

Date

Contact: Robin Adams
Director of DC Reads
AU Community Service Center
Phone: 202-885-7323
Fax: 202-885-1554
Email: dcreads@american.edu

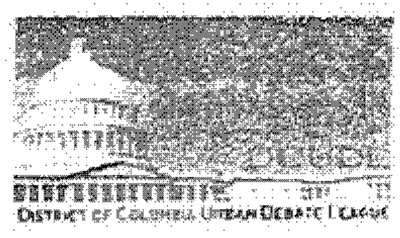
This is a legal document.

To comply with federal regulations, please keep a copy of this agreement for your records.

Please return the ORIGINAL signed agreement by mail or hand deliver to:

Robin Adams
Director of DC Reads
American University Community Service Center
4400 Massachusetts Avenue NW
Mary Graydon Room 273
Washington, DC 20016-8127

APPENDIX I- Washington DC Urban Debate League Memorandum of Understanding



District of Columbia Urban Debate League
University of the District of Columbia
4200 Connecticut Avenue NW
Washington, DC 20008

LETTER OF SUPPORT AND MEMORANDUM OF COLLABORATION

This Letter of Support and Memorandum of Collaboration is entered into by and between the *District of Columbia Urban Debate League* (hereinafter referred to as "DCUDL") and the Latin American Youth Center (hereinafter referred to as "LAYC") for the support and coordination of services related to the LAYC SES/21Century Community Learning Center Road Map Program.

The DCUDL is part of a national movement that seeks to establish competitive debate among urban youth in the United States. The DCUDL is dedicated to expanding the opportunities for the young people of DC to develop reading, writing, and speaking skills through intellectual competition, and to become confident, articulate citizens and authentic leaders of their communities.

Middle School students and teachers participating in the DCUDL engage in the Middle School Public Debate Program (MSPDP), the world's largest program for class and contest debating in the middle grades. Designed to teach public speaking, critical thinking, listening, and debating to students in the middle grades, the MSPDP works with teachers, administrators, parents, students, and community members to form sustainable debating leagues and classroom oral literacy initiatives.

In partnership with LAYC, DCUDL pledges to provide all of the following as part of the LAYC SES/21Century Community Learning Center Road Map Program at MacFarland Middle School:

- Assist LAYC in the identification of a MacFarland MS teacher to act as point of contact for the MacFarland Middle School Public Debate Program and to act as coach/sponsor of MacFarland debate team;
- Assist in training and continued support of this selected individual, including:
- professional development sessions, curricular materials, and networking opportunities with other coach/sponsors for the sharing of best practices;
- Provide the opportunity to participate in multiple competitive events and assist the selected individual and other MacFarland staff in the hosting of an annual middle school debate tournament at the MacFarland campus.

Sincerely,

Colin Touhey
Executive Director
District of Columbia Urban Debate League

APPENDIX J: Chess Challenge of DC Memorandum of Understanding

LATIN AMERICAN YOUTH CENTER
HIGH QUALITY SUPPLEMENTAL EDUCATIONAL SERVICES AND AFTERSCHOOL PARTNERSHIPS DEMONSTRATION:
AND
CHESS CHALLENGE, INC. OF DC

MEMORANDUM OF UNDERSTANDING

This Memorandum of Collaboration is entered into by and between the Latin American Youth Center (herein after referred to as "LAYC's) and Chess Challenge Inc of DC for the provision of chess at MacFarland Middle School within the High Quality Supplemental Educational Services and Afterschool Partnerships Demonstration.

OBJECTIVES

The purpose of this agreement is to establish collaboration between Chess Challenge, Inc. and the Latin American Youth Center for the provision of chess instruction at MacFarland Middle School within the High Quality Supplemental Educational Services and Afterschool Partnerships Demonstration. The LAYC will employ a holistic approach toward the overall after-school program to include academic tutoring, homework assistance, health education, physical education, science, arts, crafts and other club activities. .

SERVICES TO BE PROVIDED BY THE LAYC:

1. Develop and implement an After School Program delivering homework assistance, DCPS standard aligned tutoring, health and physical education classes, science activities, as well as arts, crafts and other club activities, Monday through Friday, from 3 p.m to 6:00 p.m. at MacFarland Middle School.
2. Provide interested students who would like to learn to play chess during the MacFarland 2008-09 school calendar which will cover the time period of October 1 to May 30, 2009.
3. Provide space in which Chess Challenge, Inc. can work and teach students.

