High Quality Supplemental Educational Services and After-School Partnerships Demonstration Application, 2008

Santa Ana Unified School District

1601 East Chestnut Avenue

Santa Ana, CA 92701

Processing, please don't close the window until you receive a confirmation.

GRANTS.GOV

Grant Application Package

Opportunity Title: High-Quality Supplemental Educational Services and Afte
Offering Agency: U.S. Department of Education
CFDA Number: 84.287
CFDA Description: Twenty-First Century Community Learning Centers
Opportunity Number: ED-GRANTS-070708-003
Competition ID: 84-287N2008-1
Opportunity Open Date: 07/07/2008
Opportunity Close Date: 06/12/2008
Agency Contact: Michelle Johnson Armstrong
E-mail: Michelle.Armstrong@ed.gov
Phone: 2022051729

This electronic grants application is intended to be used to apply for the specific Federal funding opportunity referenced here.

If the Federal funding opportunity listed is not the opportunity for which you want to apply, close this application package by clicking on the "Cancel" button at the top of this screen. You will then need to locate the correct Federal funding opportunity, download its application and then apply.

This opportunity is only open to organizations, applicants who are submitting grant applications on behalf of a company, state, local or tribal government, academia, or other type of organization.

* **Application Filing Name:** S.A.U.S.D. S.E.S and HQSES/After School

Mandatory Documents

Move Form to Complete

Move Form to Delete

Mandatory Documents for Submission

- Application for Federal Assistance (SF-424)
- Dept of Education Supplemental Information for SF
- Dept of Education Budget Information for Non-Co
- Assurances for Non-Construction Programs (SF-42
- Grants.gov Lobbying Form
- Disclosure of Lobbying Activities (SF-LLL)
- Faith Based EEO Survey

Optional Documents

Move Form to Submission List

Move Form to Delete

Optional Documents for Submission

Instructions

1. Enter a name for the application in the Application Filing Name field.

- This application can be completed in its entirety offline; however, you will need to login to the Grants.gov website during the submission process.
- You can save your application at any time by clicking the "Save" button at the top of your screen.
- The "Save & Submit" button will not be functional until all required data fields in the application are completed and you clicked on the "Check Package for Errors" button and confirmed all data required data fields are completed.

2. Open and complete all of the documents listed in the "Mandatory Documents" box. Complete the SF-424 form first.

- It is recommended that the SF-424 form be the first form completed for the application package. Data entered on the SF-424 will populate data fields in other mandatory and optional forms and the user cannot enter data in these fields.

- The forms listed in the "Mandatory Documents" box and "Optional Documents" may be predefined forms, such as SF-424, forms where a document needs to be attached, such as the Project Narrative or a combination of both. "Mandatory Documents" are required for this application. "Optional Documents" can be used to provide additional support for this application or may be required for specific types of grant activity. Reference the application package instructions for more information regarding "Optional Documents".

- To open and complete a form, simply click on the form's name to select the item and then click on the => button. This will move the document to the appropriate "Documents for Submission" box and the form will be automatically added to your application package. To view the form, scroll down the screen or select the form name and click on the "Open Form" button to begin completing the required data fields. To remove a form/document from the "Documents for Submission" box, click the document name to select it, and then click the <= button. This will return the form/document to the "Mandatory Documents" or "Optional Documents" box.

- All documents listed in the "Mandatory Documents" box must be moved to the "Mandatory Documents for Submission" box. When you open a required form, the fields which must be completed are highlighted in yellow with a red border. Optional fields and completed fields are displayed in white. If you enter invalid or incomplete information in a field, you will receive an error message.

3. Click the "Save & Submit" button to submit your application to Grants.gov.

- Once you have properly completed all required documents and attached any required or optional documentation, save the completed application by clicking on the "Save" button.
- Click on the "Check Package for Errors" button to ensure that you have completed all required data fields. Correct any errors or if none are found, save the application package.
- The "Save & Submit" button will become active; click on the "Save & Submit" button to begin the application submission process.
- You will be taken to the applicant login page to enter your Grants.gov username and password. Follow all onscreen instructions for submission.

IF ED

ORIGINAL U287 N080063

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

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:
- Pre-application
- Application
- Changed/Corrected Application

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

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received:

4. Applicant Identifier: 076061712

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

5c. State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Santa Ana Unified School District

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

* c. Organizational DUNS: 076061712

d. Address:

* Street1: 2323 East Chestnut Avenue

Street2:

* City: Santa Ana

County: Orange

* State: CA: California

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 92701

e. Organizational Unit:

Department Name: Federal Programs

Division Name: Educational Services

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

Prefix:

* First Name: Emy

Middle Name:

* Last Name: Flores

Suffix:

Title: Project Director

Organizational Affiliation:

* Telephone Number: 714 543 3807 X 8129

Fax Number: 714 543 3852

* Email: emyconis@yahoo.com

THINK Together

2100 E. Fourth Street, Suite 200
Santa Ana, CA 92705

P: 714.543.3807
F: 714.543.3852

www.thinktogether.org

US Department of Education
400 Maryland Avenue Room SW.,
Room 4W217 Washington, DC 20202-5970
Attn: Michelle Armstrong

Michelle,

Enclosed please find the hard copy of the application we submitted electronically.
We are pleased to now be in the competition and we are looking forward to hearing back from the U.S Department of Education.

Kind Regards,

Elizabeth Morales
Program Manager
Supplemental Educational Services
THINKtogether.org
2100 East Fourth St. #200
Santa Ana, Ca. 92705
emorales@thinktogether.org
714-543-3807 ext 8166
714-623-6794 Cell

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

Application for Federal Assistance SF-424

Version 02

* 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: 08/14/2008

4. Applicant Identifier: 076061712

5a. Federal Entity Identifier: 956002823

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Santa Ana Unified School District

* b. Employer/Taxpayer Identification Number (EIN/TIN): 95-6002823

* c. Organizational DUNS: 076061712

d. Address:

* Street1: 1601 East Chestnut Avenue.

Street2:

* City: Santa Ana

County: Orange

* State: CA: California

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 92701

e. Organizational Unit:

Department Name: State and Federal Programs

Division Name: Educational Services

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

Prefix:

* First Name: Emy

Middle Name:

* Last Name: Flores

Suffix:

Title: Project Director

Organizational Affiliation: School District

* Telephone Number: 714 543 3807 X 8129

Fax Number: 714 543 3852

* Email: emydonis@yahoo.com

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

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.287

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.):

Santa Ana, Orange County, California.

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

Partnership Demonstration between High Quality Supplemental Educational Services and After-School Programs.

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

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

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: CA-047
* b. Program/Project: CA-047

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 09/01/2008
* b. End Date: 06/30/2011

18. Estimated Funding ($):

* a. Federal	1,300,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	1,300,000.00

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

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

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

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

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

☐ Yes ☒ No 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:	
* First Name:	Jane
Middle Name:	A.
* Last Name:	Russo
Suffix:	
* Title:	Superintendent
* Telephone Number:	714 558 5512
Fax Number:	714 558 5610
* Email:	jane.russo@sausd.us
* Signature of Authorized Representative:	Antonette Roberto
* Date Signed:	08/14/2008

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.

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

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

Address:

* Street1: 2100 East Fourth Street
Street2: Suite 200
* City: Santa Ana
County:
* State: CA: California
* Zip Code: 92705
* Country: USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

714 543 3807 714 543 3852

Email Address:

emydonis@yahoo.com

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: N/A

Please attach an explanation Narrative:

Human Subjects.form.docx Add Attachment Delete Attachment View Attachment

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

OMB Control Number: 1890-0018

Expiration Date: 02/28/2011

* Name of Institution/Organization

Santa Ana Unified School District

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	171,125.00	159,875.00	159,875.00			490,875.00
2. Fringe Benefits	34,225.00	31,975.00	31,975.00			98,175.00
3. Travel	1,400.00	1,400.00	1,400.00			4,200.00
4. Equipment						
5. Supplies	60,000.00	66,000.00	72,000.00			198,000.00
6. Contractual	135,000.00	135,000.00	135,000.00			405,000.00
7. Construction						
8. Other	15,050.00	15,050.00	15,050.00			45,150.00
9. Total Direct Costs (lines 1-8)	416,800.00	409,300.00	415,300.00			1,241,400.00
10. Indirect Costs*	14,600.00	14,400.00	14,600.00			43,600.00
11. Training Stipends	5,000.00	5,000.00	5,000.00			15,000.00
12. Total Costs (lines 9-11)	436,400.00	428,700.00	434,900.00			1,300,000.00

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

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

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

* Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2008 To: 06/30/2009 (mm/dd/yyyy)

* Approving Federal agency: [ ] ED [X] Other (please specify): California Department of Education

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

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

* Name of Institution/Organization	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.	
Santa Ana Unified School District		

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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

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.

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
Antonette Roberto	Superintendent
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Santa Ana Unified School District	08/14/2008

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

Santa Ana Unified School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: | * First Name: Jane | Middle Name: A.

* Last Name: Russo | Suffix:

* Title: Superintendent

* SIGNATURE: Antonette Roberto | * DATE: 08/14/2008

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: Santa Ana Unified School District

*Street 1: 1601 East Chestnut Avenue Street 2:

*City: Santa Ana State: Zip: 92701

Congressional District, if known: 47

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

6. * Federal Department/Agency:

U.S. 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:*

84.287

9. Award Amount, *if known:*

$ 1,300,000.00

10. a. Name and Address of Lobbying Registrant:

Prefix: *First Name: Jane Middle Name: A.

*Last Name: Russo Suffix:

*Street 1: 1601 East Chestnut Avenue Street 2:

*City: Santa Ana State: CA: California Zip: 92701

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

Prefix: *First Name: Emy Middle Name:

*Last Name: Flores Suffix:

*Street 1: 2100 E. Fourth Street Street 2: Suite 200

*City: Santa Ana State: CA: California Zip: 92705

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: Antonette Roberto

*Name: Prefix: * First Name: Jane Middle Name: A.

* Last Name: Russo Suffix:

Title: Superintendent Telephone No.: 714 558 5501 Date: 08/14/2008

Federal Use Only:

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name: Santa Ana Unified School District

Applicant's DUNS Name: 076061712

Federal Program: High-Quality Supplemental Educational Services and After-School Partnerships Demons

CFDA Number: 84.287

1. Has the applicant ever received a grant or contract from the Federal government?

   ☒ Yes ☐ No

2. Is the applicant a faith-based organization?

   ☐ Yes ☒ No

3. Is the applicant a secular organization?

   ☐ Yes ☒ No

4. Does the applicant have 501(c)(3) status?

   ☐ Yes ☒ No

5. Is the applicant a local affiliate of a national organization?

   ☐ Yes ☒ No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

   ☐ 3 or Fewer ☐ 15-50

   ☐ 4-5 ☐ 51-100

   ☐ 6-14 ☒ over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

   ☐ Less Than $150,000

   ☐ $150,000 - $299,999

   ☐ $300,000 - $499,999

   ☐ $500,000 - $999,999

   ☐ $1,000,000 - $4,999,999

   ☒ $5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.

2. Self-identify.

3. Self-identify.

4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.

5. Self-explanatory.

6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.

7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

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 **1890-0014**. The time required to complete this information collection is estimated to average five (5) minutes 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: The Agency Contact listed in this grant application package.

OMB Control No. 1890-0007 (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.

GENERAL EDUCATION PROVISIONS ACT.docx | Add Attachment | Delete Attachment | View Attachment

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- 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.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: Abstract Narrative.docx | Add Attachment | Delete Attachment | View Attachment

Budget Narrative File(s)

* Mandatory Budget Narrative Filename: Budget Narrative.xlsx

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

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

Project Narrative File(s)

* Mandatory Project Narrative File Filename: Prgm Nrrtv 25 pg.pdf

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Other Attachment File(s)

* Mandatory Other Attachment Filename: Other Narrative Table of Contents.docx

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Non-Exempt Human Subjects Research Narrative
SAUSD/THINK Together with UC Irvine
August 12, 2008

1. **Human Subjects Involvement and Characteristics**
Human Subjects will be involved with this study through surveys, interviews and/or observations as follows:

Principals at the program site (up to 43): Will be surveyed once throughout year to gather data on their perceptions of the quality of the program including effectiveness related to producing academic gains for students.

Teachers at the program sites (a sample relative to the number of students enrolled in SES and THINK After-School, about 25): Will be surveyed once throughout year to gather data on their perceptions of the quality of the program including effectiveness related to producing academic gains for students.

Parents of children both in THINK Together After-School and SES (a sample relative to the number of students enrolled in SES and THINK After-School, about 30): Will be asked through a survey and/or a focus group to complete a short survey regarding their reasons for enrolling their child or not enrolling their child in the SES component.

