

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**FSCS APPLICATION PACKAGE
CFDA # 84.215J
PR/Award # U215J100072**

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

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

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
7/22/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	N/A

State Use Only:

6. Date Received by State:	7. State Application Identifier:	10-07-13-04
----------------------------	----------------------------------	-------------

8. APPLICANT INFORMATION:

* a. Legal Name: Children & Families First

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
510065731	071617195

d. Address:

* Street1:	2005 Baynard Blvd.
Street2:	
* City:	Wilmington
County:	
State:	DE
Province:	
* Country:	USA
* Zip / Postal Code:	19802

e. Organizational Unit:

Department Name:	Division Name:

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

Prefix:	Ms.	* First Name:	Kirsten
Middle Name:			

* Last Name: Olson

Suffix:

Title: Chief Development Officer

Organizational Affiliation:

Children & Families First

* Telephone Number:

(302)777-9764

Fax Number:

(302)658-5302

* Email: KIRSTEN.OLSON@CFFDE.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):

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-060810-002

Title:

Full-Service Community Schools program

13. Competition Identification Number:

N/A

Title:

N/A

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

Wilmington, Delaware

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

Eastside Community Schools Initiative

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: 01

* b. Program/Project: 01

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	\$ 2434862
b. Applicant	(b)(4)
c. State	
d. Local	
e. Other	
f. Program Income	
g. TOTAL	

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

a. This application was made available to the State under the Executive Order 12372 Process for review on 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: Ms. * First Name: Leslie

Middle Name:

* Last Name: Newman

Suffix:

Title: CEO

* Telephone Number: (302)658-5177 Fax Number: (302)658-5170

* Email: LESLIE.NEWMAN@CFFDE.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: Children & Families First

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

Table with 7 columns: Budget Categories, Project Year 1(a), Project Year 2 (b), Project Year 3 (c), Project Year 4 (d), Project Year 5 (e), Total (f). Rows include Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction, Other, Total Direct Costs, Indirect Costs, Training Stipends, and Total Costs.

*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 [X] No

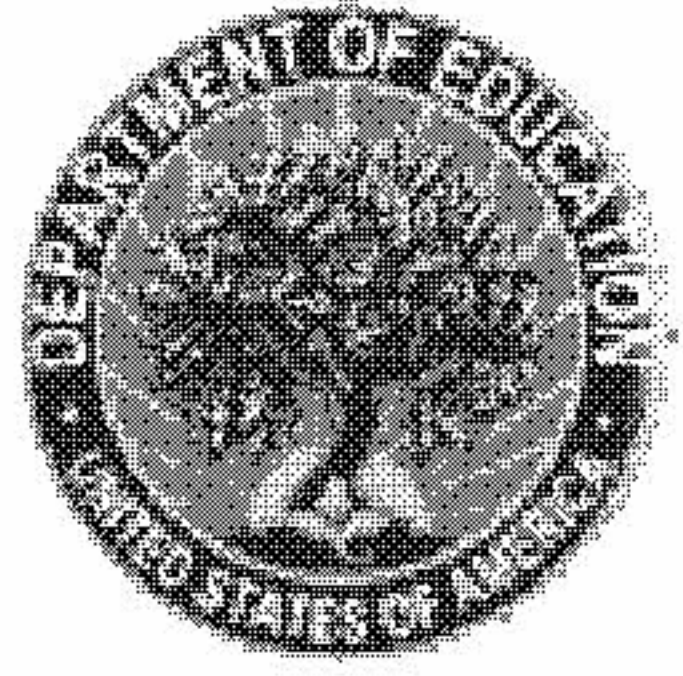
(2) If yes, please provide the following information:

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

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

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

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Children & Families First

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

(b)(4)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Leslie Newman

Title: CEO

Date Submitted: 07/22/2010

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION

Children & Families First

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. First Name: Leslie Middle Name:
Last Name: Newman Suffix:
Title: CEO

Signature: _____ Date: 07/12/2010

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Applicants should use this section to address the GEPA provision.

Attachment:

Title : CFF GEPA Statement

File : C:\fakepath\CFF GEPA statement.doc

GEPA Statement

In carrying out the mission of our Full-Service Community Schools Initiative, Children & Families First (CFF) will ensure to the fullest extent possible the equitable participation of, and appropriate educational opportunities for all individuals involved. It is Children & Families First's policy to offer access to programs & services that are free of discrimination due to race, religion, gender, sexual orientation, ethnicity, age or handicap. Therefore, all activities, programs and services will be accessible to program attendees with special needs to enable them to participate fully in the proposed planning activities. CFF and its partners will provide all reasonable and appropriate accommodations to meet the learning and participation needs of the children and families served by the Full-Service Community Schools program, as requested.

For example, in the case of a participant who is hearing or visually impaired, CFF will provide a sign language interpreter, or other accommodations such as audio-tapes of all course materials, hearing aids or other assistive listening devices. In the case of a program participant with a physical disability, that would prevent him or her from walking to and from a service location, CFF and/or its partners would arrange for transportation in a car or wheelchair, and accommodate that attendee with handicap accessible seating. CFF and its partners will be mindful of the needs of persons with physical handicaps in meeting and service locations, and will use handicap-accessible locations to the fullest extent possible.

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

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Ms.	Leslie		Newman	

Address:

* Street1: 2005 Baynard Blvd.
 Street2:
 * City: Wilmington
 County:
 * State: DE* Zip / Postal Code: 19802 * Country: USA

* Phone Number (give area code)	Fax Number (give area code)
(302)658-6517	(302)658-5170

Email Address:

LESLIE.NEWMAN@CFFDE.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 : CFF Human Subjects Assurances narrative
 File : C:\fakepath\CFF Human Subjects Assurances narrative.doc



Non-Exempt Research Narrative:

Children & Families First will contract with the ActKnowledge for data collection and research under the Full-Service Community Schools initiative. We plan to involve community stakeholders in the development of the research and data collection protocols, and will fully comply with the stipulations under 34 CFR 97 including 34 CFR 97.101(b).

As protocols are developed, they will address the seven points below:

- 1) Human Subjects Involvement and Characteristics
- 2) Sources of Materials
- 3) Recruitment and Informed Consent
- 4) Potential Risks
- 5) Protection Against Risks
- 6) Importance of the Knowledge to be Gained
- 7) Collaborating Sites

Project Narrative

Appendix--Other, if applicaable

Attachment 1:

Title: **CFF Appendix D** Pages: **6** Uploaded File: **CFF Appendix D.pdf**

References

Catterall, J. & Waldorf, L. (1999). The Chicago Arts Partnerships in Education: Summary evaluation. In E. B. Fiske (Ed.), *Champions of Change: The Impact of the Arts on Learning*. Washington, DC: The Arts Education Partnership.

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Christina School District (2010). *Christina Plan for Excellence – 2010-2013*.

Coalition for Community Schools. *Community Schools: Promoting Student Success – A*

Rationale and Results Framework. Retrieved from

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[df](http://www.communityschools.org/assets/1/AssetManager/CS_Results_Framework.pdf) on July 20, 2010

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[http://php.delawareonline.com/schools/scores10/getDetails.php?queryBy=bySchool](http://php.delawareonline.com/schools/scores10/getDetails.php?queryBy=bySchoolAllGrades&school=Bancroft)

[AllGrades&school=Bancroft](http://php.delawareonline.com/schools/scores10/getDetails.php?queryBy=bySchoolAllGrades&school=Bancroft) on July 21, 2010.

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Fleming, C. B., Haggerty, K. P., Brown, E. C., Catalano, R. F., Harachi, T. W., Mazza, J. J., & Gruman, D. H. (2005). Do social and behavioral characteristics targeted by preventive interventions predict standardized test scores and grades? *Journal of School Health, 75*, 342-349.

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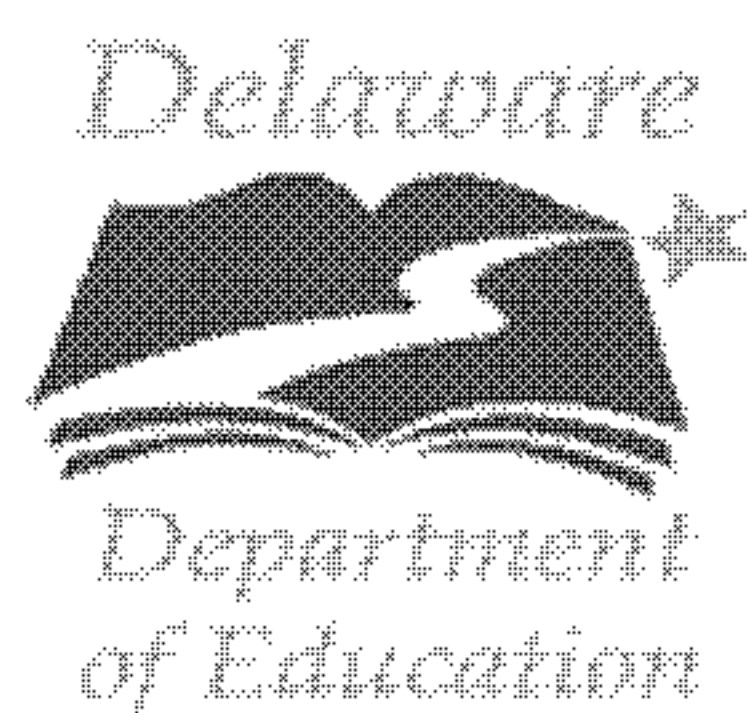
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DEPARTMENT OF EDUCATION

The Townsend Building
401 Federal Street Suite 2
Dover, Delaware 19901-3639
DOE WEBSITE: <http://www.doe.k12.de.us>

Lillian M. Lowery, Ed.D.
Secretary of Education
Voice: (302) 735-4000
FAX: (302) 739-4654

Page 1 of 2

July 21, 2010

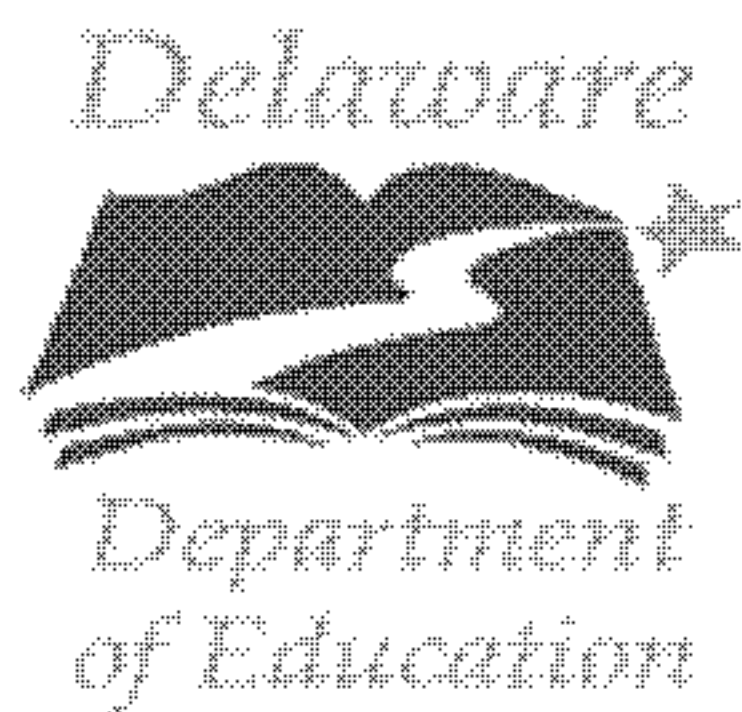
Leslie Newman
CEO
Children and Families First
2005 Baynard Blvd.
Wilmington, DE 19802

Dear Ms. Newman:

I am writing in strong support of Children and Families First's application to the United States Department of Education for the Full-Service Schools Initiative. The Delaware Department of Education (DDOE) applauds your organization's initiative to expand the community schools in the Christina School District.

Children and Families First is currently the lead agency in the State of Delaware's first community school initiative. With the State's focus on education reform, the community school model is an opportunity to engage families and communities in working collaboratively to help children achieve academic success. In schools around the country, community schools positively impact the economic development of the neighborhoods in which they develop. Good schools make communities desirable places to live. The Full-Service Schools Initiative offers an opportunity to construct a process that will beneficially impact children and families on the east side of Wilmington, DE. At present, there are multiple independent planning processes that support children and families. While some focus on education, others focus on housing or economic development. A thriving Promise Neighborhoods Initiative would support an opportunity for Delaware to integrate all services in vibrant community service centers.

Overwhelming evidence shows that meeting needs that are barriers to learning improves student academic achievement. Community Schools are established strategies for promoting healthy development and learning by forging partnerships that are targeted towards specific outcomes. This includes strengthening families and working together with the community to improve the learning environment, inside and outside of the traditional school day. DDOE's goal is to work collaboratively with the Children and Families First organization to create inclusive environments that facilitate learning and family services. Such collaboration that has already begun in three schools in our urban center, Wilmington, DE. So far, this focus on building an environment that facilitates



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Page 2 of 2

learning and services for the entire Eastside Community in New Castle County, Delaware, has demonstrated the value of public-private partnerships. This type of community schools vision includes:

- Providing one-stop community service center;
- Helping children see connection between school and life;
- Engaging parents as key to engaging students, e.g., the school becomes a vibrant center of parent engagement, increase parental engagement in all three schools;
- Improving communication with parents;
- Responding to challenge of tardiness;
- Serving as model for replication across districts, possibly across the State;
- Serving as a gathering place for the community.

The success of Children and Families First in their application to the United States Department of Education for this funding opportunity through the Full-Service Schools Initiative will mean success for Delaware's children and families. We look forward to working with them on this important project because "America's future walks through the doors of our schools each day."

Sincerely,

A handwritten signature in cursive script that reads "Lillian M. Lowery".

Lillian M. Lowery, Ed. D.
Delaware Secretary of Education

Project Narrative

Appendix--Documentation of match

Attachment 1:

Title: **CFF Letters of Financial Commitment Pages: 2** Uploaded File: **CFF Letters of Financial Commitment.pdf**



Helen M. Stewart
Vice President
Community Relations

July 21, 2010

Ms. Leslie Newman, CEO
Children & Families First
2005 Baynard Blvd.
Wilmington, DE 19802

Dear Ms. Newman,

I am writing in support of Children & Families First's application to the Department of Education for Full-Service Community Schools Program, which will be used to enhance the work of the Eastside Community Schools Project (ECS).

JPMorgan Chase has been a lead corporate funder of the ECS project, providing support of Site Directors at each of the three participating schools, as well as support of academic, social and cultural enhancements to on-site programming. JPMorgan Chase has leveraged its funding for a wide array of organizations (e.g. Big Brothers Big Sisters of Delaware; Christina Cultural Arts Center; Delaware Art Museum; Delaware Center for Contemporary Arts; Delaware Center for Economic Education Entrepreneurship; Delaware Symphony Orchestra; Delaware Theater Company; Food Bank of Delaware; and the YWCA of Delaware) in support of ECS efforts.

For the upcoming year, JPMorgan Chase has committed \$140,000 to Children & Families First in support of ECS Site Directors. In addition, we have committed funding of additional partner agencies for a total of \$285,000. This support is targeted to supporting programs that provide extended learning opportunities and supports and enrich student's academic experience.

JPMorgan Chase is pleased to support the Eastside Community Schools Project. The community school model is an opportunity to engage families and communities to help children achieve academic success. In schools around the country, community schools positively impact the economic development of the neighborhoods in which they develop. Good schools make communities desirable places to live. The Full-Service Community Schools program offers an opportunity to enhance efforts that will positively impact children and families in some of Wilmington's most disadvantaged neighborhoods, while leveraging funding from the local corporate and foundation community in Delaware and providing a greater opportunity for academic success within the Eastside Community.

We wish Children & Families First success in their application to the Department of Education, and look forward to working with them on this important project.

Sincerely,

HMS:klm

GIVE. ADVOCATE. VOLUNTEER. LIVE UNITED

United
Way



www.uwde.org

United Way of Delaware

July 21, 2010

Leslie Newman
CEO
Children & Families First
2005 Baynard Blvd.
Wilmington, DE 19802

Dear Ms. Newman,

I am writing in support of Children & Families First's application to the Department of Education for Full-Service Community Schools Program, which will enhance the work of the Eastside Community Schools project.

United Way of Delaware has been a prominent funder of ECS project, providing significant dollars in support of Site Directors at each of the three participating schools. For the upcoming year, United Way of Delaware will commit \$75,000 to Children & Families First in support of ECS Site Coordinators. We anticipate supporting the ECS project at a similar level throughout the next three years, inclusive of this current year's commitment, and will evaluate an extension of support in each of those years. Our commitment is pursuant to the terms of a Memorandum of Understanding between United Way of Delaware and Children & Families First, which is on file with UWD.

United Way of Delaware is pleased to support the Eastside Community Schools program. We have aligned our resources in support of three pillars – Education, Income and Health – and the ECS project cuts across all three. The community school model is an opportunity to engage families and communities to help children achieve academic success. In schools around the country, community schools positively impact the economic development of the neighborhoods in which they develop. Good schools make communities desirable places to live. The Full-Service Community Schools program offers an opportunity to enhance efforts that will positively impact children and families in some of Wilmington's most disadvantaged neighborhoods.

We wish Children & Families First success in its application to the Department of Education and look forward to working with you on this important project.

Sincerely,

Michelle Taylor
President and Chief Executive Officer

OUR MISSION: TO MAXIMIZE THE COMMUNITY'S RESOURCES TO IMPROVE THE QUALITY OF LIFE FOR ALL DELAWAREANS.

New Castle County Office
The Linden Building, Third Floor
625 N. Orange Street
Wilmington, DE 19801
(302) 573-3700

Kent County Office
365 United Way
Dover, DE 19901
(302) 734-4779

Sussex County Office
37212 Rehoboth Avenue Extended
Rehoboth Beach, DE 19971
(302) 856-7884

AFL-CIO Community Services
P.O. Box 67
Bear, DE 19701
(302) 456-3500



Project Narrative

Appendix--MOU

Attachment 1:

Title: **CFF Full Service Community Schools MOU Pages: 13** Uploaded File: **CFF Full Service Community Schools MOU.pdf**

Memorandum of Understanding: Full Service Community Schools Program

This Memorandum of Understanding (MOU) describes the responsibilities and formalizes the commitment of the organizations that have joined forces to support **Children & Families First** in work to be conducted as part of the Eastside Community Schools program, in conjunction with the federal Full-Service Community Schools program. Children & Families First will be the lead applicant for the grant that will enable the group, working extensively with key community stakeholders, to enhance and expand services provided through the Eastside Community Schools program, in order to provide a coordinated and integrated set of comprehensive academic, social, and health services that respond to the needs of students, students' family members, and community members.

The key organizations joining together to develop this application include a range of complementary local partners, including Children & Families First; Christina School District (LEA); Big Brothers Big Sisters of Delaware; Christina Cultural Arts Center; Delaware Art Museum; Delaware Center for Contemporary Arts; Delaware Center for Economic Education Entrepreneurship; Delaware Symphony Orchestra; Delaware Theater Company; Food Bank of Delaware; Henrietta Johnson Medical Center; YMCA of Delaware; and the YWCA of Delaware. ActKnowledge will serve as the Evaluation Partner. In addition, non-federal financial support for the project has been provided JPMorgan Chase and the United Way of Delaware (letters of Financial Commitment are available in a separate attachment). Detailed descriptions on the roles, resources, and outcomes of each partner are described below.

Children & Families First. Since 1884, Children & Families First (CFF) has served Delawareans in need, with a mission to help families develop solutions to meet challenges and embrace opportunities. CFF's vision is communities where children are nurtured and safe, individuals are valued, and families are strong. As the lead partner in the Eastside Community

Schools project, Children & Families First is uniquely positioned to serve as the applicant for this grant under the Full-Service Community Schools Program.

