

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**FSCS APPLICATION PACKAGE
CFDA # 84.215J
PR/Award # U215J100196**

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

****Table of Contents****

Forms

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF-424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. ED 80-0013 Certification	e10
6. 427 GEPA	e11
GEPA	e13
7. Dept of Education Supplemental Information for SF-424	e15

Narratives

1. Project Narrative - (Appendix--Other, if applicaable...)	e16
Appendix D - Other Attachments	e17
2. Project Narrative - (Appendix--Documentation of match...)	e36
Appendix C Match	e37
3. Project Narrative - (Appendix--MOU...)	e54
MOU	e55
4. Project Narrative - (Appendix--Resumes of Key Personnel...)	e65
Appendix A Resumes	e66
5. Project Narrative - (Budget Narrative...)	e74
DREAM-Link Budget Narrative	e75
6. Project Narrative - (Project Narrative...)	e91
Final Narrative & TOC	e92
7. Project Narrative - (Abstract Narrative...)	e128
Abstract	e129

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 <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application:* If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation * Other (Specify) <input type="checkbox"/> Revision	
* 3. Date Received: 7/23/2010	4. Applicant Identifier:	
5a. Federal Entity Identifier:	* 5b. Federal Award Identifier: N/A	
State Use Only:		
6. Date Received by State: 7/12/2010	7. State Application Identifier: TX-R-201007112-0010-50	
8. APPLICANT INFORMATION:		
* a. Legal Name: The East Austin College Prep Academy, Inc.		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 261609474	* c. Organizational DUNS: 015077978	
d. Address:		
* Street1:	6002 Jain Lane	
Street2:		
* City:	Austin	
County:		
State:	TX	
Province:		
* Country:	USA	
* Zip / Postal Code:	78721	
e. Organizational Unit:		
Department Name: Administration	Division Name: Administration	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:	Dr.	* First Name: Nellie
Middle Name:		

* Last Name: Cantu, Ed.D.

Suffix:

Title: CEO/Superintendent

Organizational Affiliation:

* Telephone Number: (512)287-5000 Fax Number: (512)287-5090

* Email: NCANTU@SWKEY.ORG

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

LEA

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-060810-001

Title:

Full Service Community Schools Program

13. Competition Identification Number:

N/A

Title:

N/A

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

Travis County, City of East Austin, Texas

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

Community "DREAM-Link" (Delivering Resources for an Enrichment and Academic Mission)

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: 25

* b. Program/Project: 25

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	\$ 500000
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 500000

*** 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 7/23/2010.

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

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

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

Yes No

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

** I AGREE

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

Authorized Representative:

Prefix: Dr. * First Name: Nellie

Middle Name:

* Last Name: Cantu, Ed.D.

Suffix:

Title: CEO/Superintendent

* Telephone Number: (512)287-5000 Fax Number: (512)287-5090

* Email: NCANTU@SWKEY.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:
 The East Austin College Prep Aca...

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	\$ 207,426	\$ 216,956	\$ 222,085	\$ 227,369	\$ 232,810	\$ 1,106,646
2. Fringe Benefits	\$ 36,520	\$ 37,616	\$ 38,744	\$ 39,906	\$ 41,104	\$ 193,890
3. Travel	\$ 4,780	\$ 4,780	\$ 4,780	\$ 4,780	\$ 4,780	\$ 23,900
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 40,306	\$ 44,734	\$ 19,485	\$ 13,039	\$ 11,400	\$ 128,964
6. Contractual	\$ 162,698	\$ 162,698	\$ 169,690	\$ 169,690	\$ 169,690	\$ 834,466
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 44,270	\$ 25,216	\$ 37,216	\$ 37,216	\$ 32,216	\$ 176,134
9. Total Direct Costs (lines 1-8)	\$ 496,000	\$ 492,000	\$ 492,000	\$ 492,000	\$ 492,000	\$ 2,464,000
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 4,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 36,000
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 _____%

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

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 The East Austin College Prep Aca...

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
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	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

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: Dr. Nellie Cantu

Title: CEO/Superintendent

Date Submitted: 06/20/2010

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): n/a Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): n/a Address: 6002 Jain Lane City: Austin State: TX Zip Code + 4: 78721-	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Dr. Nellie Cantu Title: Superintendent/CEO Applicant: The East Austin College Prep Academy, Inc. Date: 06/20/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7- 97)

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION

The East Austin College Prep Academy, Inc.

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: Nellie Middle Name:
Last Name: Cantu Suffix:
Title: CEO/Superintendent

Signature: _____ Date: 06/20/2010

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Applicants should use this section to address the GEPA provision.

Attachment:

Title : GEPA

File : I:\Full Service Community School Program\Final Submission folder 7.22.10\GEPA EACPA.doc

East Austin College Prep Academy

General Education Provision Act (GEPA) 427 Statement

East Austin College Prep Academy (EACPA) will provide equal access to all the Full-Service Community School Program activities described in the grant application narrative to ensure all persons regardless of gender, race, national origin, color, disability, or age will have equal access and gain the benefits of this endeavor. EACPA will abide by its official non-discrimination policy and procedures approved by the governing board of trustees throughout the duration of the program.

East Austin College Prep Academy Full-Service Community School Program *DREAM-Link* Initiative understands because of its target location and population it will serve a large majority of Hispanic and African American students parents and community members. The programs recruitment plan includes specific strategies for equal participation by all groups including encouraging access and participation by this group.

Additionally, our experience demonstrates that due to a large limited English population, forms of communication need to be conducted in English and Spanish to reach the entire community. Accordingly, all informational, correspondence, program flyers, brochures and PSA's will be disseminated bilingually in English and Spanish. This will facilitate the dissemination of program information equitably throughout our community. In addition, EACPA will encourage recruiting and hiring staff that represent the targeted population being served.

The Superintendent/CEO as the overall administrator and leader will have full responsibility to ensure that the EACPA non-discrimination and civil right policies are adhere to and that equitable access is offered to all persons interested in this program.

Disabilities Statement

EACPA also recognizes the need to serve individuals with disabilities. All facilities and transportation services to be utilized for the provisions of program activities comply with all ADA laws and are fully accessible for students, parents, teachers, community residents and project staff with special needs. All assessment and survey instruments will be modified to address the needs of special needs populations to offer equal access to all program activities and services.

EACPA has trained staff to work specifically with special needs populations who require additional assistances. When required, EACPA will utilize these professionals to work with project beneficiaries and personnel to ensure that all persons have equal access to all program activities and information. In addition, teachers working with special needs population will be trained in the use and implementation of assistive technology, augmentative communication devices, speech-generating devices, and assessment software.

East Austin College Prep Academy

Civil Rights Statement

EACPA complies with federal and state rules and regulations and does not discriminate on the basis of gender, race, national origin, color, disability or age. This holds true for all the programs administered by EACPA throughout its school district and for all students and parents who are interested in participating in educational programs and/or extracurricular activities.

EACPA will incorporate all these same standards. Additionally, due to the agricultural workforce, a large Monolingual Spanish population is settled in this service area. Accordingly, EACPA will recruit and encourage participation from this targeted population, specifically, minorities, minority women, and individuals with special needs.

In conclusion, EACPA currently has policies and procedures in place that promotes equal opportunity practices and has incorporated these policies in the Full-Service Community School Program including in the recruitment and enrollment of students enrollment in academics, enrichment, remedial and extra-curricular activities.

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Dr. Nellie Cantu

Address:

* Street1: 6002 Jain Lane
Street2:
* City: Austin
County: Travis
* State: TX * Zip / Postal Code: 78721 * Country: USA

* Phone Number (give area code) (512)287-5000 Fax Number (give area code) (512)287-5090

Email Address:

NCANTU@SWKEY.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 :

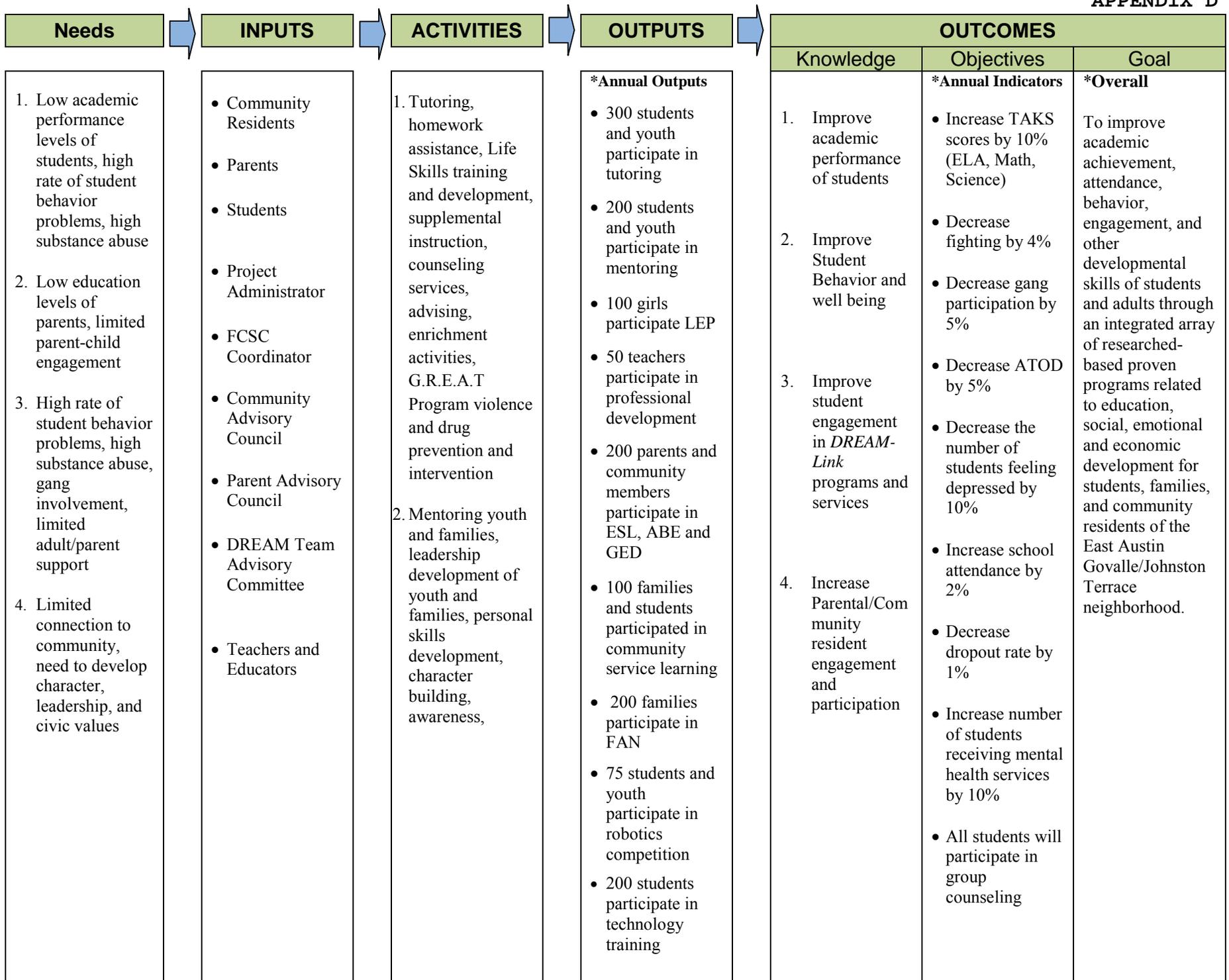
Project Narrative

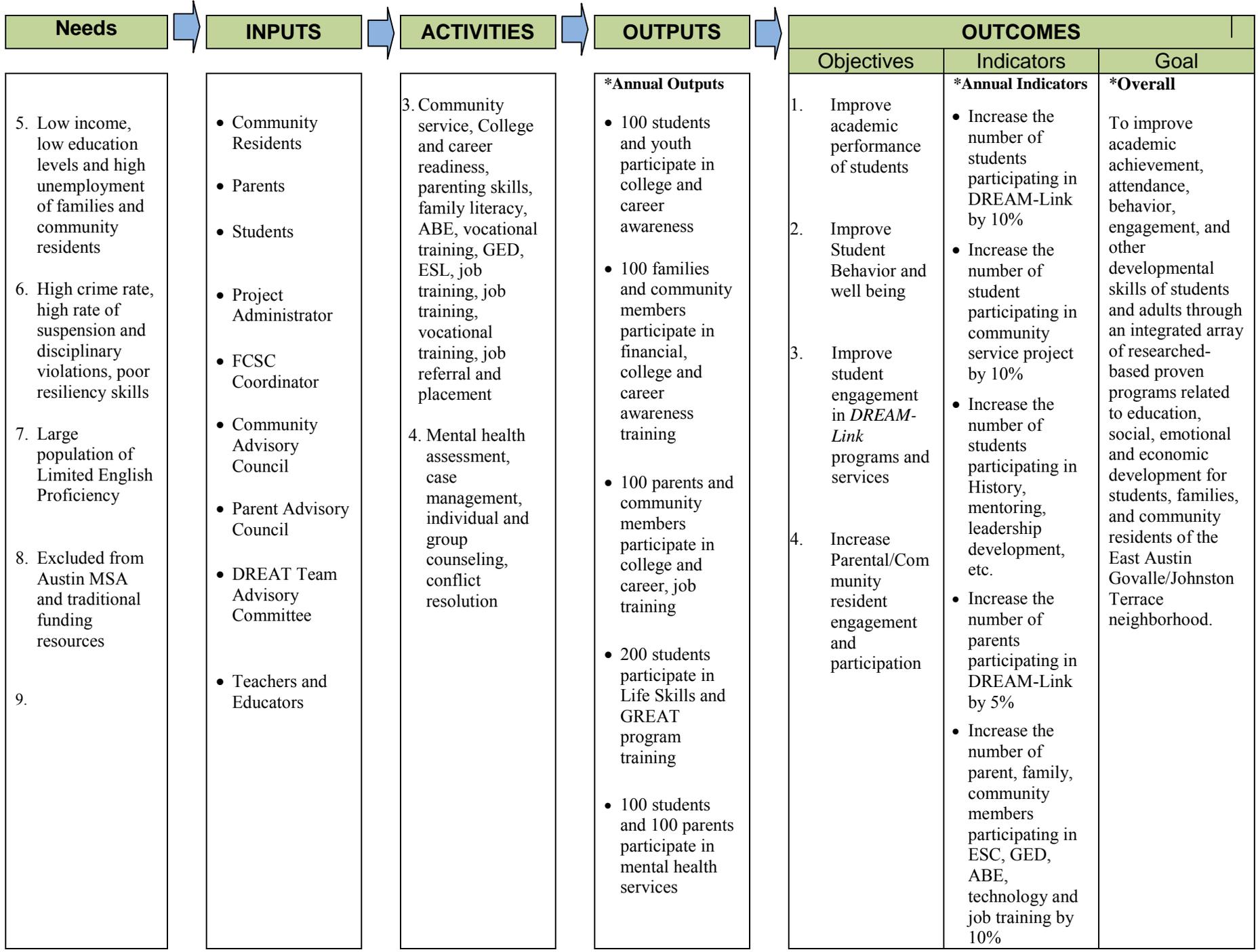
Appendix--Other, if applicaable

Attachment 1:

Title: **Appendix D - Other Attachments** Pages: **19** Uploaded File: **I:\Full Service Community School Program\Final Submission folder 7.22.10\Appendix D Other Attachments.pdf**

East Austin School Demographics									
Schools	Enrollment	Hispanic	African-American	Low-Income	LEP	At-Risk	Special Ed	All TAKS	State
Johnston/Eastside Memorial	531	439	88	477	125	480	104	36	74
LBJ HS	1007	476	506	781	156	830	179	27	72
Reagan HS	885	615	250	740	295	768	130	34	72
Sub-total	2423	1530	844	1998	576	2078	413	32	72.6
Garcia MS	656	397	250	622	206	523	107	36	74
Webb MS	519	447	65	497	267	411	69	52	74
Pearce MS	519	357	153	493	205	400	76	44	74
Kealing MS	1260	424	250	571	104	382	63	82	74
Sub-total	2954	1625	718	2183	782	1716	315	53.5	74
Allan Elem	384	351	31	372	208	297	37	67	74
Andrews Elem	620	445	158	591	366	496	40	80	74
Blanton Elem	536	459	53	506	358	421	29	85	74
Blazier Elem	607	450	66	459	195	333	39	65	74
Blackshear Elem	265	207	58	254	119	185	15	75	74
Brooke Elem	410	355	39	394	145	242	38	73	74
Brown Elem	519	474	29	496	352	408	39	59	74
Campbell Elem	379	150	226	349	92	194	27	64	74
Jordan Elem	736	537	183	699	415	570	35	56	74
Norman Elem	382	187	192	368	111	236	24	65	74
Oak Springs Elem	319	199	112	318	59	193	34	57	74
Ortega Elem	257	235	19	248	112	158	22	87	74
Overton Elem	652	426	223	626	324	429	45	74	74
Pecan Springs	505	273	217	486	193	345	42	59	74
Pickle Elem	715	624	86	701	496	597	45	64	74
Sims Elem	401	213	187	389	118	266	33	74	74
Winn Elem	425	279	140	404	237	320	27	66	74
Sub-total	8112	5864	2019	7660	3900	5690	571	68.8	74
Grande Total:	13,489	9,191	3,581	11,841	5,258	9,484	1,299	51.4	





EGT Institute, Inc. Evaluation

Outcome and Process Evaluation, Baseline data, Pre & Post Assessments, Surveys, Observation Rubric, Focus groups, Multiple Regression Analysis, Diagnostic conclusions, Formal Recommendation Reports, Required Annual Performance Reports, Program and Evaluation Modifications



Southwest Key Overview

Southwest Key Programs is a **national nonprofit** organization providing transformative education, innovative safe shelters and alternatives to incarceration for over **6,000 youth** each day, while creating opportunities for their families to become self-sufficient. The inspiring youth and parents we work with are seeking the American dream: equality, education, and a higher quality of life. At Southwest Key, we simply open the doors to opportunity so they can achieve these dreams.

Southwest Key Programs is the **4th largest Hispanic** nonprofit in the country, employing a creative and diverse staff of over **1,000 employees**. Because of Southwest Key's work, thousands of youth have been **diverted from prisons**, jails, and institutions, enabling them to stay at home with their families and out of trouble. Southwest Key has **reunited thousands of immigrant children** with their families and provided these unaccompanied minors with 24-hour care and education. Southwest Key is one of only three nonprofits in Austin to be accredited by the **Council on Accreditation**, the nation's leading human service accrediting body.

From the start, a cornerstone of all of our programs has been **culturally-relevant education**. For 12 years we have refined our model by operating leading alternative schools throughout Texas, preventing hundreds of youth from dropping out of school by providing them with individualized education in a therapeutic setting. Our innovative educational model was fully realized with the opening our charter middle school, the **East Austin College Prep Academy**, in 2009.

Just as we help our families to become self-sufficient, Southwest Key is taking innovative steps toward greater self-sufficiency itself. We operate two small businesses: **Southwest Key Maintenance & Janitorial** and **Cafe del Sol**. These social enterprises serve a double bottom line creating jobs for low income residents while bringing in funds to support the nonprofit mission. Our **Social Enterprise Complex**, creating over 100 jobs and housing these and other workforce development initiatives, will be first of its kind in the country when construction is completed at our East Austin Headquarters in 2011.

Southwest Key's **national headquarters** is located at the **East Austin Community Development Center** in Austin, Texas. Southwest Key completed construction on the **\$8 million facility** in an economically disadvantaged neighborhood in 2007 to be a launching pad for increasing the **educational attainment** and **employability of residents**, leading to higher paid employees, increased tax revenues and civic and economic engagement of residents. The Center is home to a Boys & Girls Club, GED and ESL classes, the AMD Community Technology Center, an outdoor amphitheater and Latino arts program, and a variety of educational programs and recreational facilities.

Southwest Key founder and current CEO, **Dr. Juan Sanchez**, is proud to have built one of the most **diverse nonprofits** in the country, where over 90 percent of Southwest Key's employees, including most top managers and board members, represent the cultural diversity of the youth we serve.

- **Mission:** *Opening doors to opportunity so young people can achieve their dreams*
- **Vision:** *Every child has an equal opportunity to thrive in a community that fosters success*



- **By the Numbers**

- 22 years
- 55 programs in 6 states
- 1,000 employees
- 6,000 youth impacted each day
- 4th largest Hispanic nonprofit in America
- 10 shelters
- 5 schools
- 6 social enterprises
- 30 juvenile justice programs
- 10 community and workforce programs

- **Thousands of youth**

...diverted from prisons, jails, and institutions

...immigrant children reunified with their families

...children provided with safe 24/7 shelter and therapeutic services

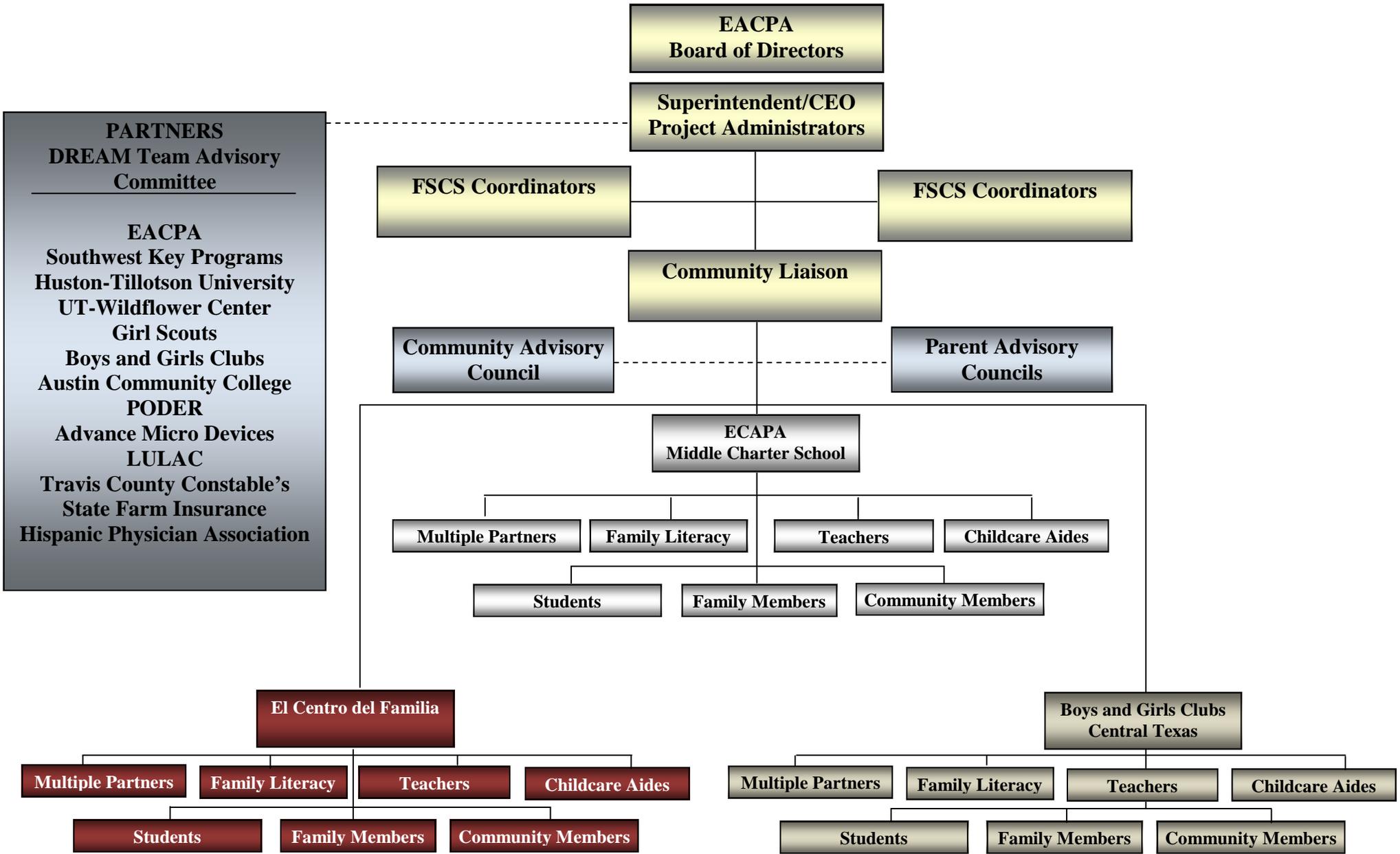
...youth prevented from dropping out of school

