

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**FSCS APPLICATION PACKAGE
CFDA # 84.215J
PR/Award # U215J100152**

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

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

Application for Federal Assistance SF-424		Version 02	
* 1. Type of Submission		* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication		<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application		<input type="checkbox"/> Continuation * Other (Specify)	
<input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> Revision	
* 3. Date Received:		4. Applicant Identifier:	
7/23/2010			
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier:	
		N/A	
State Use Only:			
6. Date Received by State:		7. State Application Identifier:	
8. APPLICANT INFORMATION:			
* a. Legal Name: Bert Corona Charter School			
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:	
200407224		783732543	
d. Address:			
* Street1:		9400 Remick Avenue	
Street2:			
* City:		Pacoima	
County:		Los Angeles	
State:		CA	
Province:			
* Country:		USA	
* Zip / Postal Code:		91331	
e. Organizational Unit:			
Department Name:		Division Name:	
f. Name and contact information of person to be contacted on matters involving this application:			
Prefix:		* First Name:	
Mr.		Stan	
Middle Name:			

* Last Name: Saunders

Suffix:

Title:

Organizational Affiliation:

* Telephone Number: (213)688-2802 Fax Number: (213)688-2942

* Email: SSAUNDERS@YPIUSA.ORG

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Local Education Agency

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215J

CFDA Title:

FSCS Application Package

*** 12. Funding Opportunity Number:**

ED-GRANTS- 060810-00

Title:

Full-Service Community Schools program

13. Competition Identification Number:

Title:

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

City of Los Angeles

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

San Fernando Valley Full Service Community Schools Program

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: CA-34

* b. Program/Project: CA-28

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2015

18. Estimated Funding (\$):

a. Federal	\$ 2500000
b. Applicant	\$
c. State	\$
d. Local	\$ 1074462
e. Other	\$
f. Program Income	\$ 0
g. TOTAL	\$ 3574462

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

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

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

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

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

Yes No

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

IXI ** 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: Ms. * First Name: Yvette

Middle Name:

* Last Name: King-Berg

Suffix:

Title: Executive Director

* Telephone Number: (818)834-5805 Fax Number:

* Email: YKINGBERG@YPIUSA.ORG

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Bert Corona Charter School

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	\$ 280,250	\$ 288,658	\$ 288,657	\$ 288,658	\$ 297,317	\$ 1,443,540
2. Fringe Benefits	\$ 58,853	\$ 60,618	\$ 60,618	\$ 60,618	\$ 62,437	\$ 303,144
3. Travel	\$ 3,600	\$ 3,600	\$ 3,600	\$ 3,600	\$ 3,600	\$ 18,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 58,280	\$ 17,815	\$ 17,815	\$ 17,815	\$ 7,336	\$ 119,061
6. Contractual	\$ 79,675	\$ 113,850	\$ 113,850	\$ 113,850	\$ 113,850	\$ 535,075
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 19,342	\$ 15,459	\$ 15,460	\$ 15,459	\$ 15,460	\$ 81,180
9. Total Direct Costs (lines 1-8)	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 2,500,000
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 2,500,000

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

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

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

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

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

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 0%

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

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Bert Corona Charter School

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 46,046	\$ 47,427	\$ 57,511	\$ 67,895	\$ 69,932	\$ 288,811
2. Fringe Benefits	\$ 9,670	\$ 9,960	\$ 12,077	\$ 14,258	\$ 14,686	\$ 60,651
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 145,000	\$ 145,000	\$ 145,000	\$ 145,000	\$ 145,000	\$ 725,000
9. Total Direct Costs (lines 1-8)	\$ 200,716	\$ 202,387	\$ 214,588	\$ 227,153	\$ 229,618	\$ 1,074,462
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 200,716	\$ 202,387	\$ 214,588	\$ 227,153	\$ 229,618	\$ 1,074,462

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Yvette King-Berg

Title: Executive Director

Date Submitted: 07/23/2010

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION

Bert Corona Charter School

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
--

Prefix: Ms.	First Name: Yvette	Middle Name:
Last Name: King- Berg	Suffix:	
Title: Executive Director		

Signature: _____	Date: 07/23/2010
------------------	------------------

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : GEPA Assurances

File : [GEPA.doc](#)

General Education Provisions Act (GEPA), Section 427 Assurances

It is vital that access to the services offered through the Full-Service Community Schools Program serving students and families at target schools in the Los Angeles communities described in this grant proposal be available to all students and families. Barriers that can impede equitable access or participation include types such as gender, race, national origin, color, disability, or age. The program is specifically designed to support neighborhoods and schools with needed services, and boosting student achievement. To do this, the Full-Service Community Schools Program strives to eliminate barriers that prevent people from having access to the programs and services required to fully participate.

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

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

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

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

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

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Ms. Aura Garcia

Address:

* Street1: 9400 Remick Avenue
Street2:
* City: Pacoima
County: Los Angeles
* State: CA * Zip / Postal Code: 91331 * Country: USA

* Phone Number (give area code) (818)899-5550 Fax Number (give area code)

Email Address:

AGARCIA@YPIUSA.ORG

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :
File :

Project Narrative

Appendix--Other, if applicaable

Attachment 1:

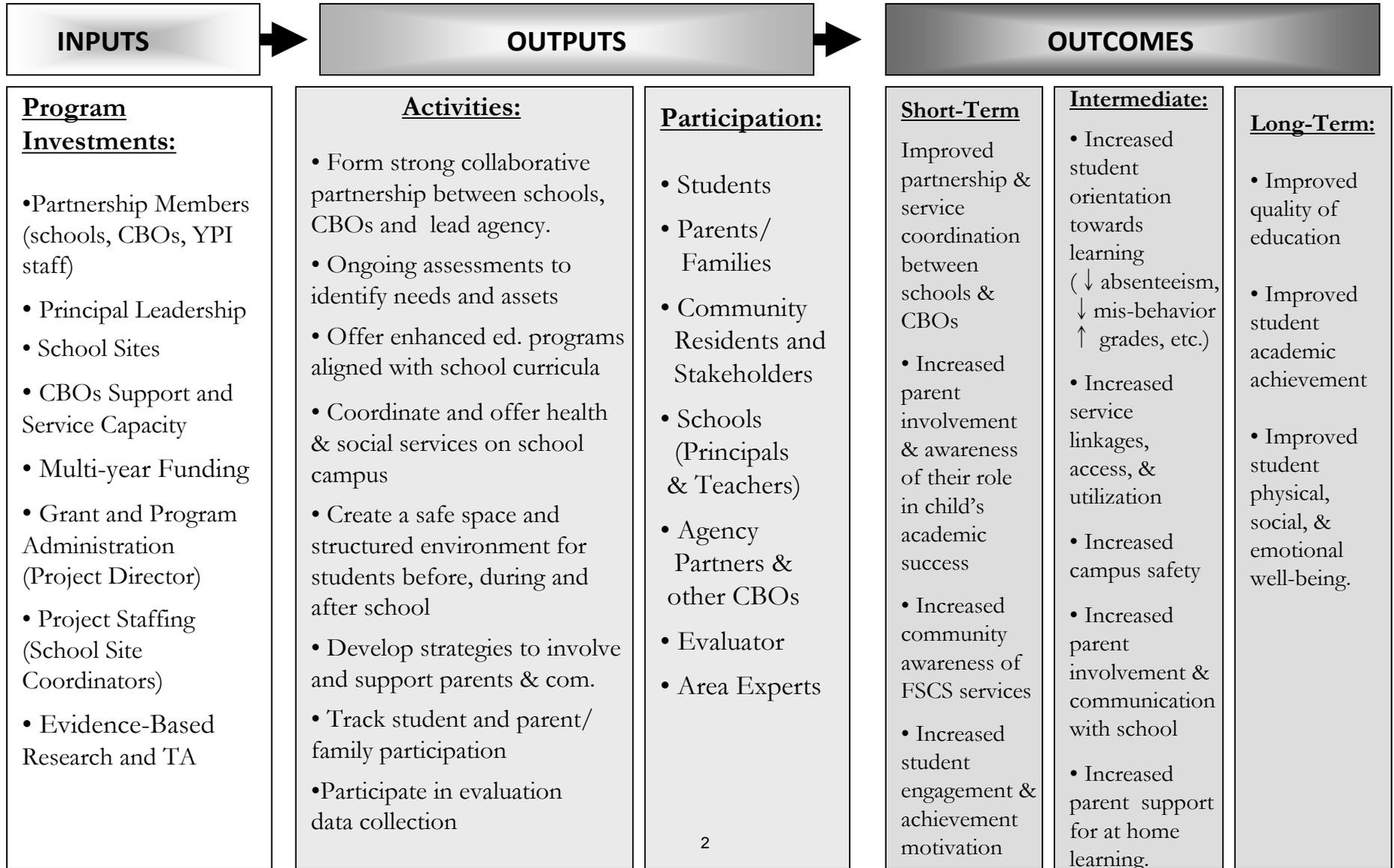
Title: **Other Appendix** Pages: **16** Uploaded File: **Other Appendix-final.pdf**

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San Fernando Valley Full-Service Community Schools Logic Model

Goal: The goal of Full-Service Community Schools is to improve student academic achievement and well-being.



SAN FERNANDO VALLEY FULL SERVICE COMMUNITY SCHOOLS (SFV FSCS)

PARTNER QUESTIONNAIRE: PLANNING ASSESSMENT

Please indicate whether you are: School staff Partner Agency staff

1. How useful were the partnership meetings during planning?

- Very useful Somewhat useful Not really useful Not useful at all

Please describe what they have been useful for or provide suggestions to improve their usefulness.

2. How effective has the FSCS staff been in working with you / your agency?

- Very effective Somewhat effective Not really effective Not effective at all

Please describe how they have been effective or provide suggestions to improve their effectiveness.

3. Please indicate how much you agree or disagree with each of the following statements. (Circle a number from 1, strongly disagree, to 5, strongly agree).

	Strongly Disagree				Strongly Agree
A. I completely understand the mission and the goals of the FSCS project.	1	2	3	4	5
B. The mission of the FSCS project is pertinent to me / my agency.	1	2	3	4	5
C. I fully understand my agency's role in FSCS and how that role contributes to the project's overall mission and goals.	1	2	3	4	5
D. The goals of the FSCS project are realistic and attainable.	1	2	3	4	5
E. All the most relevant members of the community are represented on the collaborative.	1	2	3	4	5
F. Regular communication between partners occurs.	1	2	3	4	5
G. Joint participation in FSCS has strengthened relationships between the participating schools and community agencies.	1	2	3	4	5
H. The collaborative has the resources it needs to carry out its mission.	1	2	3	4	5
I. The expectations of being a member of the FSCS collaborative were made clear to me.	1	2	3	4	5
J. I am an active participant in the project's planning process.	1	2	3	4	5
K. FSCS has effectively taken advantage of the services my agency offers.	1	2	3	4	5
L. My input is included when decisions about the project are made.	1	2	3	4	5
M. The benefits of my / my agency's participation in FSCS outweigh the costs of participation.	1	2	3	4	5
N. FSCS helps my agency to better serve children/families.	1	2	3	4	5

4. How do you think the FSCS project as a whole benefited students and families during planning?

5. How do you think your participation in the FSCS project during planning benefited you / your agency?

San Fernando Valley Full Service Community Schools Schedule- “7 to7”

	Bert Corona	Vaughn	Maclay Middle	Pacoima Charter	SFiAM
1. Early Childhood Education	M-F, referrals	M-F, referrals	Once a week, plus referrals	Referrals	Referrals
2. Remedial Education/Academic Enrichment	M-F, 3-6 pm				
3. Parental Involvement	Once a week (12 week program)				
4. Mentoring/Youth Development	T-Th, 3-6pm	M-W, 3-6pm	M-W, 3-6pm	M-W, 3-6pm	M-W, 3-6pm
5. Parenting Education	M-F 7pm- 10pm				
6. Community Service	M, W				

	3-5pm	3-5pm	3-5pm	3-5pm	3-5pm
7. Assistance for Truant/ Suspended/Expelled Students	Once a week (13 week program)				
8. Job training/career counseling	Referrals	Referrals	Referrals	Referrals	Referrals
9. Nutrition Services	M-F	M-F	M-F	M-F	M-F
10. Health/Dental Care	Bi-weekly	Bi-weekly	Bi-weekly	Bi-weekly	Bi-weekly
11. Mental Health Counseling	Twice per week	M-F	Twice per week	Twice per week	Twice per week
12. Adult Education	T-TH 7-10 pm, Sat.	T-TH 7- 10pm, Sat.	T-TH 7- 10pm, Sat	T-TH 7-10 pm, Sat	T-TH 7-10 pm, Sat

Program Objectives and Service Types/Activities

School	Increase Academic Achievement in ELA & Math Test Scores	Improve student behavior, school attendance and school climate	Increase student and family well being in a range of health indices	Parent Education & Parent Leadership Development
<p>Esperanza Elementary School</p>	<p>1. Art/Enrichment Intercession Program (Inner City Arts): Track D- 50 students (Nov/Dec 09) Track B—50 students (Mar/April)</p> <p>2. Aprendamos Intercession Program (IDEPSCA) Track A—40 Students (Jan/Feb) Track C—40 students (Feb/March)</p> <p>3. Supplemental Education Services (YPI)-YEAR ROUND In-home or site based tutoring to students in ELA or Math.</p> <p>4. Read with me/Lea conmigo program (FIS)—YEAR ROUND: Children rotate backpacks with different reading books. ~ 32 Preschool Students & Parents ~88 First Grade Students & Parents:</p> <p>5. Reading to Kids Monthly Reading Clubs and Parent Education Sessions(Reading to Kids) —YEAR ROUND: ~ 120-150 students (monthly) ~ 20-40 parents (monthly)</p>	<p>1. Attendance Awards and Incentives (YPI & LAUSD school staff): certificates and small prizes given to students as a recognition for their consistent attendance.</p> <p>2. Mentoring Program targeted to at risk youth (CCNP)—Program Pending</p> <p>3. Big Brother/Big Sisters mentoring program (Big Brothers/Big Sisters) —Program Pending</p> <p>4. Kid Watch Program. Work to Increase parent volunteer group and participation in pedestrian and public safety program (City of Los Angeles)—Program Pending</p> <p>5. Gang Prevention and Intervention Program (Aztecs Rising) ~20 parents (Jan/Feb)</p>	<p>1. Health Education and Youth Development Program (Planned Parenthood) ~20 Parents (Jan-April)</p> <p>2. Project LEAN Nutrition Workshops (CA Dept. of Health and the Public Health Institute) ~20 Parents (April)</p> <p>3. COACH for Kids health mobile van referrals ~ 15 students/parents per scheduled school event.</p> <p>4. Clinica Oscar Romero Reproductive Health Screening Referrals</p> <p>5. Local CBO referrals</p>	<p>1. Padres en Accion Parent Leadership Workshops (SALEF) ~15 Parents (Oct-Dec)</p> <p>2. Monthly Parent Workshops (YPI) ~30-40 parents attend each month</p> <p>3. Non-Violent Parenting Workshops (Ready for School-10th Street) ~ 20 parents</p> <p>4. Parent Volunteer Campus Opportunities ~ 20 parents volunteer per semester</p>

**Program Objectives and Service Types/Activities
YEAR 2 (October 1, 2009 to September 30, 2010)**

School	<p align="center">Program Objectives and Service Types/Activities YEAR 2 (October 1, 2009 to September 30, 2010)</p>			
	<p align="center">Increase Academic Achievement in ELA & Math Test Scores</p>	<p align="center">Improve student behavior, school attendance and school climate</p>	<p align="center">Increase student and family well being in a range of health indices</p>	<p align="center">Parent Education & Parent Leadership Development</p>
<p>Gratts Elementary School</p>	<p>1. Art/Enrichment Intercession Program (Inner City Arts): Track B—50 students (Sept-Oct 09) Track A- 50 students (Jan-March)</p> <p>2. Aprendamos Intercession Program (IDEPSCA) Track B—40 students (March/April)</p> <p>3. Supplemental Education Services (YPI)-YEAR ROUND In-home or site based tutoring to students in ELA or Math.</p> <p>4. Read with me/Lea con migo program (FIS)—YEAR ROUND: Children rotate backpacks with different reading books. ~ 20 Preschool Students & Parents: ~33 First Grade Students & Parents:</p> <p>5. Reading to Kids Monthly Reading Clubs and Parent Education Sessions(Reading to Kids) —YEAR ROUND: ~ 120 students (monthly) ~ 30 parents (monthly)</p>	<p>1. Eagle Awards (YPI & LAUSD school staff): certificates and small prizes given to students as a recognition for their consistent attendance.</p> <p>2. Mentoring Program targeted to at risk youth (CCNP)—Program Pending</p> <p>3. Big Brother/Big Sisters mentoring program (Big Brothers/Big Sisters) —Program Pending</p> <p>4. Kid Watch Program. Work to Increase parent volunteer group and participation in pedestrian and public safety program (City of Los Angeles)</p> <p>5. Camp Max Strauss Summer residential program Targeted to students with behavior related and social problems. ~15 students</p> <p>6. Gang Prevention and Intervention Program (Aztecs Rising) ~20 parents (Nov/Dec)</p>	<p>1. Health Education and Youth Development Program (Planned Parenthood) ~20 Parents (Jan-April)</p> <p>2. Project LEAN Nutrition Workshops (CA Dept. of Health and the Public Health Institute) ~20 Parents (April)</p> <p>3. COACH for Kids health mobile van referrals ~ 15 students/parents per scheduled school event.</p> <p>4. Clinica Oscar Romero Reproductive Health Screening Referrals</p> <p>5. Local CBO referrals</p>	<p>1. Elementary to Middle School Transition Workshops (FIS) ~60-80 parents (Date TBD)</p> <p>2. Parent Volunteer Campus Opportunities (Madrinas Project) ~ 20 parents volunteer per semester</p> <p>3. Leamos Web-based Literacy Project (Centro Latino for Literacy) ~20 parents (start Feb/March)</p>

Program Objectives and Service Types/Activities YEAR 2 (October 1, 2009 to September 30, 2010)