As lead applicant, Children & Families First's main **role** will be to coordinate all activities proposed in the grant application; as such CFF fully commits its organizational assets and all the resources provided under the grant to ensure that all required planning, implementation, and evaluation activities are successfully completed. CFF will manage all staff directly assigned to the project, including a Program Manager and three site coordinators. In addition, CFF will provide a number of direct **services** in support of the program, including 21st Century Learning Centers at Bancroft and Elbert-Palmer, early childhood home visiting through the Nurse-Family Partnership, parent engagement activities through the Parent Resource Centers, case management for families, and Family Crisis Therapy services at Stubbs. CFF will also gather and leverage **resources** to support financial sustainability, building on the support already in place. CFF brings more than \$650,000 in existing resources to the project in year one, through funding from JPMorgan Chase and the Delaware Department of Education's 21st Century Learning Center program, United Way of Delaware, Criminal Justice Council and other smaller grants from private foundations. All activities, services, and resources will support the desired **outcomes** for the project, including: improved academic performance; higher attendance rates; positive school environments; and greater parental involvement.

Christina School District. The mission of the Christina School District, Delaware's largest public school system, is to prepare our students to achieve their personal best, fulfill their responsibility to their communities and positively influence the course of events in the 21st century. Our vision is a system of great schools with high expectations, rigorous programs, and

enrichment opportunities where parents, schools and communities come together to support excellence every day, for every child, in every school.

Christina School District will work to support the success of the Eastside Community Schools program, based at three district elementary schools (Bancroft, Stubbs, and Elbert-Palmer). Christina's planned **roles** will include: 1) work with Children & Families First and its other partners to provide access to District facilities at no cost; help align proposed services with curricula and learning objectives; 2) facilitate lawful access to District data as needed to track outcomes; 3) appoint a liaison to serve on the community school steering council; 4) encourage building principals to take an active role on the school advisory committees working in partnership with their site director to include them as an active member of the key school governance teams; 5) oversee the accountability of the school principals to support the ongoing progress of the initiative; 6) resolve any challenges as may arise. Christina will offer a reasonable range of **resources** and strategies, particularly those outlined in the Race to the Top Work Plan, Christina Strategic Plan and the School Improvement Grant to help build high-quality academic programs, including: 1) expansion of the Community Schools; 2) increased opportunities for parent engagement; 3) support of the desired **outcomes** of improved academic performance; 4) improve attendance rates; 5) nurture positive school environments; and 6) encourage greater parental involvement.

Community Partners:

Big Brothers Big Sisters of Delaware. The mission of Big Brothers Big Sisters of Delaware (BBBSDE) is to help children reach their potential through one-to-one relationships with mentors that have a measurable impact on youth. Their vision is successful mentoring relationships for all children who need and want them, contributing to brighter futures, better schools, and stronger communities for all. Their **role** will be to provide mentoring services to

children served by the Eastside Community Schools project, using BBSDE's evidence-based program model. Students will be identified by school staff as exhibiting the greatest need (lacking positive role models, at-risk of educational failure and/or delinquency). BBBSDE will leverage existing **resources** to provide these services at no cost to the federal grant or district. By providing mentoring services, BBSDE will support desired **outcomes** of improved academic performance; higher attendance rates; positive school environments; and greater parental involvement.

Christina Cultural Arts Center (CCAC). CCAC is a premier community school of the arts with a mission to make affordable arts and education programs accessible to low-income youth and their families in a safe environment conducive to learning. CCAC's leading edge programs promote positive social growth, educational success, healthy lifestyles, economic empowerment and civic participation---all pre-determinants for the creation of livable communities. CCAC actively advocates for a world class public education system in Delaware--a vital linchpin to the revitalization of impoverished neighborhoods. CCAC's **role** will be to provide arts education integrated with academic learning to students participating in the Eastside Community Schools program. Delaware State Curriculum Standards for the Performing Arts will be linked with school-based academic curricula. CCAC will leverage existing **resources** to provide these services at no cost to the federal grant or district. CCAC will work towards the following objectives: 1) Students and their families will gain improved access to affordable, quality arts education and cultural resources; 2) Students that demonstrate consistent attendance will gain increase knowledge, and skill in one or more art forms; 3) Students with consistent participation will demonstrate improved social skills, the ability to problem-solve, think critically, make comparisons and participate effectively as a member of a team; 4) Arts-based

strategies will be utilized to facilitate parent engagement in student learning; and 5) Teaching Artists and Academic Teachers will engage in professional development, shared lesson planning, and experiential instruction. By providing arts education, CCAC in collaboration with East Side Community School leaders will facilitate the desired **outcomes** of enhanced self-efficacy, improved academic performance; positive school climate; and greater parental engagement.

Delaware Art Museum (DAM). The Delaware Art Museum is a private, not-for-profit arts organization whose mission is to connect people to art, offering an inclusive and essential community resource that through its collections, exhibitions, and programs generates creative energy that sustains, enriches, empowers, and inspires. Through this partnership, students will utilize the arts to engage in visual learning, oral and written language, and the creation of works of art. The Delaware Art Museum's **role** is to provide art appreciation and education services to the Eastside Community Schools project, offering students an exciting arts experience specifically designed to integrate with school-based curricula and build upon each consecutive school year. Services will include outreach offerings at school sites for grades K-2, multiple visits to the Museum for grades 3-5, and teacher workshops and project planning with ECS teachers. At the end of the school year, the Museum will also host an open house program for all ECS students, faculty, and parents, which includes a showcase of student artwork created during the school year. DAM will leverage existing **resources** to provide these services at no cost to the federal grant or district. Anticipated objectives students will experience as a result of this collaboration are 1.) *Behavioral*: Students will explore different mediums, tools, and processes used by artists; 2.) *Cognitive*: Specific to grade level, students will gain new insights into works of art, describing them using visual arts terms and concepts; 3.) *Affective*: Students will see

themselves as artistic and creative beings. By providing arts education, DAM will support desired **outcomes** of improved academic performance; higher attendance rates; positive school environments; and greater parental involvement.

Delaware Center for Contemporary Arts (DCCA). The Delaware Center for the Contemporary Arts is a non-collecting art museum dedicated to the advancement of contemporary art. Their mission is to present exhibitions, offer exposure to the creative process, provide educational opportunities and extend innovative programs to a diverse community. DCCA's **role** will be to provide visual arts education opportunities to the Eastside Community Schools project, in connection with school-based curricula. Services will include visits to the Museum, outreach offerings at school sites, and professional development for ECS teachers. DCCA's goals are to increase student self-esteem; improve students' ability to work collaboratively; and to increase awareness of careers in the arts. DCCA will leverage existing **resources** to provide these services at no cost to the federal grant or district. By providing arts education, DCCA will support desired **outcomes** of improved academic performance; higher attendance rates; positive school environments; and greater parental involvement.

Delaware Center for Economic Education Entrepreneurship. The University of Delaware's Center for Economic Education Entrepreneurship (CEEE) supports economic literacy by providing educators with high-quality programs and workshops that increase the knowledge and understanding of economics, financial education and entrepreneurship. Working in partnership with the Delaware Financial Literacy Institute, the CEEE's **role** will be to build on its successful Personal Finance Academy by enriching the existing program at the Eastside Community Schools. CEEE will work with families, teachers, and students in grades K-5. CEEE will offer professional development for teachers on a regular basis, providing materials

and training in personal finance and economic concepts, for integration with school-based curricula. CEEE will also provide Family Nights for parents. CEEE will leverage existing **resources** to provide these services at no cost to the federal grant or district. All program activities have an assessment component. Teachers complete two evaluations (four-square and a quantitative form) and lesson studies. Student pre/post evaluations are administered for each lesson. Some lessons have activities for parents to complete with their children. Completion rates are tracked for these. At family nights participation rates are tracked and parents complete program evaluations. By providing financial literacy services, CEEE will support desired **outcomes** of improved academic performance; higher attendance rates; positive school environments; and greater parental involvement.

Delaware Symphony Orchestra (DSO). The Delaware Symphony Orchestra serves 55,000 audience members annually through a wide array of programming, enabling people to find world-class entertainment experiences in Delaware. The DSO serves over 10,000 children annually throughout the state and region through its midweek school concert series and in-school ensemble performances. The DSO's mission is to enrich life through orchestral music and cultivate a life-long love for the arts through performances. In addition to traditional concert programming, they are dedicated to serving the educational needs of our community's youngest members. Their role will be to provide in-school ensemble visits with a focus on arts integrated learning and midweek concert performances at the Symphony's venue, the Grand Opera House, to the Eastside Community Schools project. Both the in-school visits and concerts are programmed and designed to support school-based curricula and enhance learning outcomes in the arts as defined by the State Department of Education. Services will include visits to the DSO, outreach offerings at school sites, and planning with ECS teachers. DSO will leverage

existing **resources** to provide these services at no cost to the federal grant or district. By providing arts education, DSO will support desired **outcomes** of improved academic performance; higher attendance rates; positive school environments; and greater parental involvement.

Delaware Theater Company. The Delaware Theatre Company (DTC) is Delaware's premier non-profit theatre, producing a diverse season of plays, attracting professional actors and artists from Broadway and regional theatres across the country. Their education and outreach programs are nationally recognized and serve thousands throughout the tri-state area. The mission of Delaware Theatre Company is to create theatre of the highest professional quality in Delaware and thereby enrich the vitality of the area through artistic programming, education and community service. Their **role** will be provide drama education opportunities and performances to the Eastside Community Schools project, in connection with school-based curricula. Services will include visits to the DTC and outreach offerings at school sites, such as playwriting workshops. DTC will leverage existing **resources** to provide these services at no cost to the federal grant or district. By providing drama education, DTC will support desired **outcomes** of improved academic performance; higher attendance rates; positive school environments; and greater parental involvement.

Food Bank of Delaware. The Food Bank of Delaware's mission is a community free of hunger. They achieve this by providing low- and no-cost food to qualified feeding programs throughout the greater Delaware region; informing the greater Delaware community about hunger issues and food security; mobilizing support for anti-hunger efforts; training and empowering under- and un-employed individuals to fill needed positions within the food service industry; and developing and implementing statewide feeding programs to assist low-

income families, individuals and children. The Food Bank's **role** will be to provide the Kid CHEF program to identified children participating in the Eastside Community Schools project. Kid CHEF (Cooking Healthy Easy Foods) is a skills and knowledge building program that teaches children about healthy eating and how to prepare nutritious foods on their own. The Community Nutritionist at the Food Bank of Delaware will present a series of five interactive classes that highlights the MyPyramid food groups to children at each of the ECS schools. The Food Bank will also offer a Backpack Feeding program which provides backpacks filled with food on weekends/holidays, to identified children at each of schools in the ECS project. The Food Bank will leverage existing **resources** to provide these services at no cost to the federal grant or district. By providing job training, nutrition education, and hunger alleviation, the Food Bank will support desired **outcomes** of improved academic performance; higher attendance rates; positive school environments; and greater parental involvement.

Henrietta Johnson Medical Center. Henrietta Johnson Medical Center is a Federally Qualified Health Center (FQHC) whose mission is to respond to the health care needs of its community by providing comprehensive family-oriented health care services of high quality, including preventive services. HJMC's **role** will be to serve as the leading community-health partner in the Eastside Community Schools project, pending school board approval. HJMC will provide health care **services** to students and families residing within the Eastside Community School service area at an agreed-upon site, as well as at its main site in Southeast Wilmington. HJMC will leverage existing **resources** to provide these services at no cost to the federal grant or district (for example, HJMC offers a sliding fee scale to persons who are uninsured, and provides health care services at no costs for people who are homeless). By increasing access to affordable

health care, HJMC's services will support desired **outcomes** of improved academic performance; higher attendance rates; positive school environments; and greater parental involvement.

YMCA of Delaware. The YMCA of Delaware is a nonprofit organization working to strengthen the foundations of the community by supporting youth development, healthy living and social responsibility. The YMCA currently provides swim lessons for more than 1,500 inner city youth free with the generous support from individual and corporate funders, in order to provide skills to reduce risks of drowning, as well as to ensure that children are physically active. The role of the YMCA will be to provide swimming lessons for all third grade children who attend the Eastside Community Schools. The YMCA will leverage existing **resources** to provide these services at no cost to the federal grant or district. By increasing access to physical activity, the YMCA will support desired **outcomes** of improved academic performance; higher attendance rates; positive school environments; and greater parental involvement.

YWCA Delaware. YWCA Delaware is a nonprofit organization that is committed to community service focusing on the special needs of women and their families. We assist in attaining life-changing skills, building healthy relationships, with a focus on racial equity and advancing women and their families economically. It is our goal to help women achieve financial stability and independence and to encourage their personal development. The YWCA's role will be to provide financial literacy education to parents whose children attend one of the Eastside Community Schools, towards the goal of attaining assets such as savings nest eggs, homes and small business. After completing YWCA financial empowerment programs, parents will have gained knowledge on how to set and maintain household budgets, setting financial goals with action plans, and managing credit. The YWCA will leverage existing **resources** to provide these services at no cost to the federal grant or district. By increasing

financial self sufficiency, the YWCA Delaware will support desired **outcomes** of improved academic performance; higher attendance rates; positive school environments; and greater parental involvement.

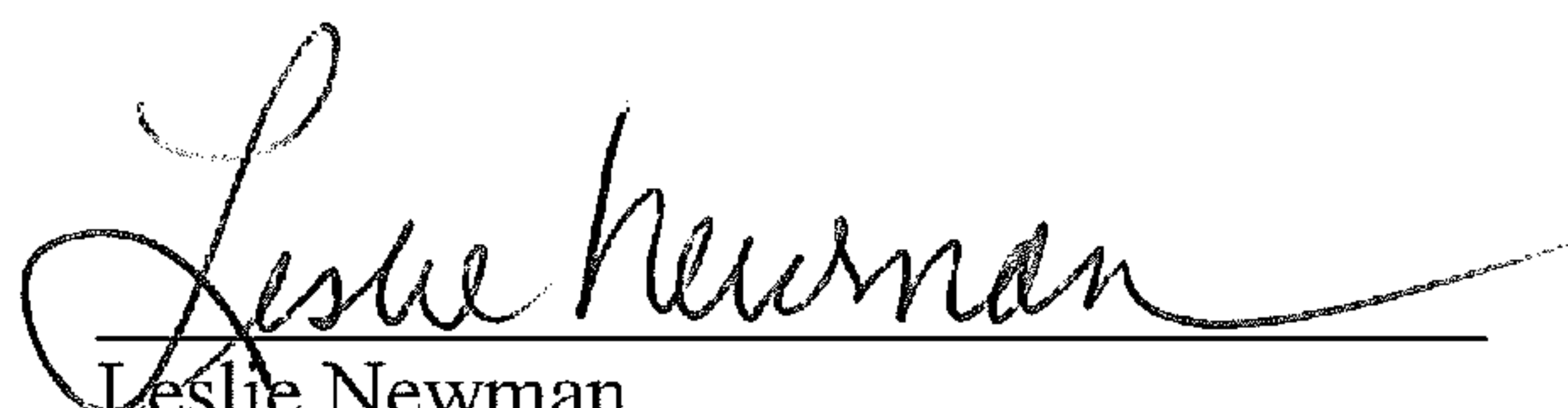
Evaluation Partner:

ActKnowledge. ActKnowledge is a university-based action research organization with a diverse, interdisciplinary team of social scientists, activists, trainers, and planners.

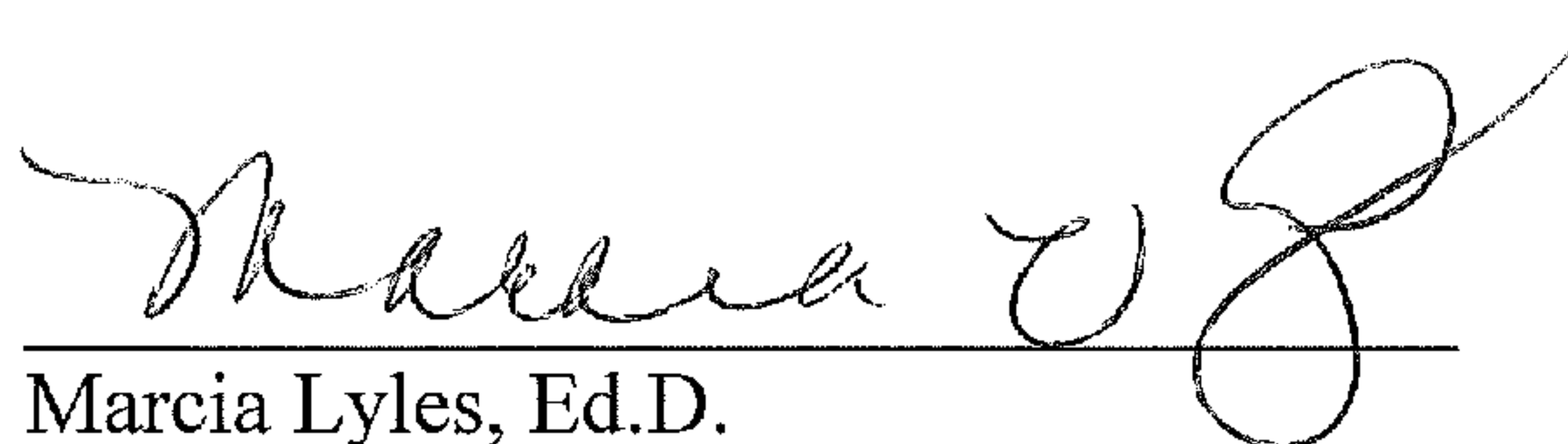
ActKnowledge has spent the past decade working to understand and make the case for how social change initiatives work. ActKnowledge's **role** will be to work with Children & Families First and its partners to develop and implement a comprehensive evaluation of the Eastside Community Schools Program. ActKnowledge will use its extensive **resources** and experience to prove these services as part of the Full-Service Community Schools project. ActKnowledge will work with Children & Families First to ensure timely and accurate evaluation of desired **outcomes** of improved academic performance; higher attendance rates; positive school environments; and greater parental involvement.

In summary, as attested to by the signatures on the next page, the following organizations and agencies are committed to the roles, services, resources, and outcomes, as described above for each organization, as necessary for the successful enhancement of the Eastside Community Schools program, through the Department of Education's Full-Service Community Schools program. Further, all community partners commit to providing a staff contact to partner with the ECS Program Director and Site Coordinators; to participate on the Community Coordinating Councils; to participate in comprehensive program planning; and to collect and provide any required data.