...adults empowered to provide for their families

- **Fast Facts about Southwest Key**

- **Founded:** 1987
- **Legal Status:** Nonprofit, charitable 501(c)(3) Social Service, Education and Community Development Organization
- **Staff:** Over 1,000 nationwide, ~940 in the field
- **Programs:** Southwest Key operates 55 juvenile justice and family programs, safe shelters for immigrant children, schools, and community building initiatives
- **Number Served:** Approximately 6000 youth daily
- **Headquarters:** Austin, Texas
- **Locations:** Texas, California, New York, Georgia, Arizona, Wisconsin
- **FY 2009-10 Budget:** \$64 million
- **Funding:** Grants and contracts by U.S. federal, state, and local government, foundations, and corporations; special events; private contributions
- **Social Enterprises:** Southwest Key Enterprises, Southwest Key Cafe del Sol, Southwest Key Maintenance, Southwest Key Properties, Southwest Key Workforce Solutions, Youth Transportation LLC

Community DREAM-Link Initiative Organization Chart



- PARTNERS**
DREAM Team Advisory Committee
-
- EACPA
Southwest Key Programs
Huston-Tillotson University
UT-Wildflower Center
Girl Scouts
Boys and Girls Clubs
Austin Community College
PODER
Advance Micro Devices
LULAC
Travis County Constable's
State Farm Insurance
Hispanic Physician Association

ESCPA Community *DREAM-Link* Initiative
Timeline and Milestones

Activities/Milestones	Responsibility	Timeline
Upon award notify partners	Project Administrator	Oct. 2010
Sign official partner contracts	Project Administrator	Oct. 2010
Coordinate first DREAM Team Advisory Committee Meeting	Project Administrator	Oct. 2010 - monthly
Recruit and hire FSCS Coordinators & Community Liaison, Family Literacy Instructors, Teachers & Childcare Aides	Project Administrator & DREAM Team Advisory Committee	Oct – Nov. 2010
Develop program service delivery Master Schedule with partners	Project Administrator & DREAM Team Advisory Committee	Nov. 2010
Develop and tailor evaluation instruments and collect baseline data	Project Administrator, FSCS Coordinators & Evaluator	Nov. 2010 - ongoing
Attend the Grantee Meeting in Washington D.C.	Project Administrator & Evaluator	Nov. 2010
Outreach and recruit students, families and community members	Project Administrator, FSCS Coordinators & Community Liaison	Nov. 2010 - ongoing
Coordinate a community orientation to market program	Project Administrator, FSCS Coordinators & Community Liaison	Nov. 2010 - ongoing
Begin professional development to teacher, educators, administrator and partner personnel	Project Administrator and experts in field of education, social and health development	Nov. 2010 - ongoing
Begin program and services at EACPA (first) and expand over time	FSCS Coordinators & Community Liaison, Family Literacy Instructors, Teachers and Partner Personnel	Nov. 2010 - ongoing
Begin program and services at Boys and Girls Clubs of Central Texas (second) and expand over time	FSCS Coordinators & Community Liaison, Family Literacy Instructors, Teachers and Partner Personnel	Jan. 2011 - ongoing
Begin program and services at East Austin Community Development Center – El Centro del Familia (third) and expand over time	FSCS Coordinators & Community Liaison, Family Literacy Instructors, Teachers and Partner Personnel	Feb. 2011 - ongoing
Disseminate online and paper format participant surveys to capture qualitative perception, judgment, and conclusion	FSCS Coordinator & Evaluator	Mar. 2011 ongoing - semi annually

ESCPA Community *DREAM-Link* Initiative
Timeline and Milestones

Activities/Milestones	Responsibility	Timeline
Coordinate joint meet with DREAM Team Advisory Committee, Parent Advisory Council & Community Advisory Council	Project Administrator, FSCS Coordinators & Community Liaison	Mar. 2011 ongoing quarterly
Host a Family and Community Forum for feedback	FSCS Coordinators & Community Liaison	April 2011 - annually
Coordinate second professional development training to teacher, educators, administrator and partner personnel	Project Administrator and experts in field of education, social and health development	May 2011
Prepare for Summer program at all sites	Project Administrator, FSCS Coordinator, Community Liaison & DREAM Team Advisory Committee	May 2011 - annually
Collect post quantitative and qualitative data to assess against baseline data for continuous improvement	FSCS Coordinators, Evaluator & Partners	June 2011 - ongoing
Evaluate project and provide feedback and recommendations develop required USDOE reports	Project Administrator FSCS Coordinator & Evaluator	July-Aug. 2011 annually
Plan, incorporate lessons learned, program adjustments, best practices	Project Administrator FSCS Coordinator, Partners & Evaluator	Aug. – Sept. 2011 annually
Develop Formative and Summative Reports for the USDOE	Project Administrator, FSCS Coordinator & Evaluator	Oct. – Nov. 2011 annually

East Austin College Prep Academy (EACPA) FSCS Coordinator Job Description

DEPARTMENT: Administration

REPORTS TO: Project Administrator

EDUCATION REQUIREMENTS: Masters in Education, Social Work, Psychology and/or related field

SUMMARY OF JOB QUALIFICATIONS:

- 3 years experience working with diverse students and families in areas of education, behavioral and social development
- Communication and organizational skills
- Bilingual English/Spanish preferred
- Demonstrated ability to work meritoriously as a member of a team

Responsibilities

- Make certain the target population (students, parents, and community) is conscious of program in addition to managing services to guarantee they are effective, efficient, age appropriate and culturally relevant
- Support students achievement through increasing academic performance, attendance, and parental involvement while decreased disciplinary referrals and decrease suspensions
- Facilitate collaborative meetings to inform partners of program updates and discuss the program needs
- Administer and manage the data collection and reporting of all partners to confirm services are being implemented and to measure ongoing program efficacy
- Process all required documentation for administrative and programmatic procedures
- Build an infrastructure addressing the non-academic barriers to learning
- Identifies the needs of students, families, and community
- Maps and analyzes current resources and activities on an ongoing basis
- Identifies gaps in resources and opportunities to eliminate them
- Frequently distributes supportive information to school staff, parents, students and community members about the collaboration, resources and goals to increase enrollment in services
- Serves as a liaison between the program providers and consumers
- Facilitate resource coordinating council to ensure that services have the broadest research, are provided to intended beneficiaries and that there is collaboration among service providers
- Attend and participate in school meetings
- Provide services and supervise execution of activities in Boys and Girls Clubs, El Centro del Familia, and EACPA
- Will report to the Project Administrator weekly on progress, challenges, lessons learned, and any potential modifications being considered

- Will closely work with partners, evaluators, school personnel, and community representatives to confirm all services, activities, strategies and tasks are successfully and correctly implemented
- Create a network of support that ensures all participants fulfill their potential goals and needs
- Meets with participants regularly to distribute information about services, activities, and programs provided
- Participates in regular networking sessions to share information and best practices
- Monitors and evaluates progress of service providers towards child, family, and community outcomes and makes changes in service provision in accordance to better meet the needs of the program
- Serves as a resource for services that are consistent with the missions of the East Austin College Prep Academy
- Complete programmatic functions to ensure that the program is properly funded and administered
- Complete responsibilities in a through and timely manner

COMPLIANCE AGREEMENT

I understand the above to be the minimum requirements for the position of FSCS Coordinator. Further, I understand that my duties may expand or be adjusted in accordance to the needs of East Austin College Prep Academy.

Employee _____ Date Approved: _____

Organization Board or Designee _____ Date Approved: _____

**East Austin College Prep Academy
(EACPA)
Community Adult/Youth Liaison Job Description**

DEPARTMENT: Administration

REPORTS TO: Program Administrator

EDUCATION REQUIREMENTS: Bachelor of Arts Education, Social Work,
Psychology and/or related field

SUMMARY OF JOB QUALIFICATIONS:

- 3 years experience working with students and families in the areas of education, behavioral and social development
- Communication and marketing skills
- Bilingual English/Spanish preferred
- Able to work independently, demonstrating good judgment

Responsibilities

- Assist the FSCS Coordinators, principal, teachers, the Boys and Girls Clubs Coordinator and El Centro del Familia Outreach Community Liaison in implementing the program and services at each site
- Collaborates with the charter school, community-based organizations, including state and local government to form a strong network of supporters and advocates for the EACPA *DREAM-Link* initiative
- Will strongly promote the FSCS program and the role of EACPA and its partners
- Will work with youth and adult groups to train and educate participants on several related FSCS program topics
- Providing information and other services requested by community
- Conducts meetings for the purpose of gaining information and/or discussing needs and problems involving participants
- Participates on a variety of committees/boards in order to receive and convey information to promote parent, student and community involvement
- Compiles data and completes reports to support the FSCS Coordinators in providing the necessary information for the evaluation component.
- Prepares and develops recruitment marketing procedures and documents to increase participant involvement.
- Recommends new activities and/or changes to current activities to improve the quality of participant eligible services
- Supports and promotes a safe and positive environment for students, families and community members
- Maintain open lines of communication and positive public relations with the charter school and community.
- Coordinates special programs and acts as a liaison between the municipality and the community/business organizations and the general public.
- Will become familiar with community resources, and be able to communicate effectively those needs (orally and in writing)
- Establishes and maintains ongoing contact with all participants and act as the liaison between the FSCS program sites and the community.

COMPLIANCE AGREEMENT

I understand the above to be the minimum requirements for the position of Community Adult-Youth Liaison. Further, I understand that my duties may expand or be adjusted in accordance to the needs of East Austin College Prep Academy.

Employee _____ Date Approved: _____

Organization Board or Designee _____ Date Approved: _____

**East Austin College Prep Academy
(EACPA)
FSCS Teacher/Family Literacy Instructors Job Description**

DEPARTMENT: Classroom

REPORTS TO: Project Administrator

EDUCATION REQUIREMENTS: Bachelor's Degree or higher and Texas Teaching Certificate

SUMMARY OF JOB QUALIFICATIONS:

- Possesses strong oral and written communication skills
- Works independently with little direct supervision
- Works as part of a team

Responsibilities

- Will work with the students and community youth during and after school at Boys and Girls Clubs, El Centro del Familia, and EACPA
- Will be responsible for engaging and challenging students/youth intellectually
- Coordinates with EACPA teachers and assess the students/youth academic competency level in core subjects to ensure academic lessons and instruction being delivered are in accordance to the student's academic needs
- Implements instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
- Identifies, selects, and modifies instructional resources to meet the needs of the students with varying backgrounds, learning styles, and special needs.
- Assists in assessing changing curricular needs and offers plans for improvement.
- Maintains effective and efficient record keeping procedures
- Engage parents in student's enrichment activities and keeps them informed of their child's academic progress
- Ensures that student growth and achievement is continuous and appropriate for age group, subject area, and/or program classification
- Demonstrates strong work ethic to achieve academic goals
- Displays effective multi-tasking and time management skills
- Identifies, selects, and modifies instructional resources to meet the needs of the students with varying backgrounds, learning styles, and special needs
- Provides a positive environment in which students are encouraged to be actively engaged in the learning process
- Communicates effectively both orally and in writing, with students, parents, and other professionals on a regular basis
- Meets professional obligations through efficient work habits
- Participate in department and school meetings
- Keep up to date with developments in subject area, teaching resources and methods and make relevant changes to instructional plans and activities
- Manage student behavior in the classroom by establishing and enforcing rules and procedures

- Prepare, administer, and grade tests and assignments in order to evaluate students' progress
- Organize and lead activities designed to promote physical, mental and social development, such as games, arts and crafts, music, and storytelling
- Attend professional meetings, educational conferences, and teacher training workshops in order to maintain and improve professional competence
- Establish a cooperative relationship with all assigned students
- Works collaboratively to achieve the overall purposes of the school program

COMPLIANCE AGREEMENT

I understand the above to be the minimum requirements for the position of FSCS Teacher. Further, I understand that my duties may expand or be adjusted in accordance to the needs of East Austin College Prep Academy.

Employee _____ Date Approved: _____

Organization Board or Designee _____ Date Approved: _____

COMPANY PROFILE

EGT INSTITUTE, INC. has over 25 years of professional experience in program and resource development, organizational planning, technology information services, grant research and writing services, as well as, program management and evaluation services. This wealth of knowledge, experience and extensive network, led to the creation of EGT INSTITUTE, INC.

EGT INSTITUTE, INC. was founded to assist organizations and educational institutions with the most current program information, resources, and technology for securing, maintaining and evaluating federal, state, local and private foundation grants.

EGT INSTITUTE, INC. offers a comprehensive service approach to meet the diverse needs of clients. Our services include consulting, organizational planning, grant research, training, grant writing, program management and program evaluation. EGT INSTITUTE, INC. provides strategic assessment, research, guidance and professional writing services to identify the appropriate funding source to develop the best approach to secure funding. EGT INSTITUTE, INC. conducts training to increase grant writing capacity and enhance program management abilities. Additionally, EGT INSTITUTE, INC. provides evaluation services to ensure program and contractual performance outcomes are met, continuous improvement measure are adopted and that the required annual performance and evaluation reports are developed in compliance with funding agencies guidelines.

EGT INSTITUTE, INC. offers years of cumulative experience in providing grant development, evaluation and capacity building assistance to universities, community colleges, community-based organizations, public schools, educational service centers, private businesses, housing authorities, faith-based organizations, municipalities and other public entities. EGT INSTITUTE, INC. has extensive experience in evaluating programs aimed for at-risk youth, minorities, economic disadvantaged populations and individual with disabilities.

EGT INSTITUTE's professional team are highly experienced and have a wealth of knowledge in professional writing, technology, analyzing statistical data and effective communications strategies required for resource development, evaluation and management practices.

EVALUATION EXPERIENCE

EGT INSTITUTE, INC. evaluates programs for education service centers, colleges, universities, nonprofits, educational service districts, schools, community-based nonprofits and city government. Examples of a few programs being evaluated include:

Health and Human Services - Compassion Capital Fund Communities Empowering Youth program(s) Assessment and evaluation to identify the organizations' areas of strengths, challenges and areas of improvement and to provide guidance and technical assistance to establish a strong organization foundation for long term sustainability. *Recipient: Non-profit Organization*

U.S. Department of Education – Teaching American History three-year program which includes 4 school districts and 9 campuses in Central Texas. The program goal is to prepare 75 history teachers in grades 5, 8 and 11 to advance their understanding of American History under the guidance of prominent academic and professional historians. *Recipient: Education Service Center*

U.S. Department of Education – GEAR UP six year program is to increase the number of low-income students who are prepared to enter and succeed in college by providing early intervention services. *Recipient: Education Service Center*

U.S. Department of Education – Elementary and Secondary Counseling three-year program is to develop and demonstrate a well planned Counseling Program designed to expand and enhance school-based and community-linked counseling services to at-risk children needing early intervention services. *Recipient: Independent School District*

U.S. Department of Education – Safe Schools/Healthy Students four-year project is to support and implement a strategic, comprehensive and community-wide plan that will create safe and drug-free schools and promote healthy childhood development. *Recipient: Independent School District*

Texas Education Agency – District Awards for Teacher Excellence (DATE) three-year grant is to provide incentives to educators and support staff based on the increase of student academic performance at their campuses. *Recipient: Independent School District*

Texas Education Agency – Target Tech in Texas (T3) two-year grant is to stimulate the use of educational technology to improve teaching and learning throughout the 21st Century educational system. *Recipient: Education Service Center*

Texas Education Agency – Prekindergarten Program two-year grant is to prepare students to enter kindergarten on or above grade level. *Recipient: Independent School District*

Texas Education Agency - 21st Century Community Learning Centers five-year grant will offer after school programs at one district to 9 school campuses to provide academic and enrichment activities to student as well as educational opportunities for the parents of participating students. *Recipient: Independent School District.*

U.S. Department of Education – Professional Development for Arts Educators three-year project will serve a cohort of 170 elementary teachers (grades K-5) from one district located in the Lower Rio Grande Valley to deliver standards-based arts education programs to raise student academic achievement in the arts and ensure that all students meet challenging State academic content. *Recipient: Independent School District*

U.S. Department of Education – Mentoring Programs three-year project is to promote mentoring programs for children with greatest need in receiving support and guidance from mentors to improve their academic performance, improve interpersonal skills, reduce dropout rate and reduce juvenile delinquency and gang involvement. *Recipient: Independent School District*

References

- Abrams, L., & Gibbs, J. T. (2000). Planning for change: School-community collaboration in a full-service elementary school. *Urban Education, 35*(1), 79-103.
- Bloome, D., Katz, L., Solsken, J., Willett, J., & Wilson-Keenan, J. A. (2000). Interpellations of family/community and classroom literacy practices. *The Journal of Educational Research, 93*(3), 155-163.
- Brener, N.D., Martindale, H., & Weist, M.D. (2001). Mental health and social services: Results from the school health policies and programs study 2000. *Journal of School Health, 71*(7), 305–312.
- Chavkin, N. F., Gonzalez, J., & Rader, R. (2000). A home-school program in a Texas-Mexico border school: Voices from parents, students, and school staff. *The School Community Journal, 10*(2), 127-137.
- Eccles, J., & Gootman, J. A. (2002). Community programs to promote youth development. Washington, DC: Committee on Community-Level Programs for Youth. Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences Education, National Research Council and Institute of Medicine.
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, CA.
- Gibson, C. (2001). *From inspiration to participation: A review of perspectives on youth civic engagement*. Retrieved from Philanthropy for Active Civic Engagement
- Greenberg, M. T., Weissberg, R. P., Utne O'Brien, M., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2004). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist, 58*, 466-474.
- Hawkins, J. D., Arthur, M. W., & Olson, J. J. (1997). Community interventions to reduce risks and enhance protection against antisocial behavior. In D. M. Stoff, J. Breiling, & J. D. Maser (Eds.), Handbook of antisocial behavior (pp. 365-374). New York: Wiley.
- Henderson, N. (1999). Resiliency and asset development: A continuum for youth success. In N. Henderson, B. Barnard, & N. Sharp-Light (Eds.), *Resiliency in action: Practical ideas for overcoming risks and building strengths in youth, families and communities* (pp. 127-131).
- Honig, M. I. (2001). Managing from the middle: The role of intermediary organizations in the implementation of complex education policy. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA.

- Ho Sui-Chu, E., & Willms, J. D. (1996). Effects of parental involvement on eighth-grade achievement. *Sociology of Education*, 69(2), 126-141. EJ533315.
- Hughes, K. L., Bailey, T. R., & Mechur, M. J. (2001). *School-to-work: Making a difference in education. A research report to America*. New York, NY: Institute on Education and the Economy, Teachers College, Columbia University. ED449364.
- Jarvis, P. (2006). *Towards a comprehensive theory of human learning*. London : New York: Routledge.
- Jehl, J., Blank, M. J., & McCloud, B. (2001). *Education and community building: Connecting two worlds*. Washington, DC: Institute for Educational Leadership, Inc.
- Kretzmann, J. P., & McKnight, J. L. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community's assets*. Evanston, IL: Center for Urban Affairs and Policy Research.
- McDonnell, L. M., & Weatherford, M. S. (2000). *Practical deliberation in local school districts: A South Carolina experiment*. Los Angeles, CA: Graduate School of Education & Information Studies, UCLA.
- McMahon, T. J., Ward, N. L., Pruett, M. K., Davidson, L., & Griffith, E. E. H. (2000). Building full-service schools: Lessons learned in the development of interagency collaboratives. *Journal of Educational and Psychological Consultation*, 11(1), 65-92.
- Miedel, W. T., & Reynolds, A. J. (2002). Parent involvement in early intervention for disadvantaged children does it matter? *Journal of School Psychology*, 37(4), 379-402. EJ607658.
- Miller, B. M. (2001). The promise of after-school programs. *Educational Leadership*. 58(7), 5-12.
- Peña, D. C. (2000). Parent involvement: Influencing factors and implications. *The Journal of Educational Research*, 94(1), 42-54. EJ615791.
- Quigley, D. D. (2000). *Parents and teachers working together to support third grade achievement: Parents as Learning Partners (PLP) findings (CSE Technical Report 530)*. Los Angeles, CA: Los Angeles
- Rones, M., & Hoagwood, K. (2000). School-based mental health services: A research review. *Clinical Child and Family Psychology Review*, 3(4), 223-241.
- Schine, J. (1996). Service learning: A promising strategy for connecting students to communities. *Middle School Journal*, 28(2), 3-9. EJ605442.
- Setisinger, R. M. J. (1996). Nurturing partnerships between schools and families. In P. A. Cordiero (Ed.), *Boundary crossings: Educational partnerships and school leadership* (pp. 15-30). San Francisco, CA: Jossey-Bass, Inc.

- Shaver, A. V., & Walls, R. T. (1998). Effect of Title I parent involvement on student reading and mathematics achievement. *Journal of Research and Development in Education*, 31(2), 90-97. EJ561992.
- Shirley, D. (1997). *Community organizing for urban school reform*. Austin, TX: University of Texas Press. ED421605.
- Trusty, J. (1999). Effects of eighth-grade parental involvement on late adolescents' educational experiences. *Journal of Research and Development in Education*, 32(4), 224-233.
- Weist, M.D., Myers, P.C., Danforth, J., McNeil D.W., Ollendick, T.H., & Hawkins, R. (2000). Expanded school mental health services: Assessing needs related to school level and geography. *Community Mental Health Journal*, 36(3), 259-273.
- Werner, E. (1993). Risk, resilience, and recovery: Perspectives from the Kauai Longitudinal Study. *Development and Psychopathology*, 5, 503-515.
- Wynn, J., Meyer, S., & Richards-Schuster, K. (2000). Furthering education: The relationship of schools and other organizations. In M. C. Wang & W. L. Boyd (Eds.), *Improving results for children and families: Linking collaborative services with school reform efforts* (pp. 53-90). Greenwich, CT: Information Age Publishing.
- Yonezawa, S. S. (2000). Unpacking the black box of tracking decisions: Critical tales of families navigating the course placement process. In M. G. Sanders (Ed.), *Schooling students placed at risk: Research, policy, and practice in the education of poor and minority adolescents* (pp. 109-137). Mahwah, NJ: Lawrence Erlbaum Associates.

Project Narrative

Appendix--Documentation of match

Attachment 1:

Title: **Appendix C Match Pages: 17** Uploaded File: **I:\Full Service Community School Program\Final Submission folder 7.22.10\Documentation of Match.pdf**

**EACPA DREAM-LINK
MATCH CONTRIBUTION**

The proposed East Austin College Prep Academy (EACPA) – Community *DREAM-Link* Initiative is in response to the U.S. Department of Education, Full-Service Community Schools (FSCS) Program. EACPA *DREAM-Link* Initiative and its community partners have committed \$1,837,202 in in-kind and/or cash contribution over the five year project period. This proposed initiative through both the requested federal resources and the leveraged resources will serve 1,975 participants (1,200 students and 775 family/community members) in Year one and 2,275 participants (1,300 students and 975 family/community members) annually, in Years two through five.

The leveraged resources as committed are validated in the MOU in Appendix B and further illustrated in detail below was generated and agreed upon through the EACPA *DREAM-Link*'s comprehensive coordinating project planning and budgeting procedures. The *DREAM-Link* in-kind and/or cash matching budget was possible due to the overwhelming community enthusiasm and support of the Full-Service Community Schools program and for their willingness and dedication to improving the local economic, social and educational outlook and opportunities for its community residents.

The inkind/cash budget compliments the requested federal budget and represents actual costs that will adequately support the proposed eligible services aimed at East Austin Govalle/Johnston Terrace community residents, as delineated in the scope of work. Thus, the funds allocated by budget category signifies the tangible monetary amount each partner is currently capable of producing to support the FSCS program and *DREAM-Links* proposed objectives and outcomes throughout the five year project period. Although the current inkind/cash budget represents a five year commitment, each partner has agreed to meet on annual basis to review and re-evaluate each of their budgets to determine if additional resources could be generated to further support EACPA - Community *DREAM-Link* Initiative.