School	Program Objectives and Service Types/Activities YEAR 2 (October 1, 2009 to September 30, 2010)			
	Increase Academic Achievement in ELA & Math Test Scores	Improve student behavior, school attendance and school climate	Increase student and family well being in a range of health indices	Parent Education & Parent Leadership Development
Liechty Middle School	<p>1. Art/Enrichment Summer Program (Inner City Arts): ~50 students (July 2010)</p> <p>2. English & Math Tutoring Services after school (City Year)</p>	<p>1. Positive Action Curriculum (LAUSD Staff) -school based social and character development curriculum ~700 students (Program Pending)</p> <p>2. Attendance Awards and Incentives (YPI, LAUSD school staff, City Year): certificates and field trips to students as a recognition for their consistent attendance.</p> <p>3. Mentoring Program targeted to at risk youth (CCNP)—Program Pending</p> <p>4. Kid Watch Program. Work to Increase parent volunteer group and participation in pedestrian and public safety program (City of Los Angeles)</p> <p>5. Gang Prevention and Intervention Program (Aztecs Rising) ~20 parents (Program Pending)</p> <p>6. Community Action Training youth development training (World Vision) ~15 students (Oct./ Nov.)</p> <p>7. Cops & Kids Class Sessions & Conference (Constitutional Rights Foundation) ~40 students & 20 parents (May/June)</p>	<p>1. Health Education and Youth Development Program (Planned Parenthood) ~20 Parents (Jan-April)</p> <p>2. Project LEAN Nutrition Workshops (CA Dept. of Health and the Public Health Institute) ~20 Parents (April)</p> <p>3. Teen Clinic Workshops (Clinica Oscar Romero)- 6 session workshops covering topics such as sex, teen pregnancy, alcohol & drugs, etc. ~20 parents (Date TBD)</p> <p>4. COACH for Kids health mobile van referrals ~ 15 students/parents per scheduled school event.</p> <p>5. MALDEF Domestic Violence Workshops ~20 parents (Oct-Dec)</p> <p>6. Clinica Oscar Romero Reproductive Health Screening Referrals</p> <p>7. Local CBO referrals</p>	<p>1. Padres y Reforma Escolar leadership workshops (CARECEN) ~20 parents (Oct/Nov)</p> <p>2. Padres en Accion (SALEF) Leadership development workshop. ~18 parents (Jan-March.)</p> <p>3. Parent Volunteer Campus Opportunities ~ 20 parents volunteer per semester</p> <p>4. Leamos Web-based Literacy Project (Centro Latino for Literacy) ~5 parents (start Feb/March)</p> <p>5. College Awareness and Education Workshop (YPI) ~ 20 parents (Oct./Nov.)</p>

**Program Objectives and Service Types/Activities
YEAR 2 (October 1, 2009 to September 30, 2010)**

School	Program Objectives and Service Types/Activities YEAR 2 (October 1, 2009 to September 30, 2010)			
	Increase Academic Achievement in ELA & Math Test Scores	Improve student behavior, school attendance and school climate	Increase student and family well being in a range of health indices	Parent Education & Parent Leadership Development
<p>Oscar Romero Charter Middle School</p>	<p>1. 21st Century Kids Afterschool Program (YPI) The afterschool program provides tutoring, homework help, arts and crafts, etc. ~100 students</p> <p>2. 21st Century Summer Program (YPI) The afterschool program provides tutoring, homework help, arts and crafts, etc ~80 students</p> <p>3. Accelerated Reader Program (YPI) Independent learning (during school and after school activities to encourage reading). ~80 students</p> <p>4. Americorp Tutoring Program (YPI) individual tutoring in English Language Arts and Math. ~90 students</p>	<p>1. Positive Action Curriculum (LAUSD Staff) -school based social and character development curriculum ~150 students (Program Pending)</p> <p>2. Mentoring Program targeted to at risk youth (SALEF)— ~20-30 students (DATE TBD)</p> <p>3. Gang Prevention and Intervention Program (Aztecs Rising) ~20 parents (Nov/Dec)</p> <p>4. Community Action Training youth development training (World Vision) ~15 students (Jan/Feb.)</p>	<p>1. Health Education and Youth Development Program (Planned Parenthood) ~20 Parents (Sept-Feb)</p> <p>2. Carol White Nutrition/Physical Education Workshops (YPI) ~20 parents (program pending)</p> <p>3. Teen Clinic Workshops (Clinica Oscar Romero)- 6 session workshops covering topics such as sex, teen pregnancy, alcohol & drugs, etc. ~20 parents (Date TBD) ~20 students (Date TBD)</p> <p>4. MALDEF Domestic Violence Workshops ~20 parents (Program Pending)</p> <p>5. Clinica Oscar Romero Reproductive Health Screening Referrals</p> <p>6. Local CBO referrals</p>	<p>1. Padres en Accion (SALEF) Leadership development workshop. ~18 parents (Sept.-Dec.)</p> <p>2. Parent Volunteer Campus Opportunities ~ 20 parents volunteer per semester</p> <p>3. Leamos Web-based Literacy Project (Centro Latino for Literacy) ~20 parents (start Feb/March)</p> <p>4. College Awareness and Education Workshop (YPI) ~ 20 parents (Oct./Nov.)</p> <p>5. Parent School Partnership Program (MALDEF) Parent leadership Program. (Program Pending)</p> <p>6. Family Technology Program (YPI) Computer literacy program ~25 parents (Fall) ~25 parents (Spring)</p>

Evaluation Outcomes and Data

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

<i>Education</i>	-Increase in civic engagement	Survey; Interviews/Focus Group
<i>Mentoring & Youth development</i>	-participation in programs, -change in social behaviors	Student Survey; Parent Survey; Teacher Survey; Interviews/Focus Group
<i>community service</i>	-participation in programs -change in social behaviors	Student Survey; Parent Survey; Teacher Survey; Interviews/Focus Group
<i>job training & career counseling</i>	-participation in programs, -change in social behaviors	Student Survey; Parent Survey; Teacher Survey; Interviews/Focus Group
<i>Nutrition</i>	-Participation rates in nutrition programs; Change in nutritional knowledge	-Student Survey -Parent Survey
<i>Health & Dental</i>	-Participation rates in health & dental services; Rates of illness/ailments	-Student Survey -Parent Survey
<i>Mental Health & Counseling</i>	-Participation rates -Mental health measures	-Student Survey -Parent Survey
<i>Adult Education Services</i>	-Participation rates -English language development	-Parent Survey -Interviews/Focus Group

latimes.com/news/local/la-me-outthere-20100623,0,7911336.story

latimes.com

Pacoima middle school in deadly neighborhood

13 people have been killed within a mile of the Charles Maclay campus since September 2007. A gang injunction seems to have helped the area, but threat is an everyday thing for the students.

By Ken Schwencke, Los Angeles Times

June 24, 2010

Charles Maclay Middle School sits at the corner of Glenoaks Boulevard and Pierce Street in the San Fernando Valley, at the intersection of a gang injunction zone and public housing.

advertisement

Within one mile of [the school](#), amid a grid of sun-bleached storefronts, laundromats, liquor stores, and fast food restaurants, 13 people have been killed since September 2007. In all of Pacoima, 31 people have been killed in the same period.

[Alejandro Villa](#), a 14-year old Maclay student, was shot to death two blocks from the school while walking down Van Nuys Boulevard in 2008. [Cesar Diaz](#), 15, was killed in March while riding his bike three blocks away. [Olga Martinez](#), a 33-year-old mother, was stabbed to death in May at the housing project across the street.

Two months ago, eighth-grade English teacher Anthony Mize heard about another homicide victim near the campus and worried that it was one of his students. As he searched for information about the killing, he discovered The Times' interactive [Homicide Report](#).

He was relieved that he did not find the name of any of his students, but the list gave him an idea.

"They're dealing with stuff on a daily basis that would make us call in sick," Mize said of his students. "It's like a constant blanket of anxiety."

He had his eighth-grade students begin researching the [31 homicides in Pacoima](#) that occurred since they entered middle school in 2007.

In a display case in the school's entryway, each victim is represented by silhouettes cut out of black card stock. On white paper shirts, Mize's students wrote each person's age, as well as the date and cause of death. Interspersed between groups of victims are colorful calls to action: "Stop the violence and increase the peace," reads one. "Drop the gun or drop your life!!" reads another.

For Mize, the project was a way for the students to think about how they could affect the community where they live. In Pacoima, the students said gunshots and gangs are part of everyday life.

"It can be kind of a dangerous place sometimes," said Alexis Ramirez, 14, who will attend Discovery Charter Preparatory School next year, just down the street.

In creating the display for other students, parents and teachers to see, Alexis said he felt that he and his classmates had done something good for the community where he was born and hopes to stay "forever."

"You can just be yourself," he said of the neighborhood. "You can walk everywhere. People know you."

His classmate Francisco Valles has plans to leave. The gangs are bad, he said. "Pure violence, pure shooting, pure drugs. Pure hurtful stuff."

Francisco, 14, hears gunshots almost every night. The manager of his apartment was shot three times one night but survived, he said. Francisco said he had been chased down the street by gang members. When he leaves the local park, he's afraid of getting robbed of his skateboard.

When Mize's students were asked what gangs are prevalent in the area, the names came tumbling out: Terra Bella, Van Nuys, Thirteens, Latin Kings, San Fernando, Project Boys, Piru. It goes on.

The nine Pacoima homicides this year, while far from the highest among Los Angeles communities, already equal the neighborhood's 2009 total. In 2008, the area saw eight homicides, with 10 in 2007. Overall, however, year-to-date violent crime is down almost 25% from both 2009 and 2008 levels, according to LAPD statistics for the Foothill Division, which includes Pacoima.

Veronica Arreguin, Maclay's principal for three years, sees the area as a community in transition.

Since 2001, a large portion of Pacoima has been covered by a [gang injunction](#) against the Pacoima Project Boys. The order prevents gang members from appearing in public with other gang members, intimidating crime witnesses or gang critics, and from possessing guns, illegal drugs or open liquor containers in public.

Arreguin said she believed the injunction and the resources in place to enforce it have made a difference. As evidence, she points out that big chains like Lowe's and Best Buy have opened in Pacoima this year.

And signs of change extend to the campus. A community center opened at the school this year. The center refers people to services for help finding food and clothes and for paying bills. It also provides a monthly meeting place for community groups like [El Nido](#), a family counseling organization, and the [Youth Policy Institute](#), an educational organization for low-income families.

"Maclay is a different school than when I inherited it," she said. "The gangs still exist, but they've learned not to bring it on campus."

The school's Academic Performance Index rank is still in the lowest 10% for the state, though, and a staggering 99% of the school's students are on a free or reduced-price lunch program, according to the California Department of Education. Of Maclay students surveyed in 2009, 63% percent responded that their parents had not completed high school.

The school is losing six or seven teachers to budget cuts this year, Arreguin said. Mize is among those being laid off.

Mize, whose father works at the school and who first came to the campus as an intern three years ago, said he's thankful for the opportunity he had at Maclay. He sees his students as having unlimited potential. "They need to be shown how they connect and relate to the world," he said.

"I'm still holding out hope for coming back here," he added. "I don't know if I want to teach anywhere else."

ken.schwencke@latimes.com

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Bert Corona Charter School Parent Conference Attendance Data

Spring 2009		88.9%	
Grade Level	Attending	Possible	Percent
6th Grade	113	118	95.8%
7th Grade	102	119	85.7%
8th Grade	112	131	85.5%
Schoolwide	327	368	88.9%

Fall 2009		95.5%	
Grade Level	Attending	Possible	Percent
6th Grade	115	119	96.6%
7th Grade	113	119	95.0%
8th Grade	112	118	94.9%
Schoolwide	340	356	95.5%

Grade Level	Spring 09	Fall 09	Difference
6th Grade	95.8%	96.6%	0.9%
7th Grade	85.7%	95.0%	9.2%
8th Grade	85.5%	94.9%	9.4%
Schoolwide	88.9%	95.5%	6.6%

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

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

Project Narrative

Appendix--Documentation of match

Attachment 1:

Title: **Documentation of Match** Pages: **5** Uploaded File: **Documentation of Match.pdf**



Yvette King-Berg
Executive Director

Ruben Duenas
Principal

Barry Baxter
Assistant Principal

Diana Gamez
Assistant Principal
School and Parent Relations

**Bert Corona Charter School
Documentation of Match
San Fernando Valley Full-Service Community Schools Program**

The San Fernando Valley Full-Service Community Schools Program will establish a partnership between Bert Corona Charter School (a direct-funded charter school and Local Education Agency) and other Local Education Agencies to support and operate a Full-Service Community Schools program for students and families in the San Fernando Valley. As Lead Agency and Fiscal Agent, Bert Corona Charter School staff will work with the consortium to develop and implement student achievement and family support programs before, during, and after school as fully described in the program narrative.

LOCAL EDUCATION AGENCY: CDS#: 19 64733 0106872

Name: Bert Corona Charter School

Address: 9400 Remick Avenue

Pacoima, California 91331

Telephone: 818-834-5805

Bert Corona Charter School will support full service community services at our charter school through active participation in the planning and design of the program. We will contribute in-kind and leveraged services, facilities, equipment and resources as defined below to ensure sustainability. As a Local Education Agency acting as Lead Agency and Fiscal Agent, we will provide a total nonfederal match of **\$52,716** per year of services. We will:

- Provide services of school staff and the use of our school site for program services. Personnel funds for staff time will be worth **\$23,716** each year and will include salary as well as fringe benefits for services of the Executive director, the Principal, and teachers. We will provide use of facilities (classrooms, etc.) for services equal to an in-kind match of **\$16,000** each year.
- Provide use of utilities (phone, internet, lights, water) for the program as an in-kind match of **\$3,000** per year. Provide use of security for the program as an in-kind match of **\$2,000** per year.
- Provide use of existing school equipment (resources for recreation, multimedia, and other enrichment activities, as well as computer equipment and other resources) equal to an in-kind match of **\$8,000** each year.
- Facilitate evaluation of the program by participating in evaluation and providing access to data as needed during the grant period to the limit permitted by law.
- Continue to work on sustainability of this program during the term of this grant and beyond, with other collaborative partners.

AGREED TO:

Signature:

Ruben Duenas, Principal
Name and Title of Authorized Official



Pacoima Charter School

11016 NORRIS AVENUE, PACOIMA, CA. 91331
TEL: (818) 899-0201 FAX: (818) 890-3812

SYLVIA FAJARDO
Executive Director
MAUREEN CLARKE
Assistant Director of Instruction and Business
SALVADOR VILLESAS
Assistant Director of Instruction and Site Operations

Bert Corona Charter School Documentation of Match with Partnering Local Education Agency San Fernando Valley Full-Service Community Schools Program

The San Fernando Valley Full-Service Community Schools Program will establish a partnership between Bert Corona Charter School (a direct-funded charter school and Local Education Agency) and Pacoima Charter School (a direct-funded charter school and Local Education Agency) to support and operate a Full-Service Community Schools program for students and families at this school. School administration and staff will work with Bert Corona Charter School to develop and implement student achievement and family support programs before, during, and after school as fully described in the program narrative.

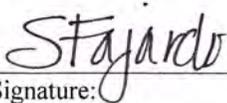
LOCAL EDUCATION AGENCY: CDS#: 19-64733-6018642

Name: Pacoima Charter School
Address: 11016 Norris Avenue
Pacoima, CA 91331
Telephone: 818-899-0201

Pacoima Charter School will support full service community services at our charter school through active participation in the planning and design of the program. We will contribute in-kind and leveraged services, facilities, equipment and resources as defined below to ensure sustainability. As a Local Education Agency partnering in the collaborative with Bert Corona Charter School, we will provide a total nonfederal match of **\$37,000** per year of services.

- Provide services of school staff and the use of our school site for program services. We will assign 2 staff members to work approximately 10 hours each a month on this project. These leveraged funds for staff time will be worth **\$8,000** each year and will include salary as well as fringe benefits. We will provide use of facilities (classrooms, etc.) for services equal to an in-kind match of **\$16,000** each year.
- Provide use of utilities (phone, internet, lights, water) for the program as an in-kind match of **\$3,000** per year. Provide use of security for the program as an in-kind match of **\$2,000** per year.
- Provide use of existing school equipment (resources for recreation, multimedia, and other enrichment activities, as well as computer equipment and other resources) equal to an in-kind match of **\$8,000** each year.
- Facilitate evaluation of the program by participating in evaluation and providing access to data as needed during the grant period to the limit permitted by law.
- Continue to work on sustainability of this program during the term of this grant and beyond, with other collaborative partners.

AGREED TO:


Signature: _____

Sylvia Fajardo, Executive Director/Principal

Name and Title of Authorized Official

A CALIFORNIA PUBLIC CHARTER SCHOOL

Vaughn Next Century Learning Center

13330 Vaughn Street, San Fernando, California 91340

Telephone (818) 896-7461

Fax: (818) 834-9036 website: www.vaughncharter.com

A CALIFORNIA DISTINGUISHED SCHOOL
A NATIONAL BLUE RIBBON SCHOOL
A WASC ACCREDITED SCHOOL

DR. YVONNE CHAN
FOUNDER/PRINCIPAL

ANITA ZEPEDA
DIRECTOR

**Bert Corona Charter School
Documentation of Match with Partnering Local Education Agency
San Fernando Valley Full-Service Community Schools Program**

The San Fernando Valley Full-Service Community Schools Program will establish a partnership between Bert Corona Charter School (a direct-funded charter school and Local Education Agency) and Vaughn Next Century Learning Center (a direct-funded charter school and Local Education Agency) to support and operate a Full-Service Community Schools program for students and families at this school. School administration and staff will work with Bert Corona Charter School to develop and implement student achievement and family support programs before, during, and after school as fully described in the program narrative.

LOCAL EDUCATION AGENCY: CDS#: 19 64733 6019715

Name: Vaughn Next Century Learning Center

Address: 13330 Vaughn Street

San Fernando, California 91340

Telephone: 818.896.7461

Vaughn Next Century Learning Center will support full service community services at our charter school through active participation in the planning and design of the program. We will contribute in-kind and leveraged services, facilities, equipment and resources as defined below to ensure sustainability. As a Local Education Agency partnering in the collaborative with Bert Corona Charter School, we will provide a total nonfederal match of \$37,000 per year of services. We will:

- Provide services of school staff and the use of our school site for program services. We will assign 2 staff members to work approximately 10 hours each a month on this project. These leveraged funds for staff time will be worth \$8,000 each year and will include salary as well as fringe benefits. We will provide use of facilities (classrooms, etc.) for services equal to an in-kind match of \$16,000 each year.
- Provide use of utilities (phone, internet, lights, water) for the program as an in-kind match of \$3,000 per year. Provide use of security for the program as an in-kind match of \$2,000 per year.
- Provide use of existing school equipment (resources for recreation, multimedia, and other enrichment activities, as well as computer equipment and other resources) equal to an in-kind match of \$8,000 each year.
- Facilitate evaluation of the program by participating in evaluation and providing access to data as needed during the grant period to the limit permitted by law.
- Continue to work on sustainability of this program during the term of this grant and beyond, with other collaborative partners.

AGREED TO:


Signature: _____

Anita Zepeda / Executive Director
Name and Title of Authorized Official



RAMON CORTINES
Superintendent of Schools

ALMA PEÑA-SANCHEZ
Superintendent Local District 2

LUIS RODRIGUEZ, Ed. D.
Principal

Bert Corona Charter School
Documentation of Match with Partnering School
San Fernando Valley Full-Service Community Schools Program

The San Fernando Valley Full-Service Community Schools Program will establish a partnership between Bert Corona Charter School (a direct-funded charter school and Local Education Agency) and the San Fernando Institute for Applied Media (a pilot school operated by program partner Youth Policy Institute) to support and operate a Full-Service Community Schools program for students and families at this school. School administration and staff will work with Bert Corona Charter School to develop and implement student achievement and family support programs before, during, and after school as fully described in the program narrative.