Signature Page



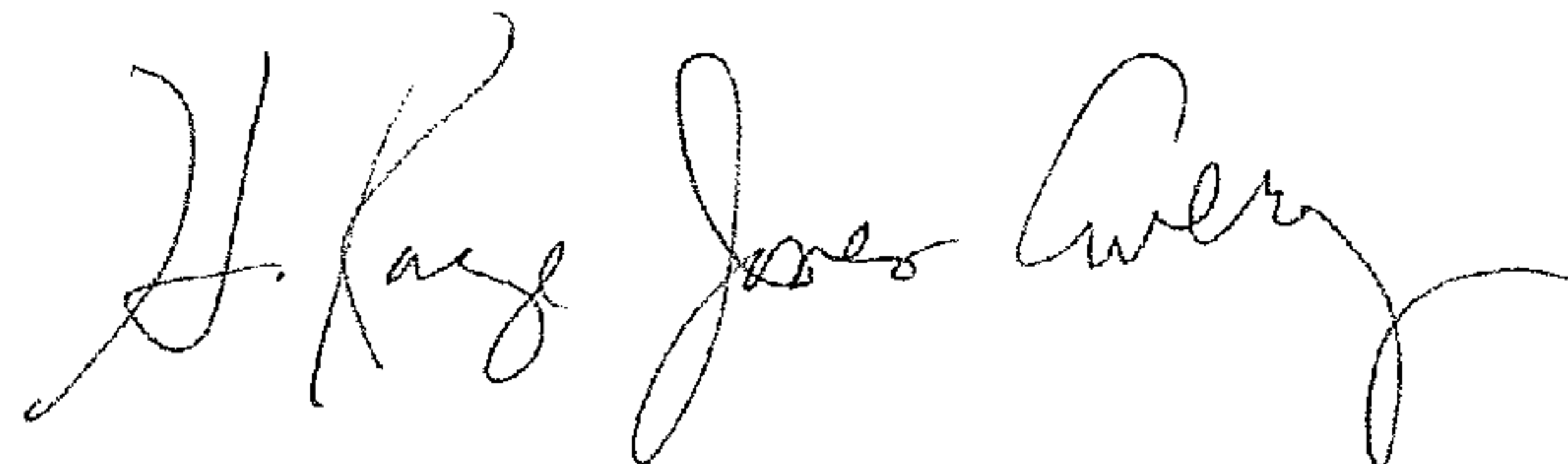
Leslie Newman
CEO
Children & Families First



Marcia Lyles, Ed.D.
Superintendent
Christina School District



Joseph Duffy
Executive Director
Big Brothers Big Sisters of Delaware



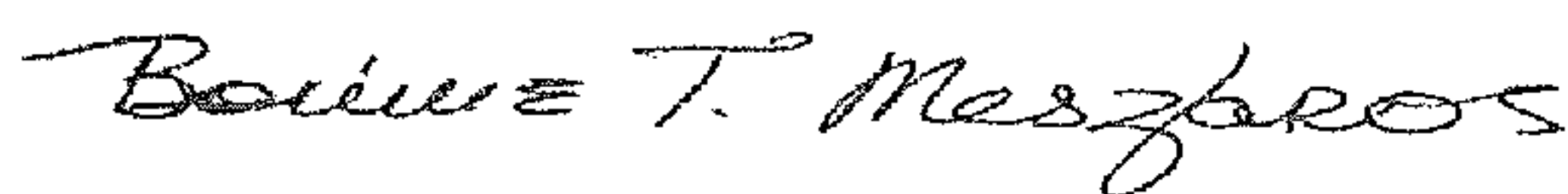
H. Raye Jones Avery
Executive Director
Christina Cultural Arts Center



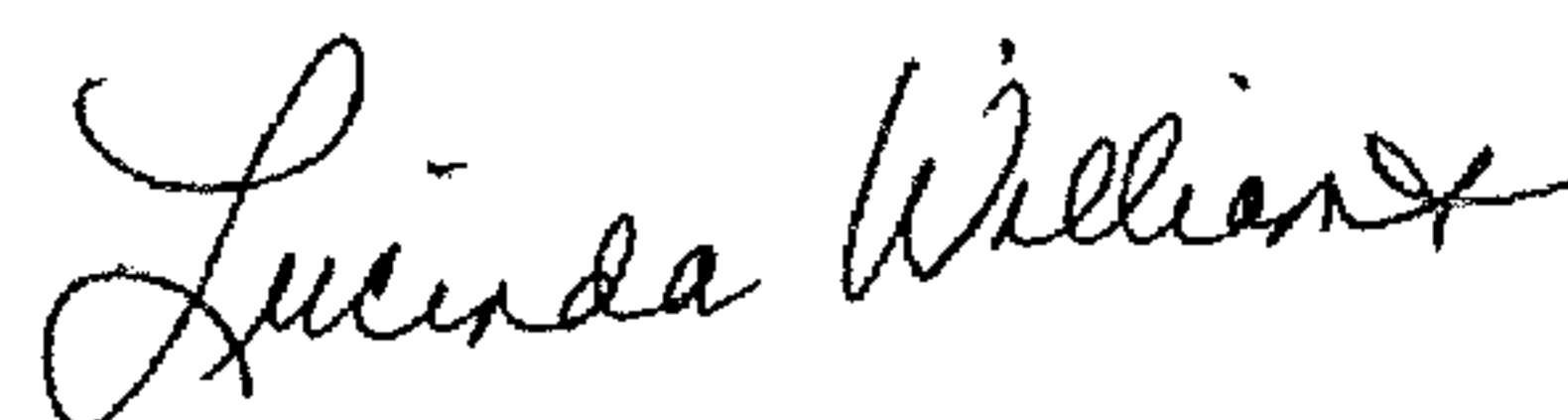
Danielle Rice
Executive Director
Delaware Art Museum



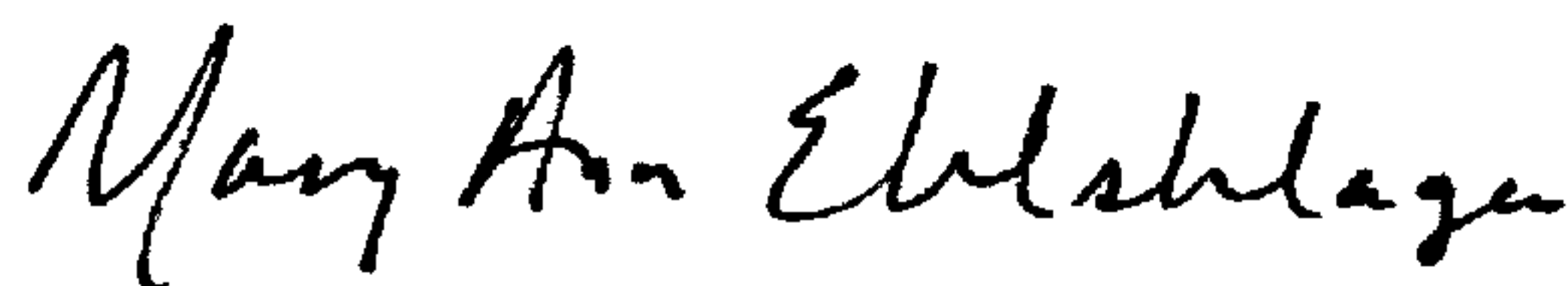
Maxine Gaiber
Executive Director
Delaware Center for Contemporary Arts



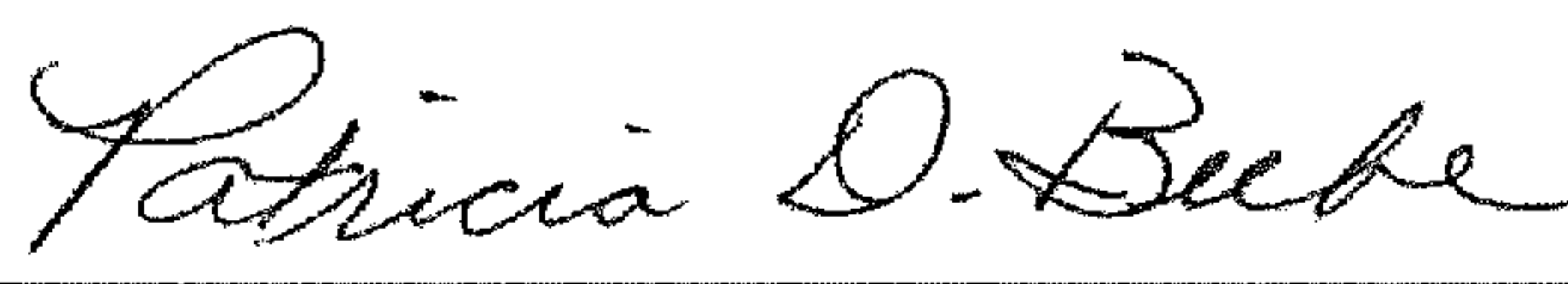
Bonnie Meszaros
Executive Director
Center for Economic Education &
Entrepreneurship



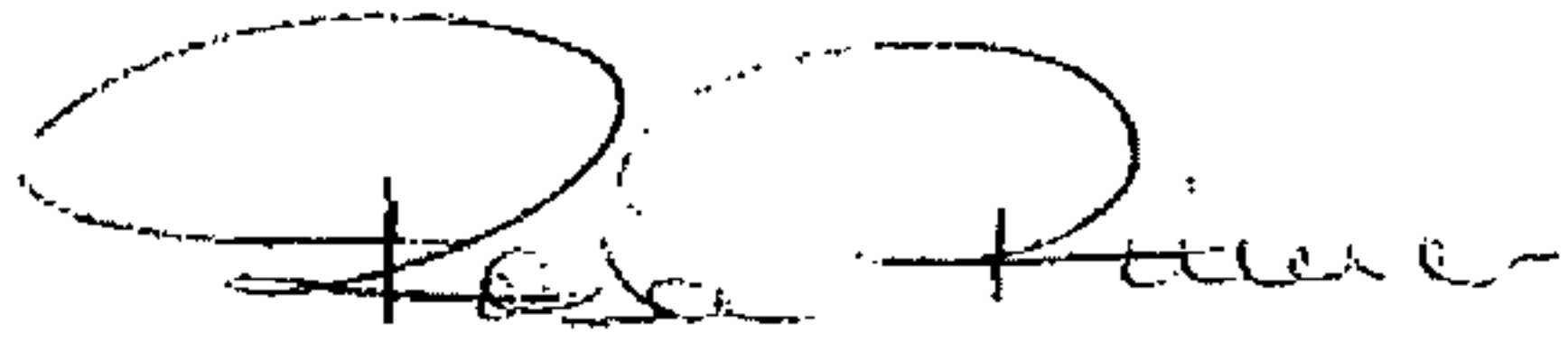
Lucinda Williams
Executive Director
Delaware Symphony Orchestra



Mary Ann Ehlshlager
Managing Director
Delaware Theater Company



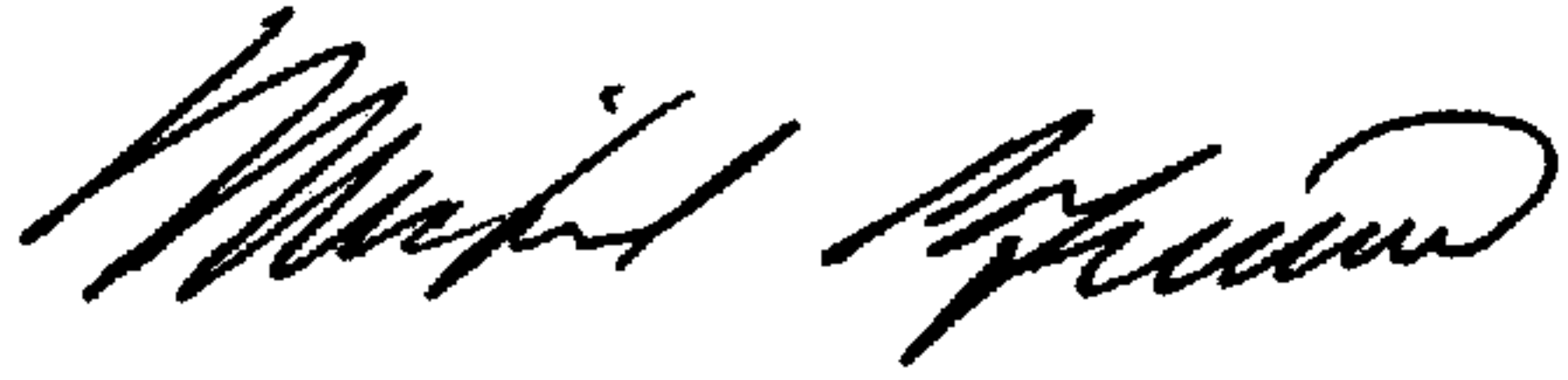
Patricia Beebe
President and CEO
Food Bank of Delaware



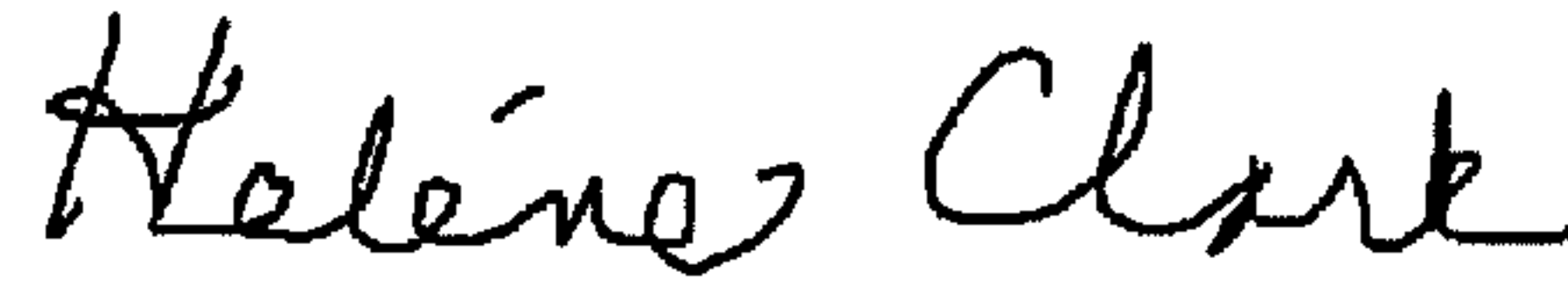
Rosa Rivera
Executive Director
Henrietta Johnson Medical Center



Ginny Marino
CEO
YWCA Delaware



Michael Graves
President
YMCA of Delaware



Heléne Clark, Ph.D.
Director
ActKnowledge

Project Narrative

Appendix--Resumes of Key Personnel

Attachment 1:

Title: CFF Full Service Community Schools Resumes Pages: 21 Uploaded File: CFF Full Service Community Schools Resumes.pdf

Leslie J. Newman

(b)(6)

CURRENT EMPLOYMENT

- Children & Families First, CEO** January 2007-Present
- Children & Families First, Director of Development** September 1991- December 2006

PAST EMPLOYMENT

- Madison School District (CT), *Reading Specialist* September 1978- June 1980
- Lower Merion School District (PA), *Reading Specialist* September 1977- June 1978
- Columbia School (PA), *Reading Specialist* September 1975-March 1977
- While Plains School District (NY), *Reading Specialist* September 1974-June 1975
- Buffalo School District (NY), *Teacher, Grade 3* September 1972-December 1973

OTHER LEADERSHIP & FUNDRAISING ACTIVITIES

- **President, Board of Directors, Milton & Hattie Kutz Foundation,** 2002-Present
- **President, Board of Directors, Jewish Federation of Delaware,** 1996-1998
(Centralized fundraising/planning arm of the Jewish Community)
Also served as Allocations Chair and Member of the Board
- **President, Board of Directors, Jewish Family Service** 1988-1990
- **Member, Advisory Board, Carl M. Freeman Foundation** 2005-2006
- **Member, Advisory Board, Fund for Women of DE Community Foundation** 2002-2007
- **Member, Executive Committee, Jewish Community Center** 2004-Present
- **Advisor, Youth Philanthropy Board, DE Community Foundation** 2000-Present
- **Member, Child Death, Near Death and Stillbirth Commission** 2007-Present
- **Member, Board of Directors, Delaware Association of Non Profits(DANA)** 2008-Present

AWARDS

- **Jewish Family Service Leadership Award** May 2008
- **NCCJ Community Builder Award** October 1999
- **Harry Cohen Leadership Award** June 1998

EDUCATION

Certificate Non-Profit Leadership and Management May 2003
Alliance for Children & Families and the University of Michigan

M.Ed., Reading Specialty May 1974
S.U. N. Y. at Buffalo

B.S., Elementary Education May 1972
S.U.N.Y. at Buffalo

REFERENCES Available upon request

Sandy Clark

(b)(6)

OBJECTIVE

Seeking to obtain a position as a Community School Site Director - Eastside Community School.

SUMMARY OF QUALIFICATIONS

- An administrator with more than fifteen years of increasing responsibilities in the field of Human Services.
- Proven strengths include promoting and organizing community events, contract monitoring and conference planning.
- Strongly self-motivated, enthusiastic and deeply committed to helping others.
- Outstanding ability to work with community and professional groups.
- Exceptional person-to-person communication and interpersonal skills.

CAREER RELATED EDUCATION AND TRAINING

B.S. Human Services
Pursuing All Stars Master Training Certification
Core Essentials of an Effective and Sustainable
Coalition and the Capacity Building Workshop
Strategic Prevention Framework Training

Springfield College (Sum Cum Laude) -1999
Tanglewood Associates, Greensboro, NC - 2009
Communities Anti-Drug Coalitions of America - 2008
Communities Anti-Drug Coalitions of America - 2008
Substance Abuse and Mental Health Services
Administration, Center for Substance Abuse
Prevention - 2007

CAREER-RELATED EXPERIENCE

**5-99 – Present Program Support Administrator State of Delaware
Office of Prevention and Early Intervention
Wilmington, DE**

Contract Manager:

- Monitor ten individual community centers and other service providers on their implementation of youth prevention and parent education evidence-based programs.
- Perform contract negotiations with service providers to ensure availability of funding, adherence to goals and objectives, and program evaluation and outcomes.
- Manage program facilitation, data collection, training, compliance site visits and budgeting.
- Provide and coordinate related training to assure fidelity standards in implementation of program.

Conference Planner:

- Organize Prevention Forums, Teen Summits and Town Hall Meetings for up to 700 participants.
- Successfully led teams of professionals, office staff and volunteers resulting in events worthy of several commendations (i.e. City Council Resolution for Excellence in Service-2009).
- Several years experience in negotiating with keynote speakers (including celebrities), hotels, transportation (airlines, limousine services), etc.

Trainer and Facilitator:

- Coordinate training for office staff and contractors.
- Facilitate evidenced-based curriculums to groups (youth and adults)

10/07-4/08 **Research Assistant** **University of Pennsylvania,
Philadelphia, PA**

Surveyor:

- Successfully surveyed faith-based organizations for the purpose of identifying resources in the same geographic areas, urging collaboration to better serve the needs of the community.

8/95-5/99 **Comprehensive Case Manager** **Neighborhood House, Inc.
Wilmington, DE**

Case Manager:

- Identified up to 20 low-income households for participation in the program
- Provided counseling and consultation to assist each client on the goals and objectives of their case plan.
- Assisted clients in accessing appropriate resources and support services.

3/96-5/99 **Family Coordinator** **Kingswood Community Center
Wilmington, DE**

- Successfully provided access to food club services.
- Provided services for over 100 youth to shop for their families during the holiday season.
- Promoted holiday baskets drives servicing over 200 families

VOLUNTEER EXPERIENCE

3/96–Present **Youth Pageant Director** **Delaware Juneteenth Association
Wilmington, DE**

Volunteer:

- Director of a community program for the past twelve years with girls ages 8-18 for the purpose of promoting high self-esteem, ancestral heritage and history, talent, career development, poise and character.
- Proficient in mobilizing parents, teachers, business professionals and faith-based organizers to collaborate for the purpose of family preservation and programming.
- Fundraiser for family-oriented prevention programs

9/94-6/95 **HOST Volunteer** **Shue-Medill Middle School
Newark, DE**

- Volunteered for the Help One Student to Succeed (H.O.S.T.) program by mentoring middle-school students with academic and social challenges.

ACCOMPLISHMENTS

- Resolution from the City of Wilmington City Council for recognition in organizing the 2009 Teen Summit - 2009
- Kids Count Award Nomination - Kids Count of Delaware - 2002
- Employee of the Year Award Nomination – State of Delaware - 2001
- Unsung Heroine Award – Alpha Kappa Alpha Sorority, Inc. – 1999
- Appreciation Award – National Political Congress of Black Women, Inc. - 1999
- Outstanding Teamwork Award – Delaware Prevention Network - 1997

REFERENCES WILL BE SUPPLIED UPON REQUEST

JAMIE M. BROWN, MSW

WORK EXPERIENCE

2/2008 – current Project Stay Free Wilmington, De
Intervention Specialist

- Intensive Community Care Program – Home Based Services
- Assist youth (ages 8-18) who are in the custody or under the supervision of the Division of Youth Rehabilitative Services with meeting court ordered conditions, probation or aftercare requirements.
- Services include: case management, family support, home visits, curfew checks, school/work visits, weekend visits, telephone contacts, court appearances, outside agency referrals, 24hr on-call, individual/family counseling, daily contact verification, and other duties.