Students in 3rd-8th grade, both in THINK Together After-School and SES (a sample relative to the number of students enrolled in SES and THINK After-School, about 125/site): Students in 3rd grade and up will be targeted for completion of the THINK Together pre and post surveys which will include a number of indicators examining growth in the number of positive adult relationships they have experienced over the few months. Younger students will not be surveyed due to their age.

THINK Together After-School and SES staff (up to 5 per site): Will be surveyed to obtain feedback on quality of the management structure of this blended model.

2. **Sources of Materials**
   a. Survey data will be obtained through a data collection system used by THINK Together called Survey Monkey and will not include student-identifiers. Demographic and after-school program attendance data will also be obtained from the existing THINK Together student database system called Youth Services. This data will be collected previous to the implementation of this study.

3. **Recruitment and Informed Consent**
   a. Students will be recruited by Site Coordinators into the programs through informational flyers, parent meetings, school announcements, back to school nights, etc. Upon Registration into any THINK Together program, parents must indicate through a signature whether or not they give consent for their child to participate in surveys and whether or not they give consent for the district to share

their child's achievement data with THINK Together. This data is housed in Youth Services and available to Site Coordinators as well as THINK administrative staff.

4. **Potential Risks**
   a. This research poses no known risk to the subjects involved.

5. **Protection Against Risk**
   a. Risks will be minimized by reminding all subjects participating in the study that they can refuse to answer any question at any time.
   b. Confidentiality of the subjects will be assured by assigning each participant a student identifier.

6. **Importance of the Knowledge to Be Gained**
   a. It is important to include human subjects in this evaluation because it will contribute to developing a better understanding of how after school resources can best be leveraged to meet the individual needs of students. Perspectives from all stakeholders, in combination with academic achievement data will provide triangulated data that will help ensure the reliability and validity of this study and the ability for the model to be replicated.

7. **Collaborating Sites:** The 43 sites on the following page all receive 21stCCLC funding and will also be eligible to participate in SES.

SAUSD 21stCCLC Schools Eligible for SES-Program Improvement (PI)
*Adams Elementary
Davis Elementary
Diamond Elementary
*Edison Elementary
Esqueda Elementary
*Franklin Elementary
Fremont Elementary
*Garfield Elementary
*Heninger Elementary
Hoover Elementary
Jackson Elementary
Kennedy Elementary
King Elementary
Lincoln Elementary
Lowell Elementary
Madison Elementary
Martin Elementary

SAUSD 21stCCLC Schools Eligible for SES-Non-Program Improvement
Carver Elementary
Harvey Elementary
Jefferson Elementary
*Madison Elementary
Monroe Elementary
*Muir Fundamental Elementary
*Santiago Elementary
Taft Elementary
Thorpe Fundamental
Mac Arthur Fundamental Intermediate
Mendez Fundamental Intermediate

*Monte Vista Elementary
Muir Elementary
Pio Pico Elementary
Remington Elementary
Romero-Cruz Elementary
Roosevelt Elementary
*Sepulveda Elementary
Walker Elementary
Washington Elementary
Wilson Elementary
*Carr Intermediate
*Lathrop Intermediate
McFadden Intermediate
Sierra Intermediate
Spurgeon Intermediate
Villa Fundamental Intermediate
*Willard Intermediate

GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

Students and families in SAUSD face many barriers resulting in low academic achievement. The following are the barriers and a description of the steps Santa Ana Unified School District, in collaboration with THINK Together, provider of Supplemental Educational Services and 21st CCLC After-School programs, will take to ensure equitable access to, and participation in, its Federally-assisted program for students and other program beneficiaries with special needs.

Barrier #1: 55.9% of students in SAUSD lack proficiency in English.

THINK Together trains staff to understand the needs of English Learners. Instructors differentiate instruction to meet students' English Development Level needs while providing meaningful access to grade-level academic content in English-language Arts and Mathematics. Differentiated instruction is based on the English Learner's proficiency level enabling the speed of students' acquisition of English and access to the core curriculum. Instructors use English Development Standards and guide students through a sequence of tasks: Preparing the Learner, Interacting with the Text, and Extending the Learning. Instructors are trained to differentiate instruction and incorporate scaffolds to support the learner. Such scaffolds include modeling, bridging, and contextualization. Central to our program is the development of background knowledge and focus on academic language.

SAUSD and Think Together understand the need to provide on-going professional development focused on teaching to English Learners. Each year, we will conduct a needs assessment to have a clearer picture of staff development needs. This year, to better meet the needs of our English

Learners, we continue to focus training on Academic Vocabulary Development with training on the following topics:

- High-frequency word lists to inform selection of vocabulary for robust instruction
- Guidelines for selecting vocabulary to teach at critical lesson phases
- Strategies to introduce central lesson concepts and build background knowledge
- Strategies to pre-teach high priority academic "tool kit" vocabulary
- Strategies that build word consciousness and word attack skills
- Academic vocabulary study methods
- Practical and efficient generative vocabulary assessments

Barrier #2: 9.14% of students in SAUSD have an Individualized Educational Program and receive Special Education services.

Students with disabilities will also have access to the instructional program. THINK Together Lead teachers and instructors are involved in ongoing training on how to differentiate instruction to meet the needs of students with special needs. Instructors will review each special needs student's Individualized Educational Plan to design an instructional plan that meets students' learning goals and objectives. Students with special needs will have access to the program through the following:

- Larger Print
- Extended time on exams available in a distraction free environment
- Use of calculator
- Use of tape recorder
- Books on tape
- Loan of CD players for recorded texts

- Use of manipulatives in Mathematics
- Smaller group instruction
- One-to one instruction when requested

Upon working with students, THINK Together will review student data such as CST, STAR and district benchmarks data, and conduct a pre-assessment based on grade level standards. In the case of special education students or students with 504 plans, THINK Together will review IEP goals and objectives to define needs. THINK Together will also review other student data such as their English Proficiency scores to identify students' language proficiency levels. Lead teachers and instructors will use student data to develop clear and appropriate learning goals for students. This will allow instructors to modify instructions to meet the learning needs of students. THINK Together will assess students when they begin their tutorial program and after every 20 sessions of the program.

Barrier #3: Families do not know about programs offered and many of them do not speak English.

There is a great need to inform parents about the services available to their students in SAUSD. SAUSD and THINK Together understand the need to communicate with parents so they may become our educational partners. Our plan for disseminating information about the program to the community is as follows: THINK Together and SAUSD have a multi-pronged communications strategy to reach constituencies for this program at both the school site level and broader community level. At the school site level, parents will receive a letter/flyer from the principal with information about the program, translated into all languages relevant for each school. They will also be invited to Supplemental Educational Services fairs to meet and select their SES provider. Parents of students in the program will then be invited back for a parent

orientation meeting and periodic parent meetings/family nights. Community partners will also both receive and disseminate information about the program. In order to uphold our commitment to maintaining positive relations with parents and school staff, information about the program will also be disseminated to teachers and other school personnel on an ongoing basis. Program staff will also make periodic presentations to the School Board and feed human interest stories to the local media. THINK Together will utilize its existing Marketing and Communications Department as well as the district Public Information Office to support these efforts.

Name and address of organization:

Santa Ana Unified School District

1601 East Chestnut Avenue

Santa Ana, CA 92701

Contact Information

Emy Flores

(714) 543-3807 X8129

eflores@thinktogether.org

Project Title: High Quality Supplemental Educational Services and After-School Partnerships Demonstration Project **SES Provider for the project:** THINK Together
SES Services: Language Arts, Mathematics **Estimated number of students to be served:** Year One =1200 students, Year Two=1600 students, Year Three = 2000 students. **Frequency of services to be provided:** One-hour sessions, two to three times per week for a total 60 sessions.

Major project goals and objectives:

Goal One: Increase the number of eligible students who enroll in THINK Together SES. ***Objectives:*** *Year One:* Enroll at least 15% of THINK Together students in SES. *Year Two:* Enroll at least 20% of THINK Together students in SES. *Year Three:* Enroll at least 25% of THINK Together students in SES

Goal Two: Increase the number of eligible students who complete full programs of THINK Together SES. ***Objectives:*** *Year One:* Target 100% for Year 1 completion rate. *Year Two:* Maintain (if 100%) or increase Year 1 completion rate by 10%. *Year Three:* Maintain (if 100%) or increase Year 2 completion rate by 10%.

Goal Three: Increase the percentage of enrolled students who improve their academic performance on the California State Tests (CSTs), in Language Arts or Math. ***Objectives:*** *Year One:* Show statistically significant gains on CST Language Arts and/or Math performance for THINK Together SES participants that are above the means for each of the following: 1) students overall in the district, 2) students only participating in SES, 3) students only participating in THINK Together, and 4) students on the waiting list for THINK Together and/or SES. *Year Two:* Increase Year 1 gains by 10% for THINK Together SES participants. *Year Three:* Increase Year 2 gain by 10% for THINK Together SES participants.

Goal Four: Increase students' sense of having positive, supportive relationships with adults and peers. ***Objectives:*** *Year One:* 70% of all THINK Together SES students who complete full sessions will maintain or improve their sense of having positive, supportive relationships with adults and peers. *Year Two:* 80% of all THINK Together SES students who complete full sessions will maintain or improve their sense of having positive, supportive relationships with adults and peers. *Year Three:* 90% of all THINK Together SES students who complete full sessions will maintain or improve their sense of having positive, supportive relationships with adults and peers.

Budget Line Item	Budget Category	Amt. Y1	Amt. Y2	Amt. Y3	Total Amt.	Description
External Evaluation - UCI	Contractual	135,000	135,000	135,000	405,000	University of California Irvine will conduct intensive evaluation focused on academic impact of the High Quality Supplemental Educational Services (SES) and After-School Partnership. The annual contracted amount covers project oversight by UCI Senior Research Specialist, dedicated UCI Project Manager, cost of part time doctoral student intern, and required materials and supplies.
SES Support - Pgm Mgr	Personnel	48,750	48,750	48,750	146,250	Allocation (65%) of direct salary costs of High Quality Supplemental Educational Services (SES) and After-School Partnership Program Manager. Primary duties will be to ensure the alignment of SES and 21stCCLC program curriculum with the curriculum delivered during the regular school day, as well as alignment of program with State Standards. To ensure alignment, the Program Manager will conduct ongoing meetings and work directly with district personnel, school site staff, SES/21stCCLC program staff, and SES/21stCCLC curriculum development staff.
SES Support - Pgm. Mgr	Fringe Benefits	9,750	9,750	9,750	29,250	Payroll taxes and medical benefits associated with Program Manager.
Evaluation Support - Eval. Dir.	Personnel	9,500	9,500	9,500	28,500	Allocation of grant to fund 10% of the salary of the Director of Evaluation who will help coordinate the evaluation effort of UCI and ongoing program assessments of student achievement.
Evaluation Support - Eval. Dir.	Fringe Benefits	1,900	1,900	1,900	5,700	Payroll taxes and medical benefits associated with allocated Director of Evaluation's salary.
Evaluation Support - Eval. Admin.	Personnel	25,000	25,000	25,000	75,000	Allocated administrative support to oversee data collection, identifying student learning needs, and delivering data to program staff to aid in decisions around instruction alignment to address specific student learning needs.
Evaluation Support - Eval. Admin.	Fringe Benefits	5,000	5,000	5,000	15,000	Payroll taxes and medical benefits associated with Allocated Administrative support for Evaluation
SES Support - SES Dir.	Personnel	17,250	17,250	17,250	51,750	Allocation of Project Director's Time– THINK Together's SES General Manager will be the Project Director overseeing SES programs including alignment of SES curriculum with After-School program and regular school day and to ensure high quality SES services are being delivered in partnership with the after school program.
SES Support - SES Dir.	Fringe Benefits	3,450	3,450	3,450	10,350	Payroll taxes and medical benefits associated with allocation of Project Director's time.
21st CCLC Support - GM	Personnel	18,000	18,000	18,000	54,000	Allocation of After-School General Manager's Time – THINK Together's General Manager of After-School programs will ensure that the After -School curriculum aligns with the curriculum used by THINK Together's SES program and that it supports the regular school day program. The GM will ensure that high quality After-School services are being delivered in partnership with the SES program.
21st CCLC Support - GM	Fringe Benefits	3,600	3,600	3,600	10,800	Payroll taxes and medical benefits associated with allocation of After-School General Manager's time.
21st CCLC Support - SC's	Personnel	37,625	37,625	37,625	112,875	Provide funding for Site Coordinator's time for ongoing planning, meetings and training for the coordination of services with SAUSD staff, THINK Together SES and After-School staff to address student needs and ensure curriculum alignment.
21st CCLC Support - SC's	Fringe Benefits	7,525	7,525	7,525	22,575	Payroll taxes and medical benefits associated with allocation of Site Coordinators' time
Data Management Support	Personnel	15,000	3,750	3,750	22,500	Allocation of Director of Program and Operations– grant will fund salary to support the development and management of the the data collection system used to collect student attendance and achievement data.
Data Management Support	Fringe Benefits	3,000	750	750	4,500	Payroll taxes and medical benefits associated with allocation Director of Program and Operations.
Data Management Software	Other	15,050	15,050	15,050	45,150	Provide funding for the annual license fee associated with data collection software to track attendance and student achievement.
Technology Supplies	Supplies	2,000	2,000	2,000	6,000	Miscellaneous technology related expenses
Instructional Supplies	Supplies	18,000	24,000	30,000	72,000	Fund curriculum related expenses, including student incentive expenses to encourage continued student participation and completion of the SES and After-School programs. Most standard program curriculum costs are already funded under other revenue.
Marketing/Advertising	Supplies	40,000	40,000	40,000	120,000	Marketing/Advertising - Funding for marketing and advertising expenses in promoting enrollment and participation in SES program. These expenses include design, printing and distribution of flyers, newspaper ads, parent meetings and SES fairs.
Training	Training Stipends	5,000	5,000	5,000	15,000	Seminars and conferences relating to professional development of TT staff
Travel	Travel	1,400	1,400	1,400	4,200	Mileage reimbursent for staff
Total Direct		421,800	414,300	420,300	1,256,400	
Indirect Costs	Indirect Costs	14,600	14,400	14,600	43,600	Indirect costs calcualted at SAUSD's allowed indirect cost rate for FY 2008-2009
Total		436,400	428,700	434,900	1,300,000	