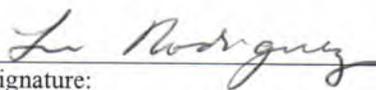
SCHOOL:

Name: San Fernando Institute for Applied Media
Address: 130 N BRAND BLVD
SAN FERNANDO, CA 91340
Telephone: 818-837-5400

The San Fernando Institute for Applied Media will support full service community services at our pilot school through active participation in the planning and design of the program. We will contribute in-kind and leveraged services, facilities, equipment and resources as defined below to ensure sustainability. As a pilot school partnering in the collaborative with Bert Corona Charter School, we will provide a total nonfederal match of **\$37,000** per year of services. We will:

- Provide services of school staff and the use of our school site for program services. We will assign 2 staff members to work approximately 10 hours each a month on this project. These leveraged funds for staff time will be worth **\$8,000** each year and will include salary as well as fringe benefits. We will provide use of facilities (classrooms, etc.) for services equal to an in-kind match of **\$16,000** each year.
- Provide use of utilities (phone, internet, lights, water) for the program as an in-kind match of **\$3,000** per year. Provide use of security for the program as an in-kind match of **\$2,000** per year.
- Provide use of existing school equipment (resources for recreation, multimedia, and other enrichment activities, as well as computer equipment and other resources) equal to an in-kind match of **\$8,000** each year.
- Facilitate evaluation of the program by participating in evaluation and providing access to data as needed during the grant period to the limit permitted by law.
- Continue to work on sustainability of this program during the term of this grant and beyond, with other collaborative partners.

AGREED TO:


Signature: _____

LUIS RODRIGUEZ, SFIAM PRINCIPAL
Name and Title of Authorized Official

Los Angeles Unified School District
Charles Maclay Middle School
12540 Pierce Street
Pacoima, California 91331
Telephono: (818) 686-3800 FAX: (818) 834-1012

Ramon C. Cortines
Superintendente de Escuelas
Alma Peña-Sánchez
Superintendente Local
Verónica Arreguín
Directora

Bert Corona Charter School
Documentation of Match with Partnering School
San Fernando Valley Full-Service Community Schools Program

The San Fernando Valley Full-Service Community Schools Program will establish a partnership between Bert Corona Charter School (a direct-funded charter school and Local Education Agency) and Charles Maclay Middle School to support and operate a Full-Service Community Schools program for students and families at this school. School administration and staff will work with Bert Corona Charter School to develop and implement student achievement and family support programs before, during, and after school as fully described in the program narrative.

SCHOOL:

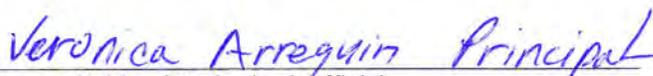
Name: Charles Maclay Middle School
Address: 12540 Pierce Ave
Pacoima, CA 91331
Telephone: (818) 834-1012

Maclay Middle School will support full service community services at our school through active participation in the planning and design of the program. We will contribute in-kind and leveraged services, facilities, equipment and resources as defined below to ensure sustainability. As a school partnering in the collaborative with Bert Corona Charter School, we will provide a total nonfederal match of **\$37,000** per year of services. We will:

- Provide services of school staff and the use of our school site for program services. We will assign 2 staff members to work approximately 10 hours each a month on this project. These leveraged funds for staff time will be worth **\$8,000** each year and will include salary as well as fringe benefits. We will provide use of facilities (classrooms, etc.) for services equal to an in-kind match of **\$16,000** each year.
- Provide use of utilities (phone, internet, lights, water) for the program as an in-kind match of **\$3,000** per year. Provide use of security for the program as an in-kind match of **\$2,000** per year.
- Provide use of existing school equipment (resources for recreation, multimedia, and other enrichment activities, as well as computer equipment and other resources) equal to an in-kind match of **\$8,000** each year.
- Facilitate evaluation of the program by participating in evaluation and providing access to data as needed during the grant period to the limit permitted by law.
- Continue to work on sustainability of this program during the term of this grant and beyond, with other collaborative partners.

AGREED TO:


Signature:


Name and Title of Authorized Official

Project Narrative

Appendix--MOU

Attachment 1:

Title: **Memorandum of Understanding** Pages: **10** Uploaded File: **Memorandum of Understanding.pdf**

San Fernando Valley Full Service Community Schools Program

Memorandum of Understanding (MOU)

With Bert Corona Charter School and Partners

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

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

It is understood that this grant will promote additional efforts by program partners for expanded services for students and families attending the target schools and will be refined and improved upon in future years. All collaborative partners in the school based Full Service

Community Schools Program share the goals and common values of expanding opportunities for students and families in the Northeast San Fernando Valley community of Los Angeles.

The proposed consortium consists of Bert Corona Charter School, a direct-funded charter school that is a Local Education Agency as defined in section 9101 (26) of the ESEA that will serve as Lead Agency and Fiscal Agent for grant funding. The consortium also includes additional direct-funded charter schools, community-based organizations, non-profit organizations, and other public or private entities as described in this MOU. All collaborative partners signing below agree to support the Full Service Community Schools Program by participating in the planning/design and management/oversight of the program, delivering services, sharing resources, attending meetings and providing feedback on program plans. To this end the collaborative partners will:

- Participate in planning and development of the Full Service Community Schools program by attending quarterly partnership meetings and providing feedback on programming and delivery plans as required by the Lead Agency and the U.S. Department of Education.
- Help promote the program and recruit participation by students, families, and community members served by the partnering organizations.
- Facilitate quality improvement processes and evaluation by participating in related activities and providing access to data as needed during the grant period.
- Continue to work on sustainability of this program with Bert Corona Charter School and other partners during the term of this grant and afterwards.

Agency-Specific Roles

Bert Corona Charter School will be the Lead Agency and Fiscal Agent for the Full Service Community Schools Grant. The LEA will be responsible for administering the grant and will be responsible for all grant reporting and gathering of required information. As required, Bert Corona personnel will attend U.S. Department of Education conferences and meetings related to grant services. Bert Corona will hire and employ the Program Director and all full-time Service Coordinators stationed at each targeted school. Bert Corona will manage and train personnel hired as part of the Full Service Community Schools Grant and will provide support resources (office equipment and supplies, travel, benefits, etc.). Bert Corona Charter School, through the personnel to be hired, will coordinate the Year 1 Planning by working with partners described below as well as the participating schools. Bert Corona will work with the consortium to implement the objectives described in the narrative. Bert Corona will coordinate with the evaluator to integrate indicators into the structure of our efforts and ensure evaluation occurs and is disseminated both to the Department of Education and to partners for continuous learning.

Youth Policy Institute will lead community-based outreach and services for students and families at partnering schools. Relevant programs and support services for youth and families at targeting schools and in the neighborhood include afterschool programs, preschool and early childhood services, direct-funded charter schools, tutoring programs, job training programs, adult education, parenting education, college preparation services, technology support and computer ownership programs, and community and supportive services through a City of Los Angeles FamilySource Center. These include case management, referrals, legal support, tax preparation, financial literacy, and youth leadership. YPI will work with the consortium to provide best practices, existing program services and expertise in operating a current Full-Service Community Schools program in the Pico Union community of Los Angeles.

Vaughn Next Century Learning Center as a partner and school service site will house a full-time program Service Coordinator, providing office space and resources to support program work, as well as access to the school site, staff, students and parents for program services. Vaughn will participate in Year 1 planning efforts to provide information on the need for program services and work with the Consortium to implement program services described in this proposal. The Vaughn Service Coordinator will work with partners and the program at the school site to strategically align these services with students, teachers, parents and facilities. Vaughn will support the overall efforts of the FSCS as determined in the planning period and to be implemented over the course of five years as described in this memorandum of understanding.

Pacoima Charter School as a partner and school service site will house a full-time program Service Coordinator, providing office space and resources to support program work, as well as access to the school site, staff, students and parents for program services. Pacoima Charter will participate in Year 1 planning efforts to provide information on the need for program services and work with the Consortium to implement program services described in this proposal. The Pacoima Coordinator will work with partners and the program at the school site to strategically align these services with students, teachers, parents and facilities. Pacoima Charter will support the overall efforts of the FSCS as determined in the planning period and to be implemented over the course of five years as described in this memorandum of understanding.

San Fernando Institute for Applied Media (SFiam) as a partner and school service site will house a full-time program Service Coordinator, providing office space and resources to support program work, as well as access to the school site, staff, students and parents for program services. SFiam will participate in Year 1 planning efforts to provide information on the need for program services and work with the consortium to implement program services described in

this proposal. The SFiAM Coordinator will work with partners and the program at the school site to strategically align these services with students, teachers, parents and facilities. SFiAM will support the overall efforts of the FSCS as determined in the planning period and to be implemented over the course of five years as described in this memorandum of understanding.

Maclay Middle School as a partner and school service site will house a full-time program Service Coordinator, providing office space and resources to support program work, as well as access to the school site, staff, students and parents for program services. Maclay will participate in Year 1 planning efforts to provide information on the need for program services and work with the Consortium to implement program services described in this proposal. The Maclay Coordinator will work with partners and the program at the school site to strategically align these services with students, teachers, parents and facilities. Maclay will support the overall efforts of the FSCS as determined in the planning period and to be implemented over the course of five years as described in this memorandum of understanding.

MEND - Meet Each Need with Dignity has worked since the early 1970's to support and transform the lives of the neediest children and their families in the San Fernando Valley. MEND will work in planning and implementation to build strong supportive resources in Pacoima for emergency food, clothing, medical, vision and dental care, job skills training and job placement assistance, English as a Second Language classes, youth activities, and a Christmas program.

Phoenix House is one of the largest non-profit substance abuse agencies in the nation, treating more than 7,000 persons each day in over 150 programs. Phoenix House will collaborate with Bert Corona and partners in program development for services such as researching, working to develop supportive services, and supporting community assessment. Services may include

Residential Treatment for youth with substance abuse and mental health issues; comprehensive family services in English and Spanish; as well as outpatient treatment with substance abuse and mental health issues. Phoenix House may offer Behavioral Health Treatment for youth using cognitive-behavioral evidence based programs and can provide Drug and Alcohol Prevention Services as well as Family Services using the Strengthening Families evidence-based program.

Northeast Valley Health Corporation (NEVHC) is one of the nation’s largest federally funded community health centers. NEVHC will work to provide information and outreach and plan for the infrastructure needed to provide direct medical and WIC services to targeted families.

Services will be provided to children and families who are medically underserved. Services will be provided at NEVHC operated community health centers (e.g. Pacoima Health Center), at school based clinics (e.g. Maclay Middle School), and WIC services at NEVHC WIC clinics.

UCLA – Community-Based Learning will work with staff to develop college preparation and work experience programs for youth to prepare them for college, to succeed while in college and in careers exploration. This will include pre-vocational training; goal setting; career exploration and decision-making; job shadowing; job search skills, including building a resume; college visit program; writing college essays; and quarterly study habit workshops to help youth become better students and advocates.

The mission of **Communities in Schools (CIS)** is to bring the community together to reduce violence, promote peace, and create safer environments for the development of children and young adults. CIS will recruit out of school youth and families to assist at-risk youth in Pacoima. Current services include a Boxing Academy, a DJ/HipHop Academy, crisis intervention in partnership with six LAPD divisions in the San Fernando Valley, gang awareness presentations,

Safe Passages program, youth job training center, and counseling program with the Sylmar Juvenile Court System. As a City of Los Angeles Gang Reduction and Youth Development (GRYD) provider for the San Fernando Valley, CIS will provide referrals of eligible clients for case management as well as consultation and client conferencing of GRYD staff for services.

The **Unusual Suspects** has 17 years of experience engaging hard-to-reach youth and deterring them from gang life through a participatory arts program. The Unusual Suspects will increase cultural and social services access by providing sequential learning opportunities for youth ages 9-18 and multi-generational free community theatre workshops each year where adults will mentor approximately 30 youth in a 10-week theatre workshop. The Unusual Suspects will leverage existing relationships with over 50 partners by continuing to invest significant resources into our grassroots community outreach. This outreach includes maintaining a regular presence at community meetings where partners set larger-scale goals and assess outcomes of past efforts. Our agency will support planning, implementation and community outreach.

Friends of the Family Community Mental Health and Family Support Center has provided counseling services to families in the San Fernando Valley for the past 40 years, with a particular focus on Pacoima. Friends of the Family will provide services that include case management, supportive counseling services for children and families and provided on preschool and school campus, community center, partner agency, or in the home. Programs to serve families may include 4Rs Boys & Girls Mentoring program, a FamilyRead family literacy program, an Infant & Toddler parent and child literacy program, Oaks to Acorns, a mother/daughter program, and Acorns to Acorns, a girl's afterschool program.

San Fernando Valley Full Service Community Schools Program

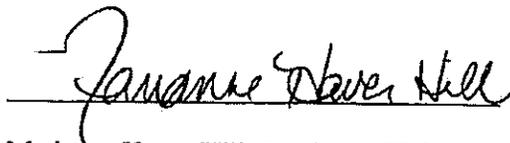
Memorandum of Understanding (MOU)

With Bert Corona Charter School and Partners

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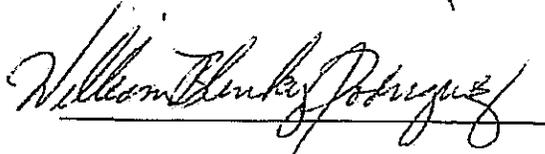
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AGREED TO:



Marianne Haver Hill, President/CEO

MEND- Meet Each Need with Dignity

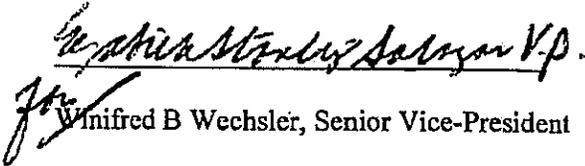


William Rodriguez, Exec. Dir.

Communities in Schools

AGREED TO:

AGREED TO:



Winifred B Wechsler, Senior Vice-President

Phoenix House

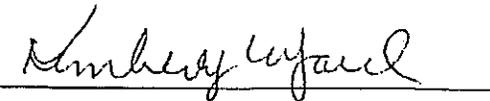


Sally Fairman, Executive Director

Unusual Suspects Theatre Company

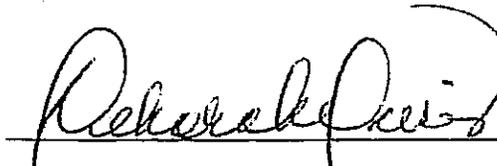
AGREED TO:

AGREED TO:



Kimberly Wyard, CEO

Northeast Valley Health Corporation



Deborah Davies, Director of Programs

Friends of the Family

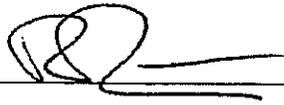
San Fernando Valley Full Service Community Schools Program

Memorandum of Understanding (MOU)

With Bert Corona Charter School and Partners

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AGREED TO:



Ruben Dueñas, Principal
Bert Corona Charter School

AGREED TO:



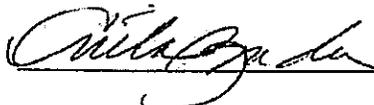
Luis Rodriguez, Principal
San Fernando Institute for Applied Media

AGREED TO:



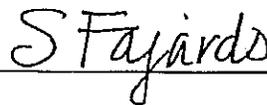
Dixon Slingerland, Executive Director
Youth Policy Institute

AGREED TO:



Anita Zepeda, Exec. Dir.
Vaughn Next Century Learning

AGREED TO:



Sylvia Fajardo, Executive Director
Pacoima Charter School

AGREED TO:



Veronica Arreguin, Principal
Maclay Middle School

San Fernando Valley Full Service Community Schools Program

Memorandum of Understanding (MOU)

With Bert Corona Charter School and Partners

SIGNATURE PAGE

AGREED TO:

A handwritten signature in cursive script, reading "Mary L. Keipp", written over a horizontal line.

Mary Keipp, Community Based Learning Director

UCLA Office of Instructional Development

Project Narrative

Appendix--Resumes of Key Personnel

Attachment 1:

Title: **Key Personnel** Pages: **23** Uploaded File: **Key Personnel2.pdf**

Key Personnel Table of Contents

Project Director	2
Bert Corona Charter School Executive Director	3
Bert Corona Charter School Principal	7
Independent Evaluator	11
Director of School and Community Partnerships	17
Director of Research & Evaluation	19
Chief of Staff	22

Aura Garcia- Project Director

13816 Graber Ave
Sylmar, Ca 91342
818-335-6459
aurage10@yahoo.com

Objective:

Director Position

Education:

**Interdisciplinary Child Development, Bachelor of Arts Degree
May 2001
Cal State University Northridge**

Qualifications:

**Director of Family Wellness Initiatives, Family Development Network , Oct 2007-Present
FamilySource Center,**

- Developed, constructed, designed, managed and implemented the community, social service department within Youth Policy Institute
- Serve as the administrative liaison between YPI and the City of Los Angeles, Community Development Dept.
- Supervise, train and evaluate the performance of the department management and front line staff
- Design and supervise overall department administration, evaluation systems and tools, quality of services and implementation: Case management, Youth at-risk programs, Parent Workshops, Adult Education and Employment Workforce
- Developed and managed evaluation and database plan for the City of Los Angeles sub-contract, monthly national program indicators
- Build and facilitate community collaborative meetings with community stakeholders, CBO's, Higher Education Institutions, charter and public schools and governmental agencies
- Prepare and submit monthly department program reports and assist with fiscal reporting to the City of Los Angeles
- Monitor department programmatic and fiscal sub-contracts with CBO's, vendors, and schools, to ensure quality of services
- Prepare and execute department city site visits and audits
- Developed and provided professional development for dept staff
- Designed and structured U.S. Dept of Ed Physical Education program for 3 elementary, and 3 middles schools in the Los Angeles and San Fernando Valley areas

Urban Education Partnership

Associate Director

June 2001-Oct 2007

- Oversaw all program operations, budgets, evaluation, quality control and reporting requirements for all programs, for the San Fernando Valley, satellite office.
- Hire, train and managed, 5 management level staff and 25 program staff.
- Execute supervision, professional development trainings, strategic yearly planning for programs, facilitation of weekly staff meetings, and coordination of program events
- Implement new programs and initiatives, expanded home visitation program, child care, case

management and jumpstart programs at local schools, developed parent center leader network including middle and high school.

- Coordinate data collection and program logistics, provide guidance and training for families served by the program, intervene, support and follow-up to meet families "special needs" when needed.
- Build collaborative relationships with local schools, community organizations, service providers and community members.
- Manage approximately \$800,000 yearly budget, monitoring expenditures and request program expenses.
- Consult and provide community expertise to pursue new funding sources.
- Participate in developing and maintaining relationships with funders.

Cal State University Northridge

Student Advisor

September 2000- May 2001

- Helped incoming students develop their academic curricula
- Advised on financial aid, school admission and administration, class procedures
- Held office hours for counseling for freshmen and transferring students
- Helped coordinate department's events as needed

C.S.U.N. Children's Center

Teacher Associate

January 2000- January 2001

- Lesson planed and supervised a myriad of development appropriate activities for pre-school children
- Ensured child's safety, interacted with children during outside play time
- Talked to parents about child's day progress

Hathaway Children's Center

Intern-Assistant Art Therapist

January 1999-June 1999

- Structured and developed appropriate art activities for abused children
- Participated in a home environment with physically, emotionally and sexually abused children ages eight to sixteen
- Documented observations of children during art activities

Other Relevant Experiences, Knowledge, Skills and Abilities:

- Developed parent workshops tailored to the serving community topics include: Parents as First Teachers, Home Safety, Discipline for children 0-5, Games for the Brain, Nutrition for children 0-5 and various holiday themed.
- Coordinated approximately 18 health, resource community fairs.
- Developed and conducted trainings in, Home visitation etiquette, Boundaries and limits, organizations mission and visions, new hire trainee.
- Certified as Motherread/Fatheread facilitator, MALDEF Parent School Partnership program trainer.
- Fluent English and Spanish, able to translate orally and written documentations.