7/2006 – 5/2007 Leadership Charter School Philadelphia, Pa
School Social Work Intern

- Provide social support services to school children in grades pre-k through eighth grade.
- Services include: addressing the social and emotional needs of all the students, assist preschoolers with their social and emotional adjustment to school, provide individual and group intervention inside and outside the classroom, case management, crisis intervention, consultation, and identifying and referring community resources for students and their families.

9/2005 – 5/2006 Simon Circle Boys & Girls Club Dover, De
After-School Social Work Intern

- Provide after-school services to boys & girls club members.
- Services included: intensive academic reinforcement and tutoring; assist with extra-curricular enrichment and arts programs, develop and moderate prevention programs, and facilitate individual and peer-mentoring.

EDUCATION

7/2006 – 5/2007 University of Pennsylvania Philadelphia, Pa
School of Social Policy and Practice
Master's Degree in Social Work (MSW)

8/2002 – 5/2006 Delaware State University Dover, De
School of Health and Public Policy
Bachelor's Degree in Social Work (BSW)
Magna Cum Laude

WORK EXPERIENCE:

Integrity Staffing Solutions New Castle, DE (11/07 – present)

HR Coach Administrative Assistant

- Create and distribute daily attendance reports for multiple shifts
- Responsible for creating all coach reports and ensuring a coach staff of 40+ returned all documents
- Responsible for QC of all coaching documents to ensure compliance
- Maintain Comprehensive HR Database with over 15,000 HR Activity records including employee disciplinary action reports
- Provide administrative support to coaches and managers
- Responsible for front line telephone answering inquiries and accurately directing to appropriate party
- Create and modify documents using Microsoft Office
- Perform general clerical duties to include but not limited to: photocopying, faxing, and filing.
- Support staff in assigned project based work

Ethnic Expressions Norcross, GA (04/06-present)

Independent Art Consultant

- Strong planning and facilitation skills, able to communicate effectively with all organizational levels build relationships of trust and enlist the participation of team members.
- Strong marketing and sales leader.
- Develops and train new consultants. .
- Forecasts data to be used in projecting volume and financial outcome for long-range planning activities

Daimler Chrysler Newark, Delaware (05/98-05/07)

Human Resources Assistant

- Coordinated, organized and maintained the hiring and termination process for all employees, including new hire orientation.
- Managed employee files via Peoplesoft, scheduled meetings, create reports and various administrative responsibilities as assigned.
- Updated the appropriate form when an employee receives a promotion or switches health insurance plans
- Prepared reports for managers elsewhere in the organization
- Screened job applicants to obtain information such as education and work experience
- Explain the organizations employment policies and refer qualified applicants to the employing official
- Request references from present or past employers or applicants
- Inform job applicants for their acceptance or rejection for employment

Team leader

- Analyzed, monitored and executed ongoing task, and evaluated progress and quality of the vehicles.
- Promoted effective teamwork and managed the resolution of interpersonal issues.
- Participated in meetings at the operational and project level, provided continuous feedback on projects status and offered constructive options to ensure project track and discussed the potential risks/benefits and budgeting cost.
- Ability to lead and motivate cross-functional teams and interact with all levels of mgmt.
- Provided management with reports on projects and status relating to the triple constraints (time, scope, and budget).
- Strong knowledge and **certified** using **MS Project, Word, Excel, Access, Ppt.,** etc, with ability to adapt quickly.

Team Member

Launch Team Project

- Worked with Senior Management to determine target areas of process improvements.
- Flexibility, strong work ethic, and ability to think out of the box and learn quickly.
- Analyzed and discussed the potential risks/benefits and budgeting cost.
- Managed issues thru resolution process and taking corrective actions as necessary.
- Conferred with project personnel to provide technical advice

DuPont Dow Elastomers, Wilmington, Delaware 2003

Human Resources Management Internship

- Analyzed an employee training program and presented recommendations to improve the program based on employee responses and feedback.
- Prepared policies and procedures for the use of company sponsored incentives (cell phones, company car, and Amex cards).
- Assisted in the screening and interview process of exempt and non-exempt employees

EDUCATION AND TRAINING:

Wilmington University, MAT Secondary Education currently

Wilmington College, M.B.A. Business Administration 2006

Wilmington College, B.S. Human Resources Management 2003

MILITARY:

United States Army, (05/83-04/98)

Rank E-5, Traffic Management Coordinator

- Advised military and Department of Defense civilians of their entitlement for shipment of personal property and passenger travel and prepares the necessary documentation.
- Requested and coordinated transport capability to meet a movement mission.
- Marked and labeled cargo and freight shipments in accordance with regulatory requirements.
- Documented and inventoried freight, cargo, and materiel shipments of all types.
- Operated automated data terminal equipment to prepare movement documentation or related correspondence.
- Arranged documentation and reports for follow-up or response to tracer actions.
- Prepared transportation movement documents and related forms for the type of shipment and mode of travel. Performed office duties such as posting regulations, files maintenance, and routine office correspondence.

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RIHONDA ADCOX**SKILLS SUMMARY**

I am a highly creative, self-motivated, "A" player seeking a place to shine. More than 10 years of experience in data manipulation and document generated programming. Strong background in user training and support documentation. Experience in major programming languages, operating hardware and software. I have working knowledge using Microsoft Excel, Microsoft Word, Visual Basics, VBA, C++, Microsoft Access, SQL, and Oracle. Over 6 years in a management position.

EXPERIENCE**Corporate Press, Maryland**

6/07-present

Supervisor of Variable Programming & Data Processing Department

- Client Relationship Management - Assure account satisfaction. Manage the Client business relationship. Maintain balance between client goals and objectives. Maintain excellent communications with other departments regarding customer account status.
- Grow Existing Business - Build and solidify customer relationships to help identify additional needs within existing accounts.
- Delegate responsibilities to employees to meet company's expectations.
- Perform electronic file management and archiving.
- Physical Database Design
- Data Conversion
- Planning and Design
- Requirements Analysis
- Perform import, CASS, NCOA, AECI & AECII, merge/Purge and presort.
- Plan daily schedules.
- Conduct interviews and provide evaluations of designated staff on a weekly basis.
- Train employees on new software and upgrades.
- Quickly and effectively solve customer challenges.
- Follow all jobs through production process to ensure time sensitive delivery dates.
- Create personalized documents using PReS, an integrated development environment designed specifically for developing document systems solutions.
- Upgrade and install software.
- Help with any computer or software related issues
- Replace backup tapes in server room.
- Troubleshoot servers as needed.

Corporate Press, Virginia

5/03-6/07

Supervisor of Digital Print & Variable Programming Department

- Client Relationship Management - Assure account satisfaction. Manage the Client business relationship. Maintain balance between client goals and objectives. Maintain excellent communications with other departments regarding customer account status.
- Grow Existing Business - Build and solidify customer relationships to help identify additional needs within existing accounts.

- Delegate responsibilities to employees to meet company's expectations.
- Perform electronic file management and archiving.
- Plan daily schedules
- Conduct interviews and provide evaluations of designated staff on a weekly basis.
- Quickly and effectively solve customer challenges.
- Follow all jobs through production process to ensure time sensitive delivery dates.
- Create personalized documents using PReS, an integrated development environment designed specifically for developing document systems solutions.
- Motivate and supervise staff on 1st, 2nd, and 3rd shifts.
- Produced work using four black and white digital presses (Digimaster 9110, E125 w/binder, E138).

9/00-5/03

Corporate Press, Virginia

Variable Programmer & Data Administrator

- Produced direct mail pieces.
- Carry out detailed client instructions on merging and purging data files.
- Writing extensive queries to manipulate data.
- Developed and implemented a program to help the company track jobs more efficiently.
- Created files for traditional printing processes using page layout, visual basics and photo manipulation software.
- Extensively manipulated data using Microsoft Access, VBA, Foxpro, SQL Server and SQL
- Senior programmer on all projects.

9/99-9/00

ASAP Mailing and Fulfillment, Virginia

Data Administrator

- Manipulated data using Microsoft Access as well as FoxPro for an extremely busy department where deadlines were critical
- Cleaned data and performed maintenance.

SYSTEMS PROFICIENCY

Hardware

Microsoft Windows NT, Microsoft Windows 2000, Microsoft Windows XP

Programming Languages

Visual Basics, C++, VBA, SQL, HTML, ColdFusion

PC Software

DBase III+, Oracle, Microsoft Access, Excel, FoxPro, DOS, PCTools, Adobe Creative Suite

EDUCATION

Certificate of Completion in Visual Basics

Northern Virginia Community College, Manassas, VA

2001

Northern Virginia Community College

Information Technology

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JOB OBJECTIVE:

To secure a meaningful position in the field of finance, where excellent analytical and technical skills will be utilized and further developed to improve an organization's profitability, and help deliver business goals by applying the best accounting practices.

SUMMARY OF QUALIFICATIONS:

- In excess of fifteen years experience in finance management at various levels
- Practical background in all phases of accounting and appropriate reporting
- Proficient in various accounting transactions including, accounts payable & receivables, depreciation, bank reconciliation, journal entry preparation, and preparing financial statements
- Knowledge of detecting and correcting erroneous postings, and preparing documents to adjust accounting classifications on a routine basis
- Ability to create reports and analyze general ledger accounts
- Effective supervisory & training experience in a not-for-profit environment
- Highly trustworthy, discreet and ethical
- A detailed-oriented self-starter who is able to prioritize and multi-task
- Excellent communication and organizational skills
- Proficient with MS Office, MST (AS400) Accounting database

PROFESSIONAL EXPERIENCE:

2005 – present **Accountant I, Wilmington Housing Authority, Wilm., DE**

- Assist in maintaining AP/AR systems in compliance with state and federal fund restrictions, and for overall budgeting and accounting purposes
- Lead person for AP/AR and payroll staff in finance department
- Ongoing training of AP/AR clerical staff
- Prepare bank reconciliations, journal entries, financial statements, and month-end close procedures
- Reconcil and analyze all general ledger accounts
- Overall accounting oversight for a 200-unit facility
- Oversee payroll processing

2000 – 2005 **Accounting Clerk, Wilmington Housing Authority, Wilm., DE**

- Revamped and implemented AP tracking system for utilities segment of company to improve accuracy & efficiency, and eliminated late or incorrect payments, saving the company thousands of dollars
- Revised AP management system and improved vendor relations
- Responsible for AP/AR oversight
- Created year-end audit schedules and documentation; and monitored monthly check runs and distributions for finance department
- Served in primary customer service role in addition to other responsibilities

1995 – 1999 **Finance Clerk, Avon Products**, Newark, DE (temporary assignment)

- Performed various clerical functions including payment processing, accounts receivable & account reconciliation transactions, and order entry

EDUCATION:

- Bachelors of Science in Finance, Wilmington University, New Castle, DE. 2006
(*Graduated Cum Laude*)
- ADP Payroll Certification, 2006
- Master of Business Administration, Finance Concentration, Wilmington University, New Castle, DE. Expected graduation: May 2009

June 12 9AM

Financial Asst

NATHANIA P. THOMPSON

(b)(6)

QUALIFICATIONS PROFILE

Seasoned, ambitious, and results-driven professional with in-depth experience in procurement, credit, collections, retail, and customer service.

- ⌘ Talented in developing and implementing strategies to assist in achieving goals and maintaining the company's best business practices.
- ⌘ Proven track record of contributions to significant revenue and profit improvements through effectively managing accounts, negotiating collection settlements, establishing payment schedules, and executing win-win outcomes.
- ⌘ Meld expert strategic and financial knowledge with strong qualifications in general management, credit policies and procedures, communication, and negotiations.
- ⌘ Earned reputation for displaying core values, honesty, integrity, commitment to proper work ethic, and compliance to governing laws to achieve quality assurance.
- ⌘ Proficient technology skills, including MS Word, Excel, Access, Outlook, PowerPoint; WordPerfect, Latitude.

PROFESSIONAL EXPERIENCE

SIMM ASSOCIATES – Newark, DE
Account Manager, 2003 to Present

Serve as a liaison between clients, consumers, agencies, mortgage companies, and the credit bureau for a third-party collection agency, while simultaneously managing multiple line inbound calls.

Service over 200 accounts to recover debt, including credit cards, auto, private label, commercial, consumer loans, and medical accounts. Deliver a high level of care and sensitivity in communicating with callers. Key areas of responsibility include answering / screening inbound calls, negotiating settlements / payment schedules, following up on accounts, maintaining accurate documentation, and educating consumers on available financial resources / options. Maintain a good working knowledge of FDCA laws. Participated on Employee Advisory Committee.

Selected contributions:

- Recognized for outstanding performance in handling difficult debtors.
- Maintained delinquency level and adhered to guidelines within company standards and requirements.

F. SCHUMACHER & COMPANY – Newark, DE
New Goods Supervisor, 1999 to 2003

- Maintained delinquency level within departmental requirements.
 - Reviewed credit lines in an effort to control client exposure and maximize sales.
 - Met required phone contact goals established by the department on a consistent basis.
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EDUCATION AND CERTIFICATIONS

NEW YORK CITY COMMUNITY COLLEGE -- New York, NY

Associate's Degree in Liberal Arts

***Certifications:* National Safety Certifications P First Aid & CPR**

COMMUNITY ACTIVITIES & AFFILIATIONS

Civic Association Street Representative P American Association of Cheerleading Coaches & Advisors (AACCA) P Delaware Cheerleading Coaches Association (DCCA) P NCA Judge

HELÉNE CLARK, Ph.D.
ACTKNOWLEDGE
Center for Human Environments
365 Fifth Avenue
New York, New York 10016
212-817-1906
hclark@actknowledge.org

EDUCATION

- 1995 Ph.D. in Environmental Psychology, City University of New York, Graduate Center.
- 1976 A.B. in Geography, Barnard College, Columbia University.

PROFESSIONAL EXPERIENCE

- 1998 - **DIRECTOR, ACTKNOWLEDGE**, Center for Human Environments, CUNY Graduate Center, 365 Fifth Avenue, New York, New York 10016.

Co-founder of a participatory action research organization dedicated to working with not-for-profit organizations, foundations and government to better understand the processes and impacts of their programs, to improve their effectiveness, and to be better able to articulate and disseminate the results of their work. ActKnowledge is a leader in the development, training and application of the Theory of Change approach to program planning and evaluation. Recent research projects include a multi-year evaluation of community schools, several after-school program evaluations, evaluation of early childhood development initiatives, feasibility study for providing tenant assistance in New York City, and documentation and evaluation of a comprehensive community initiative in Harlem.

- 1988-1998 **ASSOCIATE DIRECTOR, HOUSING ENVIRONMENTS RESEARCH GROUP**, Center for Human Environments, Graduate School and University Center, City University of New York, 33 West 42nd Street, New York, New York 10036.

As co-founder and associate director, involved in all aspects of the development of HERG's research program, staffing, organizational structure and funding. Initiated and conducted urban research projects, undertaking evaluation, policy analysis and original research using a participatory approach with community residents and not-for-profit partners with the goal of improving theoretical understanding and identifying practical applications of community building efforts, housing programs, and comparative urban developments, particularly those involving housing and community organizing. Acted as director on numerous housing policy studies concerning city-owned housing, limited-equity cooperatives, public housing, and legal services.

- 1987-1988 **RESEARCH PROJECT DIRECTOR**, Citizens Committee for New York City, 3 West 29th Street, New York, NY 10001.

Implemented and analyzed a survey of community leaders on issues facing New York City; provided research and development support for Citizens Committee projects.

- 1982-1987 **PLANNING CONSULTANT**

Developed and tested methodology for evaluating community open space needs, analysis of data, supervision of planning and research staff and preparation of final reports. Also performed

review of environmental impacts and impact statements and a residential market analysis for Central New Jersey. For Abeles Schwartz Associates.

Developed a crime prevention program for a large commercial street and for development of an early warning system for commercial arson for the Flatbush Development Corporation.

Conducted analysis of residential development proposals, market and zoning analysis; responsible for hiring and supervision of staff for Bockman Associates.

1976-1982 **PLANNER/DIRECTOR FOR DATABASE DEVELOPMENT**, New York City Department of City Planning, 2 Lafayette Street, New York, NY 10007.

Responsible for evaluation and supervision of all planning projects requiring computer support. Projects included re-design of Uniform Land Use Review Procedure tracking system, computerization of City Environmental Review Procedure, research on distribution and effectiveness of housing programs and development of New York City's first computerized system of housing construction and rehabilitation.

AWARDS

1976 Lillian Berle Dare Prize in Geography, Barnard College
1979 Barney Rabinow Award, New York City Department of City Planning
1985 -1986 City University of New York Graduate Fellowship
1987- 1988 City University of New York Graduate Fellowship
1991 Society for the Psychological Study of Social Issues Research Award

PUBLICATIONS

Clark, H. (in preparation). Evaluation design and implementation considerations in community school settings. In Toward a Community School : Promising Practices for School-Family-Community Collaboration, Nathalie Trépanier (ed).

Clark, H. (2007). Making Sense: Reviewing Program Design with Theory of Change. Web publication, www.theoryofchange.org

Saegert, S. & Clark, H. (2006). Opening doors: What a right to housing means for women. In Bratt, R., Hartman, C., Hombs, M. & Stone, M. (eds.). Housing: Foundation of a New Social Agenda. Philadelphia: Temple University Press.

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- Clark, H. (1993). Sites of resistance: place, "race" and gender as sources of empowerment. In Constructions of Race, Place and Nation. Jackson, P. & Penrose, J. (eds.) London: University College London Press. 121-142.
- Clark, H., Saegert, S. & Glunt, E.K. (1993). Questions a propos de l'habitat des populations a faibles ressources a New York. In Regards sur le logement: Une étrange marchandise. Cuturello, P. (ed.). Paris: L'Harmattan, 221- 231.
- Center, J. & Clark, H. (1993). Les débuts des mutuelles du logement `a New York. In Regards sur le logement: Une étrange marchandise. Cuturello, P. (ed.). Paris: L'Harmattan, 303-314.
- Howe, J. & Clark, H. (1993). Optimal environments for the elderly. New York: International Leadership Center.
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Saegert, S. & Clark, H. (1989). The meaning of home in low-income cooperative housing in New York City. New York: Center for Human Environments.

Clark, H. & Manzo, L. (1988). Community gardens: Factors that influence participation. In Proceedings of the 19th Annual Environmental Design Research Association Conference, Lawrence, D., Habe, R., Hacker, A. & Sherrod, D. (eds).

Clark, H., Chavis, D. & Glunt, E.K. (1988). 1988 State of the Neighborhoods. New York: Citizens Committee for New York City.

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- Clark, H., Kaplan, E. & Tyler, A. (1998). An analysis of the needs and vision for community organizing support in New York City. Prepared for the Organizing Support Center.
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- Clark, H. (1997). Pilot projects in community organizing: Lessons from the Community Development Partnership Project in Moscow. Report prepared for the Community Development Partnership Project and the United States Agency for International Development.
- Clark, H., Rechavi, T. & Shomina, E. (1996). Community Development Partnership Project: First year evaluation. Report prepared for the Community Development Partnership Project and the United States Agency for International Development.
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- Rae, R. & Clark, H. (1995) Community alliances: Lessons from around the nation. Report prepared for the Urban Homesteading Assistance Board for the SURDNA Foundation.
- Minott, A., Rechavi, T. & Clark, H. (1995) Neighborhood Network Project: Final Evaluation. Report prepared for Urban Homesteading Assistance Board for the SURDNA Foundation.
- Clark, H. & Saegert, S. (1994) Organizing to prevent homelessness. Paper prepared for the Edna McConnell Foundation.

Glunt, E.K. & Clark, H. (1992). Neighborhood network program. Technical report. New York: Center for Human Environments.

Clark, H. (1986). Neighborhood Housing Services of Kensington - Windsor Terrace: Recommendation for expansion of services. Paper prepared under grant from Neighborhood Reinvestment Corporation.

PRESENTATIONS AND TRAININGS

The Role of Expanded Learning Opportunities (ELOs) at Children's Aid Society Community Schools Measurable Results from a 3-year Longitudinal Study, American Youth Policy Forum Lunchtime Series for Congressional staff and Federal agencies, Washington, D.C. February 2009.