SERVICES TO BE PERFORMED BY Chess Challenge, Inc.

1. Establish a MacFarland Middle School Chess Club.
2. Provide an assigned Chess Challenge, Inc. staff person to operate the MacFarland Middle School Chess Club.
3. Teach MacFarland Middle School Afterschool Participants the rules, strategy and etiquette of the chess game
4. Coordinate afterschool chess tournaments for chess.
5. Provide news stories for the afterschool website about chess and the club on a monthly basis.

COMPLETED AGREEMENT

This Agreement represents the complete understanding of the parties hereto. Any amendments to this agreement shall be in writing and signed by both parties. This agreement supersedes any other arrangements or understandings between the parties, whether oral or written relating to the services to be provided by the parties.

IN WITNESS WHEREOF, the parties hereto have executed this Contract.

Signature: Suzy Hirsch
Suzy Hirsch, Executive Director
Chess Challenge Inc.

Date: 8/8/08

Signature: Lori Kaplan
Latin American Youth Center
Lori Kaplan, Executive Director

Date: 08-08-08

Appendix K: DC Scores

LATIN AMERICAN YOUTH CENTER
HIGH QUALITY SUPPLEMENTAL EDUCATIONAL SERVICES AND AFTERSCHOOL PARTNERSHIPS DEMONSTRATION:
AND
DC SCORES

MEMORANDUM OF UNDERSTANDING

This Memorandum of Collaboration is entered into by and between the Latin American Youth Center (herein after referred to as "LAYC's) and DC SCORES for the provision of poetry, service learning, and soccer at MacFarland Middle School within the High Quality Supplemental Educational Services and Afterschool Partnerships Demonstration.

OBJECTIVES

The purpose of this agreement is to establish collaboration between DC SCORES and the Latin American Youth Center for the provision of poetry, service learning, and soccer instruction at MacFarland Middle School within the High Quality Supplemental Educational Services and Afterschool Partnerships Demonstration. The LAYC will employ a holistic approach toward the overall after-school program to include academic tutoring, homework assistance, health education, physical education, science, arts, crafts and other club activities. .

SERVICES TO BE PROVIDED BY THE LAYC:

1. Develop and implement an After School Program delivering homework assistance, DCPS standard aligned tutoring, health and physical education classes, science activities, as well as arts, crafts and other club activities, Monday through Friday, from 3 p.m to 6:00 p.m. at MacFarland Middle School.
2. Provide interested students to DC SCORES who would like to participate in poetry, service learning, and play soccer during the MacFarland 2008-09 school calendar year which will cover the time period of October 1 to May 30, 2009.
3. Provide space in which DC SCORES can work and teach students.

SERVICES TO BE PERFORMED BY DC SCORES

1. Establish a MacFarland Middle School Team.
2. Provide trained soccer and writing coaches to operate the MacFarland Middle School Team.
3. Teach MacFarland Middle School Afterschool Participants who are in DC SCORES the rules, strategy and etiquette of soccer.
4. Coordinate afterschool soccer games as part of DC SCORES middle school soccer league.
5. Provide opportunities to showcase writing and service learning projects for MacFarland Middle School students in DC SCORES.
6. Provide news stories for the afterschool website about the DC SCORES team on a monthly basis.

COMPLETED AGREEMENT

This Agreement represents the complete understanding of the parties hereto. Any amendments to this agreement shall be in writing and signed by both parties. This agreement supersedes any other arrangements or understandings between the parties, whether oral or written relating to the services to be provided by the parties.

IN WITNESS WHEREOF, the parties hereto have executed this Contract.