References Available Upon Request

Regina (Yvette) King-Berg

16551 San Fernando Mission Blvd · Granada Hills · CA · 91344 · Home (818) 832-1355
ykingberg@yahoo.com

Executive Director: Bert Corona Charter School January 2010-Present

Vice President of School Development and Advocacy-Southern California: California Charter Schools Association (July 2008-January 2010), Coordinated responsibility for cross-team articulation on issues related to school support and development, principally with the Advocacy team to ensure state level and regional strategy alignment with VPs and local advocacy with authorizers, supervised and supported the Southern California General Managers.

Accomplished professional with a diversified background in **academic administration, secondary**, elementary, and early education. Experience in school-based administration, teaching, project development, and behavioral management, curriculum & instruction, and training abilities. Excellent administrative, interpersonal, and communication skills, as well as expertise in identifying instructional requirements and developing effective instructional plans which are outcome driven. Positive motivator skilled in educating both student and adult learners.

AREAS OF ACADEMIC ADMINISTRATIVE STRENGTH

Eleven Years of Administrative Experience (twenty-two years of educational experience in total)~ **Curriculum & Program Development** ~ California State Board of Education Instructional Standards~ **Data Analysis**~ Researcher ~Community Involvement & Leadership~ Administrative & Board Relations~ **Staff Training & Development**~ Special Education Programs ~ Integrated Instruction~ Cognitive Coaching~ Cooperative Learning ~ Continuous Education~ **Staff Development & Training**~ Contract Negotiations~ Classroom Management ~ Student Discipline~ Extensive background working with **multicultural, special needs, and at-risk** students and their families~ Conversational Spanish

Philosophy of Administration

The primary purpose of educational administration is to provide an environment in which individuals can work together cooperatively to serve the needs of students through accomplishing the goals of the institution. Administration should be a democratically oriented process designed to foster an atmosphere in which staff members assist one another, plan together, and freely exchange ideas. A structure must be developed that allows people to participate in the decision-making process. People grow as they attempt to solve problems and seek answers to questions. Administrators should encourage staff participation to increase the possibility of many people being able to secure the kind of interaction through which they share and grow through the exchange of ideas. Relating to all in a democratic manner fosters the development of high staff morale and creates the group cohesiveness necessary for the educational improvement in any organization, district, or, school. r

Education

Doctoral Student, Educational Leadership & Change, Fielding Graduate University-Currently
Preliminary Administrative Services Credential, National University June 2006
Masters, Educational Administration, National University, July 1999
Professional Clear Teaching Credential, State of California, March 1990
Masters, Theology, Fuller Theology Seminary, August 1987
Bachelors, Liberal Arts, Westmont College, May 198

Yvette King-Berg Mobile (818) 726-8883 ykingberg@yahoo.com

Continuing Education

ASCD Training, Spring 2009, **NACSA Training**, October 2009, **AB75 Administrative Training**, California's Principal Training Institute, Fall 2005-Winter 2006: **UCLA, Reading Certificate Program**, 12 hrs, Fall 2004: CEU Developing Fluency in Reading Instruction, Comprehension & Study Strategies in Reading Instruction, Planning & Delivery of Instruction Based on Assessment, Areas & Issues Related to Reading Language Arts, 9 hrs Spring 2005: CEU Intervention Strategies at Both Early & Intermediate Levels of Reading, Field Experiences in Reading Instruction~ **UCLA Writing Project Fellow**, Spring 2002

Professional Development

Curriculum Development for Secondary & Middle Schools ~Second Chance At Literacy Training ~ Success For All Reading Program **New Leaders Institute**~ Reading For Understanding Academy (Voyager Learning Systems) ~ Success For All **Experienced Trainers Institute**~ All Kinds of Minds, Dr. Mel Levine~ **Cognitive Coaching**~ Brain Research~ Family Support Training~ Second **Language Acquisition** Workshops~ Six Traits of Writing Training ~ USDE Teacher to Teacher Initiative~ USDE Administrator to Administrator Initiative

Professional Affiliations

Member, American Association of School Administrators (AASA), Current
Member, Association of California School Administrators (ACSA), Current
Member, American Education Research Association (AERA), Current
Member, Association for Supervision and Curriculum Development (ASCD), Current
Member, National Association of Bilingual Educators (NABE), Current
Member, National Council of Teachers of Mathematics (NCTM), Current
Member, National Science Teachers Association (NSTA), Current

Presentations

*Social Contexts of Educational Praxis: **Ecologies of Latino Parent's Engagement & Community Development** (AERA, Montreal, Canada, April 2005) ~ **Struggling Readers: Strategies That Work!** (Project GRAD USA National Conference, Houston, Texas, January 2005) College **Participation Amongst Latino/a, First Generation Students** (WACAC, Chapman College, Orange, CA, June 2000) *Principal Professional Development*, Local Superintendent's Principal Meetings (1999-present)*

Civic Affiliations

Los Angeles City Commissioner; LAUSD Redistricting Committee, Spring 2001- Spring 2002
Andres Y Maria Cardenas Foundation, Advisory Board Member 1996-Present
Fenton Avenue Charter School Board Member 2007-2010

Professional Experience

Public Schools Executive Director, Youth Policy Institute May 2006 –June 2008

- 1 Guides and directs all aspects of administration and instruction at Bert Corona and Monseñor Oscar Romero Charter Schools.

- 2 Directed Bert Corona through the renewal process with LAUSD and successfully managed the school obtaining a two-year extension for the charter petition.
- 3 Successfully directed the opening of Monseñor Oscar Romero Charter School in September 2007.

Literacy/Academic Director, Project GRAD Los Angeles

Jul 1999 –May 2006

- 1 Successfully directed the alignment of literacy instruction in each of eighteen Project GRAD Los Angeles school to achieve the literacy goals relevant to the California State Board of Education Instructional Standards.
- 2 Guided effective development and implementation of assessment that measures progress of students towards standards and benchmarks in literacy.
- 3 Trained secondary teachers to teach literacy in all content areas.
- 4 Coordinated dissemination of assessment outcomes and recommends strategies for improving student performance.
- 5 Advised superintendents on the Project GRAD Los Angeles Literacy Program.
- 6 Oversaw and provided Literacy Professional Development (for 18 principals, 13 literacy coaches, 13 teacher tutor coordinators and 800 elementary and secondary teachers) and program implementation.
- 7 Assisted teachers and school site leadership teams in development of action plans to increase literacy rates.
- 8 Increased the reading academic of elementary and middle school students. In July 1999, 11% of the PGLA elementary students were reading at grade level and only 4.6% of all 6th Graders were reading at grade level. At the end of year one, 33% of the elementary students were at or above grade level and 16% of Sixth Graders were reading at or above grade level.
- 9 Over four years, under the guidance of the Literacy Director, 6th Graders reading at or above grade level has jumped from 4% to 32.9%. Also, Project GRAD school API scores outpaced LAUSD and State performance improvements.

Assistant Director School Community Relations

Jul 1998- June 1999

- 1 Oversaw student discipline and parent/ community relations and decreased the number of student referrals
- 2 Participated in teacher observations and evaluations
- 3 Participated in selection and assignment of staff members
- 4 Decreased teacher turn-over through the New Teacher Induction Support Program
- 5 Increased Parental involvement by co-developing a school-wide Parent Volunteer Program

Prior to 1999

Classroom teacher K-12

EDUCATION

University of California at Berkeley

Bachelors of Arts Degree

Social Welfare with emphasis in Education and Public Policy

May 1992

California State University, Los Angeles

Multiple Subject Teaching Credential- CLAD

June 2001

California State University, Dominguez Hills

Masters in Administration

Administrative Credential

August 2004

WORK EXPERIENCE

Principal

Bert Corona Charter School, Pacoima, California

Create and implement collaborative school wide vision in congruence with the charter petition. Develop, oversee, and implement the instructional program and professional development per the school-wide vision. Manage and hire administrative, credentialed, and non-credentialed staff. Develop and oversee student disciplines and counseling services. Provide clear lines of communication for all stakeholders and resolve concerns and conflicts. Manage the use of school facilities and repairs. Maintain strong relationship and communication with property owner. Ensure compliance with federal, state, and local regulations and programs. Develop, monitor, and expend budget in compliance with board policies and guidelines. Write and develop grants and programs that supports the vision of the school. Develop and maintain relationships with community organizations and government officials. Articulate the schools vision to all stakeholders and community. Report to Executive Director and board of Directors.

July 2006 to Present

Assistant Principal, Required Learning Administrator

Belvedere Middle School, East Los Angeles, California

Member of administrative team. Responsible for advising principal on all school and community related concerns with a primary focus on building a more inclusive collaborative approach to school leadership and decision-making. Responsible for implementation of academic Intervention programs for students at school site including teacher selection, training, student recruitment, and parent communication. Administrator responsible for developing a small learning community (School for Advanced Studies) including developing a team approach to instruction of talented and gifted students, counseling, discipline, supervise and evaluation of instruction, and budget. Acted as school site liaison to community organizations including UCLA, Gear Up (CSULA), Talent Search, and YWCA. Special responsibilities included implementing school safety plan during recent walkouts, motivational presentations to students regarding immigration issues and education, and school-wide retreat. Developed school wide positive behavior support plan and college going environment.

October 2005 to July 2006

After-School Academic Support and Enrichment Coordinator

Building Up Los Angeles, Hollenbeck Middle School, Boyle Heights, California

Recruited teachers and students to participate in after school and before school academic support and enrichment program. Oversee 15 teachers and provide support when needed. Responsible for dissemination/collection of student applications, as well as, attendance records, and payment records to staff. Liaison to administrator in charge and BULA after school staff and

management.

September 2003 to October 2005

Technology Coordinator

Hollenbeck Middle School, Boyle Heights, California

Developed training and providing support to teachers to integrate technology across the curriculum. Maintain school wide dual platform network with over 700 stations and computer lab. Troubleshoot computers, printers, PDA's. Plan implementation of new security camera system. Implement and update school wide technology plan. Liaison for administration to local district regarding technology issues. Recommend purchase of new equipment.

February 2003 to October 2005

Lead Teacher

Hollenbeck Middle School- Math, Science, Technology Magnet, Boyle Heights, California

Responsible for implementing standards based curriculum in English, Social Studies, and Technology. Facilitated team approach to instruction vertically and horizontally. Efforts lead to integration of technology across the curriculum, implementation of school wide science fair competition, History Day, and Model UN participation. Developed training and supported teachers to integrate technology across the curriculum. Built and maintained computer lab. Assisted with construction and maintenance of school wide network. Member of school-wide technology team. Provided support to Technology Coordinator. Provided assistance in building and maintaining butterfly garden. Served as elected representative of magnet program to Local School Leadership Council and School Improvement Council. Assisted with monthly parent meetings. Sponsored Magnet Leadership Class. Developed and implemented special community projects including Annual School-Wide Cesar Chavez Service Project, cultural celebrations, and magnet picnic.

September '99 to October 2005

Interim Magnet Coordinator

Hollenbeck Middle School- Math, Science, Technology Magnet, Boyle Heights, California

Responsible for the planning and implementation of New Math, Science, and Technology Magnet Program. Responsible for allocating \$340,000 start up budget to purchase equipment, supplies, and textbooks. Coordinated intake/inventory of resources. Initiated and made recommendations regarding staffing to Principal. Developed program philosophy and goals. Acted as liaison to District Integration Office, administration, parents, and students. Made recruitment presentations to parents, students, and community members. Provided transitional support to permanent coordinator when hired.

April '99 to September '99

Teacher

Hollenbeck Middle School, Boyle Heights, California

Responsible for implementing standards based curriculum in English, and Social Studies. Sponsored Student Government and Leadership class. Managed \$100,000 Student Body funds, and planned community and school events. Provided support to 10 other student activity sponsors. Planned and implemented fundraisers for student activities and community events. Received funding for/and built vegetable garden. Wrote, organized, received, and implemented grants for 2 after school enrichment programs totaling over \$500,000 including LA Bridges Program and Building Up LA After School program (safe neighborhood grant). Served as elected member of Local School Leadership Council, School Improvement Council for four years. Co-chaired student affairs committee. Served as LA Bridges School Site Coordinator

October '95 to September '99

Program Director

Building Up Los Angeles Americorps Program, East Los Angeles, California

Responsible for developing and implementing a \$500,000 comprehensive support service program at Roosevelt High School, Hollenbeck Middle School, and Sheridan Elementary.

Primary responsibilities included: Coordinating 22 collaborative agency services, supervising, and training 2 professional support staff, and 36 FTE Americorps members to deliver direct services to seventy-five families; planning and implementing educational events and community building projects for the greater school and community population. Grant writing and fundraising. Acted as liaison between school administration, program staff, government officials, and supporting agencies. Programs include: tutoring, mentoring, parent education, leadership development, beautification projects, and community building events. Special programs included developing a model Red Cross Blood Drive Campaign focusing on the Latino Community; Chili and Vegetable Garden at Roosevelt, and Sheridan Elementary School; Cesar Chavez Beautification Project; Hollenbeck MS Drill Team; Cultural Mural Project on 6th and Mott Street; 3 Citywide service days for Americorps organizations in the greater Los Angeles Area including over 700 members.

July '94 to October '95

Community Organizer- Volunteer

Building Up Los Angeles Americorps Program, Los Angeles, California

Responsible for organizing 30 Pico Union and Boyle Heights community based organizations and residents to apply for first year - year round Americorps funding with Building Up Los Angeles, which is now the largest Americorps, program on the west coast. Wrote grant collaboratively with other community organizers. Both communities were able to secure funding and continue as sites for Building Up Los Angeles.

June '93 to July '94

Director/Founder

Casa Angelica Summer Enrichment Program, Pico Union, California

Responsible for writing and securing \$75,000 one time funding source from LA City Council CPR Grant. Developed and implemented program for over 200 community youth. Activities included: tutoring, sports, arts and crafts, educational/recreational trips and community service projects. Negotiated program's acceptance as a Building Up Los Angeles Americorps Site/Cluster.

June '94 to July '94

Regional Director

Student Conservation Association, Los Angeles, California

Responsible for negotiating service contracts with National Parks and Forest Services. Contracts provided jobs to Los Angeles area high school students and college students for five week summer jobs building and maintaining hiking trails across the country. Trained youth on trail maintenance, low impact camping, and tool safety. Developed and implemented an environmental education curriculum for urban youth utilizing an experiential learning model. Provided tutoring and counseling services for 30 youth. Coordinated and organized 300 plus volunteers for local three one-day community service projects in East Los Angeles/Boyle Heights, and Pico Union. Developed Cesar Chavez Beautification Project in Collaboration with the Los Angeles Conservation Corps, which was used as a model by the Cesar Chavez Foundation for the Cesar Chavez Day of Service and Learning.

June 93 to June 1994

SCHOOL BASED ASSIGNMENTS

- Lead Teacher, Magnet Department – 6 years
- Technology Coordinator- School Wide- 2 years
- Technology Coordinator- MST Magnet- 4 years
- Leadership Sponsor- School Wide- 2 years
- Leadership Sponsor- MST Magnet- 6 years
- Cesar Chavez Day of Service Coordinator- 2 years
- Magnet Coordinator- 5 months
- English Department Chair- 1 year

- Magnet Department Chair- 4 years
- After-School Academic Support and Enrichment Coordinator-2 years
- LA Bridges School Site Coordinator- 3 years
- Community Based Organization Liaison- 3 years

Volunteer Experience

Multicultural Learning Center Charter School

Canoga Park California

Member, Advisory Council- 3 years

Facilitator, Parent Council- 2 years

Treasurer, Parent Council- 1 year

Member, Parent Council- 5 years

National Association of Foster Children

Trenton, New Jersey

March '06 to Current

Bert Corona Charter School

Pacoima, California

Board Member-

April '06- July '06

SPECIAL SKILLS and KNOWLEDGE

- Computer Literate
- Technology Trainer
- Project Based Learning
- Strong Communication Skills
- Multitasking
- Team Building
- Project Development and Organizing
- Grant writing
- Knowledge of School, CBO, Community Cultures
- Strong Work Ethic
- Commitment to Diversity and Community

Denise Huang
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Educational History

University OF Southern California	Educational Psychology	Ph.D 1995
University OF Southern California	Education Curriculum & Instruction	MA 1985
University OF Southern California	Psychology	BS 1975

Employment Experience

1999-present	Senior Research Associate, Center for the Study of Evaluation, UCLA
1996-present	Program Consultant, PCH Schools Inc.
1995-1996	Executive Director, Pacific Coast Montessori School
1994-1995	Director, Pacific Coast Preschool & Kindergarten
1982-1994	Curriculum Consultant, June Bug Preschool

Professional Activities

Member of California Department of Education Committee of Outcome Measures for Evaluation of Afterschool Programs, 2007-2008.

Member of the AERA Review of Research Awards Committee, 2007-2008.

Member of the Technical Work group for the SRI Evaluation of the 21st Century Community Learning Center Program Study, 2004-2008.

Educational Program Advisor for Evergreen Foundation, Taipei, Taiwan, 2000-present.

Educational Program Consultant for Weichuan Cultural & Educational Foundation, 1995-present.

Reviewer for Educational Assessment, 2004 – present.

Evaluation Advisory Board Member for B.E.L.L. National (Building Educated Leaders for Life) Boston, MA, 2002 - present.

Feature Speaker in CA Afterschool Network Research Speaker Workshop: Positive Impacts of After School Programs, January 24, 2008 at UCLA De Neve Plaza, Los Angeles, CA.

Invited to participate in the “Quality Indicators Summit” funded by the Learning Point Associates in June 12th, 2007 at Washington D.C.

Guest lecturer at Claremont Graduate School of Education, April, 2007.

Grant Reviewer, William T. Grant Foundation, 2003.

Publications

- Huang, D. & Cho, J. (2009). Academic Enrichment in High functioning Homework Afterschool Programs. *The Journal of Research in Childhood Education*. Association for Childhood Education International. Spring, 2009.
- Huang, D., Jordan, C., and Shankland, L. (2008). The Promise of Research-based Practices. *The Afterschool review*. The Journal of National Afterschool Association, Spring 2008.
- Huang, D. (2006). Preliminary Findings from Promising Site Identification for 21st Century Community Learning Centers. Southwest Educational Development Laboratory, *SEDL Letter*, Volume XVIII, Number 1, 9-14.
- Huang, D. (2006). Staff Characteristics and Professional development in Quality After School Programs. Harvard family research project, *The Evaluation Exchange*, Vol. XI, Number 4, 18.
- Huang, D. (2001). An After-School Evaluation System for Middle and High School Programs. *National Association of Secondary School Principals*, 85 (626), 45-61.
- Huang, D. (1996). *The role of parental expectation, effort, and self-efficacy in the achievement of high and low track high school students in Taiwan*. A doctoral dissertation presented to the faculty of the School of Education in the University of Southern California. In partial fulfillment of the requirements for the degree Doctor of Philosophy in Education.
- Huang, D. & Tam, W. K. (1990). *A study of the early childhood education in China*. A thesis presented to the faculty of the School of Education in the University of Southern California. In partial fulfillment of the requirements for the degree Master of Science in Education.