Measuring Community Impact: How Others Are Doing It, United Way Community Leaders Conference, Baltimore, MD May 2008.

Implementing and Supporting a Theory of Change, Grantmakers In Health's The Art & Science of Health Grantmaking, Los Angeles September 2006.

Theory of Change in Planning and Evaluation of Local Partnerships, Durham, UK, June, 2006.

Evaluation Issues in Education Research. Opening Plenary, Taking it to the Streets. New York State 21st Century Community Learning Centers Conference, New York November 2005.

Drawing the Line: Participatory Evaluation Research with Young People. Paper presented at the Canadian Evaluation Society/American Evaluation Association Joint Annual Conference, Toronto, CA October 2005.

Theories of Change and Logic Models: Telling Them Apart. Crossroads: Critical Issues in Community-Based Research Partnerships. Hartford, June 2004, and at American Evaluation Association Annual Conference, Atlanta, Georgia November 2004.

Envisioning Program Assessment and Evaluation. Support Center for Nonprofit Management. New York February 2004.

Issues in Using Theory of Change. National Community Development Institute. Oakland, California November 2003.

Theory of Change and Logic Models. Baruch Center for Non-Profit Management. New York October, 2003.

Measuring Community Outcomes: Tales from the Trenches. Keynote address, United Way National Conference, Arlington, Va, December 2002.

Applying Theory of Change to Early Childhood Outcomes. California Proposition 10 Initiative. Long Beach, California August 2002.

Theory of Change and Evaluation. Good Beginnings Alliance, Honolulu, Hawaii April 2002.

Introduction to Theory of Change. The California Endowment, Woodland Hills, California March 2002.

Introduction to Theory of Change. The Ball Foundation, Glen Ellyn, Illinois November 2001.

Introduction to Theory of Change. Good Beginnings Alliance, Honolulu, Hawaii November 2001.

Adding and demonstrating value: Using evaluation to your advantage. Community Schools in a Dynamic Environment: Maximizing Opportunities and Addressing Challenges. The Children's Aid Society, New York October 2001.

Developing a theory of change: Linking day-to-day practice with goals. Institute at Building Partnerships for Stronger Communities. Center for Schools and Communities, Harrisburg, Pennsylvania, May 2001.

Theory of change overview and practicum on developing a change model. Workshop at Building Partnerships for Stronger Communities. Center for Schools and Communities, Harrisburg, Pennsylvania, May 2001.

Introduction to Theory of Change. Wallace-Reader's Digest Funds. New York City, April 2001.

Strategies for evaluation of collaborations involving different sectors. American Evaluation Association Annual Meetings, Orlando, Florida, November, 1999.

Social housing in New York City. Keynote address, NUTAU'98; Architecture and Urban Design: Technologies for the 21st Century. Sao Paulo, Brazil, September, 1998.

Long-term management issues for limited-equity cooperatives, University of Sao Paulo, September, 1998.

HUD's present housing policies: Local impacts and responses. Intensive, 29th Annual Environmental Design Research Association Conference, St. Louis, Missouri, March, 1998.

Geographic perspectives on community development: Critical reflections on community development. Annual Meetings of the Association of American Geographers, Boston, Mass., March, 1998.

The social construction of public space: Access, control and provision. Annual Meetings of the Association of American Geographers, Fort Worth, Texas, April, 1997.

The effect of ownership on the development of social capital in Moscow neighborhoods. European Network for Housing Research, Housing Research Conference: Housing and European Integration, Helsingør, Denmark, August, 1996.

The dialectic of ownership: The problems of privatizing housing in Russia. Mid-Atlantic Slavic Conference, American Association for the Advancement of Slavic Studies, 20th Annual Conference, New Brunswick, New Jersey, April, 1996.

The identity of environmental psychology: A theoretical perspective. Environmental Design Research Association Annual Conference, Boston, March, 1995.

Theoretical issues in contextual research. Workshop organizer. Environmental Design Research Association Annual Conference, Boston, March, 1995.

Taking up space: Redefining political legitimacy in New York City. Annual meetings of the Association of American Geographers, Atlanta, GA., April, 1993.

Theoretical ideas in person environment relationships. Workshop organizer. Environmental Design Research Association Annual Conference, San Antonio, March, 1994.

Banking on homeownership? Workshop organizer. Environmental Design Research Association Annual Conference, San Antonio, March, 1994.

Sites of resistance: Place, race and gender as sources of empowerment. Annual meetings of the Association of American Geographers San Diego, California, April 1992.

A theoretical interpretation of households and resistance in limited-equity cooperatives. International Sociological Association, Los Angeles, California, April, 1992.

Emerging issues in New York City low income cooperative housing. CILOG-Plan Urbain Conference: Les Enjeux Urbains de L'Habitat, Paris, France, June, 1990.

The development of mutual housing associations in New York City. CILOG-Plan Urbain Conference: Les Enjeux Urbains de L'Habitat, Paris, France, June, 1990.

Life cycle development in low-income housing cooperatives. American and British Applied Anthropology Conference, York, England, 1990.

Life cycles in low-income cooperative housing. Fifth Annual Conference on the Sociology of Housing, St. Paul, Minnesota, November, 1989.

The built environment and urban housing policy: A case study of local decision-making. Fifth Annual Conference on the Sociology of Housing, St. Paul, Minnesota, November, 1989.

The meaning of home in low-income cooperative housing in New York City. International Housing Symposium, Gävle, Sweden, August, 1989).

Housing policy for women. Women's network workshop on Women and Housing, Environmental Design Research Association Annual Conference, 1989.

TEACHING

- | | |
|-----------|---|
| 2003 | Co-instructor, Graduate level course on Research and Consulting, Graduate Center of the City University of New York |
| 1997 | Adjunct Professor, Graduate level course on housing policy, Queens College Extension |
| 1996 | Guest lecturer, Seminar on the Public Sphere, Rutgers University |
| 1992 | Guest lecturer, "Environment-behavior issues in an urban setting", College of Human Ecology, Cornell University |
| 1991-1992 | Visiting Lecturer in Urban Geography; Economic Geography
Rutgers University, New Jersey |
| 1990-1991 | Adjunct Professor in Psychology, Borough of Manhattan Community College
City University of New York |
| 1989-1990 | Adjunct Professor, Introduction to Environmental Psychology, Brooklyn College, City
University of New York |
| 1988 | Instructor, Senior research seminar, Metropolitan Studies, New York University |

Project Narrative

Budget Narrative

Attachment 1:

Title: **CFF Full Service Community Schools Budget Narratives Pages: 27** Uploaded File: **CFF Full Service Community Schools Budget Narratives.pdf**

FULL SERVICE COMMUNITY SCHOOLS - U.S. DEPARTMENT OF EDUCATION
SECTION A - U.S. DEPARTMENT OF EDUCATION BUDGET SUMMARY

BUDGET CATEGORIES	PROJECT YEAR 1	PROJECT YEAR 2	PROJECT YEAR 3	PROJECT YEAR 4	PROJECT YEAR 5	TOTAL
1. PERSONNEL	201,280.00	271,280.00	271,280.00	271,280.00	271,280.00	1,286,400.00
2. FRINGE BENEFITS	46,112.00	67,531.00	67,531.00	67,531.00	67,531.00	316,236.00
3. TRAVEL	4,296.00	4,296.00	4,296.00	4,296.00	4,296.00	21,480.00
4. EQUIPMENT	-	-	-	-	-	-
5. SUPPLIES	84,493.00	61,857.00	61,857.00	61,857.00	61,857.00	331,921.00
6. CONTRACTUAL	88,805.00	78,201.00	78,201.00	78,201.00	78,201.00	401,609.00
7. CONSTRUCTION	-	-	-	-	-	-
8. OTHER	12,892.00	16,081.00	16,081.00	16,081.00	16,081.00	77,216.00
9. TOTAL DIRECT COSTS	437,878.00	499,246.00	499,246.00	499,246.00	499,246.00	2,434,862.00
10. INDIRECT COSTS	-	-	-	-	-	-
11. TRAINING STIPENDS	-	-	-	-	-	-
12. TOTAL COSTS	437,878.00	499,246.00	499,246.00	499,246.00	499,246.00	2,434,862.00

Children & Families First Delaware
 Full-Service Community Schools
 Section A - Budget Narrative: U.S. Department of Education Funds
YEAR ONE

1. Personnel **\$ 201,280**

Position	Annual Salary	FTE	% Allocation	Program Salary
Program Manager (To be hired)	55,000	1.00	100%	55,000
Case Manager (To be hired)	30,000	1.00	100%	30,000
Case Manager (To be hired)	30,000	1.00	100%	30,000
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Database Manager (Adcox, Rhonda)	(b)(6)		(b)(6)	5,400
Finance Manager (Moller, Donna)			(6)	2,500
Finance Assistant (Thompson, Nathania)				3,500
Total				201,280

Total Program FTE (sum of FTE X allocation) 6.45
 Total Benefit Eligible FTE (>= 0.8 FTE employees) 3.25

2. Fringe Benefits **\$ 46,112**

Health Insurance	18,233
\$5,610 per benefit eligible FTE (\$5,610 X 3.25 FTE)	
Retirement Benefits (401(k) and Pension)	4,740
3.75% of allocated salary of benefit eligible employees (>= 0.8 FTE)	
(\$126,400 X 3.75%)	
Life & Disability Insurance	
1.00% of allocated salary	2,013
(\$201,280 X 1.00%)	
Worker's Compensation Insurance	2,134
1.06% of all salary	
(\$201,280 X 1.06%)	
FICA	15,398
7.65% of all salary	
(\$201,280 X 7.65%)	
Delaware Unemployment	
3.7% of the first \$10,500 each employee earns in a calendar year	3,594
(\$10,500 x 0.037 X 9.25)	

Children & Families First Delaware
 Full-Service Community Schools
 Section A - Budget Narrative: U.S. Department of Education Funds

YEAR ONE

3. Travel	4,296	
<hr/>		
Bus Tickets to Access Services		3,744
\$2.40 per pass, estimated need of 30 passes per week (\$ 2.40 X 30 X 52)		
Mileage		552
Estimated staff use of personal vehicles at 300 miles per month at \$0.46/mi (100 X \$ 0.46 X 12)		
4. Equipment	0	
<hr/>		
NONE		
5. Supplies	84,493	
<hr/>		
Office Supplies		3,415
General supplies used by program staff. Estimated based program on an annual cost of \$529.446 per year per FTE (\$529.446 X 6.45)		
Education Materials for Parents at Resource Centers		3,000
Estimated at \$1,000 per site times 3 sites (\$1,000 X 3)		
Education Games & Materials for Children at Resource Centers		3,000
Estimated at \$1,000 per site times 3 sites (\$1,000 X 3)		
Food for Monthly Family Nights		36,000
Estimated at \$10 per person with 100 people attending each monthly event at each site (3 sites) (\$10 X 100 X 12 X 3)		
Food for Educational Presentations (weekly)		4,200
Estimated at \$3.50 per person with 10 people attending each weekly presentation at each site. Offered for 40 weeks. (\$3.50 X 10 X 3 site X 40)		
Materials for Activities at Weekly Presentations		3,000
Estimated at \$25 per week for 40 weeks at each site (\$25 X 40 X 3)		
Early Childhood for 5 Preschool Classrooms		20,000
Literacy and Language Curriculum package at \$800 each, Building Blocks Math Curriculum with online assessment and activities at \$2,200 each, and miscellaneous educational materials at \$1,000 per classroom (5 X \$800 + \$2,200 X 5 + \$1,000 X 5)		
Postage		1,824
Estimated at 4,145 pieces of first class mail at \$0.44 each (4,145 X \$0.44)		
Computers		5,200
4 laptop computers and related peripheral devices (i.e. printer) at \$1,300 ea		

Children & Families First Delaware
 Full-Service Community Schools
 Section A - Budget Narrative: U.S. Department of Education Funds

YEAR ONE

<p>(4 X \$1,300)</p> <p>Printing and Photocopying 4,854</p> <p style="padding-left: 20px;">Estimated at annual rate of \$752.507 per FTE for program printed materials and photocopies (\$752.507 X 6.45 FTE)</p>
<p>6. Contractual 88,805</p>
<p>Legal Fees 1,090</p> <p style="padding-left: 20px;">Prorata legal costs allocated to the program at a rate of \$168.919 per FTE (\$168.919 X 6.45)</p> <p>Audit Fees 3,415</p> <p style="padding-left: 20px;">Prorata audit fees associated with conducting the organization's annual audit in compliance with OMB A-133 and GAAP. Estimated at \$529.473 per FTE (\$529.473 X 6.45)</p> <p>Adult Education Classes 11,700</p> <p style="padding-left: 20px;">Provision of 3 hours per week per site of adult education (computer, fitness and as requested) courses for parents. Estimated cost of \$25 per hour (\$25 X 3 X 3 X 52)</p> <p>Professional Development Training 12,600</p> <p style="padding-left: 20px;">2 day training provided to teachers and staff at each site at \$1,250 per day. Also provide for an additional 20 hours of consultation per site at \$85 per hour (2 X 3 X \$1,250 + 20 X 3 X \$85)</p> <p>Evaluation 60,000</p> <p style="padding-left: 20px;">CFF will contract with ActKnowledge to design and implement program evaluation of ECS and its impacts. During the first year of the FSCS grant, ActKnowledge will lead CFF in a Theory of Change process to determine evaluation methodology. ActKnowledge will ensure that the evaluation produces ongoing feedback to the program to facilitate continuous improvement. The evaluators will provide on-going feedback to the program, including workshops on progress of indicators for staff: short briefs: and attend meetings.</p>
<p>7. Construction 0</p> <p>NONE</p>
<p>8. Other 12,892</p>
<p>Communication - Telephone and Email 2,959</p> <p style="padding-left: 20px;">Cell Phone for 3 field staff estimated at \$65 per month. Email access for All staff estimated at \$8 per FTE per month (\$65 X 12 X 3 + \$8 X 12 X 6.45)</p> <p>Multi-peril Insurance 4,635</p> <p style="padding-left: 20px;">Prorata share of organizational multi-peril insurance cost. Estimated at \$718.628 per FTE</p>

Children & Families First Delaware
Full-Service Community Schools
Section A - Budget Narrative: U.S. Department of Education Funds

YEAR ONE

($\$718.628 \times 6.45$ FTE)	
Vehicle Lease Expense	3,120
Lease and related costs for vehicle maintenance for one vehicle shared by the three sites to transport clients as needed. Estimated monthly cost of \$260 per month ($\$260 \times 12 \times 1$)	
Automobile Insurance	1,524
Estimated cost for Automobile Insurance for the leased vehicle Estimated at \$1524 per year	
Recruitment	654
Costs associated with advertising and recruiting staff to fill open positions	
9. Total Direct Costs	<u>437,878</u>
10. Indirect Costs	<u>0</u>
11. Training Stipends	<u>0</u>
12. Total Costs	<u>437,878</u>

Children & Families First Delaware
 Full-Service Community Schools
 Section A - Budget Narrative: U.S. Department of Education Funds
YEAR TWO

1. Personnel **\$ 271,280**

Position	Annual Salary	FTE	% Allocation	Program Salary
Program Manager (To be hired)	55,000	1.00	100%	55,000
Family Crisis Therapist (Jamie Brown, MSW)	40,000	1.00	100%	40,000
Case Manager (Angela Ringgold)	30,000	1.00	100%	30,000
Case Manager (To be hired)	30,000	1.00	100%	30,000
Case Manager (To be hired)	30,000	1.00	100%	30,000
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Database Manager (Adcox, Rhonda)	(b)(6)		(b)(6)	5,400
Finance Manager (Moller, Donna)			(b)(6)	2,500
Finance Assistant (Thompson, Nathania)				3,500
Total				271,280

Total Program FTE (sum of FTE X allocation) 8.45
 Total Benefit Eligible FTE (>= 0.8 FTE employees) 5.25

2. Fringe Benefits **\$ 67,531**

Health Insurance	29,453
\$5,610 per benefit eligible FTE (\$5,610 X 5.25 FTE)	
Retirement Benefits (401(k) and Pension)	7,365
3.75% of allocated salary of benefit eligible employees (>= 0.8 FTE) (\$196,400 X 3.75%)	
Life & Disability Insurance	
1.00% of allocated salary (\$271,280 X 1.00%)	2,713
Worker's Compensation Insurance	2,876
1.06% of all salary (\$271,280 X 1.06%)	
FICA	20,753
7.65% of all salary (\$271,280 X 7.65%)	
Delaware Unemployment	
3.7% of the first \$10,500 each employee earns in a calendar year (\$10,500 x 0.037 X 11.25)	4,371

Children & Families First Delaware
 Full-Service Community Schools
 Section A - Budget Narrative: U.S. Department of Education Funds

YEAR TWO

3. Travel	4,296	
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Bus Tickets to Access Services		3,744
\$2.40 per pass, estimated need of 30 passes per week (\$ 2.40 X 30 X 52)		
Mileage		552
Estimated staff use of personal vehicles at 300 miles per month at \$0.46/mi (100 X \$ 0.46 X 12)		
4. Equipment	0	
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NONE		
5. Supplies	61,857	
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Office Supplies		4,474
General supplies used by program staff. Estimated based program on an annual cost of \$529.446 per year per FTE (\$529.446 X 8.45)		
Education Materials for Parents at Resource Centers		3,000
Estimated at \$1,000 per site times 3 sites (\$1,000 X 3)		
Education Games & Materials for Children at Resource Centers		3,000
Estimated at \$1,000 per site times 3 sites (\$1,000 X 3)		
Food for Monthly Family Nights		36,000
Estimated at \$10 per person with 100 people attending each monthly event at each site (3 sites) (\$10 X 100 X 12 X 3)		
Food for Educational Presentations (weekly)		4,200
Estimated at \$3.50 per person with 10 people attending each weekly presentation at each site. Offered for 40 weeks. (\$3.50 X 10 X 3 site X 40)		
Materials for Activities at Weekly Presentations		3,000
Estimated at \$25 per week for 40 weeks at each site (\$25 X 40 X 3)		
Postage		1,824
Estimated at 4,145 pieces of first class mail at \$0.44 each (4,145 X \$0.44)		
Printing and Photocopying		6,359
Estimated at annual rate of \$752.507 per FTE for program printed materials and photocopies (\$752.507 X 8.45 FTE)		
6. Contractual	78,201	
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Legal Fees		1,427

Children & Families First Delaware
 Full-Service Community Schools
 Section A - Budget Narrative: U.S. Department of Education Funds
YEAR TWO

<p>Prorata legal costs allocated to the program at a rate of \$168.919 per FTE (\$168.919 X 8.45)</p>	
Audit Fees	
<p>Prorata audit fees associated with conducting the organization's annual audit in compliance with OMB A-133 and GAAP. Estimated at \$529.473 per FTE (\$529.473 X 8.45)</p>	4,474
Adult Education Classes	11,700
<p>Provision of 3 hours per week per site of adult education (computer, fitness and as requested) courses for parents. Estimated cost of \$25 per hour (\$25 X 3 X 3 X 52)</p>	
Professional Development Training	12,600
<p>2 day training provided to teachers and staff at each site at \$1,250 per day. Also provide for an additional 20 hours of consultation per site at \$85 per hour (2 X 3 X \$1,250 + 20 X 3 X \$85)</p>	
Evaluation	48,000
<p>CFF will contract with ActKnowledge to continue to implement the evaluation of ECS project. Acknowledge will ensure that the evaluation: produces scientifically credible results on student and family outcomes; assesses the program outputs and program quality; provides ongoing feedback for Continuous improvement. The evaluators will provide on-going feedback to the program including workshops on progress of indicators for staff; short briefs; and attend meetings.</p>	
7. Construction	0
NONE	
8. Other	16,081
Communication - Telephone and Email	4,711
<p>Cell Phone for 5 field staff estimated at \$65 per month. Email access for All staff estimated at \$8 per FTE per month (\$65 X 12 X 5 + \$8 X 12 X 8.45)</p>	
Multi-peril Insurance	6,072
<p>Prorata share of organizational multi-peril insurance cost. Estimated at \$718.628 per FTE (\$718.628 X 8.45 FTE)</p>	