Signature: Amy Nakamoto
DC SCORES
Amy Nakamoto, Executive Director

Date: 8/8/2008

Signature: Lori Kaplan
Latin American Youth Center
Lori Kaplan, Executive Director

Date: 8/8/2008

APPENDIX L: Georgia Avenue/Rock Creek East Family Support Collaborative MOU

07/26/2007 16:11 2027220041 GARCEC

**LATIN AMERICAN YOUTH CENTER
HIGH QUALITY SUPPLEMENTAL EDUCATIONAL
SERVICES AND AFTERSCHOOL PARTNERSHIPS
DEMONSTRATION
AND
THE GEORGIA AVENUE/ ROCK CREEK EAST FAMILY
SUPPORT COLLABORATIVE**

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into by and between the Latin American Youth Center (herein after referred to as LAYC) and the Georgia Avenue/Rock Creek East Family Support Collaborative (hereinafter referred to as GA/RCE FSC) for the provision of parent support and parent education workshops within the High Quality Supplemental Educational Services and Afterschool Partnerships Demonstration.

OBJECTIVES

The purpose of this agreement is to establish collaboration between GA/RCE FSC and the LAYC for the provision of parent support and parent education workshops within the MacFarland Middle School High Quality Supplemental Educational Services and Afterschool Partnerships Demonstration. The LAYC will employ a holistic approach toward the overall after-school program to include academic tutoring, homework assistance, health education, physical education, science, arts, crafts and other club activities. GA/RCE FSC will provide (1) parent support by linkage to the Concerned Parents of Petworth (CPOP), a parent-led support group that it sponsors, and (2) parenting workshops, as needed.

SERVICES TO BE PROVIDED BY THE LAYC:

1. Develop and implement an After School Program delivering homework assistance, DCPS standard aligned tutoring, health and physical education classes, science activities, as well as arts, crafts and other club activities, Monday through Friday, from 3 p.m to 6:00 p.m., at MacFarland Middle School.
2. Provide support to CPOP in the form of parent outreach and event facilitation that would promote CPOP goals and strengthen the parent involvement in their child's education during the MacFarland 2008-09 school calendar, which will cover the time period of October 1 to May 30, 2009.
3. Provide space in which GA/RCE FSC and CPOP can work and teach parents.

/26/2007 16:11 2027220041

SERVICES TO BE PERFORMED BY GA/RCE FSC

1. Establish a MacFarland Middle School Parents Anonymous group with the support of CPOP.
2. Provide up to four parenting education workshops, as needed.
3. Take part in the Truancy Taskforce to identify and solve barriers to school attendance.
4. Attend regular community partner meetings at MacFarland Middle School.

COMPLETED AGREEMENT

This Agreement represents the complete understanding of the parties hereto. Any amendments to this agreement shall be in writing and signed by both parties. This agreement supersedes any other arrangements or understandings between the parties, whether oral or written relating to the services to be provided by the parties.

IN WITNESS WHEREOF, the parties hereto have executed this Contract.

Signature: Karen Feinstein
Georgia Avenue/Rock Creek East Family Support Collaborative
Karen Feinstein, Executive Director

Date: 8/11/08

Signature: Lori Kaplan
Latin American Youth Center
Lori Kaplan, Executive Director

Date: 8/11/2008

APPENDIX M: National Crime Prevention Council MOU

National Crime Prevention Council
and the Latin American Youth Center

Memorandum of Understanding

This is a Memorandum of Understanding between the National Crime Prevention Council hereinafter referred to as "NCPC") and the Latin American Youth Center (hereinafter referred o as the "LAYC"). NCPC and LAYC shall be hereinafter jointly referred to as the "parties."

A. Purpose

The purpose of this Memorandum of Understanding is to guide and direct the parties respecting heir affiliation and working relationship, inclusive of anticipated future arrangements and greements in furtherance thereof, to develop and implement the Community Works program in he Latin American Youth Center 21st Century Learning Center.

Neither party intends for this Memorandum to alter in any way their respective legal rights or heir legal obligations to one another or to any third party.

3. Partners

The Latin American Youth Center (LAYC) is a multicultural community-based organization that upports youth and their families in their determination to live, work, and study with dignity, ope, and joy. LAYC achieves its mission by providing comprehensive, multi-lingual and ulturally sensitive programs and opportunities in education, employment, social services, dvocacy, and social enterprises. LAYC seeks to help youth become successful and happy oung adults by meeting them where they are and helping them build the skills they need to ucceed. Our goals for youth and their families are educational success, healthy relationships, ultural identity, high self-esteem, financial independence, employability and civic engagement.