High Quality Supplemental Educational Services and

After-School Partner Demonstration Project

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(1) Quality of the Project Design

(i) Demonstrated need to be met: The need for *High Quality Supplemental Educational Services (SES) and After-School Partnership* programs in the Santa Ana Unified School District (SAUSD) is evidenced in district, state and census data.

SAUSD # of Schools	Enrollment	FRL	06-07 API	ELA % Lacking Proficiency	Mathematics	Projected Student Enrollment
43	38,997	81.37%	691	71.51%	61.12%	7886

Student Academic Performance: API scores: To encourage schools to improve achievement for all students on the California Standards Tests (CSTs), the state of California computes annual Academic Performance Indicators (API) for each school based upon a state-wide performance target on a scale ranging from a low of 200 to a high of 1000. Each school and each student subgroup is then given a growth target for the following school year. In 2007, the average API score for the forty-three schools was 691, up 22 points from the 2007 average API score of 669, but still 130 points below the state target of 800.

The 2007 API score for SAUSD represents results on the 2006-2007 California Standards Test (CST) in English/Language Arts and Math, revealing that approximately 72 percent of the 57,286 students in the district lack proficiency in English/Language Arts and 71 percent are below proficient in Math. The total enrollment for all forty-three schools currently receiving 21st CCLC funding is 38,997 students; 71.5 percent of these students scored below proficient in Language Arts and 61 percent scored below proficient in Math. Program Improvement (PI) Status: The continued low performance on the CSTs has resulted in a majority (32) of the forty-three schools receiving 21st Century Community Learning Centers (21st CCLC) Program funding

becoming Program Improvement Schools. One of the forty-three schools is in PI year one, three are in PI year two, two are in PI year three, fourteen are in PI year four, and twelve are in PI year five. Students eligible for Title I: The forty-three schools represented in this application are Title I schools with a combined enrollment of 38,997 students; thirty-two of the forty-three schools are Program Improvement Schools. Students eligible for FRL: An average of 81.37 percent of all students in the forty-three schools are eligible for the Free/Reduced Lunch (FRL) program for 2007-2008. Given past demographic trends, the percentage should remain the same or close during the 08-09 academic year. Juvenile crime rates: California Department of Education data for the forty-three schools in this application shows that, during the 2006-2007 academic year, 115 students were expelled and 3,036 were suspended. The expulsions were related to substance and drug abuse and the suspensions were primarily related to disruption of school activities or willful defiance and secondarily, inflicting physical injury to another person. Regular School Day Attendance and truancy rates: California Department of Education data shows a truancy rate average for all forty-three schools is 17.17 percent involving a total of approximately 6,600 students. Attendance rates are just over 97 percent, respectively. Unmet need for programs: In addition to the low academic performance, U.S. Census 2000 data shows that 49 percent of the residents in the city of Santa Ana over the age of 25 have not earned a high school diploma. Despite the obvious need for significant additional academic support that helps these students succeed in school and prepare for higher education, current 21stCCLC funding and other state funding is only available for approximately 5000 (about 12%) of the 38,997 eligible students in the district, three quarters of which live in poverty and have few opportunities to participate in enrichment activities or engage in sports or other activities that promote physical fitness. Students at schools that receive 21stCCLC funding have access to

high-quality, academically-based, comprehensive after-school programming in a safe, supportive environment, giving them a distinct advantage over students who don't have such an opportunity. However, while the after-school program offers a strong academic component, it does so at a 20:1 student to staff ratio, conducive to whole-group instruction, not to the often-needed one-on-one instruction. An additional Supplemental Educational Services (SES) component, at a 5:1 student to staff ratio, would strengthen the services that these students currently receive by providing targeted standards-based instruction designed and delivered with the purpose of meeting the *individual* academic learning needs of each student. In the same manner, students who only participate in SES services are not currently targeted to engage in additional homework assistance, additional academic and recreational enrichment opportunities provided by the 21stCCLC programs, opportunities which would significantly contribute to their overall well-being.

Anticipated Student Attendance: SAUSD has recently contracted with THINK Together to manage and operate all 43 schools receiving 21stCCLC funding, for both base and supplemental funding. This represents a significant expansion from the 13 sites THINK Together operated in 2007-2008. The expansion will occur in a phase-in process over the next few years, with additional sites being added each year. Currently the SAUSD After-School program is operating at, or near full capacity at all currently-funded sites, however, SAUSD and THINK Together will work together to recruit and retain the students most in need of after-school programming, specifically targeting students most likely to benefit from both SES and after-school services.

(ii) Objectives and Expected Outcomes

In order to ensure an effective program, this proposal includes the following four performance measures. The related objectives and expected outcomes as outlined in the following charts.

PERFORMANCE INDICATOR/ GOAL #1		Year 1 2008-2009	Year 2 2009-2010	Year 3 2010-2011
Increase the number of students who enroll in THINK Together SES		Enroll at least 15% of THINK Together students in SES	Enroll at least 20% of THINK Together students in SES	Enroll at least 25% of THINK Together students in SES
		Methods and Types of Data to be Examined to Monitor Progress toward Project Objectives		
Major Impact Area on which to Report	Management-Roles & Responsibilities	Use program observations and surveys of both THINK afterschool and SES staff, principals and parents, to examine effectiveness of the management structure as it relates to logistics and responsibilities for enrollment, including recruitment, including potential barriers related to the systems developed for enrolling students in SES and how students most in need were targeted, communication between programs and relationship building with key stakeholders such as parent groups, as well as district administration.	Examine SES management structure in light of Year 1 and 2 management assessment and Year 1 and 2 student achievement outcomes, refining, as needed, any program implementation processes, and/or job descriptions, role clarifications, scope of duties, etc.
	Implementation-Recruitment Strategeis	Use staff surveys of both THINK Together afterschool and SES staff to identify effective and replicable marketing strategies used to target the following groups of students for enrollment in THINK Together SES: 1) students previously enrolled in SES, 2) students currenty enrolled in THINK Together but not in SES, 3) students not in THINK Together or SES but in need of SES services. Collect data from parents through surveys or focus groups to understand why parents of students in the THINK Together afterschool program are or are not enrolling eligible students in the SES component.	Re-assess effectiveness of marketing strategies in light of achievement outcome data from Year 1 and Year 2 particpants; determine strategy to market value-add of SES model to parents, including examining which staff should be most responsible for increasing enrollment. Use survey and interview outcomes to help identify reasons parents do not enroll students in SES and address these issues.
	Effectiveness-Evidence of Increased Enrollment	Establish baseline enrollment data by identifying the percentage of afterschool program students enrolled in THINK Together SES. Disaggregate by demographics and program dosage. Examine student demographic and attendance data of Year 1 participants to determine trends in which students are enrolling in the program. Identify non-THINK Together students that ended up enrolling in THINK Together SES; refine and develop recruitment efforts as needed to maximize enrollment in Year 2.	Use Year 1 data to develop surveys and interviews of principals, parents, students and staff to better understand effectiveness of strategies used to increase overall enrollment in program and to understand the perceived value-add of this blended model. Continue to examine trends in enrollment.

PERFORMANCE INDICATOR/GOAL #2		Year 1 2008-2009	Year 2 2009-2010	Year 3 2010-2011
Increase the number of eligible students who complete full programs of THINK Together SES		Target 80% for Year 1 completion rate.	Maintain (if 100%) or increase Year 1 completion rate by 10%	Maintain (if 100%) or increase Year 2 completion rate by 10%
		Methods and Types of Data to be Examined to Monitor Progress toward Project Objectives		
Major Impact Area on which to Report	Management-Systems	Use program observations, interviews and/or surveys of both frontline and administrative THINK Together and SES staff as well as students to examine the perceived effectiveness of the retainment strategies.	Project manager and SES staff will examine demographics of Year 1 participants by dosage and completion rates to refine and improve Years 2 and 3 recruitment and retention strategy.	
	Implementation-Strategies	Collect survey data on strategies used to recruit and retain students/site	Use enrollment and completion data to examine effectiveness of incentive system; compare to overall completion rate at district.	
	Effectiveness-Evidence	Identify parent motivation for enrolling student in SES services through survey or interview; will serve as baseline for helping to measure completion rates.	Identify outcomes related to dosage in program relative to parent motivation for originally enrolling student in SES services; use in combination with other survey data from parents, students and administrtion to help determine factors related to students completing or not completing the program.	
	Effectiveness-Evidence	Collect program data on completion rates/site/demographics.	Identify trends in enrollment and completion rates in Year 1 and 2 within and between sites to help articulate any differences in recruitment/retainment stategies needed to be taken in multiple settings.	

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PERFORMANCE INDICATOR/ GOAL #3		Year 1 2008-2009	Year 2 2009-2010	Year 3 2010-2011
Increase the percentage of enrolled students who improve their academic performance on the California State Tests (CSTs), in Language Arts or Math.		Show statistically significant gains on CST Language Arts and/or Math performance for THINK Together SES participants that are above the means for each of the following: 1) students overall in the district, 2) students only participating in SES, 3) students only participating in THINK Together, 4) students participating in THINK Together SES, and 5) students on the waiting list for THINK Together and/or SES.	Increase Year 1 gains by 10% for THINK Together SES participants.	Increase Year 2 gains by 10% for THINK Together SES participants.
		Methods and Types of Data to be Examined to Monitor Progress toward Project Objectives		
Major Impact Area on which to Report	Management-Systems	Use staff surveys and interviews to identify replicable strategies used by SES staff to streamline process of communication between school, afterschool program staff and SES staff for continous academic alignment of pacing guides and/or curriuclum mapping with SES and THINK Together curriculum.	Examine SES management structure as defined through surveys and interviews as well as acheivement outcomes, refining, as needed role clarification, expectations, skill level necessary, duties, etc.	
	Management-Systems	Use interviews of staff to assess effectiveness of data collection processes/protocol including administering and reporting of benchmark assessments and CST data needed for identifying student needs.	Refine as needed data collection process for reporting SES enrollment, attendance, benchmark assessments and CST data. Consider purchasing Data Director Assesment Management System for repoprting student achievement.	
	Implementation-Strategies	Conduct staff surveys and interviews to identify strategies used to effectively identify student needs, develop related student achievement goals and deliver related curriculum.	Use achievement outcome data and survey/interview feedback to identify effective and replicable practices related to identifying and meeting student needs. Use outcomes to strengthen trainings.	
	Effectiveness-Evidence	Use formal and informal assessments including benchmark assesment to track students progress and identify learning needs. Provide monthly progress reports to parents and teachers.	Assess effectiveness and appropriateness of assessment cycle and assessments themselves in relation to student outcome achievement data.	
	Effectiveness-Evidence	Assess CST Language Arts and/or Math performance for THINK Together SES participants for statistical gains that are above the means for each of the target groups (see objetive above). Disaggregate by program dosage and longevity in program.		