Children & Families First Delaware
Full-Service Community Schools
Section A - Budget Narrative: U.S. Department of Education Funds
YEAR TWO

Vehicle Lease Expense	3,120
Lease and related costs for vehicle maintenance for one vehicle shared by the three sites to transport clients as needed. Estimated monthly cost of \$260 per month (\$260 X 12 X 1)	
Automobile Insurance	1,524
Estimated cost for Automobile Insurance for the leased vehicle Estimated at \$1524 per year	
Recruitment	654
Costs associated with advertising and recruiting staff to fill open positions	
9. Total Direct Costs	499,246
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10. Indirect Costs	0
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11. Training Stipends	0
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12. Total Costs	499,246
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Children & Families First Delaware
 Full-Service Community Schools
 Section A - Budget Narrative: U.S. Department of Education Funds
YEAR THREE

1. Personnel **\$ 271,280**

Position	Annual Salary	FTE	% Allocation	Program Salary
Program Manager (To be hired)	55,000	1.00	100%	55,000
Family Crisis Therapist (Jamie Brown, MSW)	40,000	1.00	100%	40,000
Case Manager (Angela Ringgold)	30,000	1.00	100%	30,000
Case Manager (To be hired)	30,000	1.00	100%	30,000
Case Manager (To be hired)	30,000	1.00	100%	30,000
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Parent Partner (To be hired)	23,400	0.53	100%	12,480
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Parent Partner (To be hired)	23,400	0.53	100%	12,480
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Database Manager (Adcox, Rhonda)	(b)(6)		(b)(6)	5,400
Finance Manager (Moller, Donna)			(b)(6)	2,500
Finance Assistant (Thompson, Nathania)				3,500
Total				271,280

Total Program FTE (sum of FTE X allocation) 8.45
 Total Benefit Eligible FTE (>= 0.8 FTE employees) 5.25

2. Fringe Benefits **\$ 67,531**

Health Insurance	29,453
\$5,610 per benefit eligible FTE (\$5,610 X 5.25 FTE)	
Retirement Benefits (401(k) and Pension)	7,365
3.75% of allocated salary of benefit eligible employees (>= 0.8 FTE)	
(\$196,400 X 3.75%)	
Life & Disability Insurance	
1.00% of allocated salary	2,713
(\$271,280 X 1.00%)	
Worker's Compensation Insurance	2,876
1.06% of all salary	
(\$271,280 X 1.06%)	
FICA	20,753
7.65% of all salary	
(\$271,280 X 7.65%)	
Delaware Unemployment	
3.7% of the first \$10,500 each employee earns in a calendar year	4,371
(\$10,500 x 0.037 X 11.25)	

Children & Families First Delaware
 Full-Service Community Schools
 Section A - Budget Narrative: U.S. Department of Education Funds

YEAR THREE

3. Travel	4,296	
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Bus Tickets to Access Services		3,744
\$2.40 per pass, estimated need of 30 passes per week (\$ 2.40 X 30 X 52)		
Mileage		552
Estimated staff use of personal vehicles at 300 miles per month at \$0.46/mi (100 X \$ 0.46 X 12)		
4. Equipment	0	
<hr/>		
NONE		
5. Supplies	61,857	
<hr/>		
Office Supplies		4,474
General supplies used by program staff. Estimated based program on an annual cost of \$529.446 per year per FTE (\$529.446 X 8.45)		
Education Materials for Parents at Resource Centers		3,000
Estimated at \$1,000 per site times 3 sites (\$1,000 X 3)		
Education Games & Materials for Children at Resource Centers		3,000
Estimated at \$1,000 per site times 3 sites (\$1,000 X 3)		
Food for Monthly Family Nights		36,000
Estimated at \$10 per person with 100 people attending each monthly event at each site (3 sites) (\$10 X 100 X 12 X 3)		
Food for Educational Presentations (weekly)		4,200
Estimated at \$3.50 per person with 10 people attending each weekly presentation at each site. Offered for 40 weeks. (\$3.50 X 10 X 3 site X 40)		
Materials for Activities at Weekly Presentations		3,000
Estimated at \$25 per week for 40 weeks at each site (\$25 X 40 X 3)		
Postage		1,824
Estimated at 4,145 pieces of first class mail at \$0.44 each (4,145 X \$0.44)		
Printing and Photocopying		6,359
Estimated at annual rate of \$752.507 per FTE for program printed materials and photocopies (\$752.507 X 8.45 FTE)		
6. Contractual	78,201	
<hr/>		
Legal Fees		1,427

Children & Families First Delaware
 Full-Service Community Schools
 Section A - Budget Narrative: U.S. Department of Education Funds

YEAR THREE

<p>Prorata legal costs allocated to the program at a rate of \$168.919 per FTE (\$168.919 X 8.45)</p>	
Audit Fees	
<p>Prorata audit fees associated with conducting the organization's annual audit in compliance with OMB A-133 and GAAP. Estimated at \$529.473 per FTE (\$529.473 X 8.45)</p>	4,474
Adult Education Classes	11,700
<p>Provision of 3 hours per week per site of adult education (computer, fitness and as requested) courses for parents. Estimated cost of \$25 per hour (\$25 X 3 X 3 X 52)</p>	
Professional Development Training	12,600
<p>2 day training provided to teachers and staff at each site at \$1,250 per day. Also provide for an additional 20 hours of consultation per site at \$85 per hour (2 X 3 X \$1,250 + 20 X 3 X \$85)</p>	
Evaluation	48,000
<p>CFF will contract with ActKnowledge to continue to implement the evaluation of ECS project. Acknowledge will ensure that the evaluation: produces scientifically credible results on student and family outcomes; assesses the program outputs and program quality; provides ongoing feedback for Continuous improvement. The evaluators will provide on-going feedback to the program including workshops on progress of indicators for staff; short briefs; and attend meetings.</p>	
7. Construction	0
NONE	
8. Other	16,081
Communication - Telephone and Email	4,711
<p>Cell Phone for 5 field staff estimated at \$65 per month. Email access for All staff estimated at \$8 per FTE per month (\$65 X 12 X 5 + \$8 X 12 X 8.45)</p>	
Multi-peril Insurance	6,072
<p>Prorata share of organizational multi-peril insurance cost. Estimated at \$718.628 per FTE (\$718.628 X 8.45 FTE)</p>	

Children & Families First Delaware
Full-Service Community Schools
Section A - Budget Narrative: U.S. Department of Education Funds

YEAR THREE

Vehicle Lease Expense	3,120
Lease and related costs for vehicle maintenance for one vehicle shared by the three sites to transport clients as needed. Estimated monthly cost of \$260 per month (\$260 X 12 X 1)	
Automobile Insurance	1,524
Estimated cost for Automobile Insurance for the leased vehicle Estimated at \$1524 per year	
Recruitment	654
Costs associated with advertising and recruiting staff to fill open positions	
9. Total Direct Costs	<u>499,246</u>
10. Indirect Costs	<u>0</u>
11. Training Stipends	<u>0</u>
12. Total Costs	<u>499,246</u>

Children & Families First Delaware
 Full-Service Community Schools
 Section A - Budget Narrative: U.S. Department of Education Funds
YEAR FOUR

1. Personnel **\$ 271,280**

Position	Annual Salary	FTE	% Allocation	Program Salary
Program Manager (To be hired)	55,000	1.00	100%	55,000
Family Crisis Therapist (Jamie Brown, MSW)	40,000	1.00	100%	40,000
Case Manager (Angela Ringgold)	30,000	1.00	100%	30,000
Case Manager (To be hired)	30,000	1.00	100%	30,000
Case Manager (To be hired)	30,000	1.00	100%	30,000
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Database Manager (Adcox, Rhonda)	(b)(6)		(b)	5,400
Finance Manager (Moller, Donna)			(6)	2,500
Finance Assistant (Thompson, Nathania)				3,500
Total				271,280

Total Program FTE (sum of FTE X allocation) 8.45
 Total Benefit Eligible FTE (>= 0.8 FTE employees) 5.25

2. Fringe Benefits **\$ 67,531**

Health Insurance	29,453
\$5,610 per benefit eligible FTE (\$5,610 X 5.25 FTE)	
Retirement Benefits (401(k) and Pension)	7,365
3.75% of allocated salary of benefit eligible employees (>= 0.8 FTE)	
(\$196,400 X 3.75%)	
Life & Disability Insurance	
1.00% of allocated salary	2,713
(\$271,280 X 1.00%)	
Worker's Compensation Insurance	2,876
1.06% of all salary	
(\$271,280 X 1.06%)	
FICA	20,753
7.65% of all salary	
(\$271,280 X 7.65%)	
Delaware Unemployment	
3.7% of the first \$10,500 each employee earns in a calendar year	4,371
(\$10,500 x 0.037 X 11.25)	

Children & Families First Delaware
 Full-Service Community Schools
 Section A - Budget Narrative: U.S. Department of Education Funds

YEAR FOUR

3.	Travel	4,296	
	Bus Tickets to Access Services		3,744
	\$2.40 per pass, estimated need of 30 passes per week (\$ 2.40 X 30 X 52)		
	Mileage		552
	Estimated staff use of personal vehicles at 300 miles per month at \$0.46/mi (100 X \$ 0.46 X 12)		
4.	Equipment	0	
	NONE		
5.	Supplies	61,857	
	Office Supplies		4,474
	General supplies used by program staff. Estimated based program on an annual cost of \$529.446 per year per FTE (\$529.446 X 8.45)		
	Education Materials for Parents at Resource Centers		3,000
	Estimated at \$1,000 per site times 3 sites (\$1,000 X 3)		
	Education Games & Materials for Children at Resource Centers		3,000
	Estimated at \$1,000 per site times 3 sites (\$1,000 X 3)		
	Food for Monthly Family Nights		36,000
	Estimated at \$10 per person with 100 people attending each monthly event at each site (3 sites) (\$10 X 100 X 12 X 3)		
	Food for Educational Presentations (weekly)		4,200
	Estimated at \$3.50 per person with 10 people attending each weekly presentation at each site. Offered for 40 weeks. (\$3.50 X 10 X 3 site X 40)		
	Materials for Activities at Weekly Presentations		3,000
	Estimated at \$25 per week for 40 weeks at each site (\$25 X 40 X 3)		
	Postage		1,824
	Estimated at 4,145 pieces of first class mail at \$0.44 each (4,145 X \$0.44)		
	Printing and Photocopying		6,359
	Estimated at annual rate of \$752.507 per FTE for program printed materials and photocopies (\$752.507 X 8.45 FTE)		
6.	Contractual	78,201	
	Legal Fees		1,427

Children & Families First Delaware
 Full-Service Community Schools
 Section A - Budget Narrative: U.S. Department of Education Funds
YEAR FOUR

<p>Prorata legal costs allocated to the program at a rate of \$168.919 per FTE (\$168.919 X 8.45)</p>	
Audit Fees	
<p>Prorata audit fees associated with conducting the organization's annual audit in compliance with OMB A-133 and GAAP. Estimated at \$529.473 per FTE (\$529.473 X 8.45)</p>	4,474
Adult Education Classes	11,700
<p>Provision of 3 hours per week per site of adult education (computer, fitness and as requested) courses for parents. Estimated cost of \$25 per hour (\$25 X 3 X 3 X 52)</p>	
Professional Development Training	12,600
<p>2 day training provided to teachers and staff at each site at \$1,250 per day. Also provide for an additional 20 hours of consultation per site at \$85 per hour (2 X 3 X \$1,250 + 20 X 3 X \$85)</p>	
Evaluation	48,000
<p>CFF will contract with ActKnowledge to continue to implement the evaluation of ECS project. Acknowledge will ensure that the evaluation: produces scientifically credible results on student and family outcomes; assesses the program outputs and program quality; provides ongoing feedback for Continuous improvement. The evaluators will provide on-going feedback to the program including workshops on progress of indicators for staff; short briefs; and attend meetings.</p>	
7. Construction	0
NONE	
8. Other	16,081
Communication - Telephone and Email	4,711
<p>Cell Phone for 5 field staff estimated at \$65 per month. Email access for All staff estimated at \$8 per FTE per month (\$65 X 12 X 5 + \$8 X 12 X 8.45)</p>	
Multi-peril Insurance	6,072
<p>Prorata share of organizational multi-peril insurance cost. Estimated at \$718.628 per FTE (\$718.628 X 8.45 FTE)</p>	

Children & Families First Delaware
Full-Service Community Schools
Section A - Budget Narrative: U.S. Department of Education Funds
YEAR FOUR

Vehicle Lease Expense	3,120
Lease and related costs for vehicle maintenance for one vehicle shared by the three sites to transport clients as needed. Estimated monthly cost of \$260 per month (\$260 X 12 X 1)	
Automobile Insurance	1,524
Estimated cost for Automobile Insurance for the leased vehicle Estimated at \$1524 per year	
Recruitment	654
Costs associated with advertising and recruiting staff to fill open positions	
9. Total Direct Costs	499,246
<hr/>	
10. Indirect Costs	0
<hr/>	
11. Training Stipends	0
<hr/>	
12. Total Costs	499,246
<hr/>	

Children & Families First Delaware
 Full-Service Community Schools
 Section A - Budget Narrative: U.S. Department of Education Funds
YEAR FIVE

1. Personnel **\$ 271,280**

Position	Annual Salary	FTE	% Allocation	Program Salary
Program Manager (To be hired)	55,000	1.00	100%	55,000
Family Crisis Therapist (Jamie Brown, MSW)	40,000	1.00	100%	40,000
Case Manager (Angela Ringgold)	30,000	1.00	100%	30,000
Case Manager (To be hired)	30,000	1.00	100%	30,000
Case Manager (To be hired)	30,000	1.00	100%	30,000
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Parent Partner (To be hired)	23,400	0.53	100%	12,480
Database Manager (Adcox, Rhonda)	(b)(6)		(b)(6)	5,400
Finance Manager (Moller, Donna)			(6)	2,500
Finance Assistant (Thompson, Nathania)				3,500
Total				271,280

Total Program FTE (sum of FTE X allocation) 8.45
 Total Benefit Eligible FTE (>= 0.8 FTE employees) 5.25

2. Fringe Benefits **\$ 67,531**

Health Insurance	29,453
\$5,610 per benefit eligible FTE (\$5,610 X 5.25 FTE)	
Retirement Benefits (401(k) and Pension)	7,365
3.75% of allocated salary of benefit eligible employees (>= 0.8 FTE)	
(\$196,400 X 3.75%)	
Life & Disability Insurance	
1.00% of allocated salary	2,713
(\$271,280 X 1.00%)	
Worker's Compensation Insurance	2,876
1.06% of all salary	
(\$271,280 X 1.06%)	
FICA	20,753
7.65% of all salary	
(\$271,280 X 7.65%)	
Delaware Unemployment	
3.7% of the first \$10,500 each employee earns in a calendar year	4,371
(\$10,500 x 0.037 X 11.25)	

Children & Families First Delaware
 Full-Service Community Schools
 Section A - Budget Narrative: U.S. Department of Education Funds

YEAR FIVE

3. Travel	4,296	
Bus Tickets to Access Services		3,744
\$2.40 per pass, estimated need of 30 passes per week (\$ 2.40 X 30 X 52)		
Mileage		552
Estimated staff use of personal vehicles at 300 miles per month at \$0.46/mi (100 X \$ 0.46 X 12)		
4. Equipment	0	
NONE		
5. Supplies	61,857	
Office Supplies		4,474
General supplies used by program staff. Estimated based program on an annual cost of \$529.446 per year per FTE (\$529.446 X 8.45)		
Education Materials for Parents at Resource Centers		3,000
Estimated at \$1,000 per site times 3 sites (\$1,000 X 3)		
Education Games & Materials for Children at Resource Centers		3,000
Estimated at \$1,000 per site times 3 sites (\$1,000 X 3)		
Food for Monthly Family Nights		36,000
Estimated at \$10 per person with 100 people attending each monthly event at each site (3 sites) (\$10 X 100 X 12 X 3)		
Food for Educational Presentations (weekly)		4,200
Estimated at \$3.50 per person with 10 people attending each weekly presentation at each site. Offered for 40 weeks. (\$3.50 X 10 X 3 site X 40)		
Materials for Activities at Weekly Presentations		3,000
Estimated at \$25 per week for 40 weeks at each site (\$25 X 40 X 3)		
Postage		1,824
Estimated at 4,145 pieces of first class mail at \$0.44 each (4,145 X \$0.44)		
Printing and Photocopying		6,359
Estimated at annual rate of \$752.507 per FTE for program printed materials and photocopies (\$752.507 X 8.45 FTE)		
6. Contractual	78,201	
Legal Fees		1,427

Children & Families First Delaware
 Full-Service Community Schools
 Section A - Budget Narrative: U.S. Department of Education Funds
YEAR FIVE

<p>Prorata legal costs allocated to the program at a rate of \$168.919 per FTE (\$168.919 X 8.45)</p>	
Audit Fees	
<p>Prorata audit fees associated with conducting the organization's annual audit in compliance with OMB A-133 and GAAP. Estimated at \$529.473 per FTE (\$529.473 X 8.45)</p>	4,474
Adult Education Classes	11,700
<p>Provision of 3 hours per week per site of adult education (computer, fitness and as requested) courses for parents. Estimated cost of \$25 per hour (\$25 X 3 X 3 X 52)</p>	
Professional Development Training	12,600
<p>2 day training provided to teachers and staff at each site at \$1,250 per day. Also provide for an additional 20 hours of consultation per site at \$85 per hour (2 X 3 X \$1,250 + 20 X 3 X \$85)</p>	
Evaluation	48,000
<p>ActKnowledge will complete evaluation of ECS project. The evaluators will provide on-going feedback to the program, including workshops on progress on indicators for staff; short briefs; and attend meetings. Upon completion of the grant term, ActKnowledge will work with Children & Families First to complete a comprehensive evaluation of the ECS, to include a process evaluation as well as a final report on outcomes and results.</p>	
7. Construction	0
NONE	
8. Other	16,081
Communication - Telephone and Email	4,711
<p>Cell Phone for 5 field staff estimated at \$65 per month. Email access for All staff estimated at \$8 per FTE per month (\$65 X 12 X 5 + \$8 X 12 X 8.45)</p>	
Multi-peril Insurance	6,072
<p>Prorata share of organizational multi-peril insurance cost. Estimated at \$718.628 per FTE (\$718.628 X 8.45 FTE)</p>	

Children & Families First Delaware
Full-Service Community Schools
Section A - Budget Narrative: U.S. Department of Education Funds

YEAR FIVE

Vehicle Lease Expense	3,120
Lease and related costs for vehicle maintenance for one vehicle shared by the three sites to transport clients as needed. Estimated monthly cost of \$260 per month (\$260 X 12 X 1)	
Automobile Insurance	1,524
Estimated cost for Automobile Insurance for the leased vehicle Estimated at \$1524 per year	
Recruitment	654
Costs associated with advertising and recruiting staff to fill open positions	
9. Total Direct Costs	499,246
<hr/>	
10. Indirect Costs	0
<hr/>	
11. Training Stipends	0
<hr/>	
12. Total Costs	499,246
<hr/>	

FULL SERVICE COMMUNITY SCHOOLS - U.S. DEPARTMENT OF EDUCATION
SECTION A - NON-FEDERAL BUDGET SUMMARY

BUDGET CATEGORIES	PROJECT YEAR 1	PROJECT YEAR 2	TOTAL
1. PERSONNEL	132,758.00	52,000.00	184,758.00
2. FRINGE BENEFITS	33,845.00	13,000.00	46,845.00
3. TRAVEL	938.00	-	938.00
4. EQUIPMENT	-	-	-
5. SUPPLIES	10,309.00	-	10,309.00
6. CONTRACTUAL	1,816.00	-	1,816.00
7. CONSTRUCTION	-	-	-
8. OTHER	320,334.00	10,000.00	330,334.00
9. TOTAL DIRECT COSTS	500,000.00	75,000.00	575,000.00
10. INDIRECT COSTS	-	-	-
11. TRAINING STIPENDS	-	-	-
12. TOTAL COSTS	500,000.00	75,000.00	575,000.00

Children & Families First brings additional match to the program throughout the five-year grant period through 21st Century Learning Center funds supporting Bancroft and Elbert-Palmer schools totalling more than \$1.8 million. However, because these are federal funds, they are not reported here. Match reported here comes from JPMorgan Chase who will revisit program support annually but cannot make future commitments at this time. The United Way has made a three-year commitment to the program, and will also revisit program support at the end of that term, but cannot make a five-year commitment at this time.