Presentations

- Huang, D. (2009). *A Community of Learning: Importance of Professional Development in Afterschool Programs*. Invited speaker for the National Council of La Raza Annual Conference, Chicago, July, 2009.
- Huang, D. (2009). *Theory and methods in OST research*. Invited speaker for the OST SIG special symposium/reception at the AERA conference, San Diego, April, 2009.
- Huang, D. (2009). *Advocating for Student Health and Fitness: The After-School Experience*. Paper presented in the paper discussion at the AERA conference, San Diego, April, 2009.
- Huang, D. (2009). *Examining the Relationship between LA's BEST Program Attendance and Academic Achievement of LA's BEST*. Paper presented in the AERA conference, San Diego, April, 2009.
- Huang, D. (2009). *Identification of Key Indicators of Quality in Afterschool Programs*. Paper presented in the AERA conference, San Diego, April, 2009
- Huang, D., La Torre, D., & Oh, C. (2008). *The Salsa, Sabor y Salud Program: An Evaluative Health Curriculum for LA's BEST Latina/o Children*. Paper presented in the CERA Conference, California, December, 2008.
- Huang, D., La Torre, D., & Oh, C. (2008). *Behind the Scenes: Staffing at High functioning Afterschool Programs*. Paper presented in the CERA Conference, California, December, 2008.

- Huang, D., & Goldschmidt, P. (2008). *A study of the Effects of the LA's BEST Afterschool Enrichment Program on Juvenile Crime*. Paper presented in the NIJ Conference, Washington, D.C. July, 2008.
- Huang, D. & Jordan, C. (2008). *Using Promising Practices to Create High Quality Academic Programming*. Paper presented in the Summer Institute, Dallas, Texas, July 2008.
- Huang, D & Goldschmidt, P. (2008). *The Long-Term Effects of After-School Programming on Educational Adjustment and Juvenile Crime*. Paper presented in the AERA conference, New York, March, 2008.
- Huang, D. (2008). *The Afterschool Hours: Examining the Relationship between Afterschool Staff-based Capitals and Student Engagement*. Paper presented in round table at the AERA conference, New York, March, 2008.
- Huang, D. (2008). *Positive Impacts of After School Programs*. CA Afterschool Network Research Speaker Workshop: January 24, 2008 at UCLA De Neve Plaza, Los Angeles, CA.
- Huang, D. (2007). *Leveraging Social Capitals: An After-school Perspective*. Excellence through inquiry, an after-school research conference at Greentree, July 2007, New York.
- Huang, D. (2007). *Evidence-based Evaluations for after-school programs*. CRESST Conference, 2006, Los Angeles.
- Huang, D. (2007). *An Exploratory Study on Effective After-school Math and Reading Programs*. Paper presented in round table at the AERA conference, Chicago, April, 2007.
- Huang, D. Sass, J. (2006). *Partnership between the Out-of-School Time Agency and the External Evaluator: A Bi-focal Perspective*. AEA/CES Joint Conference, October 2006, Toronto.
- Huang, D. (2006). *Evaluating Innovative Programs*. CRESST Conference, September 2006, Los Angeles.
- Huang, D. (2006). *Keeping Kids at School: An LA's BEST Example*. Paper presented in the AERA conference, San Francisco, April, 2006.
- Huang, D; Henderson, T; Vogel, M. (2005). *Evaluating After School Programs*. CRESST Conference, September, 2005, Los Angeles.
- Huang, D. & Choi, K.C. (2005). *Evaluating the Impact of LA's BEST on Students' Social and Academic Competency*. Paper presented in the AERA conference, Montreal, April, 2005.
- Huang, D. & Choi, K.C. (2005). *A Study on the Long-term Effects of LA's BEST on Students' Social and Academic Competency*. Paper presented in the AERA conference, Montreal, April, 2005.
- Baker, E. & Huang, D. (2005). *A Study of Project-based Learning at LA's BEST*. Poster presented in the AERA conference, Montreal, April, 2005.
- Huang, D. (2001). *Evaluation and Technology for After School Programs*. Paper presented in the AERA conference, Seattle, April, 2001.
- Huang, D & Baker, E. (2000). *The Evaluations of LA's BEST*. Paper presented in the Twenty-Second Annual APPAM Research Conference in Seattle, November, 2000.
- Huang, D. & O'Neil, H. F. Jr. (1997). *The role of parental expectation, effort, and self-efficacy on the achievement of Taiwanese high and low track high school students*. Paper presented in the poster session of the AERA conference, Chicago, March, 1997.

Reports

Huang D., La Torre, D., Duong, N., Perez Huber, L., Leon, S., and Oh, C. (2009). *A Circle of Learning: Children and Adults Growing Together in LA's BEST*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Huang, D., Cho, J., Mostafavi, S., and Nam, H. (2008). *What Works? Common Practices in High Functioning Afterschool Programs Across the Nation in Math, Reading, Science, Arts, Technology, and Homework- A Study by the National Partnership for Quality Afterschool Learning*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Huang, D., Cho, J., Nam, H., La Torre, D., Oh, C., Harven, A., and Perez Huber L., with Rudo, Z., and Caverly, S. (2008). *Examining Practices of Staff Recruitment and Retention in Four High Functioning Afterschool Programs*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Huang, D., La Torre, D., Oh, C., Harven, A., Huber, L., Leon, S., Mostafavi, S. (2008). *The Afterschool Experience in Salsa, Sabor y Salud, A Health and Nutrition Awareness Program for Afterschool Students*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Huang, D., Leon, S., Harven, A.M., La Torre, D., Mostafavi, S. (2008). *Exploring the Relationship between LA's BEST Program Attendance and Cognitive Gains of LA's BEST Students*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Huang, D., Leon, S., La Torre, D., Mostafavi, S. (2008). *Examining the Relationship between LA's BEST Program Attendance and Academic Achievement of LA's BEST Students*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Huang, D., La Torre, D., Harven, H., Perez-Huber, L., Jiang, L., Leon, S., and Oh, C. (2008). *Identification of Key Indicators of Quality in Afterschool programs*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Goldschmidt, P. & Huang, D. (2007). *The Long-term Effects of After-school Programming on Educational Adjustment and Juvenile Crime: A Study of the LA's BEST After-school Program*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Huang, D., Cordt, A., La Torre, D., Leon, S., Miyoshi J., Perez, P., and Peterson, C. (2006). *The After-school Hours: Examining the Relationship between After-school Staff-based Social Capital and Student Engagement in LA's BEST*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Huang, D., Kim, S.K., Marshall, A., and Perez, P. (2005). *Keeping Kids in School: An LA's BEST Example. A Study Examining the Long-term Impact of LA's BEST on Students' Dropout Rates*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing

Huang, D., Miyoshi, J., La Torre, D., Marshall, A., Perez, P., and Peterson, C. (2005). *Exploring the Intellectual, Social, and Organizational Capitals at LA's BEST*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Avestisian, H., Eisenberg, N., Marshall A. with Baker, E., Heritage, M., & Huang, D. (2005). *Implementing Project Based Learning at LA's BEST After School Program*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Huang, D., Choi, K.C, Henderson, T., Howie, J., Kim, K., Vogel, M., Waite, P., & Yoo S. (2004). *Examining the Effects of Academic Skills and Academic Enablers Taught at LA's BEST on the Achievement of Student Participants*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Huang, D., Choi, K.C, Henderson, T., Howie, J., Kim, K., Vogel, M., Waite, P., & Yoo S. (2004). *Exploring the Long-Term Impact of LA's Best on Students' Social and Academic Development*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Huang, D., Choi, K.C, Henderson, T., Howie, J., Kim, K., Vogel, M., Waite, P., & Yoo S. (2004). *Evaluating the Impact of LA's BEST on Students' Social and Academic Development: Study of 100 LA's BEST Sites 2002–2003*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Huang, D., Choi, K. C., Davis, D., Henderson, T., Kim, K., Lin, S. J., & Waite P. (2003). *Evaluating the Impact of LA's BEST on Students' Social and Academic Development: Study of 74 LA's BEST Sites*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Huang, D., Davis, D., Henderson, T., Kim, K., & Lin, S. J. (2002). *Final Report of Four (21st Century Federal) LA's BEST Sites –2001-2002*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Huang, D., Davis, D., Henderson, T., Kim, K., & Lin, S. J. (2002). *Final Report of Eleven (OCJP) LA's BEST Sites –2001-2002*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Huang, D., Davis, D., Henderson, T., Kim, K., & Lin, S. J. (2002). *Final Report of Twenty-three (CDD) LA's BEST Sites –2001-2002*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Huang, D., Davis, D., Henderson, T., Kim, K., & Lin, S. J. (2002). *Final Report of Forty-one LA's BEST Sites –2001-2002*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Huang, D., Davis, D., Henderson, T., Kim, K., & Lin, S. J. (2002). *Final Report of Nine LA's BEST Sites –2001-2002*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Huang, D., Davis, D., Golestani, C., Henderson, T., Kim, K., & Kosman G. (2002). *The Exploratory Evaluation of Literacy Loop: An After-school Tutoring Program*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing

Huang, D., Lin, S. J., & Devries, L. (2001). *The After School Evaluation System*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Huang, D. & Lin, S. J. (2000). *The After School Literature Project in the LA's BEST Program* Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Huang, D., Gribbons, B., Kim, K.S., Lee, C., & Baker, E. (2000). *A Decade of Results*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Karina Favela-Barreras

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EXPERIENCE:

- 12/09 – Present
- Director of School and Community Partnerships:** Work closely with Senior Management Team to ensure fulfillment of all grant requirements. Develop, manage and coordinate documents needed for internal and external program audits and compliance requirements. Ensure the timely submission of all required reports – both financial and programmatic. Work closely with the development team to identify potential sources of new funding and assist with all grant submissions. Manage internal data collection system, files and track documentation for accountability with grantees. Organize and facilitate quarterly collaborative meetings. Maintain partnering relationships with other non-profit organizations, coalitions, businesses, civic and political groups, and educational institutions. Provide support, guidance and oversight to managers/supervisors on implementation of programs. Conduct individual and team supervisory meetings and site visits. Design and implement professional development plans. Work closely with collaborative partners, school administration and community at large to identify resources to be coordinated at sites.
- 12/08 – 12/09
- Associate Director of Youth Services:** Assisted the Director with oversight of department projects. Monitor the performance of programs to ensure the fulfillment of all grant requirements. Develop, modify and regularly review department program activities and projected outcomes with program staff and ensure that any necessary corrective actions are taken to maintain compliance. Ensure the timely submission of all required reports – both financial and programmatic. Assist with all grant submissions. Monitor site budgets and ensure proper spending of funds for 56 school sites. Design and implement professional development plans for all program staff. Provide support, guidance and oversight to managers/supervisors on implementation of programs. Maintain partnering relationships with other non-profit organizations, coalitions, businesses, civic and political groups, and educational institutions. (Promoted from Assistant Director Position)
- 10/06 – 12/08
- Assistant Director of Youth Services:** Managing, monitoring and overseeing 12 school sites which provide after school services. Ensure that goals, targets and performance outcomes are met. Mentor, guide and provide leadership to all site coordinators. Maintain up-to-date administrative files such as: biweekly timesheets, expense receipts, intake forms for program enrollment and attendance. Conduct individual and team supervisory meetings, site visits and personnel evaluations. Coordinate and conduct meetings with key school administration on an ongoing basis. Monitor program content; attend trainings and incorporate fresh ideas into department. Participate in program events such as: culminations, presentations, community fairs and such. Monitor site budgets and ensure proper spending of funds.
- 08/01 – 10/06
- Urban Education Partnership** **Los Angeles, CA**
Program Coordinator: Assisted Manager with overseeing and coordination of school readiness program in primary school sites. Supervised 5 full and 15 part-time staff, including interns and volunteers. Worked closely with counsel partners and community members to ensure the fulfillment of all grant requirements; including coordination and facilitation of monthly meetings. Coordinated and conducted meetings with key school administration on an ongoing basis. Provided support and guidance to school-based program staff. Planned and executed monthly community fairs; 100-200 participants per event. Applied community-wide workshops' to build an educated healthy lifestyle population. Participated in the collaborative planning and implementation of parenting workshop curriculums'. Researched information for new grants and

developed marketing materials. Created exhibit charts for presentations, reports and proposals. Worked with evaluation department in gathering and compiling community survey information for reports and proposals. Managed collaborative contracts; administrative files such as: biweekly timesheets, expense receipts and participant intake forms. Participated and assisted with program events such as: culminations, parent mtgs. and such. Assist with the implementation of new programs. Maintained partnering relationships with contracted providers, businesses, civic and political groups and educational institutions.

09/97 – 09/00

YMCA/ Central City Neighborhood Partners

Los Angeles, CA

Executive Assistant: Assisted the Executive Director, Project Coordinator and LAPD Jeopardy Program Officer. Supervised 5 full-time staff. Monitored ongoing activities in the center. Scheduled and arranged meetings, including site arrangements, catering and program materials. Maintained detailed expense reports, typed meeting minutes, letter, reports and other documentation. Requisitioned supplies, processed invoices, and payroll and handled multiple high level tasks simultaneously. Participated in the planning of inauguration our new facility and child care center.

SKILLS:

Bilingual in English and Spanish, Typing 50 wpm, Basic Payroll, Managing Program Budgets, Computer and Financially Literate, Customer Service, Organized, Creative and Multi-task oriented

EDUCATION:

Watterson College

Pasadena, CA

Associates Degree in Business Administration

References available upon request

Mercedes Perez, MPH

510 Pine Avenue, Apartment 321, Long Beach, CA 90802 • 310-710-1543 • meperez25@yahoo.com

Education

- September 2002 – June 2004 MPH, University of California, Los Angeles, CA
Community Health Sciences, School of Public Health
- September 1993 – May 1998 BA, Brown University, Providence, RI
Major in International Relations
Major in Hispanic Studies
-

Professional Experience

DIRECTOR OF RESEARCH & EVALUATION

December 2009 – Present

- Design and implement evaluation plans for programs.
- Monitor and ensure all internal and external research and evaluation activities are of high quality and relevant.
- Work with the CFO/COO and Executive Director to set the direction for guiding evaluation projects and leading a process of continuous improvement that ensures program quality and sustainability.
- Provide reports on a regular basis to keep the senior staff and Board of Directors informed of the operation and progress of compliance.
- Draft and disseminate research materials and findings to support responsible public policy and education reform.

BELMONT FSCS PROJECT DIRECTOR

Youth Policy Institute, Los Angeles, CA

December 2008 – December 2009

- Work with community partners and school staff to develop a community schools model, an approach which provides for the seamless integration of academic, health and human services.
- Work with a third-party evaluator in order to initiate, implement, and finalize an independent evaluation of the program as required by the U.S. Department of Education grant guidelines.
- Supervise, and provide support, guidance and oversight to school-based program staff.
- Ensure the timely submission of all required reports – both financial and programmatic.

ASSOCIATE DIRECTOR

The Advancement Project, Healthy City Project, Los Angeles, CA

November 2006 – May 2008

- Responsible for collaborating with County Departments and CBOs in order to leverage County data sharing and policy efforts around education and health.
- Developed data collection instruments for community assessment projects.
- Conceptualized Logic Models for various funded programs and built evaluation and outcome reporting systems.
- Oversaw the preparation of operating budgets, grant expense charts and reports.
- Assured the development, implementation, and operations of contracts and agency projects.

PROJECT MANAGER/ COORDINATOR

The Advancement Project, Healthy City Project, Los Angeles, CA

October 2004 – October 2006

- Supervised the creation of different websites for LA City departments and public campaigns.
- Responsible for Project’s community outreach plan and strategic marketing.
- Cultivated relations with stakeholders, including local service agencies, governmental institutions, foundations, schools in order to ensure completion of long term program goals.
- Prepared and presented policy reports to elected officials, philanthropic program officers, non-profit directors and community stakeholders.

RESEARCH ASSISTANT

UCLA Center for Health Policy Research, Health DATA Program, Los Angeles, CA

October 2002 - November 2004

- Modified existing “Introduction to Health Data” curriculum and created training modules on how to use local, state and national health data for grant writing and planning activities.
- Co-wrote “Train the Trainers Community Assessment Curriculum” an extensive curriculum that trains professionals on how to conduct community assessments for program planning and grant writing.
- Created training modules on how to collect local data using focus groups, surveys, key informant interviews and asset mapping techniques.

COMMUNITY EDUCATION COORDINATOR

Center for Health Care Rights, Los Angeles, CA

January 2001- September 2002

- Oversaw community health education and outreach projects for elderly and disabled populations throughout Los Angeles County.
- Planned and developed outreach campaigns to educate multi-ethnic and multi-racial communities about Medicare and related health insurance topics.
- Coordinated and scheduled consumer presentations and professional trainings.
- Developed language-appropriate educational materials.

PROJECT COORDINATOR

Massachusetts Immigrant and Refugee Advocacy Coalition, Boston, MA

September 1998 – October 2000

- Coordinated regional health symposia, focus groups, trainings and community forums.
- Developed and implemented educational programs and outreach campaigns on immigrant health care access
- Monitored existing policies and legislation and advocated for immigrant-friendly state and federal policies.

Skills

Writing and Editing

Public education materials, capacity building curriculum, training and procedure manuals, reports, and speeches.

Community Relations

Public speaking, volunteer coordination, event planning, meeting facilitation, community outreach, and community engagement and education.

Computer

Microsoft Word, Access, Excel, SPSS, and PowerPoint.

Languages

Fluent in Spanish

Publications

Glik D, Kinsler J, Todd WA, Clarke L, Fazio K, Miyashiro R, **Perez M**, Vielmetter E, Flores RC. Unintentional Injury Depictions in Popular Children's Television Programs. *Injury Prevention*. 2005 Aug;11(4):237-41.

Carroll AM, **Perez M**, Toy P, *Performing a Community Assessment Curriculum*, Los Angeles: UCLA Center for Health Policy Research, Health DATA Program Train-the-Trainer Project, September 2004.
http://healthpolicy.ucla.edu/HealthData/ttt_prog.html

Toy P, **Perez M**, Wallace SP, *The Health of Older Californians Project: Introduction to Health Data*, Los Angeles: UCLA Center for Health Policy Research, Health DATA Program Train-the-Trainer Project, 2004

Contributor to the following training manual:

Health Leadership Training Guide: A Training Guide for Community Members Dedicated to Becoming Effective Leaders, Long Beach Department of Health and Human Services, 2004
<http://www.longbeach.gov/civica/filebank/blobdload.asp?BlobID=6246>

Professional Presentation

Using GIS and WIC data to Facilitate Data Driven Planning and Policy Development. Presented at the 2008 American Public Health Association Annual Meeting. October, 2008. San Diego, CA.