**EACPA DREAM-LINK
MATCH CONTRIBUTION**

EAST AUSTIN COLLEGE PREP ACADEMY/SOUTHWEST KEY PROGRAM	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1. Personnel and Fringe Total	\$62,850	\$64,736	\$66,678	\$68,678	\$70,738
Project Administrator @ \$120,000 x 25%	30,000	30,900	31,827	32,782	33,765
<i>The Project Administrator will oversee the day-to-day program leadership, responsibilities, facilitation, implementation and evaluation of the Full-Service Community Schools (FSCS) program.</i>					
Principal (1 FTE) @ \$83,000 x 20%	16,600	17,098	17,611	18,139	18,683
<i>The Principal will provide administrative, programmatic support and services to the FSCS project. In addition, the principal will develop strong links between the school's academic program and the proposed services.</i>					
Curriculum Facilitator @\$65,000 x 25%	16,250	16,738	17,240	17,757	18,290
<i>The curriculum facilitator will be responsible for curriculum development and instructional services. The curriculum facilitator will provide the best current practices in all content areas and implementation process.</i>					
<i>The Instructional Support Specialists will assist the FSCS project staff in developing professional growth/plans, setting realistic improvement goals and ensuring that there is outstanding instructional quality in all classes. In addition the specialists will assist teachers in monitoring instructional record keeping and assessing data to improve the quality and scope of instruction.</i>					
<i>Salaries include 3% cost-living-increase each year.</i>					
2. Fringe Benefits	\$15,713	\$16,184	\$16,669	\$17,169	\$17,685
<i>Fringe benefits will be paid according to policies established at EACPA which is approximately 25% of total salaries. The fringe benefits include FICA, Workers Compensation, retirement, SAIF, and medical and dental coverage.</i>					
3. Travel	\$300	\$300	\$300	\$300	\$300
Local mileage @50 miles/mo. @.50/mi x 12 months					

**EACPA DREAM-LINK
MATCH CONTRIBUTION**

4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$19,625	\$9,500	\$9,500	\$9,500	\$9,500
Supplies & Materials	4,500	4,500	4,500	4,500	4,500
<i>Includes calculators, games, incentives, additional supplies related to conducting the program, sports equipment, etc. Life skills training materials. Smart Boards (\$3,000), DVD players (\$125), Library Magazines and resources (\$5,000).</i>					
Textbooks	500	500	500	500	500
Office Furniture	10,000				
6. Contractual	0	0	0	0	0
7. Other	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500
<i>Cost of rent, utilities and insurance (\$5,000), Internet/maintenance cost (\$1,500), career and guest speakers (\$2,000).</i>					
Total	\$106,988	\$99,129	\$101,647	\$104,147	\$106,723

**EACPA DREAM-LINK
MATCH CONTRIBUTION**

SOUTHWEST KEY PROGRAMS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1. Personnel and Fringe Total	\$75,000	\$77,250	\$79,568	\$81,954	\$84,413
Personnel	\$50,000	\$51,500	\$53,045	\$54,636	\$56,275
<i>Includes salaries of SWK Administrators and staff to assist the FSCS program at no cost to the project.</i>					
2. Fringe Benefits	\$25,000	\$25,750	\$26,523	\$27,318	\$28,138
<i>Fringe benefits will be paid at a rate of approximately 25% of total salaries. The fringe benefits include FICA, Workers Compensation, retirement, SAIF, and medical and dental coverage.</i>					
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
<i>Office supplies and materials, calculators, student materials (binders, folders, paper, etc.), project fliers, etc.</i>					
6. Contractual	\$0	\$0	\$0	\$0	\$0
7. Other	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
<i>Facility cost to implement the FSCS Program including utilities, janitorial, maintenance and for the use of DREAM Team Advisory Committee meetings, PAC meetings, Community Advisory Committee meeting, monthly project staff meeting, printing and duplication of brochures and flyers and etc.</i>					
Total	\$88,000	\$90,250	\$92,568	\$94,955	\$97,413

**EACPA DREAM-LINK
MATCH CONTRIBUTION**

STATE FARM INSURANCE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1. Personnel and Fringe Total	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$0	\$0	\$0	\$0	\$0
7. Other	\$100,000	\$75,000	\$50,000	\$25,000	\$0
<i>Funds awarded are aimed at providing college and career readiness and awareness activities/materials to students, families and community members of the Full-Service Community Schools project.</i>					
Total	\$100,000	\$75,000	\$50,000	\$25,000	\$0

**EACPA DREAM-LINK
MATCH CONTRIBUTION**

HUSTON-TILLOTSON UNIVERSITY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1. Personnel and Fringe Total	\$7,500	\$7,725	\$7,956	\$8,195	\$8,441
Project Director @25%	\$6,000	\$6,180	\$6,365	\$6,556	\$6,753
<i>Project Director will support the project implementation and attend all partnership meetings related to the FSCS grant program.</i>					
2. Fringe Benefits	\$1,500	\$1,545	\$1,591	\$1,639	\$1,688
<i>Fringe benefits will be paid at a rate of approximately 25% of total salaries. The fringe benefits include FICA, Workers Compensation, retirement, SAIF, and medical and dental coverage.</i>					
3. Travel	\$300	\$300	\$300	\$300	\$300
<i>Local mileage @50 miles/mo. @.50/mi. x 12 months to attend DREAM Team Advisory Committee monthly meetings and other meetings necessary for the success of the project.</i>					
4. Equipment	0	0	0	0	0
5. Supplies	200	200	200	200	200
<i>Project supplies and materials necessary for student mentoring, tutoring, counseling and college preparation.</i>					
6. Contractual	0	0	0	0	0
7. Other	0	0	0	0	0
<i>Includes copier, printing and duplication and costs associated with outreach services to students, parents and community members.</i>					
Total	\$8,000	\$8,225	\$8,457	\$8,695	\$8,941

**EACPA DREAM-LINK
MATCH CONTRIBUTION**

UNIVERSITY OF TEXAS AT AUSTIN WILDFLOWER CENTER	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1. Personnel and Fringe Total	\$6,250	\$6,438	\$6,631	\$6,830	\$7,035
Project Director @10%	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628
<i>Project Director will oversee enrichment activities related to science, biology, and through special projects as in-kind support throughout the five year project.</i>					
2. Fringe Benefits	\$1,250	\$1,288	\$1,326	\$1,366	\$1,407
<i>Fringe benefits will be paid at a rate of approximately 25% of total salaries. The fringe benefits include FICA, Workers Compensation, retirement, SAIF, and medical and dental coverage.</i>					
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$0	\$0	\$0	\$0	\$0
7. Other	\$0	\$0	\$0	\$0	\$0
Total	\$6,250	\$6,438	\$6,631	\$6,830	\$7,035

**EACPA DREAM-LINK
MATCH CONTRIBUTION**

GIRLS SCOUTS OF CENTRAL TEXAS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1. Personnel and Fringe Total	\$6,250	\$6,438	\$6,631	\$6,830	\$7,035
Program Coordinator @ 5%	5,000	5,150	5,305	5,464	5,628
<i>The Program Coordinator will provide support and guidance to the FCSC program and oversee the Leadership Experience Program (LEP) and curriculum to participating community girls.</i>					
2. Fringe Benefits	1,250	1,288	1,326	1,366	1,407
<i>Fringe benefits will be paid a rate of approximately 25% of total salaries. The fringe benefits include FICA, Workers Compensation, retirement, SAIF, and medical and dental coverage.</i>					
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$0	\$0	\$0	\$0	\$0
7. Other	\$300	\$300	\$300	\$300	\$300
<i>Cost of additional materials necessary for participants of the FCSC project to develop leadership skills, strong values, social conscience and conviction about their own potential and self-worth.</i>					
Total	\$6,550	\$6,738	\$6,931	\$7,130	\$7,334

**EACPA DREAM-LINK
MATCH CONTRIBUTION**

TRAVIS COUNTY CONSTABLE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1. Personnel and Fringe Total	\$53,100	\$54,693	\$56,334	\$58,024	\$59,765
School Resource Officer @ 50%	\$22,500	\$23,175	\$23,870	\$24,586	\$25,324
<i>A School Resource Officer will be assigned to the FSCS project to deliver Life Skills training and/or the G.R.E.A.T. project to students, family and community members during and after-school.</i>					
2. Fringe Benefits	0	0	0	0	0
<i>Fringe benefits will be paid a rate of approximately 25% of total salaries. The fringe benefits include FICA, Workers Compensation, retirement, SAIF, and medical and dental coverage.</i>					
3. Travel	\$800	\$800	\$800	\$800	\$800
<i>Local mileage @150 miles/mo. @.50/mi. x 12 months to attend DREAM Team Advisory Committee monthly meetings and other meetings necessary for the success of the project.</i>					
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$0	\$0	\$0	\$0	\$0
7. Other	\$0	\$0	\$0	\$0	\$0
Total	\$23,300	\$23,975	\$24,670	\$25,386	\$26,124

**EACPA DREAM-LINK
MATCH CONTRIBUTION**

BOYS AND GIRLS CLUB OF CENTRAL TEXAS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1. Personnel and Fringe Total	\$12,500	\$12,875	\$13,261	\$13,659	\$14,069
Executive Director @25%	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255
<i>The Executive Director will supervise the Boys and Girls Club staff and volunteers participating in the FSCS project, provide all necessary data and reports necessary for the project implementation.</i>					
2. Fringe Benefits	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814
<i>Fringe benefits will be paid a rate of approximately 25% of total salaries. The fringe benefits include FICA, Workers Compensation, retirement, SAIF, and medical and dental coverage.</i>					
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$500	\$500	\$500	\$500	\$500
<i>Supplies and materials necessary for FSCS participants and mentoring services, including youth with a single parent and with limited adult support. Cost of afterschool enrichment materials, remedial and college readiness activities for East Austin neighborhood participating youth</i>					
6. Contractual					
7. Other	\$0	\$0	\$0	\$0	\$0
Total	\$13,000	\$13,375	\$13,761	\$14,159	\$14,869

**EACPA DREAM-LINK
MATCH CONTRIBUTION**

AUSTIN COMMUNITY COLLEGE DIVISION OF ADULT EDUCATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1. Personnel and Fringe Total	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814
Project Director @10%	\$2,000	\$2,060	\$2,122	\$2,185	\$2,251
<i>The Project Director will oversee the adult education course and activities provided to the FSCS families to improve reading, writing and English speaking skills of participants.</i>					
2. Fringe Benefits	\$500	\$515	\$530	\$546	\$563
<i>Fringe benefits will be paid a rate of approximately 25% of total salaries. The fringe benefits include FICA, Workers Compensation, retirement, SAIF, and medical and dental coverage.</i>					
3. Travel	\$125	\$125	\$125	\$125	\$125
<i>Local mileage @.50/mi. x 12 months to attend DREAM Team Advisory Committee monthly meetings and other meetings necessary for the success of the project.</i>					
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$500	\$500	\$500	\$500	\$500
<i>Cost of necessary supplies and materials for the adult participants of the full-service community project to engage in ABE, ESL, GED and job awareness and readiness training.</i>					
6. Contractual	\$0	\$0	\$0	\$0	\$0
7. Other	\$0	\$0	\$0	\$0	\$0
Total	\$3,125	\$3,200	\$3,277	\$3,357	\$3,439

**EACPA DREAM-LINK
MATCH CONTRIBUTION**

HISPANIC PHYSICIANS ASSOCIATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1. Personnel and Fringe Total	\$12,500	\$12,875	\$13,261	\$13,659	\$14,069
Physician(s) @10%	10,000	10,300	10,609	10,927	11,255
<i>Physicians will visit classrooms once every two weeks to mentor and guide students and their parents on the importance of education and how it relates to college and health related careers</i>					
2. Fringe Benefits	2,500	2,575	2,652	2,732	2,814
<i>Fringe benefits will be paid a rate of approximately 25% of total salaries. The fringe benefits include FICA, Workers Compensation, retirement, SAIF, and medical and dental coverage.</i>					
3. Travel	\$250	\$250	\$250	\$250	\$250
<i>Local mileage @.50/mi. x 12 months to attend DREAM Team Advisory Committee monthly meetings and other meetings necessary for the success of the project.</i>					
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$800	\$800	\$800	\$800	\$800
<i>Cost of supplies and materials necessary for serving the students and parents of the full-service community project on the importance of health and education. Additional cost associated with mental health counseling services to students and parents to help eliminate any social, emotional, behavioral and civic issues.</i>					
6. Contractual	\$0	\$0	\$0	\$0	\$0
7. Other	\$0	\$0	\$0	\$0	\$0
Total	\$13,050	\$13,425	\$13,811	\$14,209	\$14,619

**EACPA DREAM-LINK
MATCH CONTRIBUTION**

LEAGUE OF UNITED LATIN AMERICAN CITIZENS (LULAC)	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1. Personnel and Fringe Total	\$12,500	\$12,875	\$13,261	\$13,659	\$14,069
Community Coordinator @15%	10,000	10,300	10,609	10,927	11,255
<i>The Community Coordinator will be responsible assisting with the delivering of the parent leadership and education programs for FSCS participating.</i>					
2. Fringe Benefits	2,500	2,575	2,652	2,732	2,814
<i>Fringe benefits will be paid a rate of approximately 25% of total salaries. The fringe benefits include FICA, Workers Compensation, retirement, SAIF, and medical and dental coverage.</i>					
3. Travel	\$250	\$250	\$250	\$250	\$250
<i>Local mileage @50 miles/mo. @.50/mi. x 12 months to attend DREAM Team Advisory Council monthly meetings and other meetings necessary for the success of the project.</i>					
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$300	\$300	\$300	\$300	\$300
<i>Supplies and materials necessary for the full-service community project parent activities.</i>					
6. Contractual	\$0	\$0	\$0	\$0	\$0
7. Other	\$0	\$0	\$0	\$0	\$0
<i>Costs associated with parent leadership and education programs including family literacy and engagement activities.</i>					
Total	\$13,050	\$13,425	\$13,811	\$14,209	\$14,619

**EACPA DREAM-LINK
MATCH CONTRIBUTION**

PODER	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1. Personnel and Fringe Total	\$7,500	\$7,725	\$7,956	\$8,195	\$8,441
Coordinator @15%	\$6,000	\$6,180	\$6,365	\$6,556	\$6,753
<i>The Coordinator will oversee the coordination of a variety of community projects for the FSCS participants that integrate real world concepts into the classroom.</i>					
2. Fringe Benefits	\$1,500	\$1,545	\$1,591	\$1,639	\$1,688
<i>Fringe benefits will be paid a rate of approximately 25% of total salaries. The fringe benefits include FICA, Workers Compensation, retirement, SAIF, and medical and dental coverage.</i>					
3. Travel	0	0	0	0	0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
<i>Supplies and materials necessary for the full-service community project activities.</i>					
6. Contractual	\$0	\$0	\$0	\$0	\$0
7. Other	\$0	\$0	\$0	\$0	\$0
<i>Costs associated with community projects that integrate real world concepts into the classroom such as health, water quality, air, etc.</i>					
Total	\$8,500	\$8,725	\$8,957	\$9,195	\$9,441

**EACPA DREAM-LINK
MATCH CONTRIBUTION**

AMD (Advance Micro Devices)	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1. Personnel and Fringe Total	\$6,250	\$6,438	\$6,631	\$6,830	\$7,035
Business Liaison @ 25%	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628
<i>The Business Liaison will be responsible for overseeing staff that will work with FSCS students and educators in technology integration.</i>					
2. Fringe Benefits	\$1,250	\$1,288	\$1,326	\$1,366	\$1,407
<i>Fringe benefits will be paid a rate of approximately 25% of total salaries. The fringe benefits include FICA, Workers Compensation, retirement, SAIF, and medical and dental coverage.</i>					
3. Travel	300	300	300	300	300
<i>Local mileage @50 miles/mo. @.50/mi. x 12 months to attend DREAM Team Advisory Council monthly meetings and other meetings necessary for the success of the project.</i>					
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$0	\$0	\$0	\$0	\$0
7. Other	\$0	\$0	\$0	\$0	\$0
<i>Costs associated with technology integration software and cost to judge a technology robotic contest for students, and family members of the Govalle/Johnston Terrace neighborhood.</i>					
Total	\$6,550	\$6,738	\$6,931	\$7,130	\$7,334

**EACPA DREAM-LINK
MATCH CONTRIBUTION**

EGT INSTITUTE, INC.	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1. Personnel and Fringe Total	\$9,500	\$9,500	\$9,500	\$9,500	\$9,500
External Evaluator @ 3%	9,500	9,500	9,500	9,500	9,500
<i>The External Evaluator has agreed to reduce its 10% regular fee to 7% and will provide the 3% difference as in-kind contribution. The External Evaluator will collect qualitative and quantitative data to monitor the program's fidelity, progress and assess the impact of the FSCS project activities and participants.</i>					
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
<i>Cost for external evaluator to attend necessary meetings and conduct onsite observations.</i>					
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
<i>Supplies costs of evaluation and assessment tools such as scantron evaluation forms, student, parent, community surveys etc.</i>					
6. Contractual	\$0	\$0	\$0	\$0	\$0
7. Other	\$0	\$0	\$0	\$0	\$0
Total	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000

**EACPA DREAM-LINK
MATCH CONTRIBUTION**

Grand Total – Five Year Period

2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 -2015
\$411,363	\$383,732	\$366,451	\$349,402	\$332,891

Project Narrative

Appendix--MOU

Attachment 1:

Title: MOU Pages: 10 Uploaded File: I:\Full Service Community School Program\Final Submission folder 7.22.10
Final Revised FSCG MOU 7.23.10.pdf

**Memorandum of Understanding between
The East Austin College Prep Academy and Partner Organizations in the Community
for the Community *DREAM-Link* Initiative**

THIS AGREEMENT is entered into by and between The East Austin Academia, Inc. DBA The East Austin College Prep Academy (“EACPA”) and the partner organizations in the community listed below (“Partners”). The purpose of this Agreement is to develop a collaborative to facilitate the coordination of educational, developmental, family, health, and other services to students, families and community members of the Govalle/Johnston Terrace neighborhood. In support of the Full-Service Community Schools Program – Community *DREAM-Link* Initiative, the following Partners agree to provide services that will coincide with the selected indicators of EACPA, which include:

- (2) Remedial education, aligned with academic supports and other enrichment activities, providing students with a comprehensive academic program.
- (3) Family engagement, including parental involvement, parent leadership, family literacy, and parent education programs.
- (4) Mentoring and other youth development programs.
- (5) Community service and service learning opportunities.
- (7) Job training and career counseling services.
- (11) Mental health services.
- (12) Adult education, including instruction of adults in English as a second language.

Purpose of this Agreement:

- Establish a formal collaborative between the lead fiscal agent (EACPA) and Partners;
- Define the primary activities, strategies, resources and services of each Partner;
- Describe the role, responsibilities and commitment of each Partner; and
- Ensure each Partner maintains ongoing communication and shares responsibilities.

Responsibilities of Each Partner:

- Work closely with the Project Administrator, Full-Service Community School Program (“FSCS”) Coordinator, Community Adult/Youth Liaison and all Partner Representatives;
- Support the Vision, Mission, Goals, Objectives and Activities of the Full-Service Community School program;
- Participate as an active collaborative member on the DREAM Team Advisory Committee; and
- Provide timely evaluation data to assist with assessment and measurement of the goals, objectives, benchmarks and milestones delineated in the scope of work.

The Role of the *DREAM-Link* Initiative Partners:

EACPA Agrees to:

- Serve as the lead agency for The East Austin College Prep Academy – Community *DREAM-Link* Initiative.
- Provide administrative, programmatic support and to the Full-Service Community Schools grant funded program.
- Ensure the goals and objectives of the Community *DREAM-Link* Initiative are met.
- Provide administrative personnel and fiscal support to the program.
- Provide the facilities and services for the Full-Service Community School Program.

- Provide and allow parents the opportunity to visit their child’s classroom to participate in interactive literacy activities.
- Ensure that all elements of the grant are administered in accordance with state and federal education law, including the Family Educational Rights and Privacy Act (“FERPA”) and the Health Insurance Portability and Accountability Act (“HIPAA”).
- Employ two full-time FSCS Coordinators and one full-time Community Adult/Youth Liaison to be responsible for the overall coordination and implementation of the Full-Service Community Schools Collaborative.
- Manage and supervise project staff.
- Provide part-time Family Literacy Instructor(s).
- Provide Child Care Aides.
- Provide after-school teachers to work with at-risk students.
- Provide reasonable stipends for teachers and related educators to participate in professional development training.
- Provide services in a well-coordinated and collaborative manner.
- Coordinate and facilitate the *DREAM* Team Advisory Committee.
- Provide light snacks to students and parents for after-school training.
- Provide support to all partnering agencies.
- Maintain all data and program information for internal record keeping and annual reporting.
- Work with External Evaluator to collect project data necessary to measure progress toward the project’s outcomes.
- Collect participating students’ academic data and TAKS scores for data to measure progress towards the project’s outcomes as permitted by law.
- Collect family and community data to measure progress towards the project’s outcomes as permitted by law.
- Coordinate community assessment process and community planning forums.
- Continue on-going participation throughout the five year project.
- Comply with all federal statutes relating to non-discrimination, equal employment, political and sectarian activities.
- Provide additional in-kind resources and contributions throughout the five year project period.

Southwest Key Programs, Inc. Agrees to:

- Provide administrative, programmatic support and services to the Full-Service Community Schools grant funded program under the Administrative Services Agreement already in place between EACPA and Southwest Key Programs, Inc.
- Support the goals and objectives of the Community *DREAM-Link* Initiative.
- Ensure that any elements of the grant administered by Southwest Key Programs, Inc. are in accordance with state and federal education law, including FERPA and HIPAA.
- Provide administrative personnel and fiscal support to the program under the Administrative Services Agreement.
- Provide the facilities and services at El Centro del Familia under the Administrative Services Agreement and Lease Agreement between EACPA and Southwest Key Programs, Inc. Additional space requests may be provided as mutually determined by Southwest Key Programs, Inc. and EACPA, provided that any agreement will require the payment of a reasonable rent to Southwest Key Programs, Inc.
- Assist Community *DREAM-Link* to recruit students, families and community members.
- Provide services in a well-coordinated and collaborative manner.
- Participate in the *DREAM* Team Advisory Committee.

- Provide all services (#2, 3, 4, 5, 7, 11 and 12) throughout the five year project, under the Administrative Services Agreement or as mutually agreed upon by Southwest Key Programs, Inc. and EACPA. Participate in an ongoing community assessment process and community planning forums as reasonably requested.
- Continue on-going participation throughout the five year project.
- Provide additional resources and contributions throughout the five year project period as mutually agreed upon by Southwest Key Programs, Inc. and EACPA.

Huston-Tillotson University (HTU) Agrees to:

- Support the goals and objectives of the Community *DREAM-Link* Initiative.
- Provide mentoring, college preparation, and counseling to students and families.
- Provide tutors for tutoring EACPA students and local youth residing in East Austin neighborhoods.
- Provide service #2 and #4 throughout the five year project.
- Provide remedial education, aligned with academic support and other enrichment activities as throughout the five year project via tutors.
- Provide outreach services to students, families and community members.
- Provide community service and service learning opportunities related to science, biology, etc. through high-quality professional development training to teachers.
- Provide graduate level students to work with and mentor students and their families throughout the five year project.
- Coordinate educational class and content related field study trips for students and family members.
- Comply with all federal statutes relating to non-discrimination, equal employment, political and sectarian activities.

University of Texas at Austin UT Wildflower Center Agrees to:

- Support the goals and objectives of the Community *DREAM-Link* Initiative.
- Provide mentoring, college preparation, and counseling to students and families as reasonably requested by EACPA.
- Provide tutors for tutoring EACPA students and local youth residing in Govalle/Johnston Terrace neighborhoods.
- Provide outreach services to students, families and community members.
- Provide community service and service learning opportunities related to science, biology, etc. through high-quality professional development training to teachers.
- Coordinate educational classes and content related field study trips for students and family members.
- Wildflower Center will provide and coordinate enrichment activities with students related to science, biology, and through special projects as in-kind support throughout the five year project.
- School of Social Work Department will provide school-based mental health services for students and family members.
- Provide services in a well-coordinated and collaborative manner.
- Participate in the *DREAM* Team Advisory Committee.
- Provide services #2, #5 and #11 throughout the five year project.
- Provide remedial education, aligned with academic support and other enrichment activities throughout the five year project.
- Provide graduate level students to work with and mentor students and their families throughout the five year project.

- Participate in an ongoing community assessment process and community planning forums.
- Assist in collecting data to measure progress towards the project's outcomes.
- Continue on-going participation throughout the five year project.
- Comply with all federal statutes relating to non-discrimination, equal employment, political and sectarian activities.
- Provide additional in-kind resources and contributions throughout the five year project period as reasonably requested by EACPA.