Children & Families First Delaware
 Full-Service Community Schools
 Section B - Budget Narrative: Non-Federal Funds
YEAR ONE

1. Personnel **\$ 132,758**

Position	Annual Salary	FTE	% Allocation	Program Salary
Site Coordinator (Clark, Sandy)	(b)(6)		(b)(6)	26,000
Site Coordinator (To be hired)	50,000	1.00	100%	50,000
Site Coordinator (To be hired)	50,000	1.00	100%	50,000
Program Director (Giampietro, Vince)	(b)(6)		(b)(6)	4,417
Marketing Coordinator (Gallo, Jennifer)			(6)	2,341
Total				132,758

Total Program FTE (sum of FTE X allocation) 2.60
 Total Benefit Eligible FTE (>= 0.8 FTE employees) 2.60

2. Fringe Benefits **\$ 33,845**

Health Insurance	14,586
\$5,610 per benefit eligible FTE (\$5,610 X 2.6 FTE)	
Retirement Benefits (401(k) and Pension)	4,978
3.75% of allocated salary of benefit eligible employees (>= 0.8 FTE) (\$132,758 X 3.75%)	
Life & Disability Insurance	
1.00% of allocated salary (\$132,758 X 1.00%)	1,328
Worker's Compensation Insurance	1,447
1.06% of all salary (\$132,758 X 1.06%)	
FICA	10,156
7.65% of all salary (\$132,758 X 7.65%)	
Delaware Unemployment	
3.7% of the first \$10,500 each employee earns in a calendar year (\$10,500 x 0.037 X 2.6)	1,350

Children & Families First Delaware
 Full-Service Community Schools
 Section B - Budget Narrative: Non-Federal Funds

YEAR ONE

3. Travel	938	
<hr/>		
Mileage		938
Estimated staff use of personal vehicles at 170 miles per month at \$0.46/mi (170 X \$ 0.46 X 12)		
4. Equipment	0	
<hr/>		
NONE		
5. Supplies	10,309	
<hr/>		
Office Supplies		1,377
General supplies used by program staff. Estimated based program on an annual cost of \$529.446 per year per FTE (\$529.446 X 2.6)		
Program Supplies		3,000
Estimated at \$1,000 per site times 3 sites (\$1,000 X 3)		
Computers		3,900
3 laptop computers and related peripheral devices (i.e. printer) at \$1,300 ea (3 X \$1,300)		
Printing and Photocopying		1,957
Estimated at annual rate of \$752.507 per FTE for program printed materials and photocopies (\$752.507 X 2.6 FTE)		
Postage		75
Estimated at 170 pieces of first class mail at \$0.44 each (170 X \$0.44)		
6. Contractual	1,816	
<hr/>		
Legal Fees		439
Prorata legal costs allocated to the program at a rate of \$168.919 per FTE (\$168.919 X 2.6)		
Audit Fees		1,377
Prorata audit fees associated with conducting the organization's annual audit in compliance with OMB A-133 and GAAP. Estimated at \$529.473 per FTE (\$529.473 X 2.6)		
7. Construction	0	
<hr/>		
NONE		
8. Other	320,334	
<hr/>		
Communication - Telephone and Email		2,590
Cell Phone for 3 field staff estimated at \$65 per month. Email access for All staff estimated at \$8 per FTE per month		

Children & Families First Delaware
 Full-Service Community Schools
 Section B - Budget Narrative: Non-Federal Funds

YEAR ONE

$(\$65 \times 12 \times 3 + \$8 \times 12 \times 2.6)$	
Multi-peril Insurance	1,868
Prorata share of organizational multi-peril insurance cost. Estimated at \$718.628 per FTE $(\$718.628 \times 2.6 \text{ FTE})$	
Recruitment	500
Costs associated with advertising and recruiting staff to fill open positions	
Partner Agencies	285,000
Chase is providing year one partner agency support for programs that provide extended learning opportunities and supports and enrich students academic experience	
Management & General	30,376
Expenses associated with the general operations and support of the program including organizational supervision; human resources, IT support; Financial reporting; and data management.	
9. Total Direct Costs	500,000
<hr/>	
10. Indirect Costs	0
<hr/>	
11. Training Stipends	0
<hr/>	
12. Total Costs	500,000
<hr/>	

Children & Families First Delaware
 Full-Service Community Schools
 Section B - Budget Narrative: Non-Federal Funds
YEAR TWO

1. Personnel **\$ 52,000**

Position	Annual Salary	FTE	% Allocation	Program Salary
Site Coordinator (Clark, Sandy)	(b)(6)			26,000
Site Coordinator (To be hired)	50,000	1.00	25%	13,000
Site Coordinator (To be hired)	50,000	1.00	25%	13,000
Total				52,000

Total Program FTE (sum of FTE X allocation) 1.00
 Total Benefit Eligible FTE (>= 0.8 FTE employees) 1.00

2. Fringe Benefits **\$ 13,000**

Health Insurance 5,610
 \$5,610 per benefit eligible FTE (\$5,610 X 1.00 FTE)

Retirement Benefits (401(k) and Pension) 1,950
 3.75% of allocated salary of benefit eligible employees (>= 0.8 FTE)
 (\$52,000 X 3.75%)

Life & Disability Insurance 520
 1.00% of allocated salary
 (\$52,000 X 1.00%)

Worker's Compensation Insurance 551
 1.06% of all salary
 (\$52,000 X 1.06%)

FICA 3,979
 7.65% of all salary
 (\$52,000 X 7.65%)

Delaware Unemployment 390
 3.7% of the first \$10,500 each employee earns in a calendar year
 (\$10,500 x 0.037 X 1.00)

Children & Families First Delaware
 Full-Service Community Schools
 Section B - Budget Narrative: Non-Federal Funds

YEAR TWO

3. Travel	0	
NONE		
4. Equipment	0	
NONE		
5. Supplies	0	
NONE		
6. Contractual	0	
NONE		
7. Construction	0	
NONE		
8. Other	10,000	
Management & General		10,000
Expenses associated with the general operations and support of the program Including organizational supervision; human resources, IT support; Financial reporting; and data management.		
9. Total Direct Costs	75,000	
10. Indirect Costs	0	
11. Training Stipends	0	
12. Total Costs	75,000	

Project Narrative

Project Narrative

Attachment 1:

Title: **CFF Full Service Community Schools Narrative Pages: 36** Uploaded File: **CFF Full Service Community Schools Project Narrative.pdf**

**U.S. Department of Education
Full-Service Community Schools
Grant Application
CFDA 84.215J**

Children & Families First

**Proposal Narrative
July 23, 2010**

www.cffde.org

2005 Baynard Boulevard

Wilmington, Delaware 19802

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Section 2. *Description of Resources*.....15

Section 3. *Management Plan*19

Section 4. *Project Services*26

Section 5. *Evaluation*31

The following are submitted separately, per the application requirements.

ED Abstract Narrative

Appendix A *Resumes of Key Personnel*

Appendix B *Memorandum of Understanding*

Appendix C *Documentation of Match*

Appendix D *References*

Letter of Support from Delaware Department of Education

Budget Forms and Narrative Justification

Assurances and Certifications

PROJECT DESIGN.

Section 1: Project Objectives

For nearly 20 years, there has been momentum around the idea that to achieve positive student outcomes, education reform needs to focus not just on what happens inside the classroom, but also on external factors such as family circumstances, poverty, and health. The community schools movement, which uses partnerships between school and community to create an integrated focus on academics, health and social services, youth and community development, was born out of this idea.

In 2009, Wilmington, Delaware initiated its first community school, a result of the Eastside Blueprint Community planning process. JPMorgan Chase, a participant in the Blueprint process, convened a subsequent community-planning process, using a consultant from the Children's Aid Society of New York, through their Community Schools Technical Assistance Program. This process brought together a range of stakeholders who shared the vision. Last summer, Children & Families First (CFF) was selected to serve as the Lead Agency for the Eastside Community Schools (ECS) project, working in partnership with the Christina School District and three of its elementary schools. ECS serves some of the City of Wilmington's most challenging neighborhoods – neighborhoods impacted by very high rates of poverty, crime, health concerns, and low rates of educational achievement.

The vision of the ECS project is to develop a hub of services, opportunities, and civic engagement not only to create positive conditions for learning, but also to support a thriving community. With the support of a consortium of partners, the ECS project is working to achieve the following goals, as described by the original ECS planning document: children will arrive at school healthy, energized, on time, and prepared to learn; families and community members will

be fully engaged as respected partners in the success of the children – at home, in school, and in the neighborhood; the basic needs of children, their families, and neighbors will be met by coordinated resources and opportunities, provided by both the school district and many community-based, public, and private partners. These goals are designed to support specific, measurable outcomes including: improved academic performance; higher attendance rates; positive school environments; and greater parental involvement.

Section 2. Need for Project

The ECS project is located in the heart of Wilmington, a medium-sized city in northern Delaware, situated along the Delaware River in New Castle County and bordering Pennsylvania, New Jersey, and Maryland. Wilmington is the largest population center in the state. African Americans are the largest population group in Wilmington at 56 percent, followed by whites (36 percent). Latinos/Hispanics of any race account for 10 percent of the population (U.S. Census Bureau, 2000). Wilmington's 2000 population of 72,664 is projected to have dropped to 64,148 in the most recent American Community Survey. The population decline can at least in part be attributed to an 11.8 percent unemployment rate, persistent poverty, and the highest foreclosure rate in Delaware (one out of every 264 houses). In addition, due to its location along the I-95 corridor and its proximity to Philadelphia and New York, Wilmington is a prime location for drug distribution.

The ECS project includes three Wilmington elementary schools in the Christina School District (CSD): Bancroft, Stubbs, and Elbert-Palmer. Bancroft and Stubbs are within walking distance of one another, and Elbert-Palmer is about a mile away. All are Title I schools. For the children who face the neighborhoods' many challenges, the picture can be bleak. In order to

begin to understand the level of need in the community, for a moment, imagine that you are a child growing up here....

First, your chances of being poor are very high. Of the nearly 4,000 children living here, roughly 1,500, or 38%, live below the poverty line (U.S. Census Bureau, 2000), which is three times the state's rate. In one neighborhood census tract, the poverty rate is 59%. While the 2010 census figures are not yet available, the American Community Survey of the U.S. Census Bureau shows that 24.2% of Wilmington's children live below the poverty level, nearly double the state rate of 13.6%. Home-ownership rates are low—only 50% compared with 72 % statewide. In one census tract, the rate is as low as 9.3%.

It is also likely that your mother is a single parent. In the neighborhoods' seven census tracts, more than 50% of the families were headed by a single female (Kids Count in DE, 2009, p. 46), and four tracts were more than 70%. Wilmington also has twice as many teens giving birth (90.7 per 1,000) than the state (43.6) or the nation (41.6) (Kids Count in DE, 2009, p. 14). In all tracts in the identified Wilmington area, at least 20% of the adults are high school dropouts (Kids Count in DE, 2009, p. 39). In one census tract, the rate is 47%.

You are likely to feel unsafe.. Open air drug sales are common, and liquor stores populate the corners. A DE Criminal Justice Council analysis showed these neighborhoods were among the worst for violent crime (Garrison & Kervick, 2005).

While a good education may be your strongest chance for a healthy and productive future, it is too likely that the schools in your neighborhoods are failing you. Bancroft Elementary School is home to 298 K–5 students (fall 2009). Most of the students are African American (93.6%), and most are from low-income families (90.9%) (DE Department of Education, 2009-2010a). Bancroft is classified by the DE Department of Education (DDOE) as

being on “Academic Watch” due to its failure to meet Annual Yearly Progress. In 2009-2010, only 36% of Bancroft’s 3rd grade students met the reading proficiency standard on the Delaware Student Testing Program (DSTP), and only 42% met the math standard (DE Online, 2010). In addition, in 2008–09, 192 students were expelled or suspended (754 occurrences), a rate of 58% that compares extremely unfavorably with the overall CSD rate of 28% and the state rate of 18% (DDOE, 2008-09a). As part of the CSD’s School Improvement Grant, Bancroft has been selected to implement the Transformation Model beginning in the 2010-2011 school year.

Stubbs Elementary School enrolls 312 K–5 children (fall 2009); 92.3% of the students are African American, and most are from low-income families (81.7%) (DDOE, 2009-2010b). Like Bancroft, Stubbs is on “Academic Watch,” with only 32% of Stubbs 3rd grade students meeting the reading proficiency standard on the DSTP in 2009-2010, and 34% meeting the math standard (DE Online, 2010). In addition, in the 2008–09 school year, 204 students (or 57% of the student body) had disciplinary issues, accounting for 923 suspensions and one expulsion (DDOE, 2008-09b). As part of the CSD’s School Improvement Grant, Stubbs has been selected to implement the Transformation Model beginning with the 2010-2011 school year.

Elbert-Palmer Elementary School enrolls 272 K–5 children (fall 2009); 87.5% of the students are African American, 11.8 % are Hispanic, and most are from low-income families (89%) (DDOE, 2009-2010c). Elbert-Palmer is on “Academic Review,” although its test scores are significantly better than those at Bancroft or Stubbs: for 2009-2010, 80 percent of 3rd grade students met the standard for Reading, and 77% met the standard for Math (DE Online, 2010). However, behavior issues are of concern. In the 2008–09 school year, there were 540 suspensions – 128 students, or 52% of its student body (DDOE, 2008-09c).

Serving Persistently Lowest-Achieving Schools – Competitive Preference Priority

Bancroft and Stubbs will be implementing the Transformation Model beginning in the upcoming school year. According to the CSD's School Improvement Grant, transformation plans will be designed to 1) accelerate student achievement with comprehensive and effective instructional reforms; 2) create nurturing learning environments; 3) support a highly effective team of educators; and 4) engage parent and community as partners in education. As part of their plans, the CSD has identified the need to expand and strengthen the community school model. The ECS initiative is working closely with the CSD to align services with the schools' Transformation plans.

Section 3: Services

Although the communities and their schools are struggling, not everything is negative. The neighborhoods have a variety of social service providers, although many are small and do not have sufficient infrastructure to address complex issues. As such, the ECS program has the potential to have significant impact at both the individual and community levels – by providing a central point for coordination of services to meet needs and fill gaps, driven by local stakeholder participation. The ECS project has been working over the past year to align resources and to develop a comprehensive continuum of services. In partnership with local funders and service providers, we have leveraged significant dollars and services in support of our efforts, including a new family health clinic within the CSD, pending school board approval in the fall; 21st Century Community Learning Centers run by CFF at Bancroft and Elbert-Palmer; local cultural and arts institutions enriching learning through joint planning with school personnel, supported by local funders. In addition, the CSD is moving forward with its Strategic Plan and School Improvement Grants, both of which identify the ECS program as a critical factor for success – as

such, the time is ripe for enhancement. The FSCS program offers a unique opportunity to make the ECS program much more robust, by enhancing the infrastructure to position community schools for growth, providing and coordinating critical services, as well as increasing support for parent and community engagement. The ECS project proposes to provide the following the following eligible services, as described in the Absolute Priority:

1) **High-quality early learning programs and services:** Starting in the 2010-2011 school year, the CSD will offer full-day early childhood services at all three ECS schools, to ensure that students who enter at school age are prepared to learn. These services will be targeted to children identified by Child Watch as developmentally delayed, as well as to typically developing children (with priority given to children who have sibling(s) already enrolled at the school). The FSCS budget includes supplies to enhance these programs. The programs will serve children ages 2 and 9 months through enrollment in Kindergarten, serving approximately 100 children each year. Services will be full day, five days/week throughout the school year.

In addition, through a partnership with the DE Division of Public Health (DPH), CFF, and Parents As Teachers, home visiting services will be broadly available to pregnant women, their babies and young children in this community. CFF will provide the evidence-based Nurse-Family Partnership (NFP) model to first-time pregnant low-income women, following the family until the child is age two. The DPH's Smart Start program will offer the evidence-based Healthy Families America (HFA) model, targeting pregnant women who are already moms, and following them until the new baby turns one. The evidence-based Parents As Teachers model will pick up families upon discharge from NFP or HFA, offering follow-up until age five. These services will serve approximately 100 women and 100 children each year.

2) **Family engagement:** Family engagement and parental involvement is a critical component of the ECS, and a linchpin to overall student success. One of the challenges of the ECS project will be to help parents and community members understand the value of early childhood services, afterschool programming, cultural enrichment opportunities and more. CFF has established Parent Resource Centers (PRC) at both Bancroft and Stubbs, and will add a PRC at Elbert-Palmer in the upcoming school year. The ultimate goal of the PRCs is to provide a welcoming space for parents, with access to up-to-date parenting and education resources, educational and cultural presentations, computers, and more, to foster improved family involvement and school connectedness. Funding from the FSCS grant will allow for the addition of part-time Parent Partners at each site – preferably parents or residents who are connected to the community and the school, who will be trained to manage the day-to-day activities of the PRC, as well as to conduct outreach into the community to bring parents into the school. Parent Partners will also identify and train parents to become PRC volunteers. The PRCs will be the hub for family engagement, and will feature activities to keep young children engaged while parents explore literature on education, child development and health, and/or use computers to job search. Each will have a washer and dryer. The PRCs will also offer a meeting place for parents – for groups like the PTA and Title I Advisory Group as well as for informal gatherings.

The Parent Partners, in coordination with Site Directors, will be responsible for planning at least weekly events on-site, as well as monthly Family Nights, using the original planning document and ongoing input from families as a guide. The ECS Plan recommends “parent support and education groups, including sexuality education, conflict resolution, anger management, nutrition, discipline, financial services and education, positive social family/staff time, possible meal programs for families, with educational programs – budgeting, nutrition,

shopping, basic life skills.” Food will be provided at events, and transportation will be made available to families if needed, to encourage participation. The PRCs will serve a total of 600 unduplicated people each year – approximately 250 parents, and 350 children.

3) Mentoring and other youth development programs: Big Brothers Big Sisters currently offers site-based mentoring to students at Bancroft and Stubbs, and will expand its mentoring services to Elbert-Palmer during the upcoming school year. Under the school-based mentoring model, at-risk students are matched one-on-one with mentor volunteers who visit them weekly. These mentors provide the students with a supportive adult relationship, academic assistance and encouragement, to help them succeed in school. All participating students are identified by school staff as exhibiting "the greatest need" (risks for academic failure, including chronic absenteeism, behavior problems, etc.). BBBSDE will serve 100 students each year.

4) Assistance to students who have been chronically absent, truant, suspended, or expelled: The first line of defense will be quick intervention – and because we are dealing with elementary school-age children, it is of critical importance that we engage parents in all activities. CFF will use trained staff and volunteers – Parent Partners, PRC volunteers – to conduct home visits to parents as soon as a pattern of lateness or absences is observed. Staff and volunteers will work with parents to identify issues that may be leading to these problems, and will work with families to develop solutions. These services will be provided to 75 unduplicated parents and 75 unduplicated children each year, at each school, for a total of 225 parent and 225 children served annually. Should families need resource connection, they will be referred to the case manager (described later in this section). In addition, as appropriate, children will be referred for service from Big Brothers Big Sisters or the Family Crisis Therapist/CFF Therapist, as described below.