Iris Zuñiga-Corona- Chief of Staff

- Education
- California State University, Northridge (CSUN), Masters Public Administration.
- University of California, Los Angeles (UCLA), B.A., Sociology and Chicano/a Studies.
- Los Angeles Mission College, A.A., Liberal Arts.
- Professional Experience
- December 2009 – Present Youth Policy Institute
Chief of Staff
- Manage more than 1,100 staff at 95 program sites across Los Angeles with a \$34 million annual budget.
 - Partner with 71 schools in Los Angeles (K-12), including 42 charter schools.
 - Oversee After School programs at 60 LAUSD and charter schools, including 36 high schools. YPI is the largest high school after school provider in California.
 - Assist the Executive Director in all aspects of grants and program implementation.
 - Outreach and communications with partners and larger community.
 - Collaborate with the Director of Development and Chief Operating Officer in the preparation of grant proposals and the development and negotiation of contracts.
 - Implement program directives and agency policies.
 - Facilitate interdepartmental communication; organize and run staff meetings.
 - Primary negotiator, leader, and manager of all special projects.
 - Responsible for strategic planning and YPI's research and evaluation department.
- September 2006 – November 2009 Youth Policy Institute
Director of Youth Services
- Directed all after school programs at YPI, a total of 56 school sites, the largest after school provider for charter schools in the U.S. and the state's largest high school after school provider.
 - Ensured that goals, targets and performance outcomes were met on a daily, weekly and monthly basis throughout the contract period.
 - Supervised 20 full-time and 300 part-time staff – conducted individual and team supervisory meetings, site visits, personnel evaluations, disciplinary actions.
 - Maintained partnerships and relationships with other non-profit organizations, coalitions, businesses, civic and political groups, and educational institutions.
 - Designed and monitored program content; attended trainings.
 - Created curriculum development plan and implementation process.
 - Worked with Director of Development in submitting grants and providing information to qualify for additional program funding.
- September 2005 – September 2006 State Senator Richard Alarcon
District Representative
- Researched information for policy initiatives; briefed senator on issues of education.
 - Created Valley Education Collaborative composed of 40 organizations and 5 high schools.
 - Implemented "Got College!" program, coordinated classroom visits to 30 elementary schools and coordinated conference for 600 participants.
 - Implemented SAT enrollment campaign targeting over 2,000 students.

- Attended community meetings and facilitated communication process for projects.
- Worked on master plan to end poverty in CA focusing on education and job training.

Professional
Experience
(cont.)

- September 2004 – October 2005 Healthy Start/Urban Education Partnership
Program Director
- Established and supervised case management services for three elementary schools.
 - Identified and recruited local agencies to provide services and other community resources through school sites.
 - Organized community events, fundraised and recruited volunteers.
 - Worked with schools, agencies and govt. representatives to maintain and expand existing partnerships and developed new ones.
 - Evaluated and oversaw the collection of yearly data.
 - Oversaw Program Budget and supervised all Program Staff.

- December 2003-September 2004 San Fernando Valley Mental Health
Counselor II / Case Manager
- Worked in collaboration with therapist and family to develop a plan of care that takes into account family's strength, goals and needs.
 - Carried case load of at-risk youth and assisted with crisis intervention.
 - Demonstrated creativity and leadership by organizing client trips to universities, libraries, and museums.
 - Maintained documentation: Progress Notes, Designated Outcome Measures as well as created behavior charts, budgets and schedules for client and family as needed.

- 2001-2003 UCLA Early Academic Outreach Program
Academic Advisor
- Provided 1:1 and group counseling to high school students.
 - Independently planned and conducted financial aid, college entrance and examination requirements workshops throughout the year.
 - Inputted and analyzed data to calculate UC eligibility.
 - Visited high schools on a weekly basis and increased the number of applicants to the UC system in one academic year.

- 2001-2003 UCLA Academic Advancement Program
Transfer Peer Counselor
- Designed and coordinated monthly evening workshops targeting transfer students.
 - Provided counseling to a caseload of 40 transfer students.
 - Participated in student panels and served as a spokesperson for transfer students.

Professional
Membership

- 1999 to Present Hispanas Organized for Political Equality (HOPE)
- Attend conferences and policy events throughout the year.
 - Guest Speaker for youth component.
- 2005 to Present Comision Femenil of San Fernando Valley
- Co-President (2007-2008).
 - Organize fundraisers.
 - Create and implement youth leadership program, targets 30 high school students every year.

Project Narrative

Budget Narrative

Attachment 1:

Title: **Budget Narrative** Pages: **2** Uploaded File: **FSCS (BCCS) budget narrative.pdf**

Category	Description of Budget Item	Year One		Year Two		Year Three		Year Four		Year Five				
		Federal Share	Matching	Federal Share	Matching	Federal Share	Matching	Federal Share	Matching	Federal Share	Matching			
1. PERSONNEL	All wages reflect 3% annual increases.													
	Position Title	Quantity	Salary	% of Time										
	Executive Director - Bert Corona Charter School	1	140,000	10%	7,000	7,000	7,210	7,210	-	14,853	-	15,298	-	15,757
	Principal - Bert Corona Charter School	1	120,000	10%	6,000	6,000	6,180	6,180	5,132	7,599	-	13,113	-	13,506
	Dir. School & Community Partnerships	1	80,000	25%	20,000	-	20,600	-	21,218	-	18,481	3,374	19,036	3,475
	Asst. Dir. School & Community Partnerships	1	70,000	25%	17,500	-	18,025	-	18,566	-	19,123	-	19,696	-
	Program Director	1	56,000	100%	56,000	-	57,680	-	59,410	-	61,193	-	63,028	-
	Program Coordinator (1 per site)	5	34,750	100%	173,750	-	178,963	-	184,331	-	189,861	-	195,557	-
	Teachers/School Site Staff (2 per site)	10	55,077	6%	-	33,046	-	34,037	-	35,059	-	36,110	-	37,194
	TOTAL PERSONNEL COSTS				280,250	46,046	288,658	47,427	288,657	57,511	288,658	67,895	297,317	69,932
2. FRINGE	Description													
	Fringe @ 21% of FT Wages				58,853	9,670	60,618	9,960	60,618	12,077	60,618	14,258	62,437	14,686
	TOTAL FRINGE BENEFITS COST				58,853	9,670	60,618	9,960	60,618	12,077	60,618	14,258	62,437	14,686
3. TRAVEL	Meeting/Conference Description	Attendees	Days	Airfare	Per Diem	Hotel								
	Project Directors Meeting & Conference	3	2	325	250	187.50	3,600	-	3,600	-	3,600	-	3,600	-
	TOTAL TRAVEL COST				3,600	-	3,600	-	3,600	-	3,600	-	3,600	-
5. SUPPLIES	Description		Sites	Cost/Site										
	Family Resource Center Materials (Flyers, Newsletters, Curriculum Materials, Intake and Outreach Forms, Books)		5	9,560	47,800	-	11,950	-	11,950	-	11,950	-	1,471	-
	Collaborative Meetings (Materials, Speakers, Catering and Facilities for quarterly meetings of partners and consultants)		5	250	1,250	-	1,250	-	1,250	-	1,250	-	1,250	-
	General Supplies (Cell Phones and General Office Supplies: Toner, Paper, Folders, Pens)		5	1,846	9,230	-	4,615	-	4,615	-	4,615	-	4,615	-
	TOTAL SUPPLIES COST				58,280	-	17,815	-	17,815	-	17,815	-	7,336	-
6. CONTRACTUAL	Description		Sites	Cost/Site										
	Assessment & Placement Tools		5	2,400	12,000	-	3,000	-	3,000	-	3,000	-	3,000	-
	Mental Health Resources	<i>Reduced cost in Year One due to planning period.</i>	5	5,420	15,300	-	27,100	-	27,100	-	27,100	-	27,100	-
	Parent Education & Literacy Training		5	5,050	14,375	-	25,250	-	25,250	-	25,250	-	25,250	-
	Youth Leadership & Mentoring		5	8,900	24,000	-	44,500	-	44,500	-	44,500	-	44,500	-
	External Evaluator (UCLA CRESST)		5	2,800	14,000	-	14,000	-	14,000	-	14,000	-	14,000	-
	TOTAL CONTRACTUAL COST					79,675	-	113,850	-	113,850	-	113,850	-	113,850

Category	Description of Budget Item				Year One		Year Two		Year Three		Year Four		Year Five	
					Federal Share	Matching	Federal Share	Matching						
8. OTHER	Description	Sites	Cost/Site											
	Buses for College-awareness Field Trips	5	1,168	5,842	-	5,842	-	5,842	-	5,842	-	5,842	-	
	School Facilities and Equipment Match (Classrooms, Utilities, Security, Janitorial, Equipment)	5	29,000	-	145,000	-	145,000	-	145,000	-	145,000	-	145,000	
	Professional Development for Program Coordinators and Resource Center Teams	5	1,500	7,500	-	3,617	-	3,618	-	3,617	-	3,618	-	
	Accounting and Audit (Bert Corona Charter School Only - 5% of ExED Contract)	1	6,000	6,000	-	6,000	-	6,000	-	6,000	-	6,000	-	
TOTAL OTHER COST				19,342	145,000	15,459	145,000	15,460	145,000	15,459	145,000	15,460	145,000	
9. TOTAL DIRECT COSTS				500,000	200,716	500,000	202,387	500,000	214,588	500,000	227,153	500,000	229,618	
10. TOTAL INDIRECT COSTS				-	-	-	-	-	-	-	-	-	-	
12. TOTAL COSTS				500,000	200,716	500,000	202,387	500,000	214,588	500,000	227,153	500,000	229,618	
Match as a % of Total Program Budget (Federal + Match)					29%		29%		30%		31%		31%	

Project Narrative

Project Narrative

Attachment 1:

Title: **Program Narrative** Pages: **35** Uploaded File: **Program Narrative-final.doc**

Program Narrative

Bert Corona Charter School is partnering with multiple schools and agencies for the San Fernando Valley Full-Service Community Schools (SFV FSCS) program in Los Angeles. SFV FSCS is based on the existing San Fernando Valley Poverty Initiative led by Bert Corona and partners that has begun providing community-based services for schools in the partnership through a one-year U.S. Department of Education appropriation in 2009, supported by U.S. Congressman Howard Berman. The program will target five schools, including lead agency Bert Corona Charter School, a local educational agency as defined in Section 9101, Paragraph 26 of the Elementary and Secondary Education Act, other LEAs, and multiple community-based organizations that provide services for families in the San Fernando Valley.

1. Quality of the Project Design

Project objectives

Research details parameters of what defines full-service community schools (Benson & Harkavy, 2001; Dryfoos, 1994; Dryfoos, 2002; Krysiak, 2001; Melaville, 1998; Pardini, 2001). In particular, a community school as planned in the San Fernando Valley FSCS program will have the active involvement of school staff, parents, and community organizations that will provide needed services and social capital required for innovation. The five targeted schools will be open to the community for extended hours of services, typically from 7 a.m.–9 p.m. Monday through Friday, and also on weekends from 9 a.m.–1 p.m. or later. Schools will make services accessible year round, not just when school is in session. Please see Schedule in Appendix for details regarding frequency of services at each school.

The San Fernando Valley Full-Service Community Schools program will meet the parameters of scientifically-based research also by integrating the community school model into

the curriculum at the target schools and by providing staff with professional development that helps teachers to engage in the community schools process, set high expectations, and ensure learning supports. It will draw upon existing and new community resources to meet the project areas (early childhood education, remedial education and academic enrichment, parental involvement programs, mentoring and youth development, parenting education, community service and service learning, truancy, suspension and expulsion supports, job training and career counseling, nutrition, health and dental, mental health and counseling, and adult education services). The Community Schools Team will ensure ongoing site based planning and implementation teams at each school to ensure that resources meet community needs.

The San Fernando Valley FSCS program will establish staff positions under lead agency, Bert Corona Charter School. These will include a Project Director, as well as Project Coordinators at each school. Bert Corona will work with schools and community partners to integrate existing community services already available at each school and target areas of need not currently addressed by the schools through a Menu of Services. This will be established during the initial six month planning period. Bert Corona will also work with partners in the program to integrate funding streams to continue program services after funding ends.

The overall goal of the San Fernando Valley FSCS program is to provide access to comprehensive education, social, and health services for students, families and communities to build academic achievement and family stability. It seeks to integrate existing services, while providing new services that close gaps and broaden resources available.

Academic Development

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

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

Positive Behavioral Development

- Objective 1—improve student attendance of students who attend Full-Service Community Schools targeted by the program. **Performance Measure**—ADA rates at schools will improve 2% each year.
- Objective 2—reduce tardies by students at the target schools every year that program services are implemented. **Performance Measure**—tardy rates as assessed by school staff at target schools will decline 1.5% each year.
- Objective 3—reduce misbehavior write-ups and suspensions at each of the target schools every year that program services are implemented. **Performance Measure**—suspensions as assessed by school staff will decline .5% each year. Misbehavior write-ups by teachers at the school will decline 1.5% each year.
- Objective 4—increase percentage of students at target schools demonstrating well being in a range of health indices. Partners will work with YPI and the schools to complete a health survey of students based on the California Healthy Kids Survey administered each year. **Performance Measure**—the survey will reflect on average a 12% increase of students attending schools who indicate well-being in the health indices established.
- Objective 5—increase percentage of families who consider their target school to be a safe haven conducive to learning. **Performance Measure**—questionnaires completed by at least

200 families at each target school every year will demonstrate 15% increase after Year 2 in those considering the school to be a safe haven. After each of Years 3 and 4, the percentage will rise 8%. After Year 5, it will rise an additional 5%.

- Objective 6—disseminate information about full-service community school services to parents and members of the community. **Performance Measure**—the percentage of families targeted by the program who receive services will increase each year as assessed in program questionnaires and surveys.
- Objective 7—increase family involvement in the education of their children. **Performance measure**—the percentage of parents who report that they read to their children will increase by at least 14% annually. The percentage of parents who report that they want their children to go to college will increase 8% each year. **Performance measure-** the percentage of parents who report that they understand how to support their children in the school transition process will increase 10% yearly. **Performance measure**—the percentage of parents who enroll in community services will rise 8% each year of program services.

Bert Corona Charter School will utilize Social Solutions to implement a longitudinal data system to measure academic, family, and community support, and to disaggregate data by subgroup. The Efforts to Outcomes (ETO) Community system will be included in the data solution and will support Bert Corona’s efforts to track services, locations, and frequency and to measure outcomes across providers, track unique clients, and compare programs on defined metrics. Staff will import and export into and out of ETO via Batch Upload of data process. ETO Community will provide functionality to share data, demographics, assessments and benchmarks among partners by allowing each partner to hold a “shell” site where the tools are

housed to upload data to a server which then aggregates and provides unduplicated counts of participants and services. ETO Community is an enhancement module for collaborative use.

The program will train staff and partners in data entry and will link data collection through to school-based partners. Social Solutions will provide dashboards to enter and upload data by partner, by each program, and for individuals and families receiving services. Staff and partners will receive training in uploading and accessing data in multiple locations. Staff and partners will use segmentation analysis features to isolate subgroups for needed services.

Students, students' family members, and community to be served

Bert Corona Charter School and the San Fernando Valley Poverty Initiative have worked with the target school partners to develop profiles of the schools and neighborhoods in the San Fernando Valley. Using information from the United States Census, the California Department of Education, Los Angeles Police Department, as well as surveys or resources at the schools themselves, the collaborative has analyzed community and school data. In addition to Bert Corona Charter School, active partners include: Vaughn Next Century Learning Center, Pacoima Charter School, the San Fernando Institute for Applied Media, Maclay Middle School, the Youth Policy Institute, Meet Each Need with Dignity (MEND), Phoenix House, Northeast Valley Health Corporation, UCLA Community-Based Learning (CBL), Communities in Schools, Unusual Suspects, and Friends of the Family. Please see MOU for additional information on roles and responsibilities of partners. Data below is from the California Department of Education for the 2008-09 school year.

School	Grades/ Enrollment	Latino	English Learners	Free & Reduced Price Meals	ELA BELOW Proficient	Math BELOW Proficient
Bert Corona	6-8 / 367	96.7%	37.9 %	83.6%	73%	79%

Vaughn Next Century	K-12 / 1,949	97.4%	35.1%	99%	59%	61%
Pacoima Charter EL	K-5 / 1,195	96.7%	63 %	100%	65%	53%
Maclay Middle	6-8 / 998	91.2%	44.5%	82.6%	78%	81%
SFiAM MS*	6-8 / 430	96.4%	33.8%	75.8%	76%	79%
California		49%	24.2%	53.7%	50%	54%

* The San Fernando Institute for Applied Media (SFiAM) is a new pilot school opening in September 2010 on the grounds of San Fernando Middle School. Data is from SFMS.

In all cases, academic achievement levels of students significantly lag behind the state average. All targeted schools serve students from families in poverty significantly higher than the state average and require additional community support services to build academic achievement. School families are over 90% Latino and the English Learners rates are much higher than the state average. These issues will be addressed in the services described below.

Crime in the surrounding San Fernando Valley communities where the SFV FSCS program will take place is rampant, reflecting a high need for coordinated community services. Maclay Middle School alone has seen 13 people killed within one mile of the school campus since September 2007 (*Los Angeles Times* article attached, June 24, 2010). In 2008, 181 violent crimes, 993 property crimes, and 3 homicides were recorded in the surrounding District. There has been an increase in crime rates and arrests for Part 1 Offenses between 2007 and 2008 for the Foothill Law Enforcement District according to data collected from the Los Angeles Police

Department (LAPD) for 2008. Gang injunctions can address a neighborhood's gang problem before it reaches the level of felony crime activity. There is a current injunction against the Project Boys gang, the most violent street gang in the San Fernando Valley.

Bert Corona and partners have also surveyed the San Fernando Valley community in preparation for Full-Service Community School services as part of the ongoing San Fernando Valley Poverty Initiative. A November 2009 assessment focused on Bert Corona Charter School, Pacoima Charter School, and Vaughn Next Century Learning Center, in which 522 parents, 644 students, and 40 school staff provided information. Parents and teachers indicated very strong needs for greater parental learning supports, better outreach and resources for health access and immunizations, dental care, preventative programs, and substance abuse treatment programs.

The San Fernando Valley FSCS program anticipates 35% of the students at the target schools in Year 1 will enroll and receive a service plan during the six months in which the program operates, a percentage that will rise to 40% in the first full year of Year 2, 45% in Year 3, 50% in Year 4, and 55% in Year 5. Partners anticipate that 20% of families will have at least one additional family member access services in Year 1, a percentage that will rise to 25% in Year 2, 30% in Year 3, 35% in Year 4, and 40% in Year 5. All told, the San Fernando Valley FSCS program will serve 1,359 students and family members in Year 1 (six month period after planning), 3,211 students and family members in Year 2, 3,705 students and family members in Year 3, 4,199 students and family members in Year 4, and 4,692 students and family members in Year 5. Please see Schedule in Appendix for frequency of services details at each school.

Eligible services to be provided or coordinated by the applicant and its partner entities

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

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

Bert Corona and partners will implement tactics that include needs assessment, segmentation analysis, and an all-inclusive services plan to improve educational and developmental outcomes for youth and families in the San Fernando Valley. The planning period will build upon experience Bert Corona and partners such as the Youth Policy Institute have through the planning program implemented for the Full-Service Community Schools program operated by YPI and partners in Los Angeles in 2008.

In addition, Bert Corona will develop a robust database which will serve to collect qualitative and quantitative assessment data on the services provided. The primary objectives of the overall strategy are to improve and transform communities by (1) supporting efforts to improve child outcomes; (2) ensuring that assessment data are communicated and analyzed amongst all strategic partners; (3) building a continuum of services from prenatal to college that will enhance these targeted communities for decades to come; (4) developing inter-agency programming and support focused on common goals and objectives across services; and (5) identifying and communicating the impact of these strategies and their relationship with other Full-Service Community School strategies and outcomes.