Austin Community College (ACC) Agrees to:

- Support the goals and objectives of the Community *DREAM-Link* Initiative.
- Continue to provide the current number of high quality adult education courses to adult residents in the East Austin community. Annual continuation of courses is dependent upon availability of funds and effectiveness of the program.
- Provide services in a well-coordinated and collaborative manner.
- Participate in the *DREAM* Team Advisory Committee.
- Provide services #3 and #12. Commitment to project will be reviewed annually by ACC and is contingent upon availability of funds and effectiveness of the program.
- Participate in an ongoing community assessment process and community planning forums.
- Assist in collecting data to measure progress towards the project's outcomes as reasonably requested by EACPA. ACC follows the Family Educational Rights and Privacy Act (FERPA) guidelines when releasing data. Written student consent must be obtained to release information.
- Comply with all federal statutes relating to non-discrimination, equal employment, political and sectarian activities.

Boys and Girls Club of Central Texas (BGCCT) Agrees to:

Support the goals and objectives of the Community *DREAM-Link* Initiative.

- Provide afterschool enrichment, remedial and college readiness activities for EACPA students and local youth residing at East Austin neighborhoods.
- Provide "Place-based" mentoring services throughout the five year project.
- Provide family engagement leadership and literacy services and activities throughout the five year project.
- Coordinate a formal educational capacity building family and community night activity (Family Advocacy Network)
- Provide services in a well-coordinated and collaborative manner.
- Participate in the *DREAM* Team Advisory Committee.
- Provide services #3 & #4 throughout the five year project.
- Participate in an ongoing community assessment process and community planning forums.
- Assist in collecting data to measure progress towards the project's outcomes.
- Continue on-going participation throughout the five year project.
- Comply with all federal statutes relating to non-discrimination, equal employment, political and sectarian activities.
- Provide additional in-kind resources and contributions throughout the five year project period as reasonably requested by EACPA.

Travis County Constable's Office, Precinct 1 Agrees to:

- Support the goals and objectives of the Community *DREAM-Link* Initiative.
- Provide prevention and intervention violence and drug abuse activities for EACPA students and local youth residing in East Austin neighborhoods.

- Provide Life Skills and G.R.E.A.T. program training to students, family members and community members during and after school.
- Provide services in a well-coordinated and collaborative manner.
- Participate in the *DREAM* Team Advisory Committee.
- Provide service #2 throughout the five year project.
- Provide a part-time School Resource Officer to train students and parent on the G.R.E.A.T. Program/Life Skills program throughout the five year project.
- Provide additional enrichment activities throughout the project duration.
- Participate in an ongoing community assessment process and community planning forums.
- Assist in collecting data to measure progress towards the project's outcomes.
- Continue on-going participation throughout the five year project.
- Comply with all federal statutes relating to non-discrimination, equal employment, political and sectarian activities.
- Provide additional in-kind resources and contributions throughout the five year project period as reasonably requested by EACPA.

League of United Latin American Citizens (LULAC) Agrees to:

- Support the goals and objectives of the Community *DREAM-Link* Initiative.
- Provide parent leadership and education programs a throughout the five year project.
- Provide family literacy, engagement and involvement services and activities throughout the five year project.
- Implement Parent as Partners (PAP) model throughout the five year project.
- Provide services in a well-coordinated and collaborative manner.
- Participate in the *DREAM* Team Advisory Committee.
- Provide service #3 as in-kind support throughout the five year project.
- Participate in an ongoing community assessment process and community planning forums.
- Assist in collecting data to measure progress towards the project's outcomes.
- Continue on-going participation throughout the five year project.
- Comply with all federal statutes relating to non-discrimination, equal employment, political and sectarian activities.
- Provide additional in-kind resources and contributions throughout the five year project period as reasonably requested by EACPA.

People Organizing in the Defense of Earth and her Resources (PODER) Agrees to:

- Support the goals and objectives of the Community *DREAM-Link* Initiative.
- Provide students, parents and community members with a variety of community projects to such as health, environment, water quality, air, soil, etc.
- Provide services in a well-coordinated and collaborative manner.
- Participate in the *DREAM* Team Advisory Committee.
- Provide service #5 throughout the five year project.
- Provide community and service learning opportunities throughout the five year project.
- Participate in an ongoing community assessment process and community planning forums.
- Assist in collecting data to measure progress towards the project's outcomes.
- Continue on-going participation throughout the five year project.
- Comply with all federal statutes relating to non-discrimination, equal employment, political and sectarian activities.
- Provide additional in-kind resources and contributions throughout the five year project period as reasonably requested by EACPA.

Girls Scouts of Central Texas (GSCTX) Agrees to:

- Support the goals and objectives of the Community *DREAM-Link* Initiative.
- Provide leadership skills to EACPA and community girls residing in East Austin neighborhoods.
- Provide and implement the Leadership Experience Program and curriculum to EACPA and community girls residing in East Austin neighborhoods.
- Provide services in a well-coordinated and collaborative manner.
- Participate in the *DREAM* Team Advisory Committee.
- Provide service #2 throughout the five year project.
- Provide academic support and other enrichment activities throughout the five year project.
- Participate in an ongoing community assessment process and community planning forums.
- Assist in collecting data to measure progress towards the project's outcomes.
- Continue on-going participation throughout the five year project.
- Comply with all federal statutes relating to non-discrimination, equal employment, political and sectarian activities.
- Provide additional in-kind resources and contributions throughout the five year project period as reasonably requested by EACPA.

Hispanic Physician Association (HPA) Agrees to:

- Support the goals and objectives of the Community *DREAM-Link* Initiative.
- Visit the BGCCT once every two weeks to mentor and provide guidance to students and El Centro del Familia community members regarding the importance of education.
- Provide “place-based” mental health counseling services to students and parents as in-kind support throughout the five year project.
- Provide services in a well-coordinated and collaborative manner.
- Participate in the *DREAM* Team Advisory Committee.
- Provide services #7 and #11 as in-kind support throughout the five year project.
- Participate in an ongoing community assessment process and community planning forums.
- Assist in collecting data to measure progress towards the project's outcomes.
- Continue on-going participation throughout the five year project.
- Comply with all federal statutes relating to non-discrimination, equal employment, political and sectarian activities.
- Provide additional in-kind resources and contributions throughout the five year project period as reasonably requested by EACPA.

AMD Foundation, Inc. (AMD Foundation) Agrees to:

- Support the goals and objectives of the Community *DREAM-Link* Initiative.
- Continue to monitor the state-of-the-art community computer center that AMD Foundation has provided for students, family and community members as an in-kind contribution.
- Subject to the termination rights set forth below and consistent with past practice, work with students and educators, in technology integration and software design as in-kind support throughout the five year project.
- Host and judge an annual technology robotic contest for students, family members and community residents of East Austin neighborhood.
- Use reasonable commercial efforts to provide services in a well-coordinated and collaborative manner.
- Participate in the *DREAM* Team Advisory Committee.

- Subject to the termination rights set forth below and consistent with past practice, provide service #2 as in-kind support throughout the five year project.
- Consistent with past practice, provide academic support and other enrichment activities as in-kind support throughout AMD Foundation's participation in the project.
- Participate in an ongoing community assessment process and community planning forums.
- Assist in collecting data to measure progress towards the project's outcomes.
- Subject to the termination rights set forth below, continue on-going participation throughout the five year project.
- Comply with all federal statues relating to non-discrimination, equal employment, political and sectarian activities.

Term and Termination. This Agreement is effective on the date of acceptance of the FSCS Program grant by EACPA and the term of this Agreement is for a period of five years. This Agreement may be terminated, with or without cause, upon thirty (30) days written notice with regard to a Partner by EAPCA or the Partner, and may be revised or extended upon written agreement of the parties.

Confidentiality. EAPCA and each Partner recognize and acknowledge that in the course of performing services required by this Agreement, they will have access to, become acquainted with, and obtain information and knowledge relating to the business, condition, methods of operation and other aspects of each other, as well as each other's affiliates and their customers, employees and suppliers, some of which information and knowledge is confidential and proprietary, and that either party could substantially detract from the value and business prospects of the other party in the event, during the term of this Agreement or at any time thereafter, either party were to disclose to any person not related to the other party or use such information and knowledge for their own or the advantage of another person or entity. Accordingly, the parties hereby agree that they will not disclose to any person, other than directors, officers, employees, accountants, lawyers, consultants, advisors, agents and representatives of, or other persons related to the other party, and that such disclosure shall be made only on a "need to know" basis in the course of carrying out their duties hereunder, any knowledge or information of a confidential nature pertaining to the other party or its successors and assigns.

Entire Agreement; Partial Invalidity. This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto regarding the subject matter of this Agreement and contains all of the covenants and agreements between the parties with respect to such agreement. Each party to this Agreement acknowledges that no representations, inducements, promises, or agreements, have been made by any party, or by anyone acting on behalf of any party, which are not embodied herein regarding the subject matter of this Agreement, and that no other agreement, statement, or promise not contained in this Agreement shall be valid and binding. Any modification of this Agreement shall be effective only if it is in writing and signed by the party to be charged. If any provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions shall nevertheless continue in full force without being impaired or invalidated in any way.

Governing Law; Laws. This Agreement shall be governed by and in accordance with the laws of the State of Texas. Each party shall abide by all laws, statutes, regulations and ordinances in completing the terms of this contract.

Notices. Any Notice required to be given pursuant to this Agreement shall be in writing, postage prepaid, and shall be sent by certified mail, return receipt requested, to the party to be notified at the address

below. If no address is provided below, notice shall be sent to the party's last known address. The notice shall be effective upon deposit with the postal service.

Waiver; Ambiguities. A waiver of any breach of any of the provisions of this Agreement shall not be construed as a continuing waiver of other breaches of the same or other provisions hereof. Any ambiguous language in this Agreement shall be interpreted as to its fair meaning, and not strictly for or against either party, regardless of whether either party drafted the Agreement.

Standard of Care, Licensure, Certification and Code of Ethics. Each party agrees that the services they will provide in accordance with this Agreement will be performed with that level of care and skill ordinarily exercised by members of the party's profession currently operating under similar conditions and circumstances, that the party is licensed or certified, if required, and that the party knows and will follow any applicable code of ethics of the party's profession.

The undersigned parties accept the terms of this Memorandum of Understanding and have mutually agreed to support the Full-Service Community School Program and The East Austin College Prep Academy as the fiscal and lead agent to administer this program.

Nellie Cantu 7-20-10
East Austin College Prep Academy Nellie Cantu, Ed.D. Superintendent/CEO Date

6002 Jain Lane,
Austin, TX 78721

Alexia Rodriguez 7/22/10

Southwest Key Programs, Inc. Date
By: Alexia Rodriguez, Chief Program Officer/ Legal Counsel

6002 Jain Lane
Austin, TX 78721

Harry L. Earvin
Harry L. Earvin
President & CEO

7/23/10

Huston-Tillotson University Date
900 Chicon Street
Austin, TX 78702

Signature not available in time of submission.

7/23/10

University of Texas at Austin Lady of Bird Johnson
Wildflower Center

Date

Stephen B. Kinslow 7/20/10
Austin Community College Stephen B. Kinslow, Ph.D. Date
President/CEO
5930 Middle Fiskville Rd.
Austin, TX 78752

Mark Kiester

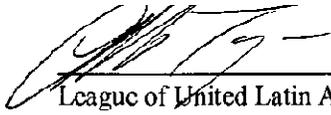
7/20/10

Boys and Girls Club of the Austin Area Mark Kiester, Chief Executive Officer Date
6002 Jain Lane
Austin, TX 78721

Danay Herman

07-16-10

Travis County Constable Precinct 1 Date
1811 Springdale Rd. #120
Austin, TX 78721

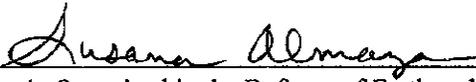


League of United Latin American Citizens (LULAC) District 12 -

7/20/10

Date

2121 E. 6th St. #104
Austin, TX 78702



People Organized in the Defense of Earth and her Resources (PODER)

July 16, 2010

Date

2604 East Cesar Chavez St.
Austin, TX 78702



7/20/10

Girls Scouts of Central of Central Texas

Etta Moore Chief Executive Officer

Date

12012 Park Thirty-Five Circle
Austin, TX 78753



7/19/10

Hispanic Physician Association President

Valerie Chavez, M.D.

Date

P.O. Box 2137
Austin, TX 78767



7-23-10

AMD Foundation, Inc.
One AMD Place M/S 68
Sunnyvale, CA 94088

Date

Project Narrative

Appendix--Resumes of Key Personnel

Attachment 1:

Title: **Appendix A Resumes** Pages: **8** Uploaded File: **I:\Full Service Community School Program\Final Submission folder 7.22.10\Appendix A - Resumes\Resumes.pdf**



Dr. Nellie Cantu
Superintendent of Schools

Dr. Nellie G. Cantu will serve as superintendent/CEO of the charter school. Dr. Cantu has extensive experiences with expertise in designing and promoting effective educational programs and curricula for children and youth. Dr. Cantu has 17 years of experience in the education field, including 12 years in administration in several school districts. These positions include:

Sept. 2004-Sept., 2007	Assistant Superintendent for Curriculum and Instruction, Donna ISD Primary duties: design, implement, monitor, and evaluate research-based curriculum and instruction (PK-12th grades)
Sept. 2000-2004	Director of Elementary Curriculum, Donna ISD
July 1996-Sept. 2000	Principal, Edinburg CISD * Nationally recognized as one of 5 schools in Texas as a National Title I School
1995, 1996, Summer I	Assisting Professor, Education Department, UT-PA
August 1995-1996	Assistant Principal, Weslaco ISD
Jan. 1995-July 1995	Middle School Instructional Facilitator, Weslaco ISD * State Accountability: Recognized
Sept. 1991-May 1994	Coordinator/Teacher, Edinburg CISD
Summer, 1993	Middle School ELA/Reading Teacher, Edinburg CISD
Summer, 1992	High School English Teacher, Edinburg CISD
Sept. 1990-May 1991	Bilingual Teacher, Edinburg CISD

Dr. Cantu's is a certified Trainer of Trainer in researched-based instructional models. These include, but not limited to:

- Creating Response Learning Environments: A Systemic Approach
- Reading 1st - Texas Education Agency Initiative
- Responsiveness to Intervention (RTI)
- Accelerated Schools
- Effective Instructional Practices

She hold Texas professional certificates in: Superintendency, Mid-Management, Teacher (1st-8th grades), and English (Teacher). Dr. Cantu received a Bachelor of Science (1990) and a Master's of Education in Educational Administration (1994) from the University of Texas-Pan American. Dr. Cantu earned her doctorate in Educational Administration from the University of Texas-Pan American in May, 2007.

MARISOL ROCHA

OBJECTIVE

My desire is to work with children, young people and teachers so that they may become leaders of the present and future workforce. Understanding that holistic education is required for students to be prepared for 21st Century jobs, I want to serve as an advocate for them by establishing a community of respect, trust, and high expectations.

SUMMARY OF QUALIFICATIONS

Texas PDAS Training--July 2007
Texas Principal Certification—January 2009
Texas ILD Training--July 2007
Texas Secondary Education Certification Science (grades 8-12)—August 2005

WORK OF EXPERIENCE

May 2010- present East Austin College Prep Academy—Austin, TX

Principal

- Instructional Management
- Organization Management & Community Relations
- Personnel Management
- Fiscal, Administrative & Facilities Management
- Student Management
- Professional Growth & Development

July 2009-May 2010 Fulmore Middle School—Austin, TX

7th Grade Assistant Principal

- Student Management
- Instructional Management (Science & CATE Departments)
- Testing Coordinator
- Organizational Management
- Professional Growth & Development

August 2007- June 2009 University Middle School-- Waco, TX

Assistant Principal

- *Same duties as above*

August 2001- May 2007 Cesar Chavez Middle School—Waco, TX

8th Grade Science Teacher

- Department Chair
- Grade Level Chair
- Mentor Teacher for Waco ISD and McLennan Community College
- Teacher of the Year 2004-2005

EDUCATION

August 2008 Tarleton University Stephenville, Texas
ME in Educational Administration & Principal Certification

December 2000 Texas A & M University College Station, Texas
BS in Chemistry

Cynthia Ann Mendieta-Gill

12853 White House Street
Manor, Texas 78653

512-538-5703
cmendieta37@hotmail.com

SUMMARY OF QUALIFICATIONS

- Over ten years successful experience in education as a program coordinator, administrator and teacher
- Represented employer intelligently and professionally
- Committed to producing results above and beyond expectations
- Ability to multi-task, organize and prioritize ones work as well as the work of others
- Work as a team member and make independent decisions as necessary
- Bilingual in Spanish

EDUCATION

M.S. Educational Administration	Texas A&M University-Kingsville	Kingsville, Texas	May 2000
M.Ed. Adult Education	Texas A&M University-Kingsville	Kingsville, Texas	Dec.-1996
B.S. Interdisciplinary Studies Specialization-Reading	Texas A&M University-Kingsville	Kingsville, Texas	Dec.-1994

PROFESSIONAL EXPERIENCE

East Austin College Prep Academy-Austin, TX

December 2009-Present

Curriculum Facilitator

- Analyze curriculum and instructional needs of staff and school
- Acted as a coach to teachers learning new instructional strategies
- Model and demonstrate best practices with strategies in the classroom with students
- Assisted teachers in methods of monitoring progress of students
- Assisted teachers in planning quality, research-based lessons
- Developed and conducted on-site professional development activities for teachers and staff
- Established a process for the involvement of all support staff and special area teachers in the school's literacy focus
- Analyze student test data and provided instructional recommendations to staff
- TAKS/TELPAS District and Campus Coordinator
- Conducted benchmark assessments
- Mentor 1st year teachers at East Austin College Prep Academy in the Alternative Certification Programs
- Acted as liaison between the school and the Superintendent
- Established a system used for curriculum resources and materials
- Served as administrative head of the school in the absence of the principal

American YouthWorks-Austin, TX

August 2007- December 2009

High School Assistant Principal-Curriculum & Behavior

- Promoted a positive image of the school and maintain a positive working relationship with parents and community members
- Provided and promoted a positive teaching/learning environment for staff, teachers, and students
- Managed student behavior in accordance to Student Code of Conduct and student handbook
- Conducted conferences with parents, students and teachers concerning student issues
- TAKS District and Campus Coordinator school year 2008-2009
- Assisted the Principal to plan, implement and evaluate the curriculum
- Oversaw implementation of attendance plan procedures

American YouthWorks continued...

- Worked with Principal to define expectations for staff, observing and documenting job performance, providing staff development, supervision, and conducting evaluation conferences with staff member
- Assisted the academic advisor on academic scheduling and creating the master schedule
- Observed employee performance, record observations, and conducted evaluation conference, assist principal in interviews, selecting, and orienting new staff
- Supervised teachers, academic coaches and custodians
- Served as administrative head of the school in the absence of the principal
- Follow TEA regulations and manage implementation

Texas State Technical College-Harlingen, TX **October 2001-October 2006**
Program Coordinator-College Assistance Migrant Program

Pan American College Preparatory School-Kingsville, TX **June 1999-October 2001**
High School Assistant Principal/World Geography Teacher

Pan American College Preparatory School-Kingsville, TX **October 1998-May 1999**
At-Risk Coordinator/ESL-English II Teacher

Mathis Independent School District-Mathis, TX **August 1997-July 1998**
1st Grade Reading Teacher

Ricardo Independent School District-Kingsville, TX **October 1995-May 1997**
Kinder-1st Grade Instructional Aide

Ricardo I.S.D & Odem I.S.D. **January 1995-April 1995**
3rd & 4th Grade Long-Term Substitute

TECHNICAL SKILLS

MS Word for Windows, Outlook, PowerPoint, Datatel Colleague, Internet, Email, RSCCC, Gradebook

DR. JUAN J. SÁNCHEZ

6105 Highlandale Dr.
Austin, Texas 78731
512-452-4637

EDUCATION:

Ed.D. Administrative Career Program, Harvard University, Cambridge, Mass., 1982

M.S.W., University of Washington, Seattle, Washington, 1972

B.A. in Sociology, St. Mary's University, San Antonio, Texas, 1970

PROFESSIONAL EXPERIENCE:

1987-Present CHIEF EXECUTIVE OFFICER/ El Presidente, SOUTHWEST KEY PROGRAMS National nonprofit organization with 55 programs in Texas, Georgia, New York, California, Wisconsin, and Arizona

Founded Southwest Key Programs, a national nonprofit organization headquartered in Austin, Texas that positively impacts the lives of thousands of individuals each day. Oversees operation of a \$57 million budget with 1000 employees and a diverse menu of programs: 39 juvenile justice and family wraparound programs, 10 safe shelters for immigrant children, 4 alternative schools, and a variety of youth empowerment programs, job creation initiatives, and child care brokerage services. Led the design and development of an \$8 million mixed-use East Austin Community Development Project, a model community-building initiative designed to improve educational and job attainment for families in an historically underserved community.

1988 EXECUTIVE DIRECTOR, INTERNATIONAL EMERGENCY SHELTER, Los Fresnos, Texas.

1981-1987 EXECUTIVE DIRECTOR, LA ESPERANZA HOME FOR BOYS/VILLA BETHANY HOME FOR GIRLS, Brownsville, Texas.

1980-1981 RESEARCH ASSISTANT, UNIVERSITY OF ARIZONA VICE-PRESIDENT'S OFFICE, STUDENT RELATIONS, Tucson, Arizona.

1979 FIELD COORDINATOR, TUCSON MANPOWER DEVELOPMENT, INC., Tucson, Arizona.

- 1978 (Spring) TEACHING ASSISTANT, HARVARD GRADUATE SCHOOL OF EDUCATION, Cambridge, Massachusetts.
- 1976-1977 ADMINISTRATIVE INTERN, OFFICE OF THE DEAN, HARVARD GRADUATE SCHOOL OF EDUCATION, Cambridge, Massachusetts.
- 1974-1975 DIRECTOR, CHICANO DIVISION OFFICE OF MINORITY AFFAIRS, UNIVERSITY OF WASHINGTON, Seattle, Washington.
- 1972-1974 DIRECTOR, RIGHT TO READ PROGRAM, Brownsville, Texas
- 1970-1972 HEAD DORM COUNSELOR, UPWARD BOUND, ST. MARY'S UNIVERSITY,
(Summers) San Antonio, Texas.
- 1970-1972 CAREER PLACEMENT COUNSELOR, UNIVERSITY OF WASHINGTON, Seattle, Washington.
- 1971 (Summer) ADMINISTRATIVE INTERN, U.S. CIVIL SERVICE COMMISSION, REGION I, Seattle, Washington.
- 1969-1970 COMMUNITY ORGANIZER, YOUTH OPPORTUNITIES PROGRAM, San Antonio, Texas.
- 1977-Present CONSULTANT AND SPEAKER

BOARD AND PROFESSIONAL MEMBERSHIPS:

National Council of La Raza – Board Member

National Council on Crime and Delinquency – Past Board Chair

Vera Institute of Justice – National Technical Assistance Provider, Member of Youth Justice Advisory Board

Annie E. Casey Juvenile Detention Alternatives Initiative National Technical Assistance Provider

Community Justice Network for Youth – Founding Member

Texas Coalition Advocating Justice for Juveniles – Founding Member

Texas Youth Commission Blue Ribbon Task Force – Member

LANGUAGES: Write and speak English and Spanish fluently

Glynis K. Rosas, Ed.D.

P.O. Box 204

Groesbeck, TX 76642

254-729-2349

grosas@wellsits.net

EDUCATION AND TRAINING

California Coast University

- Doctorate in Educational Administration, 1996

Baylor University, Waco, Texas

- Masters of Education, 1980
- Bachelors of Science, 1973

Certifications (Can be examined on www.sbec.state.tx.us)

- Superintendent, 1989
- Administrative – Mid-management, 1984
- Counselor, 1980
- Elementary Education, 1973

PROFESSIONAL EXPERIENCE

2005 – Present Evaluation Grants & Training (EGT) Institute

- Conducts extensive research to develop the appropriate randomization and/or quasi-experimental evaluation designs
- Currently oversees and provides the leadership to over 15 federal and state evaluations projects for school districts, Local Education Agency, universities, colleges and community-based organizations
- Acquires, manages, and analyzes data related to assigned projects and supervises research and data specialists
- Develops evaluation plans, collection instruments and systems, monitors service delivery and provides ongoing program recommendations.
- Collects both quantitative and qualitative data, reviews, analyzes and produces program results and reports
- Performs complex programming and data analytic work to support evaluation readiness activities as requested
- Performs extensive diagnostics and documentation of projects and associated input and output data for research, quantitative analysis, and reporting.
- Interprets and critiques results of evaluations and statistical analysis in language understandable to the lay person
- Works effectively in a team environment and participates in project and division planning

- Responds to information requests made by researchers, other agencies, and divisions leads
- Provides oral and written analysis, interpretation and recommendations for evidence-based decision-making and planning, as a result of evaluation findings.