(iii) After-School Services To Be Provided and Coordinated

THINK Together SES: THINK Together is a state approved Supplemental Educational Services Provider in California. This demonstration project proposes to facilitate the planning and coordination surrounding the blending of these two services into one innovative model. Students whose parents select THINK Together SES as their SES provider and who participate in the THINK Together After-School program will receive SES intervention two to three times per week for one hour each session. They will be tutored in a small group setting and return to their After-School program at the end of their tutoring session.

THINK Together SES lead teachers and instructors are trained to deliver standards -based instruction. In addition, they are trained to address English Language Development Standards when working with English Learners and to modify instruction to meet 504 plans and the IEP goals and objectives of students with special needs.

The SES intervention program addresses the learning gaps among delayed readers and those struggling in Mathematics. Intervention services involve task analysis of unmet standards, and the development of individual learning plans to gain mastery of prerequisite skills leading to proficiency in the grade level standards.

English-Language Arts: The THINK Together SES intervention program in English-language Arts is modeled after the Wright Group's *Fast Track* and accelerates delayed readers to grade-level proficiency. The curriculum aligns with the California State Standards. The intervention program focuses on three major instructional strands, Word Study, Comprehension, and Fluency. These strands work together to provide explicit, direct and systematic instruction. Within each of these strands, a systematic cycle of instruction addresses assessment, evaluation, teaching, coaching and application.

At the heart of the acceleration model, is the need for specific, timely, individual assessment of each participant. Entry level diagnostic materials are highly specific in nature. Within the word work strand, students are pre-tested on twelve aspects of phonological awareness and phonics. These include phonemic blending, segmenting, additions, deletions, and substitutions: also, vowel patterns (short and long vowels, open syllables, r-controlled, v-c-silent e, diphthongs, and digraphs). Students complete exercises in the application of structural analysis skills, forming contractions, decoding compound words, identifying affixes, and root words, and dividing words into syllables. In addition, children are tested on orthographic skills, knowledge of homophones, synonyms, antonyms, idiomatic expressions, and figurative language. Comprehension is developed through the use of the reciprocal teaching process, and measured by summarizing or question response. A review and analysis of student assessment data determines the students' placement in appropriate instructional reading levels. Most students do not need all the materials and teachers are advised to move to a higher level as rapidly as possible according to ongoing assessment of the pupil's fluency through repeated reading with leveled passages beginning at first grade, vocabulary growth, and independent use of meaning-making strategies.

The self-paced fluency strand is highly motivational to students. Through time repeated readings, they seek to reach grade-level appropriate goals of words read per minute with 95% or greater accuracy. When this goal is achieved, students' progress to a slightly more difficult passage and the practice cycle begins again. Armed with this itemized data, the THINK Together SES teachers and instructors can make appropriate instructional decisions regarding the starting point for remediation and can develop short and long-range plans for acceleration.

Mathematics: THINK Together SES has the ultimate goal to help students succeed in

Mathematics when working independently. In addition to using the contextual teaching strategies, THINK Together SES has identified eleven strategies students must apply to successfully problem solve when working independently. These are the same strategies taught, practiced and applied throughout the THINK Together SES intervention program. Each math lesson is designed for students to practice the application of such strategies within a controlled context. Lead teachers and instructors first guide students through a computation lesson based on the skills students need to use to problem solve. Then, they introduce a strategy that helps students solve word problems. They guide students through word problems and explicitly explain how the strategy(ies) help them solve the problem. Lastly, students practice the computation skill with the Mathematics strategy(ies) they have learned. This is done through Mathematics-based games that actively engage students while reducing stress and making learning fun. Each game helps students master their Mathematics skills with much more ease and enjoyment than with flash cards and "drill and practice" worksheets.

THINK Together After-School Program: SAUSD has contracted with THINK Together to provide an effective After-School program that operates each school day from after school until 6:00 p.m. The goal is to improve the academic performance and scholastic success of low-achieving students by providing high-quality academic programming after school. To meet this goal, the program offers students one hour each of homework help, academic enrichment in the core subjects of literacy, math and science, and one hour of physical fitness activities as well as arts, crafts, and creative educational games. THINK Together has designed programs that are intensive, researched-based, standards-based and aligned with the instructional program provided at SAUSD.

Homework Help: THINK Together After-School staff works with students individually or in

small groups to help them understand and complete daily assignments. Students work in a quiet environment with assistance from THINK Together After-School staff as well as trained volunteers from local colleges and universities.

Academic Enrichment: All students regularly participate in engaging academic enrichment in the areas of literacy, math, science, and nutrition education. Each lesson is linked to the California State Standards and supports themes used in the units of study in Open Court/Prentice Hall Language Arts and Houghton Mifflin Mathematics.

Literacy Enrichment (KidzLit): Improving English language and literacy skills for program participants is accomplished through a two-pronged approach involving the After-School KidzLit© curriculum and the Reading A to Z© reading fluency development program. KidzLit is a reading enrichment program designed specifically for paraprofessional educators to use in out-of-school settings for students in grades K-8. The program is aligned with the California State Standards and the standards. KidzLit uses high quality children's literature that exposes students to "big ideas" that foster character development, encouraging them to grapple with concepts, such as responsibility, respect, perseverance, and multi-cultural understanding. Students engage in a variety of multidisciplinary activities that help them make connections between the story and their own lives through group discussion, art, dramatics, movement and a variety of writing activities. The program develops vocabulary and builds comprehension skills while promoting children's motivation and capacity to read. The After-School KidzLit materials *support regular school day* instruction by promoting enthusiasm for reading, additional vocabulary development, and improved social behavior as well as the academic standards students are learning.

Math Enrichment: The Creative Teaching Press© (CTP) Math Centers curriculum aligns with the California State Standards. Each center is devoted to a math topic and has three hands-on

activities. Activities also emphasize discussion of standards-based math concepts, such as describing relationships, using math language, and explaining the results of mathematical explorations. Four brief daily activities augment the CTP curriculum, focusing on math vocabulary, fact memorization, standard-specific work, and small group follow up games and activities on the standard.

Santa Ana Unified School District uses Open Court Language Arts for grades K-5, Prentice Hall Language Arts for grades 6-8 and Houghton Mifflin for mathematics for grades 6-8. It has pacing guides for each academic series and thematic units of study at some school sites. SAUSD principals and teachers will work with THINK Together After-School staff in the recruitment and program retention of students by articulating academic and developmental needs of students, including reporting of test scores and school day attendance as well as current standards and thematic units being addressed in the regular school day. SAUSD will also include THINK Together staff in grade-level teacher meetings as well as site council and PTA meetings in order to help ensure the integration of the After-School and SES programs into the school plan. THINK Together's responsibilities will include the day to day operation of the After-School and SES programs including provision of staff, materials, management and supervision, and volunteer recruitment for the designated program site. THINK Together will work collaboratively with the District on planning, designing, governance, operational management, and evaluation to provide a high-quality, program. THINK Together After-School will coordinate the academic assistance, homework support, and enrichment portions of the After-School program and provide materials and tools to perform these services, maintaining ongoing communication between THINK Together After-School staff and school staff that will allow THINK Together After-School to coordinate curriculum and activities with current academic

goals of teachers and administrators. THINK Together After-School will also work with the District to ensure a comprehensive annual program evaluation plan and drive financial sustainability by seeking and utilizing agency-awarded funds to support the program.

In regards to SES, SAUSD will allow THINK Together SES the use to facilities, making services easily accessible to all students. THINK Together will continue to work with SAUSD to align the After-School program and the SES program with the curriculum used in SAUSD, using district curriculum pacing calendars and thematic units of study. THINK Together After-School will work with the school to analyze aggregate student performance data and use this analysis at a program-wide level to make informed curricula and instructional decisions. THINK Together SES will disaggregate this data to examine student-level performance data using it to develop student-specific achievement goals.

One significant asset of the THINK Together model is the full time Site Coordinator whose functions address the needs of students participating in THINK Together After-School and THINK Together SES. Full time Site Coordinators offer the advantage of being on the school site all day, typically from 9 to 6, maximizing the opportunity for communication with parents and the instructional day staff. They will provide logistical support and address concerns brought up by parents and school staff during regular school hours in regards to the After-School program and SES. Site coordinators will assume the role of liaisons between parents, students, school staff and THINK Together After-School and THINK Together SES.

Each Site Coordinator will schedule on-going meetings with the principal to address any questions and/or concerns and to ensure alignment of program activities to school goals and academic standards. During these meetings, they will also address program attendance, curriculum, recruitment needs, facilities usage, emergency procedures/drills, and other special

needs. In collaboration with the principal, the Site Coordinator will also attend regular staff meetings, school site council meetings and Title I parent meetings to present program goals and objectives, and address questions and/or concerns.

(2) Adequacy of Resources (15pts)

(i) Adequacy of the instructional program to be provided to students.

As described in section (1), The instructional program provided by THINK Together SES is intensive, researched-based, consistent with the English/Language Arts and Mathematics instructional programs used at SAUSD, and aligned with California State Standards. The Language Arts curriculum accelerate delayed readers to grade-level proficiency as quickly as possible by helping the SES instructor accurately assess student needs and then deliver informed, intensive, targeted instruction. It addresses Word Work, Comprehension, and Fluency strands. Within these strands, THINK Together SES is able to teach phonemic awareness, reading accuracy, comprehension, writing, guided and independent reading. The Mathematics curriculum used by THINK Together SES is skill-based, manipulative-rich curriculum by which students are taught strategies they need to problem solve independently. The research-based curriculum is designed to help students, especially reluctant learners, improve their math skills. The Mathematics curriculum helps students master difficult, but important math vocabulary words that deepen their mathematical understanding and communication skills. THINK Together SES staff consistently reinforce vocabulary and concepts presented in the classroom so they can be successful when working independently and in preparation for standardized tests.

(ii) Relevance and Demonstrated Commitment of Each Partner:

THINK Together's large implementation of after school programming in SAUSD has resulted from a committed and collaborative relationship between THINK Together and SAUSD

and has resulted in a thoughtful and specific list of service commitments that best meet the needs of students in SAUSD, as outlined in the attached MOU. These commitments include, but are not limited to use of facilities to the extent necessary for the operation of SES and the After-School program, and the inclusion in staff development as needed.

The strength of this collaboration is evidenced by the developing public/private partnership in Santa Ana which will include a variety of community partners. SAUSD and THINK Together will serve as Managing Partners. With the help of existing community partners, THINK Together will expand its existing matching funds contribution to more than $1 million per year to enable SAUSD meet its matching funds requirement under the grant and to expand services to SAUSD students. This public/private partnership will be governed by a Joint Governance Committee chaired by SAUSD Deputy Superintendent Cathie Olsky. The committee will have oversight responsibility for budget, labor, program delivery, resource development and evaluation.

To ensure effective programming and continuation of this collaborative relationship, and the sustainability of a high quality SES and After-School project, THINK Together has allocated funding for key positions which will be sustained through private funding at the end of the three-year grant funding cycle. THINK Together After-School has a highly-qualified General Manager (GM) assigned to Santa Ana with extensive experience in teaching, after school management and after school mentorship at a state-wide level. This GM will serve as a liaison to SAUSD to provide regular, on-going communication with school and district administrators, and to ensure program quality, program alignment with district goals, and overall district satisfaction. THINK Together also has a General Manager of SES with extensive experience as a teacher, instructional coach and principal. This GM will meet bi-monthly with the GM overseeing

SAUSD after-school to ensure the alignment between the afterschool and SES programs, including curriculum, training and staffing. Both GMs will collaborate with SAUSD to ensure the adequacy of instructional programs so that they are intensive, research-based, consistent with SAUSD's instructional program, and aligned with State Academic Standards.

(iii) Costs

The costs related to the High Quality Supplemental Educational Services (SES) and After-School Partnership Demonstration project are needed to achieve the goals of the grant in providing quality academic services participating students (1,200 students for year one, 1,600 students for year two, and 2,000 students for year three) to improve their academic achievement in their State assessment in reading or mathematics. This allocation amounts to a reasonable per student cost of about $217/student by Year 3. Major expenditures have been allocated for the following services, with details provided in the attached budget narrative.

Evaluation: The University of California, Irvine will conduct an intensive evaluation focused on the academic impact of the High Quality Supplemental Educational Services (SES) and After-School Partnership. The scope of this evaluation is important to delivering a valid, replicable model at a national level. Funds will also provide additional evaluation support to coordinate both the external and internal evaluation of the project, including the purchase of any license fee associated with data collection software to track attendance and student achievement.