The National Crime Prevention Council is a private, nonprofit tax-exempt [501(c)(3)] rganization whose primary mission is to be the nation's leader in helping people keep emselves, their families, and their communities safe from crime. NCPC's strategic plan for 007 through 2011 is centered on four goals: protect children and youth; partner with overnment and law enforcement to prevent crime; promote crime prevention and personal afety basics; and respond to emerging crime trends. NCPC offers training, technical assistance, nd a national focus for crime prevention, and acts as secretariat for the Crime Prevention Coalition of America, more than 400 national, federal, state, and local organizations representing housands of constituents who are committed to preventing crime. It also operates demonstration rograms and takes a leadership role in comprehensive community crime prevention strategies nd youth crime prevention. NCPC manages the nationally recognized McGruff® "Take A Bite Out Of Crime®" public service advertising campaign. NCPC participates in the Combined ederal Campaign.

. Description of the Project

ommunity Works sessions are designed to teach youth how to examine violence and law-related sues in the context of their schools and communities and how to apply what they learn real-life circumstances. *Community Works* is a skill-building program. The 11 sessions in olume One lay the foundation for the program and should be taught in consecutive order. The

sessions in Volume One build on each other, first introducing factual information, then giving young people the opportunity to practice critical thinking, communication, and problem-solving skills. Students learn about the different types of crime, the costs and consequences of crime, conflict management strategies, how crime affects communities, and what community prevention programs and services are available to them. The sessions in Volume Two focus on serious youth-related topical issues such as bullying, dating violence, gangs, substance abuse, underage drinking, and police-youth relations.

In a comprehensive *Community Works* program, community resource people (adult volunteers) enhance *Community Works* sessions by providing special knowledge or expertise on a particular topic and *Community Works* students complete at least one service-learning project.

D. Roles and Responsibilities

LAYC will

- Provide AmeriCorps members to facilitate and implement Community Works Works programs during 21st Century Learning Centers at McFarland Middle School during the 2008-2009 school year
- Host an implementation training for Community Works facilitators
- Supervise Community Works facilitators to ensure adherence to implementation protocol
- Provide NCPC staff with a minimum of two opportunities to observe Community Works sessions.
- Collect data collection tools from Community Works facilitators
- Provide NCPC with a summary report of Community Works implementation activities at the conclusion of each program.

NCPC will

- Conduct a Community Works implementation training
- Provide ongoing technical assistance to Community Works facilitators
- Provide two complimentary copies of the Community Works curriculum

E. Key Staff

Lori Brittain, Manager, Children and Youth Initiatives
Jerry Schafer, Director of Education

F. Collaboration

NCPC and the LAYC will contribute considerable experience and resources to this project and agree to carry it out in a collaborative fashion, with emphasis on communication with each other and with the adult facilitators as the programs develop.

G. Further Understandings

08/11/2008 15:45 FAX 202 290 1330 NAT'L CRIME PREV

1. The parties will work together to meet the requirements of the agreement. At the request of any party, a meeting or conference will be held between NCPC and the LAYC representatives to resolve any problems or develop any improvements in the operating procedures.

2. This Memorandum of Understanding may be amended at any time by mutual written agreement of the parties. It may also be canceled at any time by any party upon no fewer than five (5) days written notice to the other party.

3. NCPC and the LAYC, acknowledge and agree that no party shall be responsible for any loss, injury or other damage to the person or property of any employee or volunteer participating in this agreement unless such loss, injury or damage results from the negligence or willful misconduct of that party, its agents, officers, or employees.

4. This relationship is intended solely for the mutual benefit of the parties hereto, and there is no intention, express or otherwise, to create any rights or interests for any party or person other than NCPC and the LAYC.

5. No party is an agent of the others. No party has the right or authority to bind the other parties through its actions or any other contracts or communications.

6. This Memorandum of Understanding shall be governed by, construed, and applied in accordance with the laws of the District of Columbia.

7. This Memorandum of Understanding shall supersede any and all previously executed Memoranda of Understanding between the parties concerning the content of the agreement.

We, the undersigned, approve this Memorandum of Understanding and commit our organizations to its contents.