2003 – 2005 ESC Region 12, Evaluator & Administrator

Education Region Service Center 12, Waco, Texas

- Write grants for over 60 districts in ESC Region 12 - assisting districts in applying for funding from the Texas Education Agency, Texas Workforce Development Centers, Department of Juvenile Justice, US Department of Education
- Directed the development of Teacher Incentive/Reward Program Grants for 12 campuses to reward teachers for improved student achievement
- Assist Low Performing Campuses and Districts through program evaluation and writing grants for staff development, materials, and training
- Work with Charter Schools in McLennan County – evaluation of programs such as early reading, math, and library improvement
- Reader for U.S. Department of Education – Improving Literacy Through School Libraries, 2005
- Evaluated Texas Reading First grant program for effectiveness in raising TAKS scores in eight schools in Region 12
- Performed three-year evaluation for the Comprehensive School Reform Grant , Title I Grant for school district in Region 12 for ESC 12
- Reviewed grants for Texas Education Agency (Texas High School Completion and Success Grant; Investment Capital Fund Grant, Comprehensive School Reform- High School Initiative Grant
- Team member for the evaluation of Comprehensive School Reform Grant Program in February, 2005, at US Department of Education
- Evaluated the scientific-based research behind the State Center for Early Childhood Development’s pre-reading skills program for 6 districts in Region 12, September 2005
- Wrote and received over \$3,000,000 in grants for schools in ESC 12 during 2005-06 school year; wrote and received \$3,407,584 in grants for schools in ESC 12 during 2006-07 school year

1995-2003 Groesbeck Independent School District, Superintendent of Schools

Research, Evaluation & Grant Writing

Applied for and secured \$2,124,000 in grant funds from 1996 to 2002.

1993-1995 Rogers Independent School District, Superintendent of Schools

Project Narrative

Budget Narrative

Attachment 1:

Title: **DREAM-Link Budget Narrative Pages: 16** Uploaded File: **C:\Users\Eddie\Desktop\DREAM-Link Budget Narrative 7-23-10.pdf**

**EAST AUSTIN COLLEGE PREP ACADEMY
COMMUNITY DREAM-LINK INITIATIVE
DETAIL SUMMARY BUDGET**

The proposed budget for East Austin College Prep Academy (EACPA) – Community *DREAM-Link* Initiative is in response to the U.S. Department of Education, Full-Service Community Schools (FSCS) Program that clearly illustrates the funding being requested for each year of this program. This budget request is realistic and based on actual costs that will adequately support the FSCS Program collaborative and the proposed eligible services and activities to be implemented as presented in the scope of work. The funding requested is only for resources and items that are not currently available through EACPA or through other community support. EACPA proposes to serve **11,075 students, family and community members** throughout the five year period with a budget of approximately **\$500,000 a year** for a total for a total cost of **\$2,500,000.00**. EACPA has budgeted the following positions, supplies, services and other items to implement the Community *DREAM-Link* Initiative as described in the application narrative. The allocation for the resources were prepared based on EACPA’s experience and will be necessary to accomplish the proposed goals and objectives. All salaries and costs are aligned with EACPA allowable expenses and salary scale for positions that have comparable duties and responsibilities. The positions include:

1. Personnel

PERSONNEL TOTAL					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$207,426	\$216,956	\$222,085	\$227,369	\$232,810	\$881,317
<i>Salaries include 3% cost-living-increase each year.</i>					

The following narrative will further illustrate the importance and role of each FSCS Program staff, their time commitment and the resource allocated to support their efforts towards meeting and/or exceeding the goals and objectives delineated in the scope of work.

FSCS Coordinator (2 FTEs) @ \$59,000					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$118,000	\$121,540	\$125,186	\$128,942	\$132,810	\$626,478
<i>Salaries include 3% cost-living-increase each year.</i>					

FSCS Coordinators – Two key highly-qualified full-time FSCS Coordinators (100%) will be hired and stationed at each of the proposed FSCS Program sites (EACPA, El Centro del Familia and Boys and Girls Club of Central Texas) to ensure the program is implemented as proposed in the scope of work. One of the FSCS Coordinators will be stationed at EACPA (school-based) and the other will be located at El Centro del Familia (community-based). In addition, both will be responsible to oversee and coordinate the FSCS eligible services with the Boys and Girls Club of Central Texas (after-school and summer) site. The FSCS Coordinators will work closely with the EACPA principal, teachers, educators and the Boys and Girls Club and El Centro del Familia personnel to ensure the target population is aware of the program and that services are being delivered effectively, efficiently, age appropriate and culturally relevant.

Community Adult/Youth Liaison (1 FTE) @ \$48,000					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$48,000	\$49,440	\$50,923	\$52,451	\$54,024	\$254,839
<i>Salaries include 3% cost-living-increase each year.</i>					

Community Adult/Youth Liaison – One full-time qualified Community Liaison (100%) will be hired to support and work with the FSCS Coordinators to ensure all eligible services are being delivered to the target population (students, families and community members – East Austin Govalle/Johnston Terrace) in a timely, culturally appropriate and effective manner. The Community Liaison will be responsible for coordinating and delivering the proposed eligible services and activities at all three sites. Lastly, a vital responsibility of the Community Liaison will be to establish a large network of local, regional, state and national stakeholders to promote and support the program for long-term sustainability.

Family Literacy Instructors 2 Part-time @ \$25.00/hr x 8 hrs/wk x 46 wks = \$9,200 x 2					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$18,400	\$18,400	\$18,400	\$18,400	\$18,400	\$92,000
<i>Hourly Positions include fringe</i>					

Family Literacy Instructors – Two part-time Family Literacy Instructors with experience will be hired to work with adult participants (18 and older) in developing their social and employment literacy skills. In addition, the instructors will provide basic computer and employability skill training to further enhance the competency level of participants to prepare them for the 21st Century technological challenges. These instructors will work closely with the FSCS Coordinators, the Community Liaison and partners to ensure training topics are aligned with the proposed eligible services and the participant’s demands.

FSCS Teachers 2 Part-time @ \$35.00/hr x 5/hrs/wk x 23/wks and Year 2 - 5 36/wks					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$8,050	\$12,600	\$12,600	\$12,600	\$12,600	\$58,450
<i>Hourly Positions include fringe</i>					

FSCS Teachers – Two Texas certified local community part-time teachers will be hired to work with the students and community youth during and after school at all three sites. These key teachers will be responsible for engaging and challenging students/youth intellectually. The teachers will coordinate with EACPA teachers and assess the students/youth academic competency level in core subjects to ensure academic lessons and instruction being delivered are in accordance to the student’s academic needs. In addition, parents will be invited to engage in student’s enrichment activities and well informed of their child’s academic progress.

Childcare Aides 4 Part-time @ \$9.00/hr x 8hrs/wk x 52/wks = \$3,744 x 4					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$14,976	\$14,976	\$14,976	\$14,976	\$14,976	\$74,880
<i>Hourly Positions include fringe</i>					

Childcare Aides – Four experienced part-time Child care workers will be hired to nurture, teach, and care for children of the participants. These four individuals will play an important role in the children’s development when their parents are actively engaged in the FSCS Program eligible services as described in the grant application. The child care workers will organize activities and implement curricula that will stimulate the children physical, emotional, intellectual, and social growth while attending to their health, safety, and nutrition. Lastly, the teachers will help the children explore individual interests, develop talents and independence, build self-esteem, learn how to get along with others, and prepare them for more formal schooling.

2. Fringe Benefits

FRINGE TOTAL					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$36,520	\$37,616	\$38,744	\$39,906	\$41,104	\$193,890

As per EACPA policy and procedures, fringe benefits will be allocated to all salary personnel throughout out the five years of the project.

Fringe Benefits					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$36,520	\$37,616	\$38,744	\$39,906	\$41,104	\$193,890

Fringe benefits will be paid according to policies established at EACPA which is approximately 25% of total salaries. The fringe benefits include FICA, Workers Compensation, retirement, SAIF, and medical and dental coverage.

3. Travel

TRAVEL TOTAL					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$4,780	\$4,780	\$4,780	\$4,780	\$4,780	\$23,900

EACPA will provide appropriate and approved travel and mileage reimbursement to all personnel and sub-contracts (prior approval) for expenses incurred and related to the FSCS program. All mileage, travel expenses, per diem are in accordance to both federal and EACPA’s rules and regulations.

***Local Travel**

FSCS Coordinators 75 mi/mo @ 50.0/mi. x 12 mos.					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$450	\$450	\$450	\$450	\$450	\$2,250
<i>The mileage rate for EACPA is consistent with the federal rate and may vary from year to year.</i>					

Community Liaison 200 mi/mo. @ 50.0/mi. x 12 mos.					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$6,000
<i>The mileage rate for EACPA is consistent with the federal rate and may vary from year to year.</i>					

Local Travel: The travel cost proposed will include mileage for the FSCS Coordinators and the Community Adult/Youth Liaison to implement the project at the participating FSCS sites attend meetings, participate in trainings, staff development, implement the proposed eligible service, monitor sites, compile student, family and community data, compile evaluation data, deliver assessment instruments, provide training and other required activities related to the success of the program.

***Out of State Travel:**

Out of State travel -					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$3,130	\$3,130	\$3,130	\$3,130	\$3,130	\$15,650
Project Administrator and Evaluator Grantee Meeting in Washington D.C.					
Airfare @ \$550 x 2 staff = \$1,100; Luggage = \$50.00 x 2 = \$100		Lodging @ \$245/night x 2 rooms x 3 nights = \$1,470		Per diem @ \$60.00/person x 2 staff x 3 days = \$360; Transportation = \$50 x 2=\$100	

Out of State Travel: Each year of the project as required by the U.S. Department of Education, funding will be reserved for the Project Director and External Evaluator to attend the grantee

meeting in Washington D.C. The costs allocated are in accordance with EACPA allowable out-of-state expenditure rates.

4. Equipment

-0-

5. Supplies

SUPPLIES TOTAL					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$40,306	\$44,734	\$19,485	\$13,039	\$11,400	\$128,964

In line with the goal, objectives and proposed program activities and strategies, EACPA has allotted the following supplies, materials, software, curriculum, items, etc. to implement the program as proposed in the scope of work.

General Office Supplies @ \$200 x 12 mos.					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$12,000

Computers @ \$1,500 x 2					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$1,500	\$1,500	0	0	0	\$3,000

Laptops for students Year 1 @ \$800 x 20; Year 2 @ \$800 x 4 & Year 3 @ \$800 x 3					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$16,000	3,200	2,400	0	0	\$21,600

Remediation Software (Mathematics & English Language Arts) @ \$85.00 each x 100 Math and 100 ELA Year 1 & 2					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$17,000	\$17,000	0	0	0	\$34,000

Family Literacy and Youth College Readiness Materials					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$336	\$5,234	\$5,234	\$5,685	\$1,639	\$12,894

Time4Learning - Forum 6th to 8th grade (math, pre-algebra, language arts, science, and social studies) @ \$19.95 (first child and \$14.95 for each additional child monthly x 50 student x 4 months for Year 1 and Year 2 - 5 100 students x 6 months					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$3,070	\$9,000	\$9,000	\$9,000	\$9,000	\$39,070

Flip Cameras for enrichment activities, field trips, science project and for digital presentations @ \$160 x 40 in year two only.					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
0	\$6,400	0	0	0	\$6,400

General office supplies, including but not limited to paper, pencils, pens, staples, printing materials, note pads, computer software, printers and other related materials connected to the success of this program will be acquired. The purchase of computers will be purchased in year one and two of for the program for staff to complete and compile the required correspondence, teacher and student data information, portfolios, evaluation data and all other work related to program activities and outcomes. Additionally in Year 1-3, the purchase of laptop computers, software, and cost for system requirement upgrades will be encumbered for EACPA to implement computer-based academic, remedial and enrichment lessons and training to students, youth, family and community members. In addition, the cost of supplemental training materials (Family Literacy and College Readiness) will be purchased for the participating FSCS sites to utilize with participating students, families and community members. A researched-based digital online after-school, home school and summer curriculum will be purchased to enhance and advance the learning paths of youth. Students will master the skills and concepts needed for academic success. This unique technological curriculum aimed at the core subjects (math, reading, science and social studies) provides students independence to progress at their own pace. Lastly, flip cameras will be allotted for students to utilize for academic projects (science) and to conduct presentation using a digital 21st Century format.

6. Contractual

CONTRACTUAL TOTAL					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$162,698	\$162,698	\$169,690	\$169,690	\$169,690	\$834,466

The following services are in accordance with EACPA procurement policies and procedures under 34.CFR Parts 74.40-74.48-80.36. Upon successful award notification the partners will be immediately notified to mutually implement EACPA Community *DREAM-Link* Initiative. Funds requested for contractual services will be used to provide direct support for implementing the eligible services, professional development, research and evaluation of the five year project.

Huston-Tillotson University - Tutors @ \$9.00/hr 3/hrs day x 4 days x 46/wks = \$4,968 x 5 tutors = \$24,904					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$24,840	\$24,840	\$24,840	\$24,840	\$24,840	\$124,200

Huston-Tillotson University will enhance their collaboration with EACPA and offer tutoring, mentoring, college preparation, counseling and outreach services to student’s family and community members. The universities have a long established successful history working with K-12 educational institutions in Austin and with EACPA. Through this partnership, students will be afforded an opportunity to fine tune and perfect their academic skills through a formal tutoring program. Additionally, students and adults will be introduce to college requirements and have access to and receive college awareness, readiness, preparation training and information.

University of Texas at Austin Lady Bird Johnson Wildflower Center Team will provide training to teachers @ \$60/per teacher x 12 teachers \$720; teacher resources @ \$300 per teacher x 16 teachers \$4,800; Field Study Trips @ \$2.00 per student x 30 students = \$60.00 and \$3.00 per parent x 10 parents = \$30.00 for a total of \$90.00 x 4 trips per year \$360; and afterschool presentations and hands on activities with students and parents @ \$1,000 sessions 4 sessions a year = \$4,000					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
9,880	9,880	9,880	9,880	9,880	\$49,400

The Lady Bird Johnson Wildflower Center exists to introduce people to the beauty and diversity of wildflowers and other native plants. The Wildflower Center program, (Go Native U) is an informal education program that will teach adults about the **sustainable use and conservation of native wildflowers, plants and landscapes**. In addition, the Wildflower Center native plant gardening classes, students will learn about the benefits of native plants in a fun and interactive environment. Lastly, the Wildflower Center staff developed the *Exploring the Native Plant World* curriculum for middle school students, integrating science and the liberal arts. This curriculum will build on students' knowledge as they progress through grades. It addresses different learning styles, is grade specific, and can be used during any season. The intent of *Exploring the Native Plant World* will be to provide teachers with the tools to teach basic botanical and ecological concepts, introduce students to the beauty and value of native flora, and give students the skills they need to become good stewards of the Earth.

Girl Scouts of Central Texas will coordinate and offer a Leadership Experience Program onsite twice a year @ \$250 per student x 50 students per sessions x 2 session					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$100,000

Girl Scouts of Central Texas (GSCTX) serves more than 20,000 girls, grades K-12, and nearly 12,000 adult volunteers in 46 Central Texas counties. To provide the best outcomes-based leadership opportunities for girls, Girl Scouts will prepare girls to lead with courage, confidence, and character. These attributes will empower girls to speak out on caring issues, take active roles in their communities, make appropriate decisions and promote the well-being of themselves and others. The Girl Scouts Leadership Experience will provide the EACPA students and community youth with a strong leadership framework and consistency so all girls have the opportunity to engage in the best leadership experiences available.

Travis County Constable's Precinct 1 will provide a part-time School Resource Officer to provide the GREAT Program/Life Skills Training during and after school to students and parents @ \$22,500 (Part-time salary)					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$22,500	\$22,500	\$22,500	\$22,500	\$22,500	\$112,500

The Travis County Constable's Precinct 1 will enhance its current partnership with the East Austin Community Development Center to include the East Austin College Prep Academy – Community **DREAM-Link** Initiative. The Constable's office has agreed to assign a part-time

School Resource Officer to EACPA to provide Life Skills and G.R.E.A.T Program training. These two evidence-based programs will be offered to teachers, students, family and community members to implement prevention and intervention service and activities to educate participants on bullying, violence, drug abuse, gangs, relationships, parent/adult support, etc. In addition, Life Skills web-site is designed to provide immediate technical support and assistance when requested. Ongoing training materials will be required and are vital to the effectiveness of the implementation of these two proven training courses.

Boys and Girls Club of Central Texas - Youth Mentors @ \$10/hr x 10/hrs a week x 46/wks x 3 Mentors = \$13,800; Onsite Youth Instructor & Trainers @ \$25.00/hr x 15/hrs week x 46/wks x = \$17,250					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$31,050	\$31,050	\$31,050	\$31,050	\$31,050	\$155,250

Boys and Girls Club of Central Texas (BGCCT) – The Boys and Girls Club institution has over 104 years of providing a safe place for youth to learn, grow, develop character and integrity, build positive caring relationships and overall become a positive contributor to society. The Boys and Club will provide afterschool, enrichment, remedial and college readiness activities for both EACPA students and local youth residing at East Austin neighborhoods. Additionally, a mentoring program through the *DREAM-Link* initiative will be implemented. The Mentors will provide youth support, guidance, friendship, role modeling, assistance and an attentive ear. Mentors will meet with their mentees once or twice a week for up to 4 hours through one-on-one, group and/or peer mentoring process. Lastly, the BGCCT will coordinate a formal educational capacity building family and community night activity (Family Advocacy Network) to increase adult/parent involvement, engagement and to develop leadership, parenting and literacy skills.

Austin Community College Division of Adult Education @ \$38.00/hr x 4/hrs week x 46/wks x 1 Instructors in Year 1 and 2 and Year 3 - 5 x 2 Instructors					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$6,992	\$6,992	\$13,984	\$13,984	\$13,984	\$55,936

Austin Community College Division of Adult Education – Austin Community College (ACC) was established in 1974 as the primary gateway to higher education and workforce training in Central Texas. Among the largest and fastest growing two-year colleges in the nation— ACC is home to more than 40,000 credit students, 3,000 faculty and staff, and seven full-service campuses with number eight opening in 2010. Through its existing partnership with EACPA, Austin Community College – Division of Adult Education will enhance its adult education courses and deliver onsite adult basic education activities. The ACC instructors will provide 4 hours a week of reading, writing and English as Second Language (ESL) skill development training, adult basic education and GED courses.

PODER Part-time Community Liaison @ 12,500 will coordinate a variety of community projects for students, parents and educators					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$12,436	\$12,436	\$12,436	\$12,436	\$12,436	\$62,180

People Organized in the Defense of Earth and her Resources (PODER) – PODER’s mission is redefining environmental issues as social and economic justice issues, and collectively setting our own agenda to address these concerns as basic human rights. PODER seeks to empower our communities through education, advocacy and action. Its aim is to increase the participation of communities of color in corporate and government decision making related to toxic pollution, economic development and their impact on our neighborhoods. In collaboration with EACPA and focusing on community service learning, PODER weekly will work with students, parents and community members at El Centro del Familia home of the FSCS program to coordinate a variety of community projects (health, environment, water quality, air, soil, etc) to overall integrate real world concepts into the classroom.

EGT Institute External Evaluator @ 7% of Total Costs					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$35,000	\$35,000	\$35,000	\$35,000	\$35,000	\$175,000

The program evaluation will be conducted by **EGT Institute, Inc.**, an educational research-based, independent corporation with extensive experience in evaluating U.S. Department of Education Programs (USDOE). EGT Institute’s highly experienced evaluators have a broad knowledge of scientifically-based randomization and quasi-evaluation methodologies, data collections, analysis and reporting requirements. EGT Institute, Inc. currently serves as an independent evaluator to numerous local educational agencies, school districts, higher education institutions, and community-based organizations. EGT Institute, Inc. will conduct the independent comprehensive rigorous evaluation and study for validating the proposed Full-Service Community Schools Program. This will include the development of a web-based data collection system, training staff, facilitator and teachers, developing survey instruments, collecting data, implementing an experimental design study and evaluating the project objectives and performance measures. EGT Institute, Inc. will assign the equivalent of 1 FTE Senior Researcher/Evaluator, one .35 FTE Evaluator and two .25 FTE Evaluation Specialists to collect data at all sites. The daily rate for EGT Institute evaluation services includes the evaluators’ time, fringe benefits, use of office space, computers, supplies, internet access, copier services, printing, office support staff and local travel. Cost for evaluation services budget is as follows:

- Development of final evaluation design @ 8 days
- Implementation of research study to validate program @ 15 days
- Development of web-based data collection system and testing @ 5 days
- Collect and monitoring all reported data into database @ 15 days
- Train staff and partners on data collection system and follow-up @ 5 days
- Administer student assessments with support of teachers, staff and partners @ 5 days
- Analyze all data and prepare school site reports @ 10 days
- Conduct on-site visits to monitor data collection @ 5 days
- Provide regular evaluation results to Program Administrator, staff and partners @ 5 days
- Prepare annual performance U.S. Department of Education Full-Service Community Schools and the independent project evaluation reports @ 10 days
- Attend regular program Team Management Meetings @ 5 days
- Attend required national evaluators meeting in DC @ 4 days

Total of 92 days x \$380.43 per day = \$35,000

7. Construction**-0-****8. Other**

OTHER TOTAL					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$44,270	\$25,216	\$37,216	\$37,216	\$32,216	\$176,134

The following operating cost for rent, utilities, insurance, and technology services are necessary in order to implement the Community DREAM-Link Initiative within EACPA.

Technology Services @ 75 mo. x 12 mo.					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$900	\$900	\$900	\$900	\$900	\$175,000

Postage @ \$30.00 x 12 mo.					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$360	\$360	\$360	\$360	\$360	\$1,800

Copier @ \$125 x 12 mo.					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500

Telephone & Fax @ \$100 mo. x 12 mo.					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$6,000

Light Snacks for students/parents for after-school evening training @ \$100/wk x 46 weeks					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$4,600	\$4,600	\$4,600	\$4,600	\$4,600	\$23,000

To allow the project to conduct the everyday operations, administration, planning, communications, and monitoring required to meeting and/or exceeding all contractual outcomes and goals, costs associated with technology, postage, copier, phones and fax will be incurred for program staff to use as a means of communicating, reporting, marketing and other related purposes to meet the program outcomes.

Additionally, light snacks will be encumbered and provided to participants during evening training. EACPA understands the importance of a well nourished participant and how it relates to their academic success. With approximately 50% of its students and families categorized as economically disadvantaged, EACPA strives at providing a nutritious and wellness program for all participants to be well feed before venturing into learning. For this reason, EACPA Full-Service Community Schools program will offer nutritional snacks for after school programs and activities to all its cohort students, parents and community members.

Ground Transportation (Bus) for educational College and Career Readiness and Awareness visits and Field Study Trip (Wildflower Center) @ \$18.00/hr driver x 8/hrs x 5

times a year \$720; Plus Fuel @ \$2.80/gallon x 35/gallons = \$98.00 x 5 per trips = \$490					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$1,210	\$1,210	\$1,210	\$1,210	\$1,210	\$6,050

Bus Transportation Will provided to transport students, parents and teachers to sponsored Full-Service Community Schools Program College and Career Readiness activities that will include University/College visits, high school visits, Leadership, Math and Science activities, Career Fairs, including parent conferences, training and meetings. In addition, transportation to the Wildflower Center will be provided for students, teachers and parents to participate in community service and service learning opportunities related to science, biology, etc.

Automated School Information System (SISCall) notifies parents of their students' attendance and of school events including closures, emergencies, etc. @ \$25,000 includes installation, software, training including ongoing technology and technical support (\$5,000) annually.					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$25,000	\$5,000	\$5,000	\$5,000	\$0	\$40,000

The relationship that exists between parent, student, and school can be one of the most powerful influencers on a student's success. By providing up-to-date and actionable information, a school can encourage parental involvement, create connections within the school, and ensure that parents are always informed about their student's activities. Thus, EACPA has allocated resources to purchase a state-of-the-art communication system that can inform parents instantly regarding student's attendance, school closures, student's progress, disciplinary actions, etc. through an automatic email, phone, web-base and/or bulletin method.