A formal Advisory Board will be developed by Bert Corona to place its partners into strategic and individual working groups. A Data Team led by the San Fernando Valley Poverty Initiative Research and Evaluation Department will complete the community assessment of

academic/community indicators and a segmentation analysis. Wellness Teams at each target school will prepare plans for services offered during implementation. GIS maps will be produced, overlaying segmentation analysis. Wellness Teams, represented by partners and residents, for specific program areas will meet every 1-2 weeks during planning, and will report progress to the Advisory Board at quarterly meetings. A financial resources document will be completed to analyze available resources and report expended funds. A Community Input Report is intended to provide qualitative constituent feedback on planned programs and outcomes that will help inform final program design, outcomes, objectives, implementation and overall strategies. Following the final program design and strategy, a renewed Memorandum of Understanding (MOU) will be created for execution by each partner to reflect duties and services provided during implementation. A comprehensive, integrated data management system customized to target schools and services will be completed by the end of the planning period to disseminate its analysis to partners preparing for implementation.

The planning period will also see the hiring of project personnel, including the overall Program Director at the beginning of the project period. The Teams at each school will work with the site-based Program Coordinators to determine what structure would best allow resources to be connected to schools, students, parents, families and the community. This process will include determining how afterschool services can align with in-class structures, themes, learning opportunities and needs, taking tours to learn from model programs, and identifying other partners to offer research based services included and/or expanded to fill any gaps.

The Planning Period during Year 1 will be managed according to these steps: (1) develop and strengthen existing community partnerships (identify area stakeholders, solidify existing partnerships, and assess individual and organizational partner capacity); (2) determine School

Need(s) and Focus, thoroughly identifying education, economic, health, and social welfare issues using already compiled data and school data; (3) define problems and issues based on academic, community, and family indicators; and (4) provide outreach services and engage families in the planning process via meetings. In particular, Bert Corona will hold community meetings, recruit residents and stakeholders for the program Advisory Board, recruit for participation in data collection, hire for coordinator positions. The planning period will also analyze data and provide segmentation analysis while presenting findings and formulating solutions with partners, families and stakeholders. All program stakeholders, led by the Director and the Advisory Board, will identify assessment products, target audiences, and determine implementation steps.

After hiring the Program Director, Bert Corona will hire Coordinators placed at each school to implement the recommendations made during the planning period. The Wellness Teams at each school will take a leading role in interviewing and hiring the Coordinator working at their school. During Months 5–6, Service Coordinators will collaborate to produce the semester-long “Program Course Offering Brochure” similar to a college brochure. The brochure will list a Menu of Offerings available at the schools for participating families.

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

Implementation—Year 1 (second half)–Year 5

After the six month planning period, the San Fernando Valley FSCS program will begin services that will continue through Year 5. Below, please find services and resources offered to

each target school, a list that will evolve through information gathered during planning period. Please see Appendix for Schedule describing frequency of services at each target school.

- Early Childhood Education—coordination of existing early childhood programs at Vaughn and Pacoima schools, as well as PSI and SRLDP services, and a ‘Read With Me’ program. Referral to and enrollment in early childhood programs in the San Fernando Valley community surrounding each school. Infant & Toddler parent and child literacy programs will be provided by Friends of the Family.
- Remedial education and academic enrichment services—coordination with Intersession and Saturday classes, English Learner Program, Super Kids Read, Success for All program, High Achievers Club, Alphie’s Alley (tutoring). Comprehensive Out of School tutoring and enrichment program offered from 7–8 a.m. and 3–7 p.m. Monday through Friday in coordination with YPI and LA’s Best programs and FSCS partners. College support services through TRIO, UCLA, and YPI’s GEAR UP resources.
- Parental and family involvement, leadership, and education—Parent Advisory Program. Parents as Leaders, Parents as Tutors programs, Parent Academy, Family Support Team Intervention, Parent Leadership Advisory Council. YPI’s Family Technology Project.
- Mentoring and other youth development—coordination with afterschool programs. The Mentoring Program offered by partner YPI helps students to learn about higher education and receive assistance in applying to college. 4-R’s mentoring Program
- Activities that improve access to and use of social services. Programs for Earned Income Tax Credit, financial literacy, linkages to City of Los Angeles 311 social services. Housing, utilities support through case management.

- Community service and service learning. The Bert Corona AmeriCorps service learning program will create an Afterschool Service Club at each school. Students will select one large scale service project each year related to César E. Chávez Day and other National and State Days of Service. Girl Scouts, Boy Scouts, Acorns to Acorns.
- Assistance for students who have been truant, suspended, or expelled—coordination with existing school resources. Hathaway/Sycamore Counseling, The prevention program/gang intervention program of Communities in Schools is a life-skills building program for “at-risk” and gang involved youth. CIS GRYD gang prevention services. Workshops sessions, leadership skills, Coping Skills, Alcohol and Drugs, Know Your Rights, HIV/STD’s, Education and Social Culture Awareness.
- Job training and career counseling services—recruitment for YPI job training programs in health careers and preschool through existing ongoing funding that is training 1,800 clients.
- Nutrition Services will be offered at all school sites. Healthy Families, Carol White program will coordinate with the School Health Team at each site. Schools will commit to food purchasing and preparation practices to reduce fat content, and will promote healthy cafeteria selections. Nutrition education will include information and coursework on the Food Pyramid, Nutrients and Food Groups, Healthy Snacks and Advertising and Food Choices.
- Primary health and dental care—coordination with programs for dental and vision services, while providing additional support through partners such as MEND, School Health Clinics.
- Mental health, counseling services, and substance abuse—Coordination with school programs, with partner services from El Centro de Amistad, also Phoenix House and Friends of the Family. Hathaway/Sycamore Counseling, Grief Counseling, School Counselor on site.

- Adult education—coordination with LAUSD Adult Education Centers, ESL/GED classes provided at target schools from 6–9 p.m. (M–F).

Professional development will help teachers and school staff to increase their knowledge base of community services. The San Fernando Valley FSCS Program will focus on implementing instructional changes along the entire K–12 spectrum, and will provide job-embedded Professional Development opportunities designed to build capacity and support staff and ensure continuous use of data to inform and differentiate instruction.

The FSCS program will also develop a quarterly Advisory Board comprised of partners, school staff, and families that will meet to discuss program implementation and evaluation.

2. Adequacy of Resources

The adequacy of support, including facilities, equipment, supplies, and other resources

Each of the schools already has substantial community-based programs in place for students and families that will be integrated into the proposed program. Each school (as demonstrated in the attached MOU and match documentation) will commit to providing adequate facilities and program space. The key problem, as discovered by the consortium, is that existing student and family resources lack coordination and do not work together toward a larger goal of educational integration. The schools also lack resources to track the success of community services. Staff, teachers, and parents completing assessments of resources were frequently surprised at the range of offerings already present—a further confirmation of a lack of coordination required for true effectiveness.

Bert Corona Charter School offers numerous programs for students and parents to build a community school. Services include parent involvement programs such as Parent as Leader (parent education); Parents as Tutors (academic support), Parent Advisory (PTA, service

learning); Healthy Families (nutrition, fitness); Family Technology Project (computer literacy and ownership); Case Manager (on site two days a week); Job Training. Student Support includes Intervention (academic support after school), Academic Contracts (achievement plan), Counseling (individual counseling), Writers Workshop (ELA intervention), AmeriCorps, SES and Saturday Tutoring (ELA and Math tutoring), afterschool (tutoring, homework help, enrichment), Sparks PE Program (Carol White), Computers for Youths, Enhancing Education Through Technology, Girl Scouts (community projects), PASS (reduced class size).

Current services offered at Pacoima Charter School include a 21st Century Kids Afterschool Program (tutoring, homework help, enrichment); a “READY, SET, GO!” Before School Program; SFA (Success for All) (reading instruction); Alphie’s Alley (Tutoring); Read with Me (early Pre-K reading) Super Kids Read! Club (4th and 5th grade reading club); Math Club; Art Club; Early Risers Morning Reading Group; Family Technology Project (computer literacy and ownership); Acorns to Acorns (5th grade girls leadership development); Parents as Leaders (PALS) and “Talk to Me” Series; ESL Classes; Job Training Classes; GED Preparation Class; Needles and Crochet Group; Family Stories Program; Parent Leadership Advisory Council (PLAC); Parent Academy; Math and Literacy Nights for Parents; “How To Raise Emotionally Healthy Children” Series Carol M. White Physical Education Program (physical fitness, nutrition); Department of Children and Family Services Social Worker on site; El Centro de Amistad (mental health services); “Centre Clothes Corner” (school uniforms); Family Support Team (FST) Intervention; Counseling; “Our Time” Program (one on one student support).

Vaughn Next Century Learning Center current offerings include AmeriCorps (ELA and math tutoring); 21st Century Kids Afterschool Program (tutoring, homework help, enrichment, Success For All reading program; 4 week summer tutoring/enrichment program; Family

Technology Project (computer literacy/ownership); Parents as Leaders (PAL) Higher Achievers Club (college preparation); Healthy Families (nutrition); Writers Workshop (ELA state standards); Parent Advisory/ Parent Forums; Parents as Tutors: Carol M. White Physical Education Program (physical fitness, nutrition); Group/ Individual counseling.

Maclay Middle School currently offers the following: ELD Bilingual Coordinator; CCEAC/ELAC; a School Site Council; a Parent Volunteer Program; the services of a PSA Counselor 4 days per week; a School Attendance Review Team (SART); Mental Health and Counseling (Psychologist sees students 4 days a week); the Maclay Gluck Education Center; a Summer Bridge for incoming 6th graders; HATHAWAY/Sycamore Counseling and GRIEF program to offer counseling services, City of Los Angeles GRYD services provide gang prevention services; a School Health Clinic; PEER MEDIATION/Legal Dispute Resolution by the L.A. County Bar Association for families; an afterschool program for 105 students per day; 4R'S MENTORING PROGRAM for students; a PARENT CENTER (ESL, parent leadership, Family literacy); CONNECTIONS – Project GRAD provides college support; TRIO-CSUN also offers college support services; YPI THRIVE Family Center.

San Fernando Middle School has recently been transformed through the Los Angeles Unified School District Public School Choice process. The San Fernando Institute for Applied Media (SFiam) is a teacher-led pilot school transforming one of the District's historically lowest-performing schools. SFiam opens in September and already has the following resources: computer literacy classes, home computers for all 6th graders, summer programs, afterschool services including enrichment, tutoring, and physical fitness, family supportive services, including a job training center and Time Warner Cable computer lab.

Other services for the targeted community provided by partner YPI include the training of 1,800 low-income clients for health careers with funding from the U.S. Department of Labor, the State of California Employment Development Department, and the City of LA Community Development Department. Services include job training, subsidized work experience, summer youth employment, bridge training, occupational skills training, and job placement.

The relevance and demonstrated commitment of each partner in the proposed project

Partners will provide extensive resources discussed fully in the attached MOU. The **Youth Policy Institute** has partnered with all schools through programs such as the ongoing San Fernando Valley Poverty Initiative. YPI is a current Lead Agency for a FSCS consortium serving the Pico Union community of Los Angeles, and will provide expertise to Bert Corona Charter School in the operation of this program. YPI operates multiple programs at each target school that will be integrated into the FSCS program, including afterschool programs, AmeriCorps service programs, and the Family Technology Project (which provides computer literacy and ownership for low-income families at no cost through private funding). U.S. Senator Barbara Boxer is a long time supporter of YPI, and has awarded the organization her Excellence in Education Award. For the 2011 federal budget, she has submitted an appropriations request for \$500,000 to support YPI's community schools work in the San Fernando Valley.

MEND - Meet Each Need with Dignity will work in planning and implementation to build strong supportive resources in the San Fernando Valley for emergency food, clothing, medical, vision and dental care, job skills training and job placement assistance, English as a Second Language classes, youth activities, and a Christmas program. **Phoenix House** is one of the largest non-profit substance abuse agencies in the nation. It will collaborate with Bert Corona and partners in program development for services that may include Residential Treatment for

youth with substance abuse and mental health issues; comprehensive family services in English and Spanish; as well as outpatient treatment with substance abuse and mental health issues.

The **Northeast Valley Health Corporation (NEVHC)** is one of the nation's largest federally funded community health centers. NEVHC provide information and outreach and plan for the infrastructure needed to provide direct medical and WIC services to families. Services will be provided to adults, children and adolescents who are medically underserved at NEVHC operated community health centers, at school based clinics (e.g. Maclay Middle School), and in community based locations such as NEVHC WIC clinics.

UCLA – Community-Based Learning will work with staff to develop college preparation and work experience programs for youth to prepare them for college, to succeed while in college, and in careers exploration. This will include pre-vocational training; goal setting; career exploration and decision-making; job shadowing; job search skills and quarterly study habit workshops to help youth become better students and advocates. **Communities in Schools (CIS)** will recruit out of school youth and families to assist at-risk youth through a Boxing Academy, a DJ/HipHop Academy, crisis intervention in partnership with six LAPD divisions in the San Fernando Valley, gang awareness presentations, *Safe Passages* program, youth job training center, and counseling program with the Sylmar Juvenile Court System. As a City of Los Angeles Gang Reduction and Youth Development (GRYD) provider for the San Fernando Valley, CIS will provide referrals of eligible clients for case management.

The **Unusual Suspects** has 17 years of experience engaging hard-to-reach youth and deterring them from gang life through a participatory arts program. The Unusual Suspects will increase cultural and social services access by providing sequential learning opportunities for youth ages 9-18 and multi-generational free community theatre workshops each year. **Friends of**

the Family Community Mental Health and Family Support Center has provided counseling services to families in the San Fernando Valley for the past 40 years. Programs to serve families will include 4Rs Boys & Girls Mentoring program, a FamilyRead family literacy program, an Infant & Toddler parent and child literacy program, Oaks to Acorns, a mother/daughter program. *Costs are reasonable in relation to number of persons to be served and services to be provided*

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

In each year of services, the San Fernando Valley FSCS Program will serve a larger number of students and families while receiving the same grant funds. In Year 2 (the first full year of program services) 3,211 students and families will be served (cost of \$155.71 in grant funds per client), while in the final year 4,692 students and families will be served (cost of \$106.56 in grant funds per client).

3. Quality of the Management Plan

Comprehensive plan with description of planning, coordination, management, and oversight

Please see Project Services section for a detailed overview of planning and coordination of services. Please see the Program Schedule in Appendix for details regarding frequency of services. As the lead agency and fiscal agent, Bert Corona Charter School is serving as the applicant for grant funds and will provide administrative oversight. Bert Corona is responsible for working with school and community partners to guide development of the collaborative;

monitoring and supporting activities so that they converge with regular classroom goals and agendas; helping to develop and provide technical assistance to schools and partners providing services; ensuring a close partnership between schools and partners; and managing fiscal matters, client attendance data and evaluation results as required by the U.S. Department of Education.

The program will target five schools in the San Fernando Valley that are low-performing. All target schools have already joined the partnership and have completed a preliminary assessment of existing and needed services. Each will complete the comprehensive assessment during the six month planning period. The program will implement Outreach Teams at each targeted school during the planning period, comprised of program staff, parents, teachers, school staff, partners, and residents. The Outreach Teams will hold meetings to publicize program offerings and offer a clear, streamlined series of services. Each target school will create a School Assessment of transformative changes during planning.

Planning Period Timeline (October 2010 - March 2011)

Project Activity	Timeline	Personnel Responsible
Hire Project Staff	October 2010	BC Executive Director, Advisory Board
Staff Orientation/ Professional Development	October 2010 and quarterly	Program Director with BC Executive Director
Needs Assessment	October 2010- December 2010	Director, and SFV PI Research Department
Segmentation Analysis	January- February 2011	Director, and SFV PI Research Department
Develop Implementation	February 2011	Director working with

Service Plan		residents, partners and staff
Advisory Board	Oct. 2010. Board meets quarterly	Director working with staff, residents, and partners
Gather/Leverage Financial Resources	February- March 2011	Director with BC Chief Financial Officer, partners
Community Outreach meetings, interviews	Oct. 2010, ongoing-quarterly meetings, direct outreach	Director with SFVPI Research Department
Program Offering Brochure	March 2011	Director, Teams
Build, customize data system	January- March 2011	Director, partners, Social Solutions
GIS Mapping- Community Need	February- March 2011	Professor Leo Estrada and GIS students at UCLA
Programs, and services list for implementation	March 2011	Wellness Teams at each school, Program Director

Year 1 (April-August 2011): Implementation Timeline		
(* indicates ongoing activity performed each year)		
	Spring	Summer/Intersession
	<ul style="list-style-type: none"> ▪ Training for Coordinators (quarterly)* ▪ Quarterly Partnership Leadership Team meeting* ▪ Complete planning activities ▪ Parent Center activities* 	<ul style="list-style-type: none"> ▪ Plan Fall 2011 activities ▪ Collect end-of-year data, including surveys ▪ Evaluator conducts review and provides yearly report* ▪ Leadership Advisory Team evaluates results of Year 1*

Year 2 (2011–12)		
Fall	Spring	Summer/Intersession
<ul style="list-style-type: none"> ▪ Assembly baseline data from prior year ▪ Review assessments of need at schools (partners) ▪ Quarterly meetings of Board* ▪ Implement finalized program services offered in Year 2 ▪ All program activities begin 	<ul style="list-style-type: none"> ▪ Training for Coordinators (quarterly)* ▪ Quarterly Partnership Leadership Team meeting* ▪ Parent Center activities* 	<ul style="list-style-type: none"> ▪ Plan Fall 2012 activities ▪ Collect end-of-year data, including surveys ▪ Evaluator conducts review and provides yearly report* ▪ Advisory Team evaluates results of Year 2 activities and adjusts plans as needed*
Year 3 (2012–13)		
Fall	Spring	Summer/Intersession
<ul style="list-style-type: none"> ▪ Coordination meetings among partners for Year 3 offerings ▪ Repeat annual fall activities 	<ul style="list-style-type: none"> ▪ Repeat annual Spring activities 	<ul style="list-style-type: none"> ▪ Plan Fall 2013 activities ▪ Provide Summer/ Intersession activities
Year 4 (2013–14)		
Fall	Spring	Summer/Intersession
<ul style="list-style-type: none"> ▪ Repeat annual Fall activities Coordination meetings among partners for FSCS offerings for Year 4 	<ul style="list-style-type: none"> ▪ Repeat annual Spring activities 	<ul style="list-style-type: none"> Plan Fall 2014 activities ▪ Provide Summer/Intersession activities, and coordinate family Action Plans
Year 5 (2014–15)		
Fall	Spring	Summer/Intersession
<ul style="list-style-type: none"> ▪ Repeat annual Fall activities ▪ Coordination meetings among partners for FSCS offerings for Year 5 	<ul style="list-style-type: none"> ▪ Repeat annual Spring activities ▪ Plan Summer activities 	<ul style="list-style-type: none"> ▪ Evaluator provides 4 year evaluation, to assist in continuance after Year 5 ▪ Advisory Board focuses efforts on sustainability

Year 6 & Beyond (2015–)

- Partners assume all funding responsibilities and continue to seek private funding to continue community schools model at the target schools.

Qualifications of the FSCS coordinator and other key project personnel

Yvette King-Berg is the Executive Director of Bert Corona Charter School and oversees all aspects of the school’s operations. She earned a Preliminary Administrative Services Credential, Professional Clear Teaching Credential, Masters in Education Administration and is currently a Doctoral student in Educational Leadership and Change at Fielding Graduate University. She is an accomplished professional with a diversified background in academic administration, secondary, elementary, and early education. She has extensive experience in school-based administration, teaching, project development, and behavioral management, curriculum and instruction, and training abilities. Ms. King-Berg will ensure the effective operation of the San Fernando Valley Full-Service Community Schools Program.