Quality Program Design, Delivery, and Coordination: Other significant costs related to the grant will fund the personnel necessary to oversee the proper design, planning, implementation and coordination of the project to ensure increased enrollment, completion rates and increased achievement. In addition, these funds will support additional planning meetings and trainings of

Site Coordinators and Lead Teachers to ensure proper coordination of services and to address student needs and ensure curriculum alignment.

Marketing/Advertising - Funding for marketing and advertising expenses in promoting enrollment and participation in SES program. These expenses include design, printing and distribution of flyers, newspaper ads, parent meetings and staffing district SES fairs.

(3) Management Plan

(I) Adequacy of the Plan

This project requires the setting of clear expectations as delineated in the Project Design section, continuous monitoring of the ongoing results, and holding staff accountable for delivering on the project goals to the children in both the After-School and SES programs. The District, THINK Together After School and THINK Together SES must work in partnership with one another to ensure improved student performance. To ensure the breadth of understanding and leadership necessary for the successful implementation of this Project, the Project Director will have classroom experience as a teacher and a school administrator, experience in supervising categorical programs and staff, and a working knowledge of 21st CCLC After-School programming as well as SES requirements and best practices. This person will bridge among the three distinct entities of the District, THINK Together After School, THINK Together SES and the end user, the child and his/her parents.

The Project Director will work closely with the District Coordinator of Educational Services, THINK Together SES Program Manager, and THINK Together After-School Regional General Manager by forming a Leadership Team. This team will meet regularly throughout the three-year project, annually front loading time spent collaborating in weekly meetings during the first quarter. They will have the authority to make decisions within the parameters of the Project

Design. The Leadership Team will advocate first for the needs of children and secondly for the particular needs of the entity they represent. Each Team member is charged with getting to "yes" and modifying and tweaking curriculum, budget, timelines, and responsibilities to move the work forward. The District Coordinator of Educational Services will pay close attention to school day language arts and mathematics alignment, communication with parents, and the collection of formative and summative data. The THINK Together Project Director will be responsible for the quality of the delivery of targeted tutoring, including all record keeping, curriculum, assessment tools, staff development and training, and oversight of the SES staff. The THINK Together After-School Regional General Manager/Director will be responsible for aligning engaging, hands-on academic practices in the After-School program with the school day scope and sequence and the SES targeted tutoring, and providing logistical support as necessary.

Responsibilities, Timelines, and Milestones: The THINK Together SES Program Manager will spend 65% of her time on this Project and the Lead Teacher(s) and Tutors will spend 100% of their time on this project. The THINK Together After-School General Manager will spend 40% of her time on this project, and Site Coordinators and Program Leaders will spend 65% of their time on implementing Project alignment.

Annual milestones for accomplishing project tasks have been identified.

Milestones
Align curricula: *Project Director, After-School GM, SES Program Manager* Identify instructional day scope and sequence, use to align THINK Together After School KidzLit and Math, and THINK Together SES Targeted Instruction Lessons.
Train Staff: *Project Director, After-School GM, SES Program Manager*

THINK Together After School and SES training with follow-up field support in both Kidz Lit and Math, with an emphasis on standard-specific, targeted lessons for SES.
Enroll Students: *Project Director, After-School GM, SES Program Manager* Determine which students enrolled in the after-school program are 1) currently eligible for SES, 2) have not attended after-school and/or SES programs, 3) experience barriers to coming to either program, and 4) enroll students.
Pre-assess students to identify needs *Project Director, After-School GM, SES Program Manager*
In consultation with parent, Create Student Learning Plan (SLP) for each qualified student *Project Director, Program Manager, Lead Teacher, Instructor* based on pre-assessment and other pertinent student academic data such as California Standards Test results, report card grades, English Language proficiency, Individualized Educational Program goals and objectives
Deliver SES Services *Program Manager, Lead Teachers, Instructors*
Evaluate Student Progress after each 20 SES lessons *Director Of Evaluation*
Complete delivery of THINK Together SES *Project Director, Program Manager*
Complete delivery of THINK Together After School *After-School General Manager*
Continue THINK Together After School services during the summer to reinforce skills and prepare students for the following year of learning *After-School GM*

(ii) Planning, Coordination, Implementation Management, Oversight Services:

During the Project, it is critical that communication around planning, coordination, implementation and management oversight of services is ongoing and intentional. Preparation

toward the intentional layering of these programs to maximize student academic achievement is essential. Key activities related to these important project components are delineated below:

Planning	• Identify student needs, including academic, cultural and socio-economic needs. • Review scope and sequence of Santa Ana mathematics and language arts program, including pacing calendars and pacing guides. • Review English Language Development programs, calendars and scope and sequence. • Align THINK Together After-School with the curricula, including thematic application. • Align THINK Together SES targeted standards-based lessons.
Coordination	• Leadership Team to meet regularly and discuss student needs, program design, coordination of THINK Together After-School and THINK Together SES with the District instructional program.
Implementation	• Leadership Team as a whole or individual members meeting with their own staff, meet weekly during the implementation of this project. • Ongoing assessment applying the Continuous Program Improvement process to continually improve delivery and results
Management	• Project Director: Gabriela Contreras • District Assistant Superintendents of Instruction: Herman Mendez and Alex Ayala • THINK Together After-School General Manager: Becky Newman, Ed.D. • THINK Together SES General Manager: Emy Flores • Internal Program Evaluator: Jenel Prenovost, Ed.D. • External Program Evaluator: University of California, Irvine: Deborah Vandell, Ph.D.

<u>Roles of SAUSD, principals, teachers, parents and community members</u>

THINK Together will work with SAUSD by meeting with school administrators to review

STAR data to identify students who need academic intervention. Principals will play a vital role in this project as they work closely with teachers, staff and parents to design learning opportunities tailored to their students' needs; as such their input will be essential to the successful integration of After-School and the SES into the curriculum. Principals will provide support by allowing use of facilities, sharing student data and articulating goals and objectives for the project to school staff. Teachers will be informed about program progress and will have many opportunities to provide student data and give input to the content of lessons that align with the regular classroom instruction. THINK will work with parent groups such as school site council and PTA to inform the community of program goals, objectives and services available.

4) Quality of the Project Evaluation (25 pts)

The evaluation proposal is a key component to this project, necessary to ensure 1) the effectiveness of the proposed model, 2) the validity of the results that will serve to develop effective, reliable strategies for replicating and testing the model in multiple settings across the nation, and 3) effective leveraging of the 21stCCLC and SES program dollars. To this end, THINK Together has committed a significant percentage (40%) of the annual budget toward funding a rigorous external evaluation with the Department of Education at UC Irvine, as well as to providing additional support for the internal evaluation needs. Together, the external and internal evaluations will provide a foundation of support that will guide the continuous improvement of our after-school SES programs, helping to ensure that we meet our Performance Indicators/Goals of 1) increased enrollment, 2) increased completion rates, 3) increased student achievement and 4) an increase in the number of positive relationships students report having with adults and peers. Specific Objectives, Methods and Types of data to be used to measure progress toward these indicators are included in the preceding charts (pp. 4-7). Producing these

outcomes will contribute significantly to our ability to continue funding this project after the grant period ends as it will result in a model that can be taken to scale across multiple settings, a high-interest concept we believe would be fundable by private foundations.

Internal Evaluation: As described in the proposed model, blending SES into the current programming will allow SAUSD and THINK Together to maximize the ability to better meet students' individual academic needs. In order to assess progress toward these needs, an action plan for addressing these needs will be outlined through individualized Student Learning Plans (SLP's) which will be developed by the certificated Lead Teachers, in consultation with parents, and will include student-level goals and objectives related to increasing scores on the California State Tests (CSTs). These SLPs will determine the specific activities and lessons that will be delivered to each student. The SLPs will be shared with the Site Coordinator, who will then coordinate the delivery of after-school curriculum themes that align with these needs. The goals and objectives in the SLPs will be entered into the THINK Together student database system, Youth Services, which allows THINK to house, in one database, data specific to the requirements related to 21st CCLC and SES program requirements, including all student-specific demographic, attendance and test data, as well as student participation in services.

Pre and Post assessment data related to each instructional session will be kept in this database and used by the Lead Teachers to help direct instruction to be used by the tutors. Lead Teachers will also use the data to do formative assessment throughout the program to determine the need for tutors to re-teach any material or to establish new objectives for each student. The THINK Together Evaluation Department will disaggregate the data for the Project Director to examine trends in growth scores by types of objectives and by specific standards. Outcomes

would be compared to gains in annual CSTs and used to inform on-going planning for staff trainings, curriculum refinement, instructional delivery and duration and/or intensity of sessions.

Internal assessment processes would also include the administering of pre and post student surveys to THINK Together After-School participants, including SES participants, which will, among other youth development indicators, measure the degree to which students report an increase in being able to form bonds with healthy adults and peers. The presence of this indicator has been linked to positive youth behavior. Results will be triangulated with program observations and interviews conducted by UC Irvine and disaggregated by the two groups to and examined for any effects related to the type of program attended, the intensity and duration of program attendance and by degree of improved academic achievement.

External Evaluation: This evaluation proposal is unique for the fact that THINK Together will have the opportunity, with the help of demonstration grant funding, to conduct a rigorous external quasi-experimental evaluation that will contribute at a national level to understanding the efficacy of the 21stCCLC/SES blended model. This type of study will be possible for two important reasons:

1) THINK Together will be partnering with a widely-known and respected expert in the field of after-school research, Dr. Deborah Lowe Vandell, Chair of the Department of Education at UCI. Dr. Vandell's October 2007 report, "Outcomes Linked to High-Quality Afterschool Programs," is one of the few rigorous evaluations of after-school programs. Her research found that students from disadvantaged backgrounds who regularly participated (2-3 times/week for two years) in high-quality after-school programs were more likely to experience significant gains in standardized math test scores and have better work habits as well as reductions in behavior problems. The outcomes proposed in this SES project would be a notable contribution to the field, adding to the knowledge

base surrounding the possible additional impact that an after-school program could have if it was strategically embedded with the more prescriptive SES tutoring program 2-3 times per week. THINK Together will be able to provide strong support for the UCI evaluation, through the Director of Evaluation for THINK Together, Dr. Jenel Prenovost. Dr. Prenovost completed her dissertation in 2001, conducting a quasi-experimental evaluation of the first-year state-funded programs in SAUSD, and was the Program Specialist over the after-school programs in SAUSD for five years after leaving the classroom. Dr. Prenovost's teaching and after-school program management and evaluation experience will help facilitate the effective implementation of this large-scale study with UCI.

2) THINK Together has had a growing presence in Santa Ana over the last 8 years, most recently providing after-school programming to 13 sites in 2007-2008. In 2008-2009, THINK Together and SAUSD will be able to expand this partnership with a generous donation to THINK Together that will provide the required matching funds for all 43 after-school programs in SAUSD over the next 5 years. Although THINK Together will be managing all 43 of the 21stCCLC after-school programs, the programs that THINK Together will actually staff will be done as a phase-in, beginning with 21 sites in the 2008-2009 school year, adding additional sites each year. This phase in provides an important opportunity to present a quasi-experimental longitudinal impact study that measures, from year to year, any change in impact of the implementation, management, and achievement strategies used from year to year to improve the programs. With a close relationship with SAUSD that has included the sharing of test score and school attendance data for after-school participants, and a full to near-capacity enrollment at the THINK Together sites, the evaluation will be able to target the following groups of students to examine the impact of the proposed model: 1) students overall in the district, 2) students completing SES services and not participating in THINK Together, 3) regularly participating THINK Together students not receiving SES, 4) students participating in the blended model of

THINK Together SES and 4) students on a waiting list for THINK Together and not receiving either service. In addition, the number of students and sites that will be potentially served over the three years with the THINK Together SES model is significant in the fact that it will meet the requirement of providing a model that can be tested in multiple settings.

Outcomes will be used by THINK Together throughout each year and from year to year to provide feedback for continuous program improvement and will help define the best practices related to implementing, managing and ensuring student achievement. Surveys, interview questions and observation protocol relative to each stakeholder group will be developed by October, 2008, in collaboration between UCI and THINK Together's Director of Evaluation. When appropriate, survey items from Dr. Vandell's already-vetted indicators will be used. Observations and Interviews will be conducted at once or twice per program year in a manner that will ensure all programs are represented in the outcomes; distributed once (principals, parents, teachers, staff) or twice (students, pre and post) per year. Annual reports will be created for the purposes of continuous program improvement, becoming the foundation by which decisions will be made as to which practices to continue and which need to be strengthened and improved. Tested, replicable strategies related to each related to each Performance Indicator and Objective will be articulated and reported by Year 3. Sample questions to be addressed include: Were the gains statistically significant compared to the means of other students not participating in the program? What replicable factors, including curriculum, benchmarking and instructional strategies were used that accounted for the increase? What management or process systems were in place that facilitated the implementation of these strategies?