Life Skills & G.R.E.A.T. Program Training and Materials @ \$9,500 (Year one Only) and Life Skills Training Program Material for teachers, students and Parents @ \$10,466					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$9,500	\$10,446	\$10,446	\$10,446	\$10,446	\$51,284

Life Skills & G.R.E.A.T. Program Training and Materials – These two proven researched evidence-based programs have been selected by EACPA and partners to offer onsite prevention and intervention training and services (anti-bullying, violence, substance abuse, etc.) to participants. In order for Austin Sheriff's Department – School Resource Officer to deliver effective project-based training courses, materials, supplies and resources must be purchased and provided to the participants to fully engage the audience.

Marketing Campaign and Program Promotion which includes digital and hard copy web-link, newsletters, Year Book, flyers, brochures @ \$10,000 a year starting in Year 3 for					
---	--	--	--	--	--

sustainability an replication

FSCS 2010 Budget					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
0	0	\$12,000	\$12,000	\$12,000	\$36,000

In the essence of sustainability and replication, EACPA has allocated a moderate amount of resources commencing in year 3, to implement an aggressive media outreach campaign. This marketing strategy will include web-base platforms, media outlets, hard copy brochures, flyers newsletter, white papers, etc.

9. Total Direct Costs

TOTAL DIRECT COSTS					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$496,000	\$492,000	\$492,000	\$492,000	\$492,000	\$2,464,000

10. Indirect Costs -0-

11. Stipends -0-

STIPEND TOTAL					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$4,000	\$8,000	\$8,000	\$8,000	\$8,000	\$36,000

EACPA has policies and procedures that articulate that teachers participating in capacity building activities during non-traditional school hours will be compensate fairly for his/he active participation.

11. Stipends - \$100 x 20 teachers and related educators to participate in Professional Development Training x 2 days in Year One and x 4 days in Year 2 -5					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$4,000	\$8,000	\$8,000	\$8,000	\$8,000	\$36,000

Training Stipends – EACPA’s practice is not to disrupt the traditional classroom instruction as much as possible. Therefore, participating teachers will attend professional development and capacity building training activities during non-traditional school schedules which will include evenings and weekends. As a result of this practice and to meet the program outcomes for staff development, teachers participating in the *DREAM-Link* initiative will be provided a stipend.

12. Grand Total

GRAND TOTAL					
Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$2,500,000

EACPA					
Community DREAM-Link Initiative	Year 1	Year 2	Year 3	Year 4	Year 5
1. Personnel Total	\$166,000	\$170,980	\$176,109	\$181,393	\$186,834
Full-Service Coordinators (2FTE) @ \$59,000 per year	\$118,000	\$121,540	\$125,186	\$128,942	\$132,810
Community Adult/Youth Liaison (1 FTE) @ \$48,000	\$48,000	\$49,440	\$50,923	\$52,451	\$54,024
<i>Salaries include 3% cost-living-increase each year.</i>					
Hourly Positions * Includes Fringe	\$41,426	\$45,976	\$45,976	\$45,976	\$45,976
(2) Part-time Family Literacy Instructors @ \$25.00/hr x 8 hrs/wk x 46 wks = \$9,200 x 2	\$18,400	\$18,400	\$18,400	\$18,400	\$18,400
(2) After-School teachers to work at-risk students @ \$35.00/hr x 5hrs/wk x 23/wks and Year 2 - 5 36/wks	8,050	12,600	12,600	12,600	12,600
(4) Child Care Aides @ \$9.00/hr x 8hrs/wk x 52/wks = \$3,744 x 4	14,976	14,976	14,976	14,976	14,976
2. Fringe Benefits @ 25%	\$36,520	\$37,616	\$38,744	\$39,906	\$41,104
3. Travel	\$4,780	\$4,780	\$4,780	\$4,780	\$4,780
FSCS Coordinators 75 mi/mo @ 50.0/mi. x 12 mos.	\$450	\$450	\$450	\$450	\$450
Community Adult & Youth Liaison 200 mi/mo. @ 50.0/mi. x 12 mos.	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
Out of State Travel					
Grantee Meeting in Washington, D. C. - Airfare @ \$550 x 2 = \$1,100 ; Luggage @ \$50.00 x 2 = \$100; 3-nights lodging @ 245 x 2 rms = \$1,470 ; 3 - days per diem @ \$60/person = \$360; Transportation @ \$50 x 2 = \$100	\$3,130	\$3,130	\$3,130	\$3,130	\$3,130
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$40,306	\$44,734	\$19,485	\$13,039	\$11,400
General Supplies @ \$200 x 12 mos.	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
2 Computers @ \$1,500	\$1,500	\$1,500	\$0	\$0	\$0

Netbooks/Laptops for students (21st Century Classrooms) Year 1 @ \$800 x 20; Year 2 @ \$800 x 4 & Year 3 @ \$800 x 3	\$16,000	\$3,200	\$2,400	\$0	\$0
Remediation Software (Mathematics & English Language Arts) @ \$85.00 each x 100 Math and 100 ELA Year 1 & 2	\$17,000	\$17,000	\$0	\$0	\$0
Family Literacy and Youth College Readiness Materials will be purchased to support the goal and objectives of the project. Each year the amount will vary	\$336	\$5,234	\$5,685	\$1,639	\$0
Time4Learning - Forum 6th to 8th grade (math, pre-algebra, language arts, science, and social studies) @ \$19.95 (first child and \$14.95 for each additional child monthly x 50 student x 4 months for Year 1 and Year 2 - 5 100 students x 6 months	\$3,070	\$9,000	\$9,000	\$9,000	\$9,000
Flip Cameras for enrichment activities, Field trips, science project and for digital presentations @ \$160 x 40	\$0	\$6,400	\$0	0	\$0
6. Contractual	\$162,698	\$162,698	\$169,690	\$169,690	\$169,690
Huston-Tillotson University - Tutors @ \$9.00/hr 3/hrs day x 4 days x 46/wks = \$4,968 x 5 tutors = \$24,904	\$24,840	\$24,840	\$24,840	\$24,840	\$24,840
UT-Wildflower Center Team will provide training to teachers @ \$60/per teacher x 12 teachers \$720; teacher resources @ \$300 per teacher x 16 teachers \$4,800; Field Study Trips @ \$2.00 per student x 30 students = \$60.00 and \$3.00 per parent x 10 parents = \$30.00 for a total of \$90.00 x 4 trips per year \$360; and afterschool presentations and hands on activities with students and parents @ \$1,000 sessions 4 sessions a year = \$4,000	\$9,880	\$9,880	\$9,880	\$9,880	\$9,880
Girl Scouts of Central Texas will coordinate and offer a Leadership Experience Program onsite twice a year @ \$250 per student x 50 students per sessions x 2 session - Resources will cover the costs for coordinating the activity, compensating the trainers and purchasing the materials to implement the Leadership Experience Program	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000

Travis County Constable's - Precinct 1 will provide a part-time School Resource Officer to provide the GREAT Program/Life Skills Training during and after school to students and parents @ \$22,500 (Part-time salary)	\$22,500	\$22,500	\$22,500	\$22,500	\$22,500
Boys and Girls Club - Youth Mentors @ \$10/hr x 10/hrs a week x 46/wks x 3 Mentors = \$13,800; Onsite Youth Instructor & Trainers @ \$25.00/hr x 15/hrs week x 46/wks x = \$17,250	\$31,050	\$31,050	\$31,050	\$31,050	\$31,050
Austin Community College Division of Adult Education @ \$38.00/hr x 4/hrs week x 46/wks x 1 Instructors in Year 1 and 2 and Year 3 - 5 x 2 Instructors	\$6,992	\$6,992	\$13,984	\$13,984	\$13,984
PODER 2-Part-time Community Liaison @ 30.00/hr. x 5hrs a days x approx. 41.45 days 12,436 will coordinate a variety of community projects for students, parents and educators	\$12,436	\$12,436	\$12,436	\$12,436	\$12,436
EGT Institute Evaluation @ 7% of Total Costs	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000
7. Construction	\$0	\$0	\$0	\$0	\$0
8. Other	\$44,270	\$25,216	\$37,216	\$37,216	\$32,216
Technology Services @ 75 mo. x 12 mo.	\$900	\$900	\$900	\$900	\$900
Postage @ \$30.00 x 12 mo.	\$360	\$360	\$360	\$360	\$360
Copier @ \$125 x 12 mo.	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Telephone & Fax @ \$100 mo. x 12 mo.	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
Light Snacks for students and parents for after-school evening training @ \$100/wk x 46 weeks	\$4,600	\$4,600	\$4,600	\$4,600	\$4,600
Ground Transportation (Bus) for educational College and Career Readiness and Awareness visits and Field Study Trip (UT-Wildflower Center) @ \$18.00/hr driver x 8/hrs x 5 times a year \$720; Plus Fuel @ \$2.80/gallon x 35/gallons = \$98.00 x 5 per trips = \$490	\$1,210	\$1,210	\$1,210	\$1,210	\$1,210
Automated School Information System (SISCall) notifies parents of their students' attendance and of school events including closures, emergencies, etc. @ \$25,000 includes installation, software, training including ongoing technology and technical support (\$5,000) annually.	\$25,000	\$5,000	\$5,000	\$5,000	\$0

GREAT Program Training and Materials @ \$9,500 (Year one Only) and Life Skills Training Program Material for teachers, students and Parents @ \$10,466	\$9,500	\$10,446	\$10,446	\$10,446	\$10,446
Marketing Campaign and Program Promotion which includes digital and hard copy web-link, newsletters, Year Book, flyers, brochures @ \$12,000 a year starting in Year 3 for sustainability an replication			\$12,000	\$12,000	\$12,000
9. Total Direct Costs	\$496,000	\$492,000	\$492,000	\$492,000	\$492,000
10. Indirect Costs -	\$0	\$0	\$0	\$0	\$0
11. Stipends	\$4,000	\$8,000	\$8,000	\$8,000	\$8,000
Stipends-\$100 x 20 teachers and related educators to participate in Professional Development Training x 2 days in Year One and x 4 days in Year 2 -5	\$4,000	\$8,000	\$8,000	\$8,000	\$8,000
12. Total Costs	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000

Project Narrative

Project Narrative

Attachment 1:

Title: **Final Narrative & TOC** Pages: **36** Uploaded File: **I:\Full Service Community School Program\Final Submission folder 7.22.10\Final EACPA Narrative 7.23.10.pdf**

Table of Contents
East Austin College Prep Academy

Full Service Community Service Grant

Abstracti

1. QUALITY OF THE PROJECT DESIGN 1

i. Project objectives 1

ii. Students, family, and community members to be served 3

iii. Services to be provided..... 7

2. ADEQUACY OF RESOURCES 9

i. The adequacy of support..... 9

ii. The relevance and demonstrated commitment of each partner 11

iii. The extent to which costs are reasonable in relation to number of person served ... 16

3. QUALITY OF THE MANAGEMENT PLAN..... 16

i. The comprehensive plan includes planning, coordination, management oversight . 16

ii. The qualifications of the FSCS coordinator and key personnel 20

iii. Time commitment of the Directors, FSCS coordinator and key personnel..... 20

4. QUALITY OF PROJECT SERVICES 24

i. Services reflect up-to-date knowledge from research and effective practice 24

ii. Likelihood that services will lead to improvements 29

5. QUALITY OF THE PROJECT EVALUATION 31

i. Methods of evaluation 31

ii. Will provide timely and valid information 33

iii. Will provide guidance on or strategies for replicating 35

6. DETAILED BUDGET AND BUDGET NARRATIVE..... 36

7. APPENDICES 52

Appendix A – Resumes of Key Personnel 48

Appendix B – Memorandum of Understanding 60

Appendix C – Documentation of match 70

Appendix D – Other Attachments 87

(1) Quality of the Project Design

(i) Project objectives

In response to Absolute priority, East Austin College Prep Academy (EACPA), a Texas Education Agency certified charter school, has partnered with Southwest Key Programs (SKP) - East Austin Community Family Center – (El Centro del Familia), Huston-Tillotson University, University of Texas at Austin (UT) Lady Bird Johnson – Wildflower Center, Boys and Girls Club of Central Texas, Travis County Constable’s – Precinct 1, League of United Latin American Citizens, People Organized in the Defense of Earth and her Resources, Girls Scouts of Central Texas, Hispanic Physicians Association, Advanced Micro Devices, and State Farm Insurance to establish a Full-Service Community Schools innovative program, This unique program entitled Community ***DREAM-Link*** Initiative (**D**elivering **R**esources for an **E**nrichment and **A**cademic **M**ission) will serve students, families, and community residents of the East Austin Govalle/Johnston Terrace neighborhood in the East Austin area. The target population is traditionally under-served with a high percentage of Hispanics, African-American, homeless, limited English, low-income, and under-educated residents.

In fact, the proposed Community ***DREAM-Link*** Initiative is part of a large initiative called the East Austin Community Development Project (EACDP). The EACDP is an ambitious neighborhood revitalization and community development effort to improve the physical, political, economic, social and educational landscape of the East Austin community particularly in the Govalle/Johnston Terrace neighborhood, through a range of critical education, social, health and economic development, and capacity-building programs.

Goal: The goal of ***DREAM-Link*** is to improve academic achievement, attendance, behavior, engagement, and other developmental skills of students and adults through an integrated array of

researched-based proven programs related to education, social, emotional and economic development for students, families, and community residents of the East Austin

Govalle/Johnston Terrace neighborhood. **Objectives and performance indicators:**

Table 1: Improve Academic Performance of Students
<ul style="list-style-type: none"> The percentage of students who score proficient or advanced on Texas Assessment of Knowledge and Skills (TAKS) tests in English-Language arts, Math and Science will each increase by 10% annually as compared to pre-program baseline data.
Improve Student Behavior and well being
<ul style="list-style-type: none"> The number of students that report being in a physical fight during the past 12 months will decrease by 5% annually as compared to pre-program baseline data.
<ul style="list-style-type: none"> The number of students that report being a gang member during the past 12 months will decrease by 5% annually as compared to pre-program baseline data.
<ul style="list-style-type: none"> The number of students that report using alcohol, tobacco or other drugs (ATOD) during the past 12 months will decrease will by 5% annually as compared to pre-program baseline data.
<ul style="list-style-type: none"> The number of students that report feeling depressed, sad or hopeless during the past 12 months will decrease will by 10% annually as compared to pre-program baseline data.
<ul style="list-style-type: none"> School attendance will increase by 3% annually as compared to pre-program baseline data.
<ul style="list-style-type: none"> School dropout rate will decrease by 1% annually as compared to pre-program baseline data.
<ul style="list-style-type: none"> The number of students participating in mental health programs will increase by 10% annually as compared to Year 1 participation data.
<ul style="list-style-type: none"> Each year, 100% of participating students will participate in group counseling sessions related to mental health, drug, and gang prevention.
Improve Student Engagement in <i>DREAM-Link</i> services
<ul style="list-style-type: none"> The number students participating in <i>DREAM-Link</i> programs will increase by 10% annually as compared to Year 1 participation data.
<ul style="list-style-type: none"> The number of students participating in local community service projects will increase by 10% annually as compared to Year 1 participation data.
<ul style="list-style-type: none"> The number of students who participate in in-school and after-school enrichment activities (leadership development, tutoring, mentoring, college preparation, career readiness, field trips, and competitions) will increase by 15% annually as compared to Year 1 participation data.
<ul style="list-style-type: none"> The number of students (who respond to an annual survey) who report "above average" satisfaction with <i>DREAM-Link</i> programs and services will increase by 15% annually.
Increase Parental/ Community resident engagement and participation
<ul style="list-style-type: none"> The number parents and adults participating in <i>DREAM-Link</i> programs will increase by 5% annually as compared to Year 1 participation data.
<ul style="list-style-type: none"> The number of students (annual survey) who report increased communication with their

parents will increase by 10% annually as compared to Year 1 survey data.
<ul style="list-style-type: none"> • The number of parents and community residents participating in parenting skills development, family literacy, adult-basic education (ESL, GED, computer literacy), vocational training, job placement, and career readiness programs will increase by 10% annually as compared to Year 1 participation data.
<ul style="list-style-type: none"> • The number of parents/adults (annual survey) who report that they want their child(ren) to go to college will increase by 10% annually as compared to pre-program baseline data
<ul style="list-style-type: none"> • The percentage of parents/adults (annual survey) who report they engage in their child(ren) in learning activities will increase by 10% annually as compared to pre-program baseline data

(ii) Students, family, and community members to be served

Austin is the capital and the fourth largest city in Texas, and one of the fastest-growing cities in the U.S. Between April 2000 and July 2006, the population of the Austin-Round Rock Metropolitan Statistical Area (MSA) rose 21%, to more than 1.7 million (Austin Business Journal, April 13, 2007).

Target Area: While Austin MSA continues to flourish, East Austin continues to be economically, socially, academically, and racially segregated from the rest of the city. The target area of ***DREAM-Link*** is East Austin and Govalle/Johnston Terrace neighborhood. This area and neighborhood is mostly populated by minority residents who are isolated economically, educationally, socially and politically from the rest of the city (Center for Housing Studies, 2007). In this neighborhood, low educational attainment, poverty, high teen pregnancy, limited resources and services, substandard housing, inadequate healthcare, and violence are common.

Target Demographics: According to the U.S. Census estimate 2009, Austin had a population of 786,382 of which 26.2% were Hispanic 7.7% African American, 11.1% live in poverty and nearly 10% percent do not speak English at home. **On the contrary, the population of East Austin (target area)** in 2009 was 35,938 of which **58.9%** were Hispanic, **30.7%** were African American and **55%** of the people in the target area live in poverty which is four times higher than the MSA (11.1%). In addition, nearly **65%** do not speak English at home

which is **six** times higher than the MSA (10%) and the median household income for the East Austin neighborhood was **\$15,678**, as compared to **\$48,950** for the Austin MSA. Also, the unemployment rate for this low-income area was **12.5%** which was three times higher than the Austin MSA (4%). Approximately **54%**, of the target region’s working age population did not have a high school diploma, which was triple the rate of the Austin MSA (15.2%) and only **11.6%** of the labor force had a bachelor’s degree or higher as compared to **36.7%** in the Austin MSA . It is evident that the target area for the proposed **DREAM-Link** suffers educationally, economically, and socially. The table below further illustrates East Austin demographics and challenges as compared to the Austin MSA and the State (U. S. Census 2000 and 2009 estimate):

Table 2: Comparison Statistics	East Austin	Austin MSA	State
Poverty Rate 2000	55%	11.1%	15.8%
Median Household income	\$15,678	\$48,950	\$50,049
Hispanic/Latino	58.9%	26.2%	32%
Black/African American	30.7%	7.7%	11.5%
White	4.5%	60.7%	71%
Single-parent households	34.1%	8%	39%
% Adults without a HS diploma	54.4%	15.2%	75.7%
% Adults with a college degree	11.6%	36.7%	23.2%
Unemployment rate	12.5%	4%	8.3%

School District: Austin Independent School District (ISD) serves over 82,181 students in over 120 campuses – 78 elementary, 17 middle schools, 13 high schools and 12 special campuses. Of the total students enrolled, 60.8% are economically disadvantaged and 28.3% are Limited English Proficient. Of the 120 Austin ISD schools, three high schools, four middle schools, and seventeen elementary schools serve the proposed target residents of East Austin and Govalle/Johnston Terrance neighborhood. There are a total of **13,489** students residing in the 24 schools serving the East Austin service area of which **9,191** are Hispanic, **3,581** are African

American, **11,841** are economically disadvantaged and **5,258** are Limited English Proficient.

Of the three high schools (East Memorial, LBJ, and Reagan) that serve East Austin, two have been rated academically unacceptable. In fact, Reagan High School has been rated academically unacceptable for two consecutive years and East Memorial has been rated academically unacceptable for four consecutive years (Texas Education Agency AEIS 2009). Similarly, the four middle schools serving the target East Austin area – illustrate that students in these schools have not been receiving the type of rigorous academic preparation necessary to be successful (TEA AEIS 2009). The academic achievement in the core subjects is measured by the state standardized Texas Assessment Knowledge Skills (TAKS) tests. The TAKS scores of students in these schools were well below the state average in all subjects tested. The TAKS scores (core subjects) for the three high schools also demonstrated a significant under-achievement of **32.3%** when compared to the state at **72%** and the four middle schools had a low TAKS score (all subjects) of **53.3%** when compared to the state at **74%** (TAKS data 2008-2009). Evidently, the TAKS scores for students in grades 6-12 demonstrated **major achievement gaps** between the performances of the target schools as compared to the overall state level (Appendix D pg. 87 – School demographics).

A contributing factor to low passing rates on the TAKS have been high disciplinary violations and truancy rates. Based on a 2009 PEIMS report, Austin ISD, had over 28,828 student disciplinary violations. The PEIMS disciplinary data from Texas Education Agency (2009), reported that Austin ISD had over 578 incidents of possession/ selling/ use of marijuana and controlled substance along with 15 felony incidents of controlled substance.

Crime: According to Austin Police Department there is more crime in East Austin, 2.8 times higher than other parts of the Austin MSA. Gang members predominantly live in the East Austin
East Austin College Prep Academy | Community *DREAM-Link* Initiative 5

neighborhood, and target local community residents and businesses. Thus, it is not surprising East Austin faces a juvenile delinquency problem. Over the past **four years**, this area has ranked **first**, and **third** for **juvenile arrests** among Texas State and youth ages **10– 14** years who were arrested at a rate of **45.05** per 1,000 children, compared to the state rate of **23.12** (Texas Youth Commission, 2008).

Social and Health Factors: In Texas, Hispanic teens ages 15 through 19 had the highest birth rate at **83%** when compared to other ethnic groups in the U.S. In fact, Texas was ranked **1st** for mothers with less than 12 years of education giving birth; and ranked **2nd** for children having difficulty speaking English (Annie E Casey Foundation, KIDS COUNT 2009). Clearly, based on the data presented above many families in the target area have a difficult time understanding the complexities associated with social and emotional development of their children and how to identify early at risk health factors. Thus, the SWP created the East Austin Community Family Center (East Austin CFC) and East Austin College Prep Academy (Charter Middle School) to provide local students and residents’ educational, social, and job training programs, options, and opportunities for a more healthier, safer and secured community and economic future. Since 1980, the only middle school serving this area has been closed. For years, middle school students were bused to and from schools elsewhere in the city, with no access to after-school enrichment and services. The situation also made it difficult for parents and community members to participate in structured school activities.

East Austin College Prep Academy (EACPA): As a result of a massive outreach community needs assessment implemented in 2006, EACPA was developed to establish the first middle school in over 20 years for the low-income residents of the target neighborhood. With **over 55%** of the population living in poverty and **65%** not speaking English at home, it’s

East Austin College Prep Academy | Community *DREAM-Link* Initiative 6

evident that students and local residents of East Austin have been challenged by poor neighborhood conditions, and inadequate social, economic, and emotional support systems that adolescents and adults need to succeed in life. Therefore, EACPA and its partners proposed to implement a Full-Service Community Schools (FSCS) Program in the hub of the most at-risk, poor, limited English, distressed neighborhood in Austin, Texas. Not only has EACPA provided the community's only middle school, but through the FSCS program and partnerships with local entities, it will offer local youth, family, and community residents increased access to an array of coordinated proven educational, social, enrichment, community, health and economic services.

Currently, EACPA is in its 2nd year and serves 200 students in 6th and 7th grade, among which 80% of the students are Hispanic, 8% African American 2% White, and 90% are economically disadvantaged. In Year two of *DREAM-Link*, a new 8th grade class will open and 100 new six grade students will be enrolled for a total of 300 students per year thereafter.