James A Wright — 8/11/08
for Jim Harkins — Date
Vice President
National Crime Prevention Council

Geraldine Schafer — 8/11/08
Geraldine Schafer — Date
Education Enhancement Director
Latin American Youth Center

APPENDIX N: National Council of La Raza Letter of Support

Janet Murguía
President and CEO

National Office
Raul Yzaguirre Building
1126 16th Street, NW
Washington, DC 20036
Phone: 202.785.1670
Fax: 202.776.1792
www.nclr.org

August 8, 2008

Ms. Lori Kaplan
Executive Director
Latin American Youth Center
1419 Columbia Rd. NW
Washington DC 20009

Re: Letter of Support for the High Quality Supplementary Educational Services Partnership Demonstration Project (HQSES/21st CCLC)

This letter is in support of Latin American Youth Center's application for the Department of Education's High Quality Supplementary Educational Services Partnership Demonstration Project.

The National Council of La Raza (NCLR) is the largest national Hispanic civil rights and advocacy organization in the United States that works to improve opportunities for Hispanic Americans. To achieve its mission, NCLR conducts applied research, policy analysis, and advocacy, providing a Latino perspective in five key areas – assets/investments, civil rights/immigration, education, employment and economic status, and health. Latin American Youth Center has been an affiliate of NCLR 1988 and is a part of NCLR's network of over 300 community-based organizations that serve the Latino community across the United States and one of over 85 affiliates involved in afterschool programming efforts.

Should this project be funded, NCLR would be available to support the project by providing technical assistance and training in the area of curriculum support, afterschool program development, academic enrichment, college preparation and parent/family involvement.

As a long-time partner of LAYC, National Council of La Raza is writing to support the afterschool program being proposed by LAYC and to indicate that NCLR will be available to support and provide technical assistance to LAYC wherever needed throughout the duration of the HQSES Demonstration Project.

The Latin American Youth Center has done an excellent job of providing the tools and resources necessary to improve the educational experience of the students and families in the communities that they serve. For the reasons stated and many more, I write in strong support of LAYC's proposal

Sincerely,

Delia Pompa
Vice-President, Education

Regional Offices: Atlanta, Georgia • Chicago, Illinois • Los Angeles, California • New York, New York
Phoenix, Arizona • Sacramento, California • San Antonio, Texas • San Juan, Puerto Rico

APPENDIX O: Serve DC Letter of Support

GOVERNMENT OF THE DISTRICT OF COLUMBIA
EXECUTIVE OFFICE OF THE MAYOR

Serve DC

August 8, 2008

Ms. Lori Kaplan
Executive Director
Latin American Youth Center
1419 Columbia Rd. NW
Washington, DC 20009

Dear Ms. Kaplan:

Re: Letter of Support for the High Quality Supplementary Educational Services Partnership Demonstration Project (HQSES/21st CCLC)

I am pleased to offer my support for the Latin American Youth Center's (LAYC) application to become a Department of Education High Quality Supplemental Education Services Partnership Demonstration Project at MacFarland Middle School.

The Latin American Youth Center has been an AmeriCorps sub-grantee of Serve DC since 2004. The award goes to support twenty-five AmeriCorps members who serve in school in the Columbia Heights-Adams Morgan Area (Wards One and Four). The members commit to a year of full-time service as educational aides. During that time, they provide individual and small group assistance to students in need of additional assistance. They also manage and participate in after-school program where they provide homework assistance, tutoring and enrichment activities. LAYC has a sound history of successfully administering the AmeriCorps grant funds provided to the organization and was assigned a moderate risk rating at its last monitoring visit that was conducted in December 2007.

The Latin American Youth Center has provided the tools and resources necessary to improve the educational experience of the students and families in the communities that they serve. The program has also tremendously enhanced Serve DC's mission to empower residents to become civically engage in their community. The Latin American Youth Center has served as an organizational catalyst allowing us to meet the growing demands of the immigrant population in the Washington DC Area. For the reasons stated and many more, I write in strong support of LAYC's proposal

Sincerely,

Timothy Fitzsimmons
Deputy Director, Serve DC

441 4th Street, N.W. • Suite 1140 North • Washington, D.C. 20001 • ph: (202) 727-7925 • fax: (202) 727-915
www.serve.dc.gov