It is the intention of SAUSD and THINK Together that through the funding provided in this grant, we will have sufficient resources to effectively deliver the outcomes expected of this RFA.

Other Narrative Table of Contents

- Project Director Resume, Emy Flores
- Program Manager Resume, Gabriela Contreras De Barrera
- MOU Santa Ana Unified School District/THINK Together After-School
- MOU Santa Ana Unified School District/THINK Together SES
- MOU University of California , Irvine/THINK Together
- Letter of Support, District Advisory Committee, Santa Ana Unified School District
- Santa Ana Unified School District Demographics and Program Needs Chart

Ema Flores
(b)(6)

EDUCATION

Administrative Services Credential, California State University, Dominguez Hills, Carson, California, 1998.

Master of Arts, Multicultural Education, California State University, Dominguez Hills, Carson, California, 1996

Professional Clear Multiple Subject Teaching Credential, Bilingual, Cross-cultural, Language & Development Emphasis: Spanish, California State University, Dominguez Hills, Carson, California, 1996.

Bachelor of Arts, University of California, Santa Barbara, Santa Barbara, California, 1993. Major: Law and Society.

EMPLOYMENT HISTORY

12/07-Present	THINK Together, Santa Ana California
07/01-11/07	Norwalk-La Mirada Unified School District Principal, Earl E. Edmondson Elementary School
10/00-06/01	Paramount-Paramount Unified School District Assistant Principal, Alondra School, K-8
10/99-09/00	Norwalk-La Mirada Unified School District, Teacher On Special Assignment/Staff Developer, Global Studies Technology Coordinator, Hutchinson Middle School
09/96-09/99	Norwalk-La Mirada Unified School District, Teacher, Second, Third, and Fifth Grades
01/96-09/99	East Los Angeles College, High School Teacher, Reading, Writing and Social Studies, 9th-12th Grades
08/94-06/96	Lennox School District, Teacher, Third Grade
09/93-07/94	Los Angeles Unified School District, Teacher, Fifth and Sixth Grades
06/93-08/93	University of California, Santa Barbara Upward Bound, Teacher, U.S. History, 11th Grade
06/92-07/93	Isla Vista/Santa Barbara, Spanish Language Program Developer and Teacher

PROFESSIONAL EXPERIENCE

General Manager

- Submit application for Supplemental Educational Services.
- Create a business model for SES, including program design, budgeting, hiring, training, evaluation, marketing, and public relations.

- Oversee the implementation of high quality Supplemental Educational Services that meets the academic needs of students in Language Arts and Mathematics.
- Grant Writer – Secured 3.7 milliondollar funding of 21st CCLC to support after-school programs at Norwalk-La Mirada USD and Santa Ana USD.

Principal

- Educational leader of Earl E. Edmondson Elementary School
- Supervise certificated and classified staff and students
- Oversee all educational programs, including the bilingual program, special education, and after school programs
- Ensure that the needs of all students, including English Learners and Special Education students are met
- Responsible for the successful management of all funds, including categorical funds and grants
- Collaborate with the school management team to identify school needs, goals and proper expenditures to support those goals
- Maintain a collaborative relationship with parents

Assistant Principal

- Responsible for formal and informal evaluation of classified and certified employees, all categorical budgets and programs, intersession programs, off-track assistant program, school-wide assessment(s), staff development in technology, curriculum and safety, monitoring of English Learner Program, Special Education, Immigrant and GATE program

Classroom Teaching

- Six years of successful teaching experience in multi-grade, multi-language, and multicultural classrooms grades K-6 and 9-12
- Three summers of successful American History instruction to high school students in the Upward Bound programs in Santa Barbara and East Los Angeles
- Four years of Reading/Writing and Social Studies instruction to high school students attending the East Los Angeles College Upward Bound Saturday/Summer Program
- One year teaching the Spanish language and Latino culture to police officers in Santa Barbara, California

Teacher on Special Assignment/Staff Developer

- Provide leadership and coordination for Global Studies, a voluntary integration program which integrates students through technology, active learning, and multicultural education
- Create, coordinate, and deliver staff development on ways to integrate technology, active learning, and multicultural education into the curriculum
- Work with teachers to integrate 6th, 7th and 8th grade students through technology

HONORS AND ACTIVITIES

- CSUF Credential Advisory Committee Member, 2003-Present
- Norwalk-La Mirada Unified School District Administrator's Association, President, 2007-2008
- Association of California School Administrators, Region XIV Vice President, Public Relations, 2006-Present
- Superintendents' Academy, 2004-2005
- PTA Founder's Day Award, 2003
- Los Angeles Marathon, 2000, 2001
- Certificate of Appreciation for Excellent Instruction in
- American History, 1993
- UCSB Chancellor's Scholarship, 1989-1990
- Upward Bound Outstanding Student Award, 1989
- Owen J. O'Callaghan Memorial Scholarship, 1989

PERSONAL DATA

- Speak, read, and write in Spanish
- CPR and First Aid Certified
- Trained in Mediation and Arbitration
- Interests: running, strength training, reading and traveling

Gabriela Barrera De Contreras

(b)(6)

OBJECTIVE

As a life long learner, I want to inspire others: colleagues, students, and society. I plan to be part of a learning community where regardless of age or experience, opportunities are provided for knowledgeable individuals to participate in professional growth. Furthermore, with dedication, hard work, and intelligence I plan to make a substantial difference in our educational system.

EDUCATION

Masters in Curriculum and Instruction	May, 2007 [GPA 4.0]	California State University, Long Beach
Preliminary Credential	May, 2005 [GPA 4.0]	California State University, Long Beach
Bachelor of Arts, Liberal Studies with emphasis in Mathematics	May, 2003 [GPA 3.8]	California State University, Long Beach
High School Diploma	June, 2000 [GPA 4.5]	Norwalk High School

TEACHING EXPERIENCE

Edmondson Elementary September 2004 to present — 4th & 5th grade self contained classroom

- Plans using current California Standards, Students' needs, student data, and interest.
- Implements diverse strategies
- Supplements curriculum with various sources and with learning styles

Cerritos Adult Education January 2007 to present — GED prep class for adults

- Plan and implement curriculum to prepare students for the GED
- Guide and assess students in all core subject areas
- Create assessment to inform instruction

Excelsior Adult School January 2006 to May 2006 — Literacy Parent Class

- Planned using Parent interest and needs.
- Implemented Read Aloud, Shared Reading, Guided Reading and Test Testing skills.
- Used outside sources to provide parents with materials to use at home.

Private Tutor: Language, writing, algebra, and geometry

PROFESIONAL DEVELOPMENT:

- Literacy Demo Teacher 2006-2007 & 2007-2008
- Math Coach
- SDMC Member (School Site Council Committee)
- ASB Supervisor
- PTA vice-president

HONORS AND AWARDS

Phi Kappa Phi Honor Society 2006
California State University, Long Beach

Spring 2003 Magna Cum Laude
California State University, Long Beach

2000 Valedictorian with Highest Honors Graduate
Norwalk High School

1998 Youth of the Year
City of Norwalk

PERSONAL ASSETS:

Bilingual: English and Spanish
Knowledgeable in Microsoft Office, Word, Excel, Microworlds, iphoto, imovie, creating websites, etc.

AGREEMENT
BETWEEN SANTA ANA UNIFIED SCHOOL DISTRICT
AND THINK TOGETHER, INC.

I. PARTIES AND EFFECTIVE DATE

This Agreement ("AGREEMENT") dated May 27, 2008 (the "Effective Date") is entered into by and between the Santa Ana Unified School District ("SAUSD"), a California public school district, and THINK Together, Inc. ("THINK"), a California non-profit corporation. Each of SAUSD and THINK are referred to herein as "Party" and collectively as the "Parties."

II. PURPOSE

The Parties hereby establish a public/private partnership (hereinafter "the Program") for the purpose of providing comprehensive high-quality after-school program services, including but not limited to the provision of academic assistance, homework support, enrichment and physical fitness activities (hereinafter "Program Services") at all SAUSD elementary and middle schools, and, to the extent funding can be obtained, at all SAUSD high schools. (each location at which Program Services are offered is referenced hereinafter as "Program Location(s)")

III. AGREEMENT

In consideration of the mutual promises and conditions set forth below, the Parties' hereby agree as follows:

A. Activities

Unless otherwise specified herein (see Section III.L.1) or as subsequently designated by SAUSD as herein provided, THINK shall be responsible for overseeing and coordinating the provision of Program Services at each Program Location.

B. Application/Enrollment

All SAUSD students may apply to participate in the Program. Unless otherwise authorized by SAUSD as herein provided, enrollment shall be limited to SAUSD students.

C. Fees

Students enrolled in the Program shall not be charged any fee.

D. Funding

Baseline funding for the Program will be provided through grants obtained from the California Department of Education (e.g. the After School Education and Safety ("ASES") Grants) and the U.S. Department of Education (e.g. the 21st Century

Community Learning Center Grants). It is the intent of the Parties that such grants will be obtained in the name of SAUSD. This AGREEMENT does not obligate SAUSD to incur costs, except as expressly provided herein.

E. Policy

SAUSD shall set policy for the Program. Consistent with this AGREEMENT, such policies may include, but shall not be limited to, application procedures; enrollment levels and eligibility; staffing levels of SAUSD employees, THINK employees, and volunteers; training procedures; times, dates, and locations of Program activities; along with such other and further policies as SAUSD deems appropriate for management of the Program. SAUSD shall consult with THINK prior to final adoption of such policies.

F. Facilities

SAUSD agrees to provide THINK with access to and use of SAUSD facilities to the extent necessary for the operation of the Program. Use of the SAUSD facilities shall be governed by a Facilities Use Agreement between THINK and SAUSD, which Agreement shall be executed prior to commencement of the Program.

G. Equipment

THINK shall provide all materials, tools, instruments, and implements required for purposes of the Program.

H. Training/Coordination

THINK, including all site coordinators, shall:

1. Participate in all training sessions required by SAUSD

2. Prepare site emergency plans for SAUSD approval; and participate in such training and emergency drills as are required by SAUSD in connection with such emergency plans.

3. Foster and maintain ongoing communication with SAUSD staff (including but not limited to teachers) at each Program location regarding student needs and progress. Such communication shall include, but not be limited to, attendance at one-on-one and group meetings with SAUSD teachers during the school day.

4. Coordinate after-school activities with SAUSD staff (including but not limited to teachers) at each Program location to ensure the Program supports (but doesn't duplicate) current SAUSD curriculum and academic goals.

5. Foster and maintain ongoing communication with SAUSD parents through: (1) annual parent orientation meetings at each Program Location

(generally held in or about the month of August); (2) development and distribution of quarterly newletters to parents of all students in the Program; and (3) hosting at least one parent night at each Program location (can be in conjunction with a PTO meeting at that schoolsite).

6. Recruit and train volunteers in order to lower student/adult ratios in the Program.

7. Attend and participate in monthly coordination and operations meetings involving Site Coordinators, along with such other representatives as are designated by THINK and SAUSD.

8. Work with SAUSD to develop and implement a comprehensive annual Program evaluation plan, including but not limited to attendance and participation in regular meetings of an evaluation committee. The evaluation plan shall include, but not be limited to, attendance tracking, collection of parent, teacher, and student/participant surveys, and development of a survey database. The evaluation plan shall be developed and implemented in accordance with CDE guidelines.

I. Accounting/Auditing

THINK shall adhere to proper management and fiscal accountability practices, including but not limited to utilization of an accrual method of accounting. SAUSD shall be entitled to access and review any and all THINK accounts, financial reports, tax returns, audits, budgets and related documentation. THINK shall also be responsible for securing an annual independent audit, in full compliance with all applicable CDE requirements.

J. Financial Sustainability/Fundraising

THINK shall support financially sustainable growth of the Program by:

1. Working to obtain grant funds from state and federal agencies.

2. Working collaboratively with the District to obtain funding from area business, service organizations, churches, foundations and all other relevant sources.

3. Increasing community visibility of the Program by working with local press, business groups and by coordinating and/or assisting with community-based fundraising and/or volunteer events.

4. Utilizing earned income from any separate fee-based programs as a source of matching funds.

K. Community Partners

It is the intent of the Parties that the Program neither replace nor deter after-school programs currently operated or hereinafter instituted by community-based organizations (hereinafter "Community Partners"), including but not limited to those Community Partners identified in the list attached hereto and incorporated herein as Appendix "A." It is the further intent of the Parties that programs currently operated by Community Partners will generally be encouraged to maintain or increase current levels of service, depending on availability of funding. Provided, however, that SAUSD reserves all of its rights with respect to programs operated by Community Partners, including but not limited to the right to terminate such programs.