(iii) Services to be provided

EACPA and its partners believe that a focus on in-school high standards and academic achievement is necessary, but not sufficient, for youth to succeed. Mobilizing the assets of community-based partners to comprehensively develop the social, emotional, economic, and academic competencies of young people is also essential. The proposed *DREAM-Link* Initiative will set the platform for not only establishing a set of sustainable partnerships, but also a place where integrated services, supports and opportunities will lead to improved student learning, stronger families, and healthier communities. *DREAM-Link* will be **implemented at EACPA – Charter Middle School, El Centro del Familia, the Boys and Girls Club** (described later), and students of EACPA, including youth, families, and community residents of East Austin will be served. **In addition to ongoing rigorous and Texas Essential Knowledge and Skills**

(TEKS) aligned in-school core curriculum and scope and sequence classroom instruction,

DREAM-Link will provide the following programs and services:

Table 3: Services	Description	Needs
2) Remedial Education and Enrichment activities Frequency: 5 days week during regular school hours including after school 2 hours each day and daily during the summer for 4 weeks.	Tutoring, homework assistance, life skills development, supplemental instruction, counseling services, advising, enrichment activities, G.R.E.A.T Program (violence and drug prevention and intervention)	Low academic performance levels of students, high rate of student behavior problems, high substance abuse
3) Family Engagement Frequency: 2 days a week in the evening for a total of 4 hours including a group meeting every two weeks.	Parenting skills, family literacy, family engagement outreach activities, leadership skills development, Family Advocacy Network for parental engagement	Low education levels of parents, limited parent-child engagement
4) Mentoring/Youth Development Frequency: 4 days a week during regular school hours including after school for a total of 10 hours	College students mentoring youth and families, leadership development of youths and families, personal skills development, character building, mentoring of students with single parent and/or limited adult support, career awareness, college readiness, field trips, competition in robotics, software design, technology integration etc).	Low academic performance levels of students, high rate of student behavior problems, high substance abuse, gang involvement, limited adult/parent support
5) Community service learning Frequency: 2 days a week during regular school hours including after and summer school for a total of 8 hours including 4 field educational trips annually	Community-based community service projects in areas such as but not limited to community health and environment	Connection to community needs, need to develop character, leadership, and civic values
7) Job training & career counseling Frequency: 2 days a week during regular school hours including after school and summer for a total of 8 hours.	College and career readiness, job training, vocational training, job referral and placement	Low income of families, low education levels, high unemployment
11) Mental health services Frequency: 2 days a week during regular school hours for a total of 3 hours including quarterly sessions	Place-based mental health services (assessment, case management, individual and group counseling, awareness, conflict resolution, anger management, etc.)	High crime rate, high rate of suspension and disciplinary violations, poor resiliency skills

12) Adult education Frequency: 3 days a week in the evening for a total of 6 hours	adult basic education (ESL, GED, computer literacy)	Low income of families, low education levels, high unemployment
---	---	---

*Appendix D pg. 88 - Logic Model illustrates the number of youth and adults served by service.

Through its integrated focus, **DREAM-Link** will serve a total of 1,975 participants in Year One (1,200 students and 775 family and community members) and a total of 2,275 participants per year (1,300 students and 975 family/ community members) in Years two through five.

(2) Adequacy of Resources

(i) The adequacy of support, including facilities, equipment, supplies and other resources...

Although EACPA is in its second year of operations, its founder and parent organization Southwest Key Program (SKP) is the 4th largest Hispanic nonprofit in the country. It manages over \$60 million (federal, state, and private) funds and employs over 1,000 employees. SKP is a national nonprofit organization (founded in 1987), and provides transformative education, innovative safe shelters, and alternatives to incarceration for over 6,000 youth each day in seven states, while creating opportunities for their families to become self-sufficient. SKP's national headquarters is located at the East Austin CFC – El Centro de Familia). SKP completed construction of the **\$8 million 30,000 square-foot facility** in this economically disadvantaged neighborhood in 2007, to establish a state-of-the-art 21st century community facility for increasing **civic, social, education and employability skills and competencies** for East Austin residents. This Center is currently home to **EACPA**, Boys & Girls Club, GED and ESL classes, the AMD (Advance Micro Devices) – Community Technology Center, an outdoor amphitheater, Latino arts program, and a variety of educational programs and recreational facilities. Thus, the proposed **DREAM-Link** initiative will be located and housed at **El Centro de Familia** (no-cost). This configuration will not only maximize resources, services, and equipment provided through

the Center, but will allow *DREAM-Link*'s participants access to a variety of partner organizations and private industries currently coordinating and providing services at the Center.

In fact, SKP launched a massive community assessment and neighborhood outreach campaign in 2006 for East Austin residents. A theme emerged from this campaign “*We want a school, a safe public place to take our families, a job center, we want something for our community.*” SKP listened and El Centro del Familia and EAPCA have become a starting point for quality education, community empowerment and job creation where participants and students engage in leadership training, computer literacy classes, GED and ESL classes, intense academic preparation, college readiness, dance, art, music, theater, employment and after-school programs. In response to the identified needs and wishes of East Austin residents, the *DREAM-Link initiative* was created to not only initiate the next formal phase of connecting and integrating existing and new community, education, social and health services, but also to enhance and develop a strong long lasting school and community partnership.

EACPA will be fully supported by SKP whose founder and current CEO is the chair of the Board of Trustees and also the founder of EACPA – Charter School (Appendix A pg. 52 Dr. Sanchez Resume). Therefore, EACPA’s Board of Trustees, Superintendent and the vast network of established partners (described below) fully support the Community *DREAM-Link* Initiative.

Facilities: As testimony, EACPA and SKP pledge their commitment, active participation, and use of its Charter School and El Centro del Familia at no-cost to the FSCS program. Both these new facilities include classrooms, meeting/training facilities, gymnasium, kitchen, AMD technology center, library, and an outdoor amphitheater.

Equipment: With the exception of the requested items delineated in the budget narrative, EACPA will be the lead provider of any required equipment. These items will include but not
East Austin College Prep Academy | Community *DREAM-Link* Initiative

limited to computers, SMARTboards, projectors, DVD players, navigating calculators, television, software, sport equipment, text books, etc. Additionally, community partners have agreed to contribute specialized equipment when required to support its activities.

Personnel: EACPA and its partner staff are committed to the success of the *DREAM-Link* initiative **as validated in the memorandum of understanding (MOU)** Appendix B pg. 60. From the onset, EACPA has included personnel, partner staff, and community members in the planning and development of this initiative and will continue to do so through a **DREAM Team Advisory Committee (DTAC)**. The members of *DTAC* will include a representative from each partner organization, LEA administrators, charter school principal, teachers/educators, parents, and community members. The DTAC will meet monthly and will play a critical role in planning, goal setting, guidance, implementation, evaluating and in the overall sustainability of the project.

(ii) The relevance and demonstrated commitment of each partner

EACPA will utilize the expertise and resources of its existing network of service providers (See MOU in Appendix B pg. 60). Through SKP, EACPA has had the opportunity to forge numerous partnerships with local, regional, and national community-based organizations, higher education institutions, workforce and economic development, federal and state entities, faith-based organizations including business and industry throughout its service area. These organizations have and will be instrumental in outreach, recruitment, skill enhancement, support services, and overall coordination of resources to eliminate any possible duplication while enhancing and maximizing services for the target population. As aforementioned, each partner will appoint a representative to the DTAC. Furthermore, each partner was strategically selected to participate in *DREAM-Link* for its experience, expertise, organizational foundation, resources, and for their commitment of improving the social, wellness, education, and economic

conditions of East Austin residents. To ensure that the proposed *DREAM-Link* is adequate to meet the needs of its target population, each partner will provide the following services:

Southwest Key Programs (SKP): As the parent organization of EACPA, SKP will play an active role in supporting the *DREAM-Link* Initiative. SKP, as the founder and financial supporter (\$88,000 annually) of EACPA has built an outstanding reputation in the provision of culturally relevant, community-based services by designing and implementing innovative and effective youth and family programs in Texas and throughout the U.S. SKP successfully operates juvenile justice and family wraparound programs, alternative schools, youth empowerment, fatherhood programs, safe shelters for immigrant children, job creation initiatives, and child care brokerage services. SKP will offer its El Centro del Familia facility and its services at no-cost (Appendix D pg. 90 Profile). Moreover, SKP personnel (pro-bono), located at this site will coordinate with the EACPA *DREAM-Link* staff to offer services deemed necessary and appropriate towards meeting the proposed goal and objectives.

Huston-Tillotson University: EACPA has enjoyed a productive partnership with these two higher education institutions through coordinating school-based college and career activities. Through *DREAM-Link* each institution will enhance its services by offering “place based” tutoring, mentoring, college preparation, counseling, and outreach services to students, parents, and community members.

UT – Wildflower Center: The Wildflower Center is a research unit of UT with a mission to increase the sustainable use and conservative of native wildflowers, plants and landscapes. Thus, the **Wildflower Center** will provide community service and service learning opportunities related to science, biology, etc. and high-quality professional development training to teachers and coordinate educational classes and content related field study trips for students and family

members. In addition, UT-Wildflower Center trainers will coordinate classroom project-based service learning activities for students and family members to apply knowledge gained.

Boy and Girls Clubs of Central Texas (BGCCT): BGCCT has had a strong working relationship with EACPA . BGCCT, currently located at El Centro de Familia has been providing afterschool, enrichment, remedial and college readiness activities for both EACPA students and local youth residing at East Austin neighborhood. BGCCT will enhance its current services to include focused “place-based” mentoring services, particularly for those youth with a single parent and with limited adult support. In addition, once every two weeks, BGCCT will coordinate a family and community night activity (Family Advocacy Network) to increase adult/parent involvement while developing their leadership, parenting, and literacy skills.

Travis County Constable’s: The Travis County Constable currently partners with SKP and has an active presence at El Centro de Familia in East Austin. During the past two years, the Constable has been collaborating with the Center by delivering prevention and intervention violence and drug abuse activities. Through the proposed *DREAM-Link* initiative, the Travis County Constable’s office will enhance these services and assign a School Resource Officer to formally deliver Life Skills training and/or the G.R.E.A.T. (Gang Resistance Education And Training) program to students, family and community members during and after-school. These remedial educational services will be coordinated and delivered at the Charter School, Boys and Girl Clubs of Central Texas and at El Centro de Familia.

League of United Latin American Citizens (LULAC): LULAC is the largest national Latino civil rights and advocacy group in the Unites States – working to improve opportunities for Latino Americans. Founded in 1929, LULAC is a private non-profit organization delivering services in 48 states. Through its regional office in Austin, LULAC and EACPA will further

enhance its current partnership through delivering parent leadership and education programs including family literacy and engagement activities. LULAC will utilize and implement the proven Parent as Partners (PAP) model. The PAP program is a proven researched-based and successful model (developed by the Parent Institute for Quality Education) through which parental involvement in a child’s education process is strengthened by forging a working partnership between parents and schools. This program focuses on low-income, ethnically-diverse parents and will be delivered twice a week for a total of four hours.

People Organizing in the Defense of Earth and her Resources (PODER): PODER was formed in 1991 to increase Austin's residents' participation in corporate and government decisions related to environmental hazards and the impact on our neighborhoods. In collaboration with EACPA and focusing on community service learning, PODER will work with students, parents and community members to coordinate a variety of community projects (health, water quality, air, etc) that integrate real world concepts into the classroom.

Austin Community College (ACC): ACC – Division of Adult Education, a leader in adult education in East Austin has a long history of partnering with numerous local community organizations such as EACPA to deliver high-quality adult education courses. Through *DREAM-Link*, ACC will enhance its adult education course and deliver “place-based” adult education activities to improve reading, writing and English speaking skills of participants and ultimately guide them towards a GED, vocational training and/or a first time job or promotion.

Girl Scouts of Central Texas (GSCTX): GSCTX serves more than 20,000 girls in grades K-12 and nearly 12,000 adult volunteers in 46 central Texas counties. Girl Scouts is the world’s largest organization dedicated to empowering girls to be leaders. In partnership with *DREAM-Link*, girls will develop leadership skills, strong values, social conscience, and conviction about East Austin College Prep Academy | Community *DREAM-Link* Initiative

their own potential and self-worth. Through GSCTX’s proven Leadership Experience Program (LEP) and curriculum, EACPA students and community girls will engage in a proven framework and consistency to effectively engage in the best authentic, purposeful leadership experience available. GSCTX will offer LEP twice a year to train over 100 middle school age girls.

Hispanic Physician Association (HPA): HPA founded in 2000, organizes physicians interested to serve the health needs of low-income and ethnicity challenged population. HPA has adopted EACPA, as such it sends physicians into classrooms once every two weeks to mentor and guide students and their parents on the importance of education and how it relates to college and health related careers. As a key partner of *DREAM-Link*, these services will be enhanced to include BGCCT and El Centro del Familia community members. More importantly, HPA will provide a new onsite “place based” mental health counseling service to students and parents who traditionally do have not have the knowledge or resources to acquire these types of services to help eliminate any social, emotional, behavioral and civic issues.

AMD (Advance Micro Devices): AMD a Fortune 500 company embraced EACPA in 2008 and as result installed a community technology center at El Centro del Familia. In collaboration with *DREAM-Link*, AMD will work with students and educators in technology integration, software design and annually host and judge a technology robotic contest for students, family members and community residents of the East Austin Govalle/Johnston Terrace neighborhood.

State Farm Insurance (SFI): State Farm Insurance recently awarded EACPA , a \$100,000 grant aimed at providing college and career readiness and awareness activities to students. Focusing on job training and career counseling services, EACPA’s – *DREAM-Link* will leverage these existing resources to expand these services to include additional youth, family and community members of the East Austin, BGCCT and El Centro del Familia.

(iii) The extent to which costs are reasonable in relation to number of persons served

High-quality educational opportunities for middle/high school students and their families in East Austin are very limited. The population of the target neighborhood has been traditionally under-served and un-served (Hispanics, African-American, homeless, limited English, low-income, under-educated), thus the target population would benefit greatly from the services available through **DREAM-Link**. East Austin College Prep Academy – Community **DREAM-Link** Initiative has developed a program design that provides the most efficient and effective use of resources to achieve the desired outcomes. The proposed initiative will serve 1,200 students and 775 family/community members for a total of 1,975 participants in Year One. In subsequent years, **DREAM-Link** will serve 1,300 students and 975 family/community members for a total of 2,275 annually. Through the planning and budgeting process, EACPA designed the **DREAM-Link** initiative at a low cost of **\$253** per participant in Year One and **\$219** in subsequent years. These costs are lower than similar funded programs we identified through our research. In fact, these low costs are attributed to the partner leveraged resources. A budget narrative is included for all federal (\$500,000/yr) and in-kind (\$572,033/yr) funds (**Pg. 36 –Budget Narrative**).

(3) Quality of the Management Plan

(i) The comprehensive plan includes planning, coordination, management and oversight...

EACPA, a local education agency (LEA) will be the lead and fiscal agent of the **DREAM-Link** Initiative. As mentioned before, the proposed **DREAM-Link** Initiative is part of a large initiative called the East Austin Community Development Project. Through existing neighborhood collaborations and the vast network of partners established by Southwest Key Programs and its Community Advisory Council (which consists of 18 community leaders), EACPA will implement a holistic and comprehensive program directed at the identifies needs of the target community and residents. From the onset, EACPA formed a **DREAM Team**

East Austin College Prep Academy | Community **DREAM-Link** Initiative

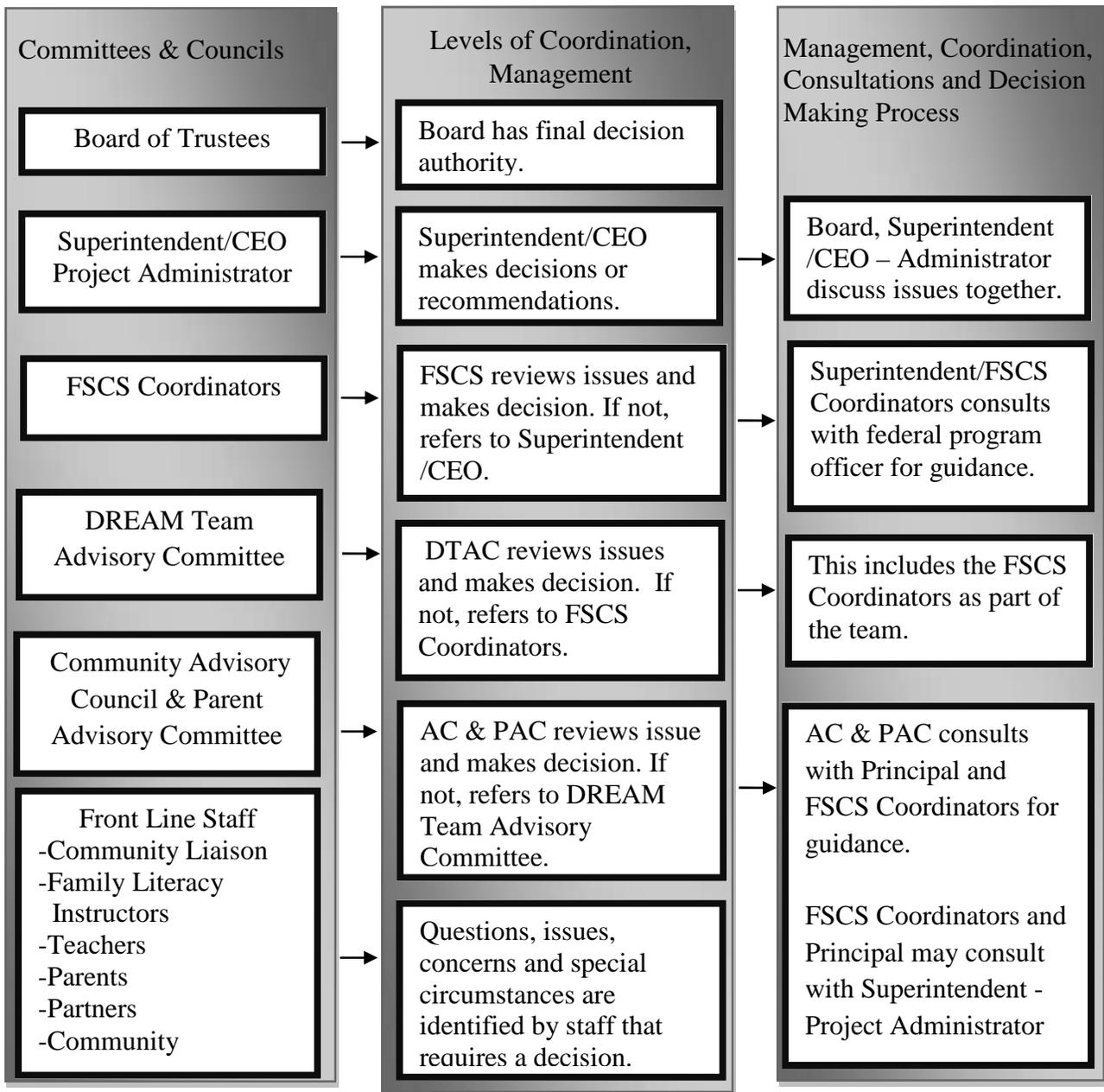
Advisory Committee (DTAC) to assist with resources, support, planning, and in the development of the Community *DREAM-Link* Initiative. As aforementioned, a representative from each partner, LEA administrator, charter school principal, teachers, evaluator, parents, and community representatives will serve on the **DTAC**. Facilitated by the Project Administrator, the **DTAC** will meet monthly and play a critical role in the oversight, planning, implementation, management, budgeting, coordination, monitoring, and evaluation for ongoing continuous improvement measures. In addition, **DTAC** will support and guide the project administrator and FSCS coordinators and help build the capacity of partners.

In addition, **DTAC** will collaborate with the existing SWP – Community Advisory Council (CAC) to coordinate services, maximize resources, and to eliminate any duplication. Lastly, EACPA’s Parent Advisory Council (PAC), comprised of parents, administrators, teachers, educators, key school staff, and community representatives, will be involved with *DREAM-Link*. PAC’s goal is to address the academic, health, social, and safety needs of students and families by facilitating best practices and ensuring the availability of necessary resources. On a quarterly basis, facilitated by the charter school principal, the **DTAC** will meet with both the CAC and PAC members to collaborate and secure support of the *DREAM-Link* initiative.

The **DTAC** has developed procedures and mechanisms for making decisions, addressing eligible services, sharing information, increasing resources, eliminating barriers, and planning for sustainability. These procedures are described below and in the MOU (Appendix B pg. 60).

Coordinating & Communication Structure: Successful management of any program requires clear and efficient planning, coordination, communication and decision-making structure and procedures for all involved, including the participants. To best illustrate these formal coordination and management structures, EACPA has developed the following diagram.

East Austin College Prep Academy | Community *DREAM-Link* Initiative



Management Infrastructure: EACPA Board of Trustees will be the authorized governing board of the *DREAM-Link* Initiative. *DREAM-Link* will be located within the Charter School Administrative Department at EACPA. Through this department, EACPA pledges their commitment, personnel, resources, facilities, and active participation to ensure *DREAM-Link* is an integral part of its daily operations and administrative functions. EACPA’s management plan will incorporate all of the essential control functions, oversight, and elements to ensure an

efficient and effective program implementation. These functions will include on-going planning, financial accountability, communications, reporting, and management of information, sharing resources, evaluation and continuous improvement mechanisms. These functions will ensure delivery of accessible, quality, coordinated, age appropriate, instructionally accurate and culturally relevant services to target students, family and community members. An Organizational Chart illustrating the management structure is included in Appendix D pg. 92.

Additionally, the management plan is designed to integrate the following elements to achieve the goals and objectives of the program on time and within budget.

Program Monitoring – The Project Administrator will use the Timeline (See Appendix D pg. 93), which includes milestones and activities as a guide to ensure the timely implementation of program services and achievement of program objectives. Performance benchmarks have been developed by the team to monitor progress and achievements of each objective. The timeline, performance outcomes, evaluation plan and logic model will be reviewed monthly with the **DTAC** members. Thus, when eligible services are not being implemented as proposed and benchmarks are not met, an action plan will be developed immediately for continuous improvement measures.

Fiscal Monitoring – The Project Administrator will work with the EACPA finance department to track and oversee project expenditures. This will include monthly meetings with the finance department and **DTAC** members to review actual expenditures against program objectives, milestones, budgeted expenditures and to implement program revisions when appropriate to maximize resources. Budget revisions will be conducted according to federal regulations and approved by EACPA’s Superintendent and Board of Trustees.

Service Structure: EACPA as the lead and fiscal agent will hire two high-qualified FSCS

Coordinators to coordinate, implement, and monitor the program at each site. The FSCS coordinators will work with the principal, teachers, community liaison, partners and parents to implement and deliver the eligible services. To maintain accountability, the EACPA Administrator will work closely with the FSCS Coordinators and Principal to ensure full implementation and oversight of program activities including maintaining school communications and relationships. The Administrator will ensure the program is being effective and efficient by maintaining a high level of open and clear communication among staff, partners, principal, charter school personnel, parents, students and community. The Administrator, staff and partners will meet on a weekly basis to review the program progress, accomplishments, challenges and areas needing immediate attention for program improvement. The FSCS Coordinators will be responsible for providing quarterly reports to the, Program Administrator detailing project status, pre or post-results and progress towards meeting program objectives.

(ii) The qualifications, training, experience of the FSCS coordinator and key personnel...

(iii) Time commitment of the Director, FSCS coordinator and key personnel are adequate...

Project Administration – DREAM-Link will be an essential component of EACPA’s administrative and management structure. EACPA recognizes that an effective administration and management of this program requires strong leadership skills, management experience, academic training, and an understanding of low-income and disadvantaged communities. Given these essential qualities, aptitudes, and abilities, Nellie Cantu, Ed.D., the current EACPA Superintendent/CEO will provide program oversight, leadership, administration and supervision. Dr. Cantu is a highly educated, experienced, and qualified leader who will devote **25%** of her time to the project at no-cost.

Project Administrator (.25 FTE/pro-bono): Dr. Cantu, with over 20 years of educational

experience will serve as the Program Administrator. Dr. Cantu will report directly to the Board of Trustees and supervise the FSCS Coordinators. Dr. Cantu will oversee the day-to-day program leadership, responsibilities, facilitation, implementation, and evaluation, with ongoing guidance from the **DTAC**. Dr. Cantu will work closely with the evaluator and ensure the program is in full compliance with its contractual obligations while meeting the goals and objectives. Dr. Cantu's credentials include a Doctorate in Educational Leadership, Masters of Education, Bachelor of Arts in Elementary and a Superintendent Certification all from the University of Texas-Pan American. Dr. Cantu's 20 years of training and experience as a Superintendent, Assistant Superintendent, Principal, Director of Curriculum and teacher will be an asset to the FSCS program (Appendix A pg. 52 – Dr. Cantu's Resume).

In recruiting, selecting and hiring personnel, EACPA will encourage and seek professionals who are highly qualified in the areas of youth development, education, social and emotional behavior and familiar with the local area and target population. EACPA's job descriptions contain job duties, responsibilities, qualifications, and requirements for staff to be skilled, knowledgeable and trained in the appropriate areas.

FSCS Coordinators (2 FTEs to-be-hired): Two FSCS Coordinators will be hired and located at the proposed sites (EACPA, BGCCT & El Centro del Familia) and work closely with the Program Administrator, partners, evaluator, school personnel, and community representatives to ensure all proposed programs and services are being implemented as planned. The FSCS Coordinators will collaborate with the principal, teachers, and the on-site staff of BGCCT and El Centro del Familia to ensure the target community is aware of the program services. The Coordinators will ensure services are being delivered effectively, efficiently, age appropriate, and culturally relevant. In addition, the coordinators will manage data collection and reporting

East Austin College Prep Academy | Community *DREAM-Link* Initiative 21

efforts of all partners to validate the implementation of eligible services and to ensure the program is aligned with the scope of work and logic model. Lastly, the FSCS Coordinators will meet weekly with the Program Administrator to report on progress, challenges, lessons learned, and to discuss any potential modifications being considered. The FSCS Coordinators will be required to possess a Masters in Education, Social Work, Psychology and/or related field and three years of experience in working with students and families in the areas of education, behavioral and social development. (Appendix D pg. 95 – Job Description and Qualifications).