For the past year, CFF has been providing community-based counseling services to youth and families at Stubbs. In addition, DE's Division of Prevention and Behavioral Health (DPBH) provides Family Crisis Therapists at Bancroft and Elbert-Palmer. These therapists work with youth and families who have demonstrated areas of concern around school connection, including poor attendance, frequent lateness, and/or behavior problems. They provide home- and school-based counseling services to at-risk youth and their families to improve relationships between parents and children, and ensure strong alliances between families and schools, to prevent school attendance issues and other problems. In the upcoming year, therapists will be trained in the evidence-based Triple P program, a system of parenting interventions intended for the prevention of social, emotional and behavioral problems in childhood, the prevention of child maltreatment, and the strengthening of parenting skills. A federal grant from the DE Criminal Justice Council currently supports CFF's therapist, but this funding will expire in 2011. Funds from the FSCS program will be used to extend this service beyond 2011. The three therapists will serve 50 families each year, at each school, for a total of 150 families served annually.

As an additional prevention measure, particularly around disruptive behaviors, the ECS will offer professional development training to teachers and staff at each of the three schools around behavior management in the classroom. Training will be provided by Dr. James Ruffin, an experienced trainer in culturally competent behavior management. Dr. Ruffin will also be available for individual consultation. As all teachers will be trained, the entire student cohort of approximately 900 children will be positively impacted.

5) Nutrition services and physical activities: Hunger is a great concern due to the poverty level. As 95 % of students qualify for the free and reduced school lunch program, youth eat breakfast and lunch during school days. However, the ECS wants to ensure that children have

access to food outside of normal school hours. As such, the Food Bank of DE sponsors a Backpack Feeding Program, providing food to children for weekends and holidays when school is not in session. Backpacks are stocked with kid-friendly, nutritious food. This program will serve 100 children at each site per year.

However, hunger is not the only nutrition-related concern for the children served by the ECS. According to Nemours Health and Prevention Services (NHPS), childhood overweight and obesity affects about 40% of DE children and youth (NHPS, 2010a). Obesity can lead to a range of problems such as diabetes, high blood pressure, and asthma not only increasing health costs community-wide, but also impacting academic achievement. The services of a nutritionist will be made available through Henrietta Johnson Medical Center for children who have a Body Mass Index greater than 30. In addition, the Food Bank will offer Kid CHEF (Cooking Healthy Easy Foods), a program that teaches children about healthy eating and how to prepare nutritious foods on their own. Their Community Nutritionist will present a series of five interactive classes that highlights the MyPyramid food groups to 24 children at each of the ECS project schools.

A critical factor in combating obesity is ensuring participation in regular physical activity. Christina Cultural Arts Center provides dance classes at ECS sites. The YMCA, which has a branch within walking distance of both Bancroft and Stubbs, provides free swimming lessons to children in third and fourth grades from all three schools in the ECS once a week for six weeks, serving approximately 300 youth per year. The YMCA will also partner with CFF to provide adult fitness classes on-site at each of the schools, to ensure healthy behaviors among parents. As part of CFF's 21st Century programming at Bancroft and Elbert-Palmer, Titus Sports Academy is offering their Champions program. Coaches lead students through a 45 minute workout twice a week. The Champions program will serve 50 students at each site per year.

6) Primary health and dental care: Henrietta Johnson Medical Center (HJMC) is a Federally Qualified Health Center (FQHC) providing comprehensive family-oriented health care. Services are provided in a confidential, culturally sensitive manner to anyone who presents for care. The staff of HJMC includes physicians, nurse practitioners, dentists, and nutritionists who work as a team to provide physical exams and immunizations for children and adults; routine gynecological and prenatal care; disease prevention including routine screenings; chronic disease management; health education and basic dental and emergency services. Patients are offered diabetes education, parenting classes, nutritional counseling, disease prevention/early intervention, smoking cessation assistance.

HJMC's main site is within easy walking distance of Elbert-Palmer Elementary, and in partnership with the ECS project, they will open a satellite in the Christina School District this school year, pending approval from the school board. This new site is next door to Bancroft Elementary School, and within easy walking distance of Stubbs. They will serve ECS students and their families, as well as neighborhood residents, operating Monday to Friday from 8 am to 5:30 PM, with extended hours two evenings per week and Saturdays hours as needed. HJMC has developed an initial set of goals: increasing the % of children with up-to-date immunizations; increasing the % of children who receive annual oral health exams; increasing the % of children referred to the nutritionist; and increasing % of parents receiving one-on-one education for children with asthma. HJMC anticipates serving 3,000 people at the site each year. Parent Partners, case managers, and trained volunteers will facilitate access to these health services by escorting children, with parental permission, to health sites during the school day as needed.

7) Activities that improve access to and use of social service programs and programs that promote family financial stability: One of the main goals of the Parent Resource Centers

is to provide families with information about and access to community services. PRCs will provide up-to-date information about financial benefits, housing, employment and job training. In addition, each PRC will be equipped with a computer with internet access, which will allow parents to apply for benefits on-line. PRCs will also sponsor weekly information/education sessions about topics to include: accessing social services and financial benefits, affordable housing, budgeting, parenting, etc.

In addition, funding from the FSCS program will support the costs of a full-time case manager at each ECS site. (One case manager is currently funded by the DE Criminal Justice Council through 2011; FSCS would allow us to extend this position and add two additional case managers.) Case managers will work with Family Crisis Therapists to identify families who are struggling with resource issues, and will work with them to ensure that they connect with community resources (such as housing, transportation, health care, day care, income supports, food stamps, training, employment opportunities, and schools). Case managers will also provide the families with assistance in budgeting and home management skills. To facilitate access to services, transportation will be provided through a shared agency vehicle so staff can transport families to appointments as well as bus passes provided to families as needed. Case managers will serve 120-150 families at each school, for a total of 360 to 450 families served annually.

The ECS will also partner with the University of Delaware's Center for Economic Education Entrepreneurship (CEEE), which supports economic literacy by providing high-quality training in economics, financial education and entrepreneurship. CEEE provides materials and training in personal finance and economic concepts, for integration with school-based curricula. In 2009-2010, CEEE provided professional development services to all 42 teachers at Bancroft and Stubbs. During the upcoming school year, CEEE will also train all 13

teachers at Elbert-Palmer, and will continue to provide professional development support for teachers at Bancroft and Stubbs. CEEE will also provide training for 30 to 45 parents at each school at Family Nights once a year, for a total of 90 to 135 parents served annually.

Finally, ECS will also partner with YWCA Delaware, who will offer financial literacy education to parents whose children attend one of the Eastside Community Schools, towards the goal of attaining assets such as savings nest eggs, homes and small business. The YWCA's program is delivered in a group setting, and lasts for four to six sessions, after an initial group assessment. Parents will gain knowledge on how to set and maintain household budgets, set financial goals with action plans, and manage credit. The YWCA will serve 40 parents at each school each year, for a total of 120 people served annually.

8) **Mental health services:** As described previously, two of the ECS schools (Bancroft and Elbert-Palmer) have Family Crisis Therapists (FCT), who provide individual and family counseling as well as parent support groups. Each FCT carries a caseload of no more than 15 children at anytime. CFF also has a full-time therapist assigned to the ECS project, using funds from the DE Criminal Justice Council – these funds expire in 2011. Funding from the Full-Service Community Schools initiative will extend the services of CFF's therapist, in support of children and families at Stubbs. Priority will be given to: youth who have demonstrated areas of concern around school connection, including poor attendance, frequent lateness, and/or behavior problems, as well as those who are not receiving services from other providers and are assessed as unlikely to follow through with referrals to community mental health providers. The clinical interventions will be short-term, focused on stabilization and connection with both the school and other resources. Therapists will provide home- and school--based counseling for 150 families each year.

9) **Adult education:** As part of its 21st Century Learning Center programming at Bancroft and Elbert-Palmer, CFF will provide access to adult education, offering on-site GED programming through James H. Groves High School. These services are targeted to serve 10 adults at any given time, at each site. Funding from the FSCS program will also allow CFF to contract with a local organization to provide computer literacy classes at each site, using the schools' technology centers, which each have 25 computers. Computer literacy classes will serve 75 parents at each site annually, for a total of 225 adults served each year.

Other Services: In addition to services required under the Absolute Priority, the ECS project is making additional services available to children and families.

Arts & Culture: The following partners will provide services as described briefly: Christina Cultural Arts Center, drama activities; Delaware Art Museum, art appreciation and education services; Delaware Center for Contemporary Arts, visual arts education; Delaware Symphony Orchestra, music education opportunities and performances; and the Delaware Theater Company, drama education opportunities and performances. These services, which are described more fully in the attached MOU, will be offered to 450 children each year.

Transportation: As described previously, CFF will provide transportation options for families as needed. A leased vehicle will be available for use by Parent Partners, therapists, and case managers to provide transportation to families to needed appointments when alternative transportation is not available. In addition, CFF will offer bus passes to families.

DESCRIPTION OF RESOURCES.

Section 1: Adequacy of Support

The ECS initiative has been in progress for nearly one year, and staffed only six months. The project has been enthusiastically embraced by stakeholders including the community,

service providers and funders. Parent engagement is increasing as concrete services are offered. In addition to service providers listed in section 2, key organizations joining together to form a consortium in support of the ECS project include local partners: Nemours Health and Prevention Services, Opera Delaware, Boys and Girls Clubs, City of Wilmington, Christina Education Association, Boy Scouts, Girl Scouts, DE Guidance Services, DE State Education Association, Eastside Blueprint, DE Department of Education, DE Children's Department, Wilmington Head Start, Wilmington City Council, University of Delaware, Christina School Board, Hope Commission, Rodel Foundation, and Longwood Foundation. Financial support began with a grant from JPMorgan Chase. Since that time, we have received funding from the United Way of Delaware, 21st Century Learning Centers, the DE Criminal Justice Council, Wilmington Flower Market, the Youth Philanthropy Board of the DE Community Foundation, and the Kutz Foundation. AstraZeneca has pledged support to renovate the District space to house the family health care center. And perhaps most importantly, both the School Improvement Grants for Bancroft and Stubbs and the CSD's Strategic Plan specifically identify the community school model as a strategy for school improvement. We are pleased at the enthusiastic response we have received in our short time of operation, and believe that the time is ripe to grow services.

The FSCS grant will allow CFF to expand the infrastructure for the ECS initiative. While we have been successful in attracting partners to join the ECS and to provide services and enrichment, we do not currently have an adequate structure in place to support comprehensive integration of activities, engagement of families, and program evaluation. While the building blocks are there, they have not yet been fully assembled. At the time that CFF began its role as the Lead Agency for the ECS, one full-time Site Director was responsible for overseeing activities at all three participating schools. It soon became clear that this was not the most

effective strategy – it was difficult to balance management of three sites, each with its own particular needs, challenges, and personalities, as well as to engage parents and families in the services. As such, CFF sought and received additional funding to allow for the hiring of full-time Site Directors at each school. CFF is currently reviewing resumes to fill the two new Site Director positions, and anticipates having new staff on board prior to the start of the school year. The role of the Site Directors is to work closely and plan jointly with each school’s principal to drive, develop, and implement the community school effort, in order to ensure that all programs, supports, services, and opportunities support mutually-defined results and outcomes. The Site Directors will each be responsible for convening school-based Advisory Committees at each building, bringing together a cross-section of school staff, parents, and community organizations to coordinate services that are responsive to identified needs. In addition, each Site Director will manage a Service Providers Council that will meet quarterly to discuss site-specific needs, challenges or concerns. Each Site Director will also be responsible for assisting with parent outreach and engagement efforts. In conjunction with Parent Partners, Family Crisis Therapists, and Case Managers, the Site Coordinators will plan efforts that reach out to parents, bring them into school buildings, and support their engagement in services and student academics. This outreach and engagement is critical to the success of the ECS students.

However, having three Site Directors brings its own challenges – not least of which is potential duplication of efforts – particularly because the schools are so close together, and often share community service providers. Therefore, funding from the FSCS program will allow CFF to add oversight to the Site Coordinators by adding a full-time ECS Program Manager. While each Site Coordinator will be the linchpin for activities at his/her assigned school, the ECS Program Manager (PM) will coordinate planning for all three schools to maximize economies of

scale. The PM will convene the Steering Committee which has oversight for all three ECS locations, and includes representation from the Christina School District, the principals of all three schools, the Site Coordinators, principle funders (including JPMorgan Chase and the United Way). In addition, the PM will be responsible for coordinating the program evaluation for the FSCS grant with our evaluation partner ActKnowledge.

Throughout the planning and implementation process for the ECS, input from community stakeholders has been a priority. Neighborhood residents, parents, educators, local service providers, and funders have all been at the table to provide input and decision making. This engagement has been critical to the success of the project, helping to ensure that identified services meet community needs, and education and enrichment services align with curricular goals. Funding from the FSCS grant will also support enhanced services and parent engagement. The FSCS grant will allow for the hiring of six part-time Parent Partners, three full-time case managers, and one full-time Family Crisis Therapist. Each of these new staff will be critical players in conducting outreach to parents, and providing them with the tools they need to support their children's success. FSCS will support enhanced programming provided through Parent Resource Centers in further efforts to engage parents and families, including weekly educational programming and monthly family events. FSCS funding will also support culturally-competent professional development and consultation to teachers around classroom behavior management. FSCS will support transportation services to ensure that families are able to access all of the enhanced programming that the ECS provides.

Section 2: Description of Partner Commitments

As described, CFF has brought together a wide array of partners in support of the ECS effort. Each partner's roles, resources, and outcomes are described fully in the required MOU:

Christina School District- the LEA for the ECS consortium; **Big Brothers Big Sisters of Delaware** - evidenced-based mentoring; **Christina Cultural Arts Center**- dance and drama tied to curricula; **Delaware Art Museum** -art appreciation/education tied to curricula; **Delaware Center for Contemporary Arts**- visual arts education tied to curricula; **Delaware Center for Economic Education Entrepreneurship** - professional development in personal finance/ economic concepts and Family Nights for parents; **Delaware Symphony Orchestra**- music education and performances; **Delaware Theater Company**- drama education and performances tied to curricula; **Food Bank of Delaware** - Kid CHEF and Backpack Feeding programs; **Henrietta Johnson Medical Center** -health care services to students and families; **YMCA of Delaware** - swim lessons for youth and adult fitness classes; **YWCA Delaware**- financial literacy education to parents

Section 3: Cost Reasonableness

The combined census of the three participating ECS schools is just under 1,000 students. All students and their families will benefit from a range of services as part of the ECS initiative, at a cost of approximately \$5,000 per student from the Full-Service Community Schools grant. However, leveraged services bring an additional \$1,000,000 in support to the project – \$2.00 for every FSCS dollar.

MANAGEMENT PLAN.

Section 1: Planning and Management

Since its inception, the ECS effort evolved purposefully. Early in the process, stakeholders convened to develop a basic needs assessment and comprehensive plan for ECS. The planning document describes the community landscape in positive terms: “There is plentiful good will, deep positive intention, and many willing partners ready to work together...” The

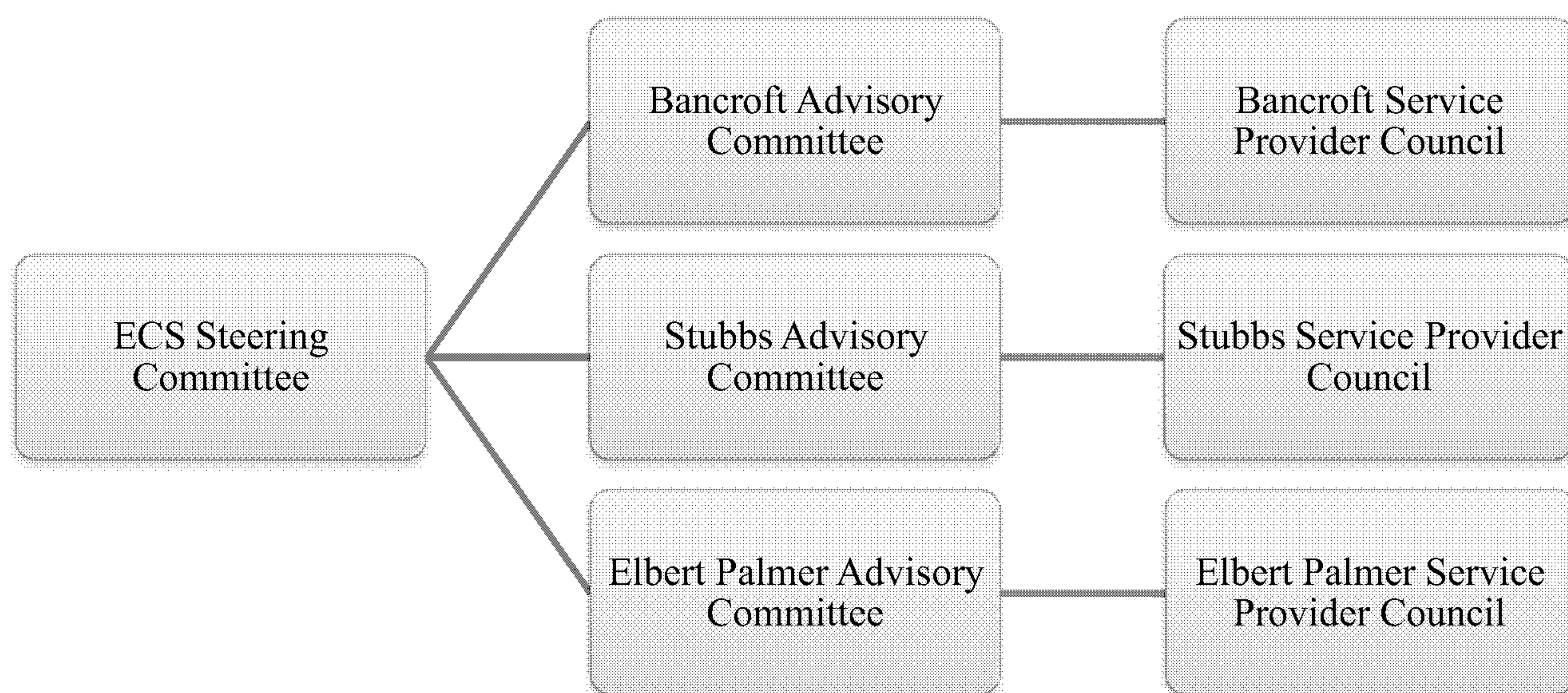
document also points broadly to community gaps, including “Access to basic resources for health and wellness, including mental health, housing assistance, childcare and employment readiness.”

But most important to the ECS implementation process, the plan also lays out priorities, as follows:

- **Coordinated resources.** An infrastructure to organize and integrate all partner relationships, space utilization, and outreach so that all families are connected to the resources and opportunities they need. (p. 14)
- **Enriched learning.** Students, parents and other community members will be motivated to learn and interested in their education; children and staff will have increased access to current technology and work will become more interactive; a full range of free after-school and summer programs (p. 15)
- **Health and Mental Health Services.** Comprehensive services to address the physical, mental, and emotional needs of the children and families in the community. (p. 16)
- **Family and Community Engagement.** A comprehensive plan for parent and other family engagement; academic support and expanded learning; development of Family Resource Rooms.... (p. 17)
- **Early Childhood.** High quality early childhood opportunities for all children birth to five, engaging parents as permanent partners in education. (p. 18)

In addition, the plan provides guidance for the governance and management of the ECS Initiative. Overall governance is provided by the Steering Committee. The new decentralized model with site directors at each school will refine the governance model. It will create site-specific Advisory Committees. Chaired by the Site Director at each school, these Committees will include representation the school principal, three to five parents, two to three teachers, three

business/community organizations, and at least one student. The Advisory Committees will meet monthly and be empowered to make decisions for their schools. The Steering Committee will be more coordinative and strategic and will ensure efficiency and economies of scale. With representation from each Site Advisory Committee