L. Employees/Staffing

1. THINK shall provide full-time site coordinators to oversee each Program Locations not otherwise staffed (i.e. by SAUSD site coordinators and/or Community Partners), but only to the extent funds are allocated for this purpose in the annual budget (see Section M). Provided, however, that SAUSD may designate certain SAUSD schoolsites to be overseen jointly by THINK site coordinators and by SAUSD site coordinators and/or Community Partners.

2. Additional Program staff shall be employed by SAUSD or THINK, or shall be volunteers. THINK agrees to assist SAUSD in recruiting employees and volunteers.

3. The Parties shall maintain staff sufficient to ensure a 20 to 1 student-staff-ratio (exclusive of the site coordinator).

4. The Parties shall collaboratively develop job descriptions for site coordinators and other staff (including volunteers) at each Program location.

5. THINK shall serve as the sole employer of all THINK employees required to staff the Program. THINK shall train, supervise, and evaluate its employees. Provided, however, that THINK shall consult with the SAUSD principal at each Program location, and shall consider the principal's recommendations for retaining or terminating the site coordinator at that Program location.

6. SAUSD shall serve as the sole employer of all SAUSD employees required to staff the Program, and shall exercise exclusive authority to supervise and evaluate its employees. THINK agrees to provide training and general direction and oversight to SAUSD employees. SAUSD shall consult with each THINK site coordinator assigned to a Program Location, and shall consider the site coordinator's recommendations for retaining or terminating SAUSD employees at that Program Location.

7. Each Party shall comply with all applicable federal, state, and local laws and ordinances with respect to its employees.

8. THINK shall fingerprint each of its employees in accordance with the fingerprinting procedures set forth in Education Code § 45125.1. In the event THINK is notified by the Department of Justice or otherwise becomes aware that any employee of THINK performing services under this AGREEMENT or otherwise in contact with SAUSD students has been arrested or convicted of a violent or serious felony listed in Penal Code §667.5(c) or Penal Code § 1192.7, respectively, THINK shall immediately notify SAUSD and remove said employee from performing services under this AGREEMENT and from otherwise interacting with SAUSD students until such time as SAUSD authorizes, as herein provided, the employee to resume performing services under this AGREEMENT.

M. Payment/Budget

1. THINK shall at least annually establish a budget for use of all ASES and 21st Century Grant funds, along all other funds raised by THINK and designated for use in connection with the Program. Such budget shall be submitted to SAUSD, and the use of all ASES and 21st Century Grant funds shall be approved or rejected by SAUSD in its reasonable discretion. In the event that SAUSD rejects the budget in good faith, THINK shall consult with SAUSD and adjust the budget. THINK shall resubmit the budget with adjustments until such budget is approved by SAUSD. Any funds budgeted but unused shall be reallocated for Program use in a subsequent budget.

2. THINK shall not expend ASES and 21st Century Grant funds, or any other funds raised by THINK and designated for use in connection with the Program except in accordance with a budget approved by SAUSD.

3. THINK shall have discretion to budget and disperse private funds raised exclusively by THINK for general use.

4. Following approval by SAUSD of a budget for the relevant annual period, funds shall be disbursed as follows: SAUSD shall retain 5% of ASES and 21st Century Grant funds for indirect expenses; and shall disburse 95% of these funds to THINK. Each Party shall retain 100% of all private donations secured by that Party in connection with the Program.

5. SAUSD shall disperse ASES and 21st Century Grant funds to THINK on a monthly basis.

6. In accordance with its SAUSD-approved budget, THINK shall utilize its 95% share of the ASES and 21st Century Grant funds only for the following purposes:

a. Paying for full-time THINK employees to serve as site coordinators at Program Locations.

b. Program-related expenses in the areas of training, curriculum development, management services, and sub-contracted services performed by Community Partners (where approved in accordance with Section III.N).

c. Payment to SAUSD of costs that would otherwise be incurred by SAUSD in any of the following categories:

1) hiring part-time employees

2) after-school sports programs at middle schools

3) employing SAUSD employees

d. Payment to SAUSD as required under an applicable Facilities Use AGREEMENT (see Section III.F).

N. Sub-Contracting

THINK shall not subcontract its duties under this AGREEMENT, unless authorized by SAUSD as herein provided.

O. Insurance

1. Public Liability and Property Damage. THINK agrees to maintain in full force and effect throughout the duration of the AGREEMENT a suitable policy or policies of public liability and property damage insurance, insuring against all bodily injury, property damage, personal injury, and other loss or liability caused by or connected with THINK's use of the Facilities under this AGREEMENT. Such insurance shall be in amounts not less than $1,000,000 per occurrence; $3,000,000 for general aggregate and $1,000,000 for property damage.

2. Automobile Liability. THINK also agrees to maintain in full force and effect with regard to any THINK owned vehicles which THINK brings onto the Facilities a suitable policy or policies of automobile liability insurance with a combined single limit of $1,000,000 per accident throughout the duration of the AGREEMENT.

3. Workers' Compensation. THINK shall also maintain, in full force and effect throughout the term of this AGREEMENT, Workers' Compensation insurance in accordance with the laws of California, and employers' liability insurance with a limit of not less than $1,000,000 per employee and $1,000,000 per occurrence.

4. Notice; Additional Named Insureds. All insurance required under this AGREEMENT shall be issued as a primary policy and contain an endorsement requiring thirty (30) days written notice from the insurance company to both parties hereto before cancellation or change in coverage, scope or amount of any policy. SAUSD, its directors, officers, agents, employees and consultants, shall be designated as additional named insureds.

5. Insurance Endorsements. Concurrent with the execution of the AGREEMENT and prior to any use by THINK of the Facilities, THINK will provide SAUSD with an endorsement(s) verifying such insurance and the terms described herein.

P. Indemnification

THINK shall be responsible for, and SAUSD shall not be answerable or accountable in any manner for any loss or expense by reason of any damage or injury to person or property, or both, arising out of the acts of THINK, its agents, officers, employees, guests or invitees, or resulting from THINK's activities at the Facilities or from any cause whatsoever arising out of or in connection with this AGREEMENT or any other use or operations at the Facilities. THINK shall indemnify and defend SAUSD, its directors, officers, agents, employees, and invitees against and will hold and save them and each of them harmless from any and all actions, claims, liens, damages to persons or property, penalties, obligations or liabilities that may be asserted or claimed by any person, firm, association, entity, corporation, political subdivision, or other organization arising out of or in connection with THINK's activities at the Facilities, this AGREEMENT, and any other use of and operations at the Facilities pursuant to this AGREEMENT, whether or not there is concurrent passive negligence on the part of SAUSD, its agents, employees or officers, but excluding such actions, claims, damages to persons or property, penalties, obligations or liabilities arising from the sole active negligence or willful misconduct of SAUSD, and in connection therewith:

1. Actions Filed. THINK shall defend any action or actions filed in connection with any of said claims, liens, damages, penalties, obligations or liabilities, and will pay all costs and expenses, including attorneys' fees incurred in connection therewith.

2. Judgments Rendered. THINK shall promptly pay any judgment rendered against THINK or SAUSD covering such claims, liens, damages, penalties, obligations and liabilities arising out of or in connection with such use of and operations at the Facilities referred to herein and agrees to save and hold SAUSD harmless therefrom.

3. Costs and Expenses; Attorneys' Fees. In the event SAUSD is made a party to any action or proceeding filed or prosecuted against THINK for such damages or other claims arising out of the use of and operations at the Facilities referred to herein, THINK agrees to pay SAUSD any and all

costs and expenses incurred by them in such action or proceeding together with reasonable attorneys' and expert witness fees.

THINK further agrees to indemnify, defend and hold harmless SAUSD, its directors, officers and employees and each of them from any claim or cause of action arising out of or related to the legality or legal interpretation of this AGREEMENT, including without limitation, SAUSD's authority to enter into this AGREEMENT and/or authority to grant THINK this AGREEMENT.

THINK further agrees to indemnify, defend and hold harmless SAUSD, its directors, officers and employees and each of them from any claim or cause of action arising out of or related to liability resulting from violation of any applicable Federal, State or local statute, ordinance, order, requirement, law or regulation that may adversely affect the Facilities, including, without limitation, any applicable labor laws and/or regulations.

THINK further agrees to indemnify, defend and hold harmless SAUSD, its directors, officers and employees and each of them from any claim or cause of action arising out of or related to any personal property of the THINK stored in the Facilities.

The provisions of this Section shall survive the termination or expiration of this AGREEMENT.

Q. Term/Termination

Unless earlier terminated as herein provided, this AGREEMENT shall remain in force for a term of five years from the Effective Date. Notwithstanding the foregoing, SAUSD may, within its sole discretion, terminate this AGREEMENT and its public/private partnership with THINK with 90 days advanced written notice. In the event of a substantial loss of grant funding, either Party may suspend operation of this AGREEMENT, to an extent consistent with the amount of the lost funding.

R. Notice/Authorization

1. Notices required to be given pursuant to this AGREEMENT shall be in writing and shall be delivered via: (i) personal delivery, delivery receipt requested; (ii) certified or registered United States mail, postage pre-paid and return receipt requested; (iii) facsimile transmission, with original deposited into United States mail, first-class postage prepaid, within twenty-four hours of transmission; or (iv) reliable overnight delivery services, such as U.P.S., Federal Express or Overnite Express. Any notice given pursuant to this AGREEMENT shall be deemed given only upon receipt by the receiving Party. Provided, however, that any such notice shall be valid only if delivered to the person(s) designated in Section III.R.3.

2. Actions "otherwise authorized" or "otherwise designated" by a Party, as contemplated by this AGREEMENT (see, e.g., Sections III.A and III.B),

shall be valid only if authorized in writing by the person designated in Section III.R.3.

3. Notice pursuant to Section III.R.1 and authorization/designation pursuant to Section III.R.2 shall be valid only if provided to and/or made by the following persons, or their designee. Provided, however, that a designee shall exercise only such authority as has been authorized in writing by the persons indicated hereinbelow, with notice of such designation provided to the other Party in the manner herein provided:

a. <u>For SAUSD</u>:

Cathie Olsky, Ed.D., SAUSD Deputy Superintendent (or successor)
1601 E. Chestnut Avenue
Santa Ana, CA 92701
(714) 558-5523

b. <u>For THINK</u>:

Randy Barth, Chief Executive Officer (or successor)
THINK Together
2100 E. Fourth Street, Suite 200
Santa Ana, CA 92705
(714) 543-3807 ext. 8122

S. Entire Agreement

This AGREEMENT contains the entire agreement between the parties with respect to the matters covered hereby, and supersedes all prior agreements, written or oral, between the parties. No other agreement, statement, or promise made by any party not contained herein shall be binding or valid. This AGREEMENT shall be construed as one document and all of the agreements herein are in exchange for and in consideration of the commitments of each and all of the parties herein as set out above.

T. Enforceability

Should any provision of this AGREEMENT be declared or determined by any court of competent jurisdiction to be illegal, invalid, or unenforceable, the legality, validity, and enforceability of the remaining parts, terms, or provisions shall not be affected thereby and said illegal, unenforceable, or invalid part, term, or provision shall be deemed not to be part of this AGREEMENT.

U. Further Documents

Each party will execute, acknowledge, and deliver, or cause to be executed, acknowledged, and delivered, such further instruments and documents as may be necessary in order to consummate this AGREEMENT.

V. Construction

The parties agree that each party has been represented by counsel; that counsel for each party has reviewed this AGREEMENT; and that any rules of construction to the effect that ambiguities are to be resolved against the drafting party shall not apply in any interpretation of this AGREEMENT or any amendments or exhibits thereto.

W. Counterparts

This AGREEMENT may be executed in any number of counterparts, each of which shall be deemed an original and all of which shall constitute together one and the same instrument.

[SIGNATURE PAGE TO FOLLOW]

IN WITNESS WHEREOF, the Parties hereto have caused this AGREEMENT to be duly executed as of the Effective Date.

SANTA ANA UNIFIED SCHOOL DISTRICT

Jane A. Russo
Superintendent

Ronald W. Murrey
Associate Superintendent,
Business Services

THINK TOGETHER, INC.