Community Adult/Youth Liaison (1 FTE): A Community Liaison will be hired to assist the FSCS Coordinators, principal, teachers, and the BGCCT and El Centro del Familia staff in implementing the proposed program and services at each site. The Liaison will collaborate with the charter school, community-based organizations, and state and local government to form a strong network of supporters and advocates for the *DREAM-Link* Initiative. In addition, the Liaison will promote *DREAM-Link* through marketing and communicating the role of EACPA and its partners to the community. The Liaison will also train participants on responsive social behavior, education and career planning, college awareness/readiness, etc. The Liaison will be required to possess a Bachelor of Arts in Education, Social Work, and/or related field and three years of experience in working with students and families in the areas of education, behavioral and social development. (Appendix D pg. 97 – Job Description Qualifications).

Teachers (2 part-time) & Family Literacy Instructors (2 part-time): Teachers and Family Literacy Instructors will be hired to work with students, families and community members during and after-school, evenings, weekends and summer. These professionals will deliver instructional services to youth and adults to increase their academic performance, behavior and competency level. (Appendix D pg. 99 – Job Description and Qualifications).

Principal - The Principal, at no-cost will develop strong links between the school’s academic program and the proposed services. In addition, the Principal will participate in the PAC and DTAC meetings to provide guidance, support and feedback (Appendix A pg. 53 Resume).

Partners: From the onset, each partner has supported the goal and objectives of *DREAM-Link* and assisted in its design. Upon award, each partner will continue to be involved through the **DTAC**. Each participating partner has uniquely identified resources and services that will be contributed to *DREAM-Link* as delineated in Section 2 and in the MOU (Appendix B pg. 60).

Parents and Community members: Parents and community members are a primary focus of EACPA and its partners, particularly in the target neighborhood. The development of East Austin CFC and EACPA (Charter School) is evidence of this focus. In line with this vision, *DREAM-Link* is not only being created with local youth in mind, but also to actively engage family and community members as equal participants. From the start, EACPA has included parents and community members in the development of *DREAM-Link* and will continue to solicit their support, participation, guidance, and feedback upon award through the established committees and councils described above for continuous improvement.

Applicant: As the lead agency, EACPA has the administrative, financial and operational support of the Board of Trustees, its personnel, and from its vast network of partners, as validated in the MOU (Appendix B pg. 60). Moreover, in recognition of its expertise, TEA designated EACPA as a certified Charter School in 2008. This designation along with \$2,000,000 in funding established the only middle school in East Austin neighborhood, since 1980. EACPA’s vast academic experience, solid instructional foundation, excellent management and financial support, firm administrative and operational procedures, and strong community support, has positioned it to be the lead entity of the proposed *DREAM-Link* initiative.

(4) Quality of Project Services

(i) Services reflect up-to-date knowledge from research and effective practice

As a unifying philosophy characterized by a positive, asset-building orientation the **DREAM-Link** initiative will build on individual strengths of participants rather than categorizing youth, families, and community residents according to their deficits. The asset-building orientation to fostering youth and adult development will be influential in how EACPA and its partners will implement its programs and services (Eccles & Gootman, 2002). **The role of the partners and the type of services by each partner are described in Section 2.**

Research-based activities: Each proposed activity is proven and research-based. The following paragraphs provide an overview of the proposed eligible services and activities:

Remedial Education: The Life Skills and the Gang Resistance Education And Training (G.R.E.A.T.) Programs, both proven SAMHSA Models will guide students against delinquency, drugs, youth violence, and gang membership. The lessons will focus on providing life skills to students to help them avoid delinquent behavior and violence (Hawkins, Catalano, & Arthur, 2002). A site-based Resource Officer from the Travis County Constable will provide training, counseling and wellness services utilizing a comprehensive range of strategies ranging from early intervention programs, to awareness activities, to protection programs that aim to minimize the harm incurred by problem behaviors (Greenberg, et. al., 2004). Students will also learn how to resolve conflict and mediation techniques for peer conflict (Rones, M., & Hoagwood, K., 2000). Students will fine-tune their abilities to mediate conflict through practice and real life discussions. Individual counseling, case management, and group counseling will also be provided by the FSCS Coordinators, resource officer, staff of BGCCT and school personnel.

Engagement activities, mentoring, and youth development: Learning activities for

students manifest itself in higher test scores and grades, attendance, behavior and other skills for healthy development and academic success among students (Miller, 2001). Similarly, activities that link career training and real-life experiences with academic content show significant gains in academic achievement and in essential areas of non-academic development (Hughes et al., 2001). Enrichment activities through *DREAM-Link* will include, but not be limited to: tutoring and homework assistance, college preparation, college readiness, mentoring, academic counseling and advising, life skills, leadership skills development, etc.

Also, students from Huston-Tillotson University will tutor and mentor participating youth on homework, test preparation, and college awareness. The Boys and Girls Club will utilize its successful programs such as Career Launch, Goals for Graduation, Money Matters, and Power Hour to help youth create career aspirations for the future, thereby providing opportunities for career exploration and educational enhancement. The Girls Scouts will provide leadership development, prevention/education and self-esteem enhancement program for 100 middle school girls. AMD will provide weekend and summer camps in topics such technology integration, software design, and robotics design competition. EACPA, with funding from State Farm Insurance, will provide college and career awareness and readiness activities. Overall, the enrichment activities will provide opportunities for youth and adults to develop and apply problem solving and innovation skills (Abrams, L., & Gibbs, J., 2000).

Mentoring activities will provide youth with alternative life/work options through increased exposure to educational and career planning resources. Through an interest survey, participating youth will be matched with college student volunteers, local professionals and educators. Each week, participating mentors and youth will meet twice one-on-one and once a month as a group for sessions on goal-setting, personal relationships, communication, and life skills management.

Other mentoring activities will include life planning sessions and career awareness. For instance, physicians of the Hispanic Physicians Association (HPA) will come to classrooms once every two weeks and mentor students and their parents toward college and health-related careers. In addition, Huston-Tillotson University, Boys and Girls Club, Wildflower Center, El Centro del Familia, and EACPA will provide: 1) academic mentoring – mentors will focus on improving mentees’ overall academic achievement; 2) behavioral mentoring – mentors will focus primarily on reducing high risk behaviors such as gang involvement, criminal activity, drug and alcohol abuse, and other risky behaviors among mentees; 3) personal development mentoring – mentors will focus on supporting mentees during times of personal or social stress and provide guidance for positive decision making and pro-social behavior (Weist, et. al, 2000).

Huston-Tillotson University and EACPA will also provide ongoing training for educators. Professional development opportunities will ensure that teachers not only have strong pedagogical skills, but also know how to work with families, including conducting home visits and engaging in effective parent-teachers conversations. These enhancements will contribute to the quality of the mentoring program as well as the efforts to address both individual and environmental factors that contribute to dire circumstances of the target neighborhood.

Service learning opportunities: Service learning programs that link academic content allow students to develop leadership skills, civic values, and character (Schine, 1996). In partnership with PODER, UT-Wildflower Center, and BGCCT, *DREAM-Link* will provide adult-supervised service learning opportunities for youth and families. The service-learning projects will be held during regular school hours, weekends, during the summer and will engage students in meeting community needs, while enhancing students’ academic and civic learning (Gibson, C., 2001).

Service-learning projects may focus, for example, on energy conservation in their community,
East Austin College Prep Academy | Community *DREAM-Link* Initiative

including conducting educational outreach on energy conservation and working to improve energy efficiency in low-income housing and in public spaces. Studies such as water and air quality will also be considered. Each student and parent groups will study how their community service focus affects the community by gathering and interpreting data. Students and their parents will gain hands-on knowledge, as well as academic and professional skills reinforcement, while becoming involved with community civic processes. In turn, the target neighborhood will receive much-needed services, thus enhancing their public image and self-esteem.

Mental health: Furthermore, in partnership with the Hispanic Physician Association, *DREAM-Link* will provide "place-based" mental health services for participating youth and families. It will include research-based prevention and intervention strategies to provide crisis intervention, suicide prevention, and other mental health strategies (in areas such as anger management, conflict resolution, resisting peer pressure, and character building) as part of student support services (Brener , et. al, 2001). It will also include academic counseling, brief interventions to address behavior problems, assessments, and referrals.

Family/community resident engagement: Research indicates that family involvement in schools increases student achievement, improves behavior and attendance, decreases drop-out rates, and improves the emotional and physical well-being of children (Peña, D. C., 2000). Parental involvement programs that bring together parents, teachers, and students to discuss issues affecting students provide a mechanism for two-way information sharing between the school and community (McDonnell & Weatherford, 2000). Through *DREAM-Link*, parents will be invited to participate in a conference with their child and the school counselor to discuss performance, and to help design and facilitate some of the articulation activities for students.

Also, in partnership with BGCCT, *DREAM-Link* will encourage parents to participate in the East Austin College Prep Academy | Community *DREAM-Link* Initiative

Family Advocacy Network (FAN). FAN has been created to foster strong bonding between children and their parents, provide opportunities for families to participate in enrichment activities, help parents influence their children to lead drug-free lives, and provide social and instrumental support for families.

Adult education and job training: Adult-basic education, job-training, career readiness, and referral programs have demonstrated to lend increased economic stability among participants and greater family involvement in school activities (McMahon, et. al., 2000). In partnership with LULAC and SWP – Enterprise division, *DREAM-Link* will provide training to community resident leaders (including parents) in the areas of governance, fundraising and resource development, strategic planning, financial literacy and management.

In order to empower participating parents and community residents, ACC will provide adult basic education training services that will not only fill gaps in the local workforce development system, but also respond to the needs of both local jobseekers and employers. Training by ACC will utilize a contextual model which will combine academic and technical proficiencies to develop basic and job readiness skills simultaneously (Jarvis, P., 2006). For example, vocational skills training will provide participating individuals with specific skills needed for a particular job. The training will also incorporate basic education and job readiness instruction to meet the needs of participants. ESL, GED, and computer literacy training courses will also be provided for dropout youth and community residents. In-depth skills assessment and intensive case management will support participants on an ongoing basis. The vocation and ESL training components will combine general English conversation, grammar, reading, and writing, computer literacy, resume writing, and interviewing skills. Participants will also engage in job-search and receive career counseling and referral into a job or to a program leading to a job.

(ii) ***Likelihood that services will lead to improvements in the achievement of students***

Each proposed activity will be geared toward providing a safe, supervised, and positive environment for expanded and integrated services that improve student achievement, attendance, behavior, and other skills for healthy development and academic success. **Please see Section 1 for a detailed list of performance indicators.** The likelihood of success of ***DREAM-Link*** is high, due to fact that the proposed activities are based on a substantial and still growing body of research regarding the impact of community-integrated services on student achievement and parental engagement. The design of ***DREAM-Link*** is based on a **Theory of Action** that forms the basis for each proposed activity. It does so by drawing from existing studies of best practices that provides sufficient empirical evidence to support the claim that specific types of actions promote enhanced student success. It builds on research from current conditions in community-school connections that best promote learning among students and fosters family engagement in their child's education. Therefore, ***DREAM-Link*** will combine the rigorous academics of EACPA's charter school with a wide range of in-school, after-school, weekend, evening and summer services and opportunities to increase and nurture children's learning and development.

Theory of Action: Studies show that supportive neighborhoods can mitigate the harmful effects of economic disadvantage on students and form the foundation for high achievement (McMohon, T. et. al., 2000). In *Making the Difference: Research and Practice in Community Schools*, the Coalition for Community Schools (Jehl, J. et al., 2001) summarized: 1) significant gains in academic achievement and non-academic development; 2) increased family stability and greater family involvement with schools; and 3) more positive school environments. Years of research (Sorin, 1990; Garbarino, 1992, all cited in Honig et al., 2001) have shown that social networks within and between neighborhoods can provide a web of support to parents and other

East Austin College Prep Academy | Community ***DREAM-Link*** Initiative 29

adults that leads to greater learning achievements for youth and children. Researchers investigating resilience in children (Honig et al., 2001) have found that socially coherent communities and stable neighborhoods seem to be strongly correlated with positive development and learning outcomes for youth. The following diagram illustrates the **Theory of Action**.

Academic achievement: Family and community connections with schools have shown positive effects on student academic achievement (Fan & Chen, 1999; Ho Sui-Chu & Willms, 1996). Bloome, et. al., (2000) found positive effects on academic performance of students when leadership, character education, and life-skills management is integrated with remedial education, counseling and mentoring activities geared toward students and families.

Addressing barriers to learning: Barriers to learning such as health and mental health problems can be alleviated as a result of family and community connections with schools (Wynn et al., 2000). In the resiliency research and in Kretzmann and McKnight's (1993) work on assets and strengths of neighborhood ties, it has been found that neighborhoods can extend the classroom learning through service learning and mentoring opportunities and that community partners and peer groups function as powerful influences on youth development.

Other school achievement: Research has demonstrated that family and community connections have also increased attendance, reduced dropout and disciplinary violations, increased post-secondary education, and successful transitions from middle to high school classes. (Trusty, 1999; Miedel & Reynolds, 2002; Yonezawa, 2000). Additionally, school-community connections can lead to greater access to work-based learning and other career development opportunities (Hughes et al., 2001).

Contexts for student success are also shaped by other factors such as institutional capacity, available resources and commitment, availability of partners, effective management, and easy accessibility of programs and services. As described before, all these factors have been met and together provide a stable, long-term framework for improving student achievement.

(5) Quality of the Project Evaluation

(i) Methods of evaluation ...

EACPA will partner with EGT Institute, Inc. to provide the independent evaluation of *DREAM-Link*. EGT Institute, Inc. is an educational research-based, independent corporation with extensive experience in evaluating U.S. Department of Education Programs (USDOE) – See Appendix D pg. 101 for a EGT Institute profile. Dr. Glynis Rosas, Senior Researcher/Evaluator will lead the evaluation activities. Dr. Rosas has 39 years of experience working as an evaluator, superintendent, principal, administrator and teacher. Dr. Rosas credentials include a Doctorate in Educational Administration from California Coast University, a Master’s in Education and Bachelor of Science from Baylor University, Texas. Dr. Rosas has led evaluation activities of EGT Institute, Inc. in several programs such as, but not limited to, the USDOE -TAH projects, the Bill and Melinda Gates Foundation High School Redesign Project, the USDOE GEAR UP, and Safe School Healthy Student projects (Appendix A pg. 58 – Vitae).

Evaluation of *DREAM-Link* will include outcome and process evaluation. **Please see Section 1 for performance indicators.** The potential outcomes are described below.

Table 4: Objectives	Potential Outcomes
Improve academic performance of students	Higher class grades and TAKS scores in Math, Science, and English Language Arts
Improve Student	Increased attendance; reduced dropout rate; reduced gang affiliation;

Behavior	reduced fighting/disciplinary violations; reduced ATOD violations
Improve student engagement in <i>DREAM-Link</i> programs and services	Higher participation in drug prevention, counseling, academic advisement, mentoring, enrichment, community service, college preparation, career awareness, college readiness, field trips, leadership development, life skills, and positive youth development programs; better attitude toward school success and learning climate
Improve health and well-being of students	Reduced absences due to illness; increased participation in mental health programs; increased resiliency skills and better attitudes about relationships with parents and teachers
Increase parental/community residents participation in <i>DREAM-Link</i> services	Better engagement with child education; better awareness and willingness to support their child to succeed academically and socially; better perception and awareness about college education; increased participation in parenting skills, family literacy, ABE, vocational training, GED, job training, career readiness, and job referral and placement services

Data collection methodologies and instruments: As part of outcome evaluation, progress toward each **performance indicator** (see **Section 1**) and **potential outcome** will be assessed through **qualitative and quantitative data collection** methods: 1) collection of aggregate student academic, attendance, disciplinary, behavior and participation information from EACPA student records, surveys and records of program participation and service logs; 2) collection of survey information from community residents, parents, teachers and students using a **Student Survey, Parent Survey and a Community Resident Survey** to obtain information regarding

participant's attitude, perception, willingness, and satisfaction with programs and services; 3) annual individual face-to-face, focus groups, and/or phone interviews with key stakeholders (partners, principal, superintendent, community residents, parents, teachers, and students); 4) semi-annual survey of partners to identify new and continuing linkages between EACPA and other partners, challenges, and lessons learned; 5) annual survey of teacher involvement and satisfaction with *DREAM-Link* activities; and 6) regular attendance at DTAC and team meetings, and observation and review of program implementation data, including number of participants, type, frequency, and location of programs and services, etc. Baseline data will be collected before implementation of proposed activities and in year one, depending on source.

In addition, as part of process evaluation, EGT Institute, Inc. will assess program fidelity, participation patterns and the benefits of participation, as seen by students, their parents, and participating community residents. The evaluation design will incorporate the following process oriented questions: 1) What were the characteristics of youth who attended the programs, how often did they attend, and why? Did the programs attract young people and adults who would benefit most from participation? 2) What features characterized the activities that seemed most likely to promote the positive development of children and adults? What organizational structures and programmatic approaches best sustain these practices? 3) In what ways did community residents who participated believe they benefited from *DREAM-Link* programs?

(ii) Will provide timely and valid information.....

EGT Institute, Inc. and project staff will collect qualitative and quantitative data to monitor fidelity, progress and assess the impact of *DREAM-Link* activities on participants. In addition to measuring progress toward the required USDOE GPRA performance measures, the Project

Administrator and EGT will measure the performance and outcome measures indicated above

through various sources such as: baseline data (PEIMS, AEIS & TAKS), student, parent, and community resident surveys, program participation data, observation rubrics, project document reviews, surveys of teachers, students, and partners, analysis of teachers' and students' pre- and post-test scores, grades, TAKS scores, and assessment of pre-post interviews with project staff. The data will be collected through both digital secured platforms and hard copy scantron format on a monthly, quarterly, and annual basis, depending on the data type and source. Additionally, evidence that activities/milestones are being implemented on schedule will be presented at quarterly meetings. In addition to documentation of activities and milestones, the Administrator, EGT and the DTAC will solicit regular feedback from participants for continuous improvement.

Analysis: In order to obtain timely and valid information on the fidelity, management, implementation, or efficiency of *DREAM-Link*, and also for reporting purposes, evaluation will involve analysis of data on performance indicators, outcomes, and on effectiveness of programs and services on students, parents, and community residents, including factors contributing to success and the potential for sustainability and transferability to other settings. Data will also be analyzed to determine the percentage increase on each performance indicator and potential objective outcome (Section 1 – pages 2-3). A statistical relationship between each service provided and growth on each performance indicator will be determined. A multiple regression analysis will be conducted to detect the unique effect of individual services on outcomes.

In addition, using statistical procedures such as the t-test and other descriptive statistics at 95% confidence level, statistical significance of outcome data will be analyzed. Quantitative and qualitative data will be used to not only measure the fidelity and progress of the *DREAM-Link* initiative toward proposed objectives and performance indicators, but also to provide a richer explanation of accomplishments, challenges, and lessons learned. While the focus of this

evaluation will be on the impact of *DREAM-Link* on participant outcomes, it will also look for systemic changes in school and community practices and decision making processes associated with implementation of a full-service community schools program.

(iii) Will provide guidance on or strategies for replicating...

EGT will conduct quarterly reviews and produce semi-annual and annual reports. EGT will review evaluation data quarterly and based on the results, provide recommendations for continuous improvement. For continuous improvement and replication, evaluation data will be presented by EGT to the Project Administrator and DTAC members every six months for collective assessment of challenges, accomplishments, and lessons learned. Annual reports will also be submitted to USDOE as required. The evaluation data and the recommendations made by EGT and DTAC will be considered by the Project Administrator for adoption into future activities of the *DREAM-Link* initiative. Evaluation results, reports, marketing materials, recruitment brochures, application forms, and an implementation manual will be available on EACPA's and SKP's websites for all stakeholders for possible replication. Technical assistance will be provided by the Project Administrator and FSCS Coordinators to those interested in replicating the *DREAM-Link* approach in other settings. Outcomes of the evaluation will also be shared with the DTAC and Southwest Key Programs Community Advisory Council to educate and inform the council members about the implementation details for other neighborhood-based centers in Texas and elsewhere in the U.S. Since 1987, SWP has grown to be a highly successful national non-profit organization that operates 55 programs in seven U.S. states. Thus, the potential for replication of *DREAM-Link* in different settings is high.

Approximately 7% of the total budget is dedicated for evaluation purposes.

References cited in this proposal are included in Appendix D pg 103.

East Austin College Prep Academy | Community *DREAM-Link* Initiative

Project Narrative

Abstract Narrative

Attachment 1:

Title: **Abstract** Pages: **1** Uploaded File: **I:\Full Service Community School Program\Final Submission folder 7.22.10\Abstract 7.23.10.pdf**

ABSTRACT

Lead Agency: East Austin College Prep Academy, 6002 Jain Lane, Austin, Texas 78721

Contact: Nellie Cantu, Ed.D, (512)287-5000, ncantu@swkey.org

Partners: Southwest Key Programs (SKP) – East Austin Community Family Center – (El Centro del Familia), Huston-Tillotson University, University of Texas at Austin (UT) - Lady Bird Johnson Wildflower Center, Boys and Girls Club of Central Texas, Travis County Constable – Precinct 1, League of United Latin American Citizens, People Organized in the Defense of Earth and her Resources, Girls Scouts of Central Texas, Hispanic Physicians Association, Advanced Micro Devices, and State Farm Insurance.

Title: *DREAM-Link* (Delivering Resources for an Enrichment and Academic Mission).

FSCS Schools: East Austin College Prep Academy (EACPA), a charter middle school, Boys and Girls Clubs of Central Texas and El Centro del Familia will host three FSCS sites. These sites will serve students from the charter middle school 6th through 8th grade, three high schools 9th through 12th grade, four middle schools 6th through 8th grade and seventeen elementary schools K - 5th grade residing in East Austin Govalle/Johnston Terrace neighborhood and surrounding area. All schools are receiving Title I funds. In fact, one high school (Johnston) has been rated academically unacceptable for four consecutive years and another (Reagan) has been rated academically unacceptable for two consecutive years.

Eligible Services (Number signifies FSCS service): *DREAM-Link* will provide the following programs and services: **2)** Remedial education, aligned with academic supports and other enrichment activities; **3)** Family engagement, including parental involvement, parent leadership, family literacy, and parent education programs; **4)** Mentoring and other youth development programs; **5)** Community service and service learning opportunities; **7)** Job training and career counseling services; **11)** Mental health services; and **12)** Adult education, including ESL.

Summary Comprehensive plan: East Austin College Prep Academy, a local education agency and a certified charter school in Austin Texas, proposes to implement a Full Service Community Schools program, in one of the most distressed neighborhood of East Austin, Texas. The FSCS – *DREAM-Link* initiative will be established at three adjacent sites: **1)** East Austin College Prep Academy; **2)** Boys and Girls Club of Central Texas; and **3)** El Centro del Familia, established by Southwest Key Programs (SKP). As the parent organization of EACPA, SKP will play an active role in supporting the *DREAM-Link* Initiative. SKP, with over 55 programs in seven U.S. states, has an outstanding reputation implementing effective youth and family programs in Texas and throughout the U.S.

The target area is the East Austin Govalle/Johnston Terrace neighborhood. The population of East Austin in 2009 was 35,938 of which 58.9% were Hispanic, 30.7% were African American and 55% live in poverty. The unemployment rate for this area was 12.5% and 54% of the region's working age population did not have a high school diploma. The goal of the *DREAM-Link* Initiative is to improve academic achievement, attendance, behavior, engagement, and other developmental skills of students and adults through an integrated array of researched-based proven programs related to education, social, emotional and economic development for students, families, and community residents of the target area. The objectives are to: 1) Improve Academic Performance of Student; 2) Improve Student Behavior and well being; 3) Improve Student Engagement; and 4) Increase Parental/ Community resident engagement. Through its integrated focus, *DREAM-Link* will serve a total of 1,975 participants in Year one (1,200 students and 775 family/community members) and a total of 2,275 participants per year (1,300 students and 975 family/community members) in Years two through five.