APPENDIX P: List of Partner Entities

District of Columbia Public Schools- LEA

MacFarland Middle School

American University Federal Work Study Program

Washington DC Urban Debate League

Chess Challenge of DC

National Crime Prevention Council

DC Scores

Georgia Avenue/Rock Creek East Family Support Collaborative

National Council of La Raza

Serve DC

Close Form

Budget Narrative File(s)

* Mandatory Budget Narrative Filename: budget Narrative-LAYC CFDA 84 287N.doc

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

BUDGET NARRATIVE: YEAR ONE

Personnel

This grant will support salaries and wages for the following positions that are directly involved with program services and management:

- **Director of Education Enhancement** will commit 25% time to this project. $20,488.75 of her annual salary will be charged to this grant;
- **Project site coordinator** will commit 100% time to the project and will have a salary of $40,000;
- **Part-time Youth Enrichment Coordinator** will receive a total salary of $20,000;
- **Clinical Supervisor** will commit 10% time to the project for direct service and supervision of the clinical counselor. $7,500 will be charged to the grant;
- **Clinical Counselor** will commit 50% time to the project. $25,000 of his/her annual salary will be charged to the grant.

Total personnel cost total $112,988.75

Fringe Benefits

LAYC's fringe benefit rate is calculated at 15% of yearly salary for all full-time employees.

Total fringe benefits charged to this grant= $16,948.31.

Travel

Travel costs will cover conference fees and airline travel to the following two conferences:

- 21st Century Community Learning Center Conference at $1,200 per staff x 4 staff = $4,800;
- National After-School Association Conference at $1,200 per staff x 4 staff= $4,800.

Total travel cost is $9,600.

<u>Equipment</u>

Equipment costs cover:

- 6 laptop computers for online tutoring components at $800 each = $4,800;
- 2 laptop computers for site coordinator and YEA coordinator at $800 each= $1,600;
- 2 cellular phones for site coordinator and YEA coordinator at $250 each = $500;
- 2 broad band cards at $100= $200;
- 2 printers at $300 each= $600.

Total Equipment Costs= $7,700

<u>Supplies</u>

- *Achieve 3000* licenses for 150 youth at $50 each= $7,500;
- *Moving With Math* licenses for 150 youth at $50.00 each= $7,500;

- Student supplies (back packs, binders, paper, pens, pencils, etc.) estimated at $20.00 per student x 150 students= $3,000.

Total Supplies= $18,000

Contractual Services

- External Evaluator services: (costs based on break down of fees for services; $1,00 for logic model= $1,200 for evaluation plan, Data collection tool development= $1200, data collection= $4,000, analysis=$3,000, quarterly reporting and data dissemination =$7,000) Totaling $17,400;

- Training Consultant at $40.00 per hour for 250 hours of training = $10,000;

- Debate Coach at $20.00 per hour for 250 hours of coaching= $5,000;

- 10 Academic Tutors for participants at $20.00 per hour for 280 hours= $56,000.

Total Contractual Services= $88,400

Other

- Cellular phone service for site coordinator, YEA coordinator and Director of Education at $100 per month x 12 months = $2,400;

- Broad band service for 2 broad band cards at $100 per month for 12 months= $2,400;

- Office supplies (ink cartridges, pens, paper, etc.) = $2,000.

Total Other: $8,000

TOTAL DIRECT COSTS= $261,637.06

Indirect Costs

Indirect Costs at 14.9% (LAYC's federally approved rate)= $38,983.92

TOTAL COSTS: $300,620.98

BUDGET NARRATIVE: YEAR TWO

Personnel

Personnel costs for Year 2 of the program will increase 3% for cost of living adjustments. Costs will support salaries and wages for positions that are directly involved with program services and program management:

- **Director of Education Enhancement** will commit (b) (6) ime to this project. $21,103.41 of her annual salary will be charged to this grant;
- **Project site coordinator** will commit 100% time to the project and will have a salary of $41,200;
- **Youth Enrichment Coordinator** (Part Time) will receive a total salary of $20,600;
- **Clinical Supervisor** will commit 10% time to the project for direct service and supervision of the Clinical Counselor. $7,725 will be charged to this grant;
- **Clinical Counselor** will commit 50% time to the project.$25,750 of his/her salary will be charged to this grant.

Total personnel cost total $116,378.41

Fringe Benefits

LAYC's fringe benefit rate is calculated at 15% of yearly salary for all full time employees.