Randy Barth
Founder/CEO

MEMORANDUM OF UNDERSTANDING BETWEEN THINK TOGETHER, A COMMUNITY BASED 501 (c) (3), AND THE SANTA ANA UNIFIED SCHOOL DISTRICT FOR THE PURPOSE OF DELIVERING HIGH QUALITY SUPPLEMENTAL EDUCATIONAL SERVICES AND AFTER-SCHOOL PROGRAM IN A DEMONSTRATION MODEL

CFDA Number 84.287N

THINK Together shares common goals with the Santa Ana Unified School District to help create seamless academic support for children and youth. *THINK Together's* mission is to provide high quality academically-oriented after school programs for K-12 students regardless of race, creed, or socioeconomic status. Each day *THINK Together After School* keeps children safe until 6:00 p.m. while offering homework assistance, recreation, academic enrichment, healthy living activities, and other enrichment. As an acknowledged Supplemental Educational Services Provider, *THINK Together SES* layers additional tutoring services targeted to specifically help identified students. Aligning the three hours after the close of the school day with the scope and sequence of language arts and mathematics of the instructional day, provides students with the opportunity to strengthen their academic performance. This individual student alignment is described in a Student Learning Plan (SLP) that is shared with the parent before SES targeted assist services begin. *THINK Together SES* works with the identified academic skills in isolation and controlled context, while *THINK Together After School* provides children and youth an opportunity to apply those skills in a variety of real-world, hands-on explorations.

Working closely with Santa Ana Unified School District, *THINK Together's* After School and SES divisions will demonstrate the effectiveness of aligned programming in:

Providing and coordinating intensive academic after-school services to students who attend a Title I school in the District that is in its second year of improvement, in corrective action, or in restructuring;

Increasing the number of students in the District receiving academic after-school services designed to improve their academic achievement;

Providing and coordinating academic after-school services that are consistent with the instructional program of the District;

Collecting data on student eligibility, enrollment, and participation in the academic after-school services provided by *THINK Together After School* and *THINK Together SES*.

To this end *THINK Together* will work closely with Santa Ana Unified School District as a model for other partnerships throughout California and the United States.

8-16-06

Randy Barth
Founder/CEO THINK Together

Memorandum of Understanding
Between THINK Together and the University of California at Irvine
August, 2008

This Memorandum of Understanding between THINK Together and the University of California, at Irvine outlines the purpose and nature of the collaborative efforts between these two entities that will result in UC Irvine as the lead evaluator of a new program model being implemented by THINK Together to not only increase the numbers of students improving their levels of academic achievement after school, but to also help ensure the overall sustainability of our organization so that we may continue to maximize our ability to best serve additional students in need.

THINK Together will contract with the Department of Education at UC Irvine to develop and implement a three-year evaluation plan that will serve the purpose of using both quantitative and qualitative data to identify the best practices related to the effective implementation, management and highest academic outcomes resulting from a new blended model of after school programming that will be implemented by THINK Together in the Santa Ana Unified School District (SAUSD) beginning in 2008-2009. The objectives of this model include increasing the numbers of students participating in SES, increasing the rates of improvement on the California Standards Test in Language Arts and Math and ensuring the ability of this model to be effectively scaled out across multiple sites in multiple school districts.

This evaluation will be a three year longitudinal study that will measure the effectiveness of the THINK Together SES programs in the Santa Ana Unified School District. THINK Together will serve over 20 sites in SAUSD in 2008-2009, adding new sites each year through 2010-2011, up to a possible 43 sites. This phase in offers the unique opportunity to use the identified best practices at the 20 implementation sites in Year 1 to refine and improve the on-going program implementation and management practices as well as the rates of improved academic achievement across Years 2 and 3, resulting in tested, replicable practices that can be effectively scaled out to new schools across multiple settings.

UCI will measure the following indicators from baseline implementation in Year 1 (2008-2009), through Year 2 (2009-2010) to Year 3 (2010-2011), resulting in both formative outcome data that can be used to facilitate continuous program improvement and a final summative evaluation at the end of Year 3 that identifies best practices related to the implementation, management and high levels of academic achievement:

1) Effectiveness of the implementation strategies used to deliver a blended THINK Together SES model both at initial implementation and over time as new sites are added each year;
   a. Objective data will be gathered through interviews, surveys and observations, to help inform initial and ongoing effectiveness of the implementation of THINK Together SES services by identifying related best practices.
   b. Factors to examine include, but are not limited to parent, student, principal and staff perceptions about the expectations of the model versus the experiences with the model, the logistics of planning, coordinating and scheduling THINK

Together programming and staff with SES, the real versus the perceived effect of the additional SES responsibilities on Site Coordinator duties including the role of incentive pay, and the communication strategies used to identify, recruit and retain students in the blended THINK Together SES model.

2) Effectiveness of the management structure used to implement the SES model into THINK Together programming, both at new sites, and longitudinally over a three year-period as new sites are added each year;
   a. Objective data will be gathered through interviews, surveys and observations, to help inform initial and ongoing effectiveness of the management structure used to implement and deliver a blended THINK Together SES model.

   b. Factors to examine include, but are not limited to, the effectiveness of the management and accountability structure in light of actual duties performed, both within SES and as they impact key THINK Together site staff and programming, effectiveness of the communication and relationship building strategies between THINK Together, parents, students and the district/school administration and the management of essential program data between THINK Together and SES.

3) Effectiveness of the blended model in being able to attract more students to SES and subsequently contribute significantly to increased rates of student achievement;
   a. Objective data will be assessed, including the numbers and demographics of students being recruited and retained in SES services by THINK Together, as compared to those served by both the school and the district generally, the percentage of THINK Together after school program participants receiving SES, the perceptions of the academic and social-emotional value of this blended model as defined in surveys and interviews by principals, teachers, parents, and THINK Together staff and how these perceptions affect recruitment and retention efforts.

   b. Student achievement data will also be examined, including, but not limited to benchmark assessments used with SES curriculum, and the annual California Standards Test in both Language Arts and Math. Student achievement data will be examined in a quasi-experimental method, using the following comparison groups: 1) regularly participating THINK Together students not receiving SES; 2) students completing SES services and not participating in THINK Together; 3) students regularly participating in the blended THINK Together SES model; 4) students on a waiting list for THINK Together and not receiving either service.

   c. The correlation between the attendance rates in THINK Together SES, levels of academic achievement and the perceived value of THINK Together over time will also be examined to better understand the value-add of this blended model.

THINK Together will work cooperatively with UC Irvine to facilitate the distribution of surveys, focus groups, observations, and interviews of THINK Together participants and staff. THINK Together will also provide data on student demographics, test scores, program participation and

other data as deemed necessary to complete the evaluation. THINK Together's Director of Evaluation will work closely with UC Irvine staff to further develop, implement and refine the evaluation plan to best meet the needs of both organizations.

The signatures below indicate the intention of both parties to work together in the manner described above to support the overall effectiveness of the evaluation. This MOU does not bind either party to contractual obligations.

Randy Barth, Executive Director
THINK Together
2100 E. 4th Street
Santa Ana, CA 92705

August 6, 2008
Date

Dr. Deborah Vandell, Chair
Department of Education, UCI
2001 Berkeley Place
Irvine, CA 92697-5500

August 6, 2008
Date

August 8, 2008

RE: High Quality Supplemental Educational Services and After School Demonstration Grant Application

To Whom It Concerns:

As the President of the District Advisory Committee (DAC) and the District English Learners Advisory Committee (DELAC) in the Santa Ana Unified School District (SAUSD), I am writing in support of the application being submitted by SAUSD with THINK Together that proposes to provide intensive tutoring services beyond those able to be provided in the current after school enrichment programs which are funded by 21st Century Community Learning Centers (21stCCLC) and staffed at a 20:1 ratio.

As a long-standing provider of after school programming in SAUSD, THINK Together is clearly committed to providing afterschool opportunities for students that allow them to experience academic success. This grant will be an opportunity for THINK Together to expand that commitment by delivering more intensive academic instruction to our children who already stay after school to get help in academics. Delivering SES as part of the 21st CCLC funded programs is a welcome opportunity to more intensively meet the academic needs of our children, while at the same time, provide additional programming that provides a continued safe environment, recreational activities, additional academic enrichment and homework assistance.

As a parent in a district that is in Year 3 of Program Improvement (PI), I know there is a great need for more intensive instruction being available outside of the regular school day, especially at our schools receiving 21st CCLC funding. In SAUSD, 75% (33/44) of our elementary schools and middle schools receiving 21st CCLC funding are in PI , 80% (27/34) of which are in PI Years 4 and 5. With an enrollment at these sites of almost 40,000 and an English Language Learner rate of 60%, we clearly have many parents with children in great need of more intensive, individualized instruction being available outside of the regular school day.

As President of the Advisory groups serving parents in SAUSD, I look forward to the opportunity to assist THINK Together in increasing the enrollment of after school participants in SES by informing parents through meetings, newsletters and other means about this important opportunity to have their child not only participate in the 21st CCLC afterschool programs, but to also receive more intensive tutoring during this program time, resulting in an increase in the overall success for our students.

Thank you.

Victoria Zaragoza

Victoria Zaragoza, DAC President & DELAC President

August 8, 2008

Date

Santa Ana Unified School District
Student Demographics and Program Needs Chart

School	Enrollment	Free and Reduced Lunch	2006-2007 API	English Language Arts % Lacking Proficiency	Mathematics % Lacking Proficiency	Current students funded through ASES/21st CCLC	Projected student enrollment in 08-09	Projected Summer / Saturday/ Spring Break enrollment
Adams Elementary	639	87.50%	701	78%	62%	96	116	130
Carver Elementary	591	92.70%	732	67%	54%	124	144	167
Davis Elementary	627	93.00%	638	82%	69%	105	125	143
Diamond Elementary	633	92.60%	718	74%	53%	114	134	307
Edison Elementary	751	91.30%	693	76%	60%	135	155	182
Esqueda Elementary	730	82.30%	640	81%	75%	95	115	126
Franklin Elementary	439	95.50%	659	77%	68%	84	104	113
Fremont Elementary	812	83.80%	683	78%	59%	180	200	242
Garfield Elementary	679	87.70%	627	84%	74%	130	150	174
Harvey Elementary	497	85.90%	759	64%	44%	84	113	113
Heninger Elementary	849	85.40%	722	70%	53%	158	178	215
Hoover Elementary	819	82.40%	683	78%	63%	170	190	229
Jackson Elementary	1,136	90.10%	685	77%	63%	108	128	147
Jefferson Elementary	943	71.80%	728	65%	57%	121	141	165
Kennedy Elementary	840	90.30%	634	81%	76%	134	154	182
King Elementary	869	87.00%	675	82%	64%	92	112	287
Lincoln	1,140	84.90%	673	77%	67%	182	202	245

Elementary								
Lowell Elementary	907	90.10%	636	84%	67%	151	171	204
Madison Elementary	889	89.90%	784	62%	33%	169	189	230
Martin Elementary	730	89.70%	669	77%	67%	105	125	142
Mendez Fundamental Elementary	1,470	89.00%	732	63%	65%	110	130	148
Monte Vista Elementary	697	86.90%	724	71%	57%	123	143	165
Monte Elementary	533	84.50%	704	69%	57%	155	175	210
Muir Fundamental Elementary	899	49.90%	825	43%	40%	94	114	126
Mac Arthur Fundamental Elementary	1295	51.20%	798	47%	49%	220	240	297
Pio Pico Elementary	790	94.30%	663	81%	65%	148	168	199
Remington Elementary	391	90.30%	694	71%	62%	84	104	113
Romero-Cruz Elementary	421	94.10%	678	78%	64%	84	104	190
Roosevelt Elementary	743	92.50%	684	78%	58%	102	122	138
Santiago Elementary	908	61.50%	776	57%	48%	84	104	113
Sepulveda Elementary	624	86.90%	636	81%	74%	79	99	106
Taft Elementary	1177	57.00%	697	65%	63%	106	126	143
Thorpe Fundamental Elementary	815	52.50%	815	50%	38%	84	104	113
Walker Elementary	628	86.50%	681	77%	61%	180	200	242
Washington Elementary	1,209	81.70%	697	74%	61%	148	168	200
Wilson	722	96.60%	630	84%	72%	110	130	150

Elementary								
Carr Intermediate	1,731	83.80%	692	76%	62%	275	295	372
Lathrop Intermediate	1,381	84.40%	603	84%	81%	142	162	126
McFadden Intermediate	1,476	71.80%	637	77%	82%	124	144	166
Sierra Intermediate	1,079	84.70%	605	82%	83%	174	194	234
Spurgeon Intermediate	1,550	0	614	0%	0%	112	132	150
Villa Fundamental Intermediate	1,380	82.60%	710	69%	69%	115	135	154
Willard Intermediate	1,558	82.10%	577	84%	89%	214	234	288
TOTAL AVERAGE	38,997	81.37%	691	71.51%	61.12%	5,604	6473	7886