Ruben Dueñas has been the Principal of Bert Corona Charter School for the past six years. He received his multiple subject teaching credential from California State University Los Angeles and a Master’s degree and credential in Educational Administration from California State University Dominguez Hills. As principal, he works tirelessly to engage parents in their child’s education, to support his teachers to meet the individual needs of the students, and to ensure that the vision of Bert Corona Charter School is achieved. He will work with the Program Director to develop, oversee, and implement the SFV FSCS program.

The FSCS Director will work with partners to manage, train, coordinate, supervise and evaluate all programs and staff. She will encourage and model a strong client centered program serving the schools as well as oversee the effectiveness of community services provided. The Director will provide oversight to effect coordination of all program activities by working with

staff (notably the Program Coordinators located at each school site), school site administration and staff, partnering organizations and families. She will have responsibility for orienting parents, participants, community members and staff to the goals and objectives and take responsibility for overseeing evaluations of project outcomes. She will provide oversight to make certain that the program maintains accurate and complete data. She will work with the Wellness Teams at each site, as well as the overall Advisory Board to centralize program information. Finally, she will work with the Executive Director to develop and maintain a fiscally sound budget. The Program Director will directly oversee outreach, community assessment, and data collection efforts. She will report directly to the Bert Corona Executive Director and the Advisory Council. She will encourage and model a strong client centered, academic and character building program serving schools as well as oversee effectiveness of academic and supportive services. The Program Director leading the San Fernando Valley Full-Service Community Schools is Aura Garcia. Please see resume included in *the Appendix*.

The Program Coordinators will report to the Director and implement the project at participating school sites. They will maintain weekly logs and develop and update service plans for each family. They will work in partnership with school personnel to support student progress, perform data entry, and record program results. They will assist with the coordination of program components including partner meetings, professional development trainings, parent/family workshops, newsletters and enrichment and keep inventory of services and equipment. They will work with the Director to ensure that goals, targets and performance outcomes are met, and assist in program evaluation by completing program reports, uploading client data, and following grant guidelines. Coordinators must have a Bachelor's degree and have experience working in a school setting and implementing a comprehensive community program.

The Director of School and Community Partnerships and the Assistant Director of School and Community Partnerships will each work 25% of their time to coordinate program services. Their responsibilities will include ensuring that the SFV FSCS grant is implemented effectively, efficiently and consistently in accordance with all grant requirements and working with schools to provide project services. They will also provide support, guidance and oversight to the Program Director on implementation of the program. This includes support in the collection of data, integration of data systems, facilitating quarterly partnership meetings, community outreach services, and working with agencies and businesses in the community.

The Research and Evaluation Department of the San Fernando Valley Poverty Initiative under the direction of Mercedes Perez will lead planning efforts. Mercedes Perez has been responsible for overseeing all research and evaluation initiatives for the Initiative including education and training programs. Prior to this position, she was the Director of YPI's Full-Service Community Schools program in the Pico Union/Westlake community of Los Angeles, where she worked with partners and school staff to develop a community schools model, oversaw an yearly independent evaluation of the program, and worked with partners and program staff to implement school and community based services. She has been an Associate Director at the Advancement Project in Los Angeles, where she led efforts to leverage County data and developed data collection instruments for community assessment projects across the region. She holds a BA from Brown University and a MPH from UCLA.

School Site Leaders (Principals at partnering schools) and Teachers from each partnering school will support implementation efforts through leading Wellness teams, managing program services at that site, and working with evaluation staff to assess services.

Bert Corona and partners have led several significant collaboratives to provide human services for low income families in Los Angeles, notably in the Valley with the ongoing San Fernando Valley Poverty Initiative working with families at Bert Corona Charter School, Pacoima Charter School, and Vaughn Next Century Learning Center. Working with all three schools, Bert Corona has implemented a Carol M. White Physical Education program that has significantly improved physical education and nutrition efforts. This grant experienced successes and positive outcomes in physical education and nutrition goals. During the 2008-2009 school year, 100% percent of participating students served by the Carol White PEP grant engaged in 150 minutes of moderate to vigorous physical activity per week. This amount increased 89% from the previous year's baseline data of 11%.

The direct-funded charter school has been a leader in community service activities, receiving funding from the Cesar Chavez Foundation for Service clubs, while also using AmeriCorps members to provide tutoring and service learning activities. Bert Corona Charter School provides extensive community school activities on site, employing the services of Case Managers, and linkages with partners offering direct services in the surrounding community, including community partners in the SFV FSCS program. Bert Corona Charter School has experience hosting community events such as health fairs and will support all partnering schools to do this. Over 1,000 parents and students attended the Family Summit at Bert Corona Charter School on Saturday, May 8th, 2010 keynoted by State Senator Gloria Romero which provided health assessments for diabetes, asthma, cholesterol level, dental services, and blood pressure. Bert Corona has proven success in parent and community participation with a 98% parent involvement rate. The school knows its parents and the surrounding community and is highly skilled in working with students, families, and community stakeholders.

Time commitments of the project director, the FSCS coordinator, and other key personnel

Position	Number	Hours per week
<i>Program Director</i>	<i>1</i>	40
<i>Program Coordinator</i>	<i>5</i>	40 (each)
<i>BCCS Executive Director</i>	<i>1</i>	4
<i>BCCS Principal</i>	<i>1</i>	4
<i>Director of School & Community Partnerships</i>	<i>1</i>	10
<i>Assistant Director of School & Community Partnerships</i>	<i>1</i>	10
<i>School Site Leader</i>	<i>5</i>	4 (each)
<i>Teachers (2 per site)</i>	<i>10</i>	2.5 (each)

The San Fernando Valley Full-Service Community Schools Program Advisory Board comprises all partners, including representatives from participating schools, and will hold quarterly meetings. The San Fernando Valley Full-Service Community Schools Program team will assume responsibility for the conduct of the program. The Board, working with the Program Director and the independent evaluator, will design and implement evaluation strategies and provide assessment data. The quarterly meetings will provide a forum for feedback and continuous improvement activities to improve the efficiency of program services.

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

4. Quality of Project Services

Services provided reflect up-to-date knowledge from research and effective practice and present likelihood that the proposed project will lead to improvement in student academic achievement

The program is consistent with the research evidence from a variety of sources including research on similar models and research on specific programmatic elements of the model. The research evidence is for the same model, and for very similar strategies. The only difference in context for the similar strategies is that the program is targeting a majority Latino population, but with the same academic and socioeconomic indicators. There is moderate evidence that the Bert Corona Charter School model will have a statistically significant effect on improving student achievement, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.

The Community Schools approach has a very strong research base (discussed briefly on page 1 of this narrative) that provides a holistic network of services that address multiple aspects of barriers to learning for poor and minority students. As discussed, partner YPI has a Full-Service Community Schools grant from the U.S. Dept. of Education and will provide informed expertise in program planning and implementation. Whalen (2007) evaluates the Community Schools Initiative in Chicago and provides evidence of capacity-building and benefits for schools, students, and families. Standardized test results indicate that CSI schools have steadily closed the gap in achievement between themselves and the Chicago Public School District. Axelroth (2009) describes case studies of eight high schools in the U.S. whose results include increase of school attendance rates; large percentages of graduates being accepted into college; higher graduation rates; and increased benchmarks in reading and math. Whalen (2002) reviews results of a three-year evaluation of the Full Service Schools Initiative (FSSI) in Chicago. Rates

of attendance and truancy of FSSI schools were better than Chicago Public Schools and academic performance at schools improved, equaling or exceeding comparison schools.

The Harlem Children's Zone combines the work of transformative charter schools with a network of community services to create a positive social environment. A quasi-experimental study (Fryer 2009) used a statistical approach to analyze an experimental group comparing charter school students selected by lottery and students within the Zone. The study was an analysis of the average student, and it indicates that the Zone boosts achievement in math and ELA in elementary schools and math in middle school, and provides evidence that high-quality schools with community investments generate gains in achievement.

Core elements of the model, including afterschool, mentoring, parent engagement, college preparation, tutoring, and family support services, have shown strong evidence of effectiveness. Evidence with afterschool programs includes a Goldschmidt and Huang (2007) quasi-experimental design study of students from LA's BEST programs, students attending same schools but not participating, and students who attend schools that had no LA's BEST program. These students are demographically and socioeconomically similar to those in YPI target schools in Los Angeles. Results show higher mean scores in Reading and Math for LA's BEST students compared to total group. Results demonstrate a positive relationship between attendance and achievement scores. Another study (Huang et al 2005) examined dropout rates of students in LA's BEST program from 1-3 years to those not. Results indicate that students improved or maintained California Standardized Test scores for ELA and Math.

A study of mentoring (Lampley & Johnson 2010) analyzes student data of the LISTEN mentoring program, a school-based program in which at-risk, middle school students were identified by the school and paired with mentors. Evidence revealed that LISTEN participants

experienced improvement in GPAs, discipline referrals, and attendance records between the 2003–04 (pre-intervention) and 2004–05 (post-intervention).

A parenting education study, Hara & Burke 1998, analyzed an inner-city parent involvement program in Chicago, Illinois. Students of parents improved academic achievement through reading and vocabulary scores rise over a three year period as measured by the Iowa Test of Basic Skills. Henderson and Mapp 2002 in a Harvard Graduate School of Education study have discovered that students with involved parents are more likely to earn higher grades and test scores, and enroll in higher-level programs; achieve grade promotion, pass classes, regularly attend school, and graduate and go on to post-secondary education. A study (Reynolds and Clements 2005) found that children whose parents enrolled for multiple years were better prepared for school. The study demonstrated that each year families participated increased the odds that children would graduate from high school by 16%. A study of 81 high-poverty Title I schools by Westat and Policy Studies Associates (2001) found that three practices of teacher outreach to families lead to a 40-50% faster gain in both reading and math among third to fifth grade students (all of which are incorporated in the YPI model) meeting families face-to-face; providing materials for home instruction of children; and regular communication with parents.

In Zimmer et al 2007, a quasi-experimental difference-in-differences approach was used to analyze achievement effects in tutoring. Students in Title I supplemental educational services scored better in reading and math in the first year and subsequent years. Participation was associated with gains in achievement in both subjects for Hispanic and African American students similar to this program. For college preparation services (GEAR UP), a U.S. Department of Education quasi-experimental study (2008) of 18 middle schools and 18 matched comparison schools showed that attending a GEAR UP school was positively associated with

parents' knowledge of opportunities and financial aid; involvement in school and children's education; students' knowledge of postsecondary education; and taking above grade level science courses. Family support services are shown in Layzer 2001 to be effective. A quasi-experimental design, this found positive effect in children's cognitive and emotional development and parenting behavior. Evidence indicates that programs with parent support have larger effects on children's cognitive outcomes, programs with professional staff and parent support groups produce positive outcomes and family support services promote school readiness.

5. Quality of the Project Evaluation

The evaluation of the San Fernando Valley Full-Service Community Schools program is designed to assess the overall goal of improving the physical and psychological well being of youth in order to more effectively support their school related behavior and academic achievement. The independent evaluator will be Dr. Denise Huang from the National Center for Research on Evaluation and Student Testing (CRESST), a part of the UCLA Center for the Study of Evaluation. More than 700 research and evaluation reports on the CRESST website (www.cresst.org) document their experience.

The evaluation will assess both program implementation and outcomes by addressing the following four key questions: Were the key elements of SFV FSCS implemented overall and in each of the participating schools? The key elements in SFV FSCS include: to improve the access of students and families to support services by integrating and coordinating service delivery, and expanding uses of school facilities; to involve parents, faculty, service providers and other community members in planning services and monitoring their success; to improve the relationship between parents and school staff and improve the climate for parent involvement in school life to create more and stronger linkages between classrooms and community support

services. Did children, youth and families use SFV FSCS programs? What outcomes were achieved by youth and families participating in SFV FSCS? Specifically, was academic achievement improved and did parental involvement increase? What were the critical contextual factors that affected the success of SFV FSCS? The evaluation will employ qualitative and quantitative research methods to address questions and to provide clear and verifiable answers to key questions: How well does the initiative work? And is the initiative *in and of itself* a significant contributor to the observed outcomes?

Applying expertise in research design and advanced statistical modeling, UCLA CRESST created new measures of program quality, including approaches for detecting complex performance and cognitive outcomes. Dr. Huang's work includes evaluations of afterschool programs, investigations of effect of motivation, attribution, and effort towards academic achievement, and the effect of parental influences on student learning. She is the validation coordinator for the National Partnership for Quality Afterschool Learning and holds a PhD in Educational Psychology.

The evaluation design has two main components: ***Implementation Analyses*** will examine the implementation of SFV FSCS by conducting case studies and ethnographic research data collection at each school. They will address a group of specific outcomes-related implementation issues including: process of service coordination. How do parents, students, and school personnel use menu of services? What are teachers' practices for referring students to services? How are teacher professional development activities structured to promote integration of SFV FSCS services? What kinds of information dissemination are used? They will identify major questions to be addressed by the implementation studies. How is SFV FSCS constrained in providing services? What is the effectiveness of service coordination efforts? Replication: How does SFV

FSCS structure ensure that program is reproduced consistently in each school? **Outcomes** *Analyses* will identify major achievement outcomes, using state and district data, and identify additional outcome measures (beyond test scores).

The objectives of this evaluation are two-fold: improve implementation of SFV FSCS in each school, and evaluate to what extent programmatic features are implemented in the program model and plans. The evaluation will identify strengths and barriers for improved program implementation and recommend changes to program implementation that promote the achievement of initiative outcomes. It will present key findings and extract lessons to support analysis, reflection and learning in each school and across program sites, and assess and document the progress and achievement of the short-term, interim, and long-term program outcomes at the three levels at which change is expected to occur: 1) the individual youth or program clients; 2) the participating schools; and 3) provider networks within the community that advance student learning and achievement.

Design and implementation of the evaluation involves the following six tasks. 1. Develop an understanding of other major evaluations of school programs in progress or recently concluded across the country to determine the role and potential contribution of the SFV FSCS evaluation and to inform the evaluation design accordingly. 2. Link key evaluation questions to the methods, indicators, and data sources using streamlined data collection methods. 3. Create and refine instruments and research protocols to ensure a streamlined approach to data collection. 4. Collect and analyze qualitative and quantitative data on an annual basis. 5. Present initial and ongoing findings at designated meetings of the key program stakeholders. 6. Prepare a final and overarching report at the conclusion of the grant period.

DATA-COLLECTION METHODS

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

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

The evaluation will focus on two areas- changes in after-school resources and development of community partnerships in support of student learning and social development, and parental engagement. The program will examine annually changes in resources and development opportunities, number of programs, increase in clients served. It will examine annually the range and diversity of community alliances, the number of collaborative relationships, change in the number of programs providing direct services and academic support.

Area	Outcome	Data Source
<i>1. Information Dissemination</i>	-Number of families served, Community awareness of services	-Community Survey -Document Review

		-Interviews
2. Coordination of Services	-Development of policies, procedures, articulation plan	-Document Review -Interviews
3. Skills building/training	-Professional development activities for teachers/staff	-Document Review -Interviews
4. Partnership Development	-Change over time in the number of partnerships developed	-Document Review -Interviews
5. Governance	-Effective decision models in place -Governance structure in place	-Document Review -Interviews

The goal is to improve the quality of social, educational, and health support for students and parents in order to enhance the development of children. In order to do this the program will follow participants over time using a longitudinal design. The program has identified outcome variables that will be measured yearly using qualitative and quantitative data analysis. It will examine five broad areas of academic development for evidence of positive impact on the part of SFV FSCS programs indicators of school performance. It will compare annually trends in student mobility, attendance and truancy with demographically similar schools (by ethnicity, enrollment and poverty levels). Measures of student learning will compare annually trends in standardized test scores with demographically similar schools and district average. Teacher involvement in SFV FSCS programs will examine annually the number of teachers involved in planning or providing after-school activities. Student participation in SFV FSCS programs will examine annually the number of students served by the SFV FSCS program.

Full-service community school programs have been associated with positive student outcomes. The program will use outcome measures that tap into several domains, including the

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

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

The SFV FSCS collaborative has invested more than \$12 million in social services funding in the targeted community, in addition to school general fund budgets. The SFV FSCS collaborative has paved the way for Full-Service Community Schools with the San Fernando Valley Poverty Initiative, and the collaborative enjoys the support of federal, state, and local elected officials and community partners.

Project Narrative

Abstract Narrative

Attachment 1:

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

San Fernando Valley Full Services Community Schools Program Abstract

Bert Corona Charter School is a direct-funded charter school authorized as a Local Education Agency that will be the Lead Agency for the San Fernando Valley Full-Service Community Schools (SFV FSCS) program. Developed through the already operating San Fernando Valley Poverty Initiative, the program will target five public schools in the San Fernando Valley community of Los Angeles that are Title I schools: Bert Corona Charter School (grades 6-8), Vaughn Next Century Learning Center (K-12), Pacoima Charter Elementary School (K-5), Charles Maclay Middle School (6-8), and the San Fernando Institute for Applied Media Pilot School (6-8). Partners also include the Youth Policy Institute, UCLA- Community-Based Learning, Meet Each Need With Dignity (MEND), Phoenix House, Friends of the Family, Northeast Valley Health Corporation, Communities in Schools, and the Unusual Suspects.

Services provided or coordinated in the San Fernando Valley FSCS program include all 12 program areas. Based on need assessment completed at each target school, the program will particularly target mentoring and youth development services, remedial education and academic enrichment services, parenting education and leadership services, increased access to social service programs, and assistance for students who have been truant, suspended, or expelled through partnerships with the agencies described above that have been developed in the San Fernando Valley Poverty Initiative. The program will also provide professional development for teachers at target schools to integrate community school resources.

Objectives for the program include the following. Students enrolled at target schools will reflect increased academic achievement on state standardized tests in Year 1–5. The elementary schools will improve percentage of students who increase their California Standards Test percentile rank in the Proficient or Advanced category by average of 3 percentage points each year for ELA and 3 percentage points each year for math. For middle and high schools, the increase for students scoring at proficient/advanced will be 2 percentage points per year in ELA and in math. The program will improve student attendance of students who attend Full-Service Community Schools. ADA rates will improve 2% each year. The program will reduce tardies by students by 1.5% every year that program services are implemented. It will reduce misbehavior write-ups and suspensions every year. Suspensions as assessed by school staff will decline .5% each year. Misbehavior write-ups by teachers will decline 1.5% each year. It will increase percentage of students at target schools demonstrating well being in a range of health indices. The program will increase percentage of families who consider their target school to be a safe haven conducive to learning, and will increase family involvement in the education of their children.

The San Fernando Valley FSCS program will conduct an initial Planning Period for the first six months of Year 1 that will include a comprehensive needs assessment building on the work already completed. The program will then operate the final six months of Year 1 through the end of Year 5. It is expected that the San Fernando Valley FSCS program will serve 1,359 students and family members in Year 1 (a six month period after planning), 3,211 students and family members in Year 2, 3,705 students and family members in Year 3, 4,199 students and family members in Year 4, and 4,692 students and family members in Year 5.