Total fringe benefits= $17,456.76

Travel

Travel costs will cover conference fees and airline travel to the following two conferences:

- 21st Century Community Learning Center Conference at $1,200 per staff x 4 staff = $4,800;
- National After-school Association Conference at $1,200 per staff x 4 staff= $4,800.

Total travel cost is $9,600.

Equipment

Equipment costs cover:

- 6 laptop computers for online tutoring components at $800 each = $4,800.

Total Equipment= $4,800

Supplies

- *Achieve 3000* licenses for 150 youth at $50 each= $7,500;
- *Moving With Math* licenses for 150 youth at $50.00 each= $7,500;
- Student supplies (back packs, binders, paper, pens, pencils, etc.) estimated at $20.00 per student x 150 students= $3,000.

Total Supplies= $18,000

Contractual Services

- External Evaluator services: (costs based on break down of fees for services; Data collection tool development= $600, data collection= $4,000, analysis=$3,000, quarterly reporting and data dissemination =$7,000) Totaling $14,600;
- Training Consultant at $40.00 per hour for 250 hours of training = $10,000;
- Debate Coach at $20.00 per hour for 250 hours of coaching= $5,000;
- 10 Academic Tutors for participants at $20.00 per hour for 280 hours= $56,000.

Total Contractual Services= $85,600

Other

- Cellular Phone service for Site Coordinator, YEA coordinator and Director of Education at $100 per month x 12 months = $2,400;
- Broad Band Service for 2 broad band cards at $100 per month for 12 months= 2,400;
- Office Supplies (ink cartridges, pens, paper, etc.) = $2,000.

Total Other: $8,000

Total Direct Costs: 259,835.17

Indirect Costs

Indirect Costs at 14.9% (LAYC's federally approved rate) = $38,715.44

TOTAL COSTS: 298,550.61

BUDGET NARRATIVE: YEAR THREE

Personnel

Personnel costs for Year 3 of the program will increase 3% for cost of living adjustments. Costs will support salaries and wages for positions that are directly involved with program services and program management:

- **Director of Education Enhancement** will commit 25% time to this project. $21,736.51 of her annual salary will be charged to this grant;
- **Project site coordinator** will commit 100% time to the project and will have a salary of $42,436;
- **Youth Enrichment Coordinator** (Part Time) will receive a total salary of $21,218;
- **Clinical Supervisor** will commit 10% time to the project for direct service and supervision of the Clinical Counselor. $7,956 will be charged to the grant;
- **Clinical Counselor** will commit 50% time to the project. $26,522.50 of his/her salary will be charged to the grant.

Total personnel cost total $119,869.76

Fringe Benefits

LAYC's fringe benefit rate is calculated at 15% of yearly salary for all full time employees.

Total fringe benefits= $17,980.46

Travel

Travel costs will cover conference fees and airline travel to the following two conferences:

- 21st Century Community Learning Center Conference at $1,200 per staff x 4 staff = $4,800;

- Conference fees and airline travel to the National After-school Association Conference at $1,200 per staff x 4 staff= $4,800.

Total travel cost is $9,600.

Equipment

Equipment costs cover:

- 6 laptop computers for online tutoring components at $800 each = $4,800.

Total Equipment = $4,800

Contractual Services

- External Evaluator services: (costs based on break down of fees for services; Data collection tool development= $600, data collection= $4,000, analysis=$3,000, quarterly reporting and data dissemination =$7,000) Totaling $14,600;

- Training Consultant at $40.00 per hour for 250 hours of training = $10,000;

- Debate Coach at $20.00 per hour for 250 hours of coaching= $5,000;

- 10 Academic Tutors for participants at $20.00 per hour for 280 hours= $56,000.

Total Contractual Services= $85,600

Other

- Cellular Phone service for Site Coordinator, YEA coordinator and Director of Education at $100 per month x 12 months = $2,400;
- Broad Band Service for 2 broad band cards at $100 per month for 12 months= 2,400;
- Office Supplies (ink cartridges, pens, paper, etc.) = $2,000.

Total Other: $8,000

Total Direct Costs: 263,850.23

Indirect Costs

Indirect Costs at 14.9% (LAYC's federally approved rate) = $39,313.68

TOTAL COSTS: 303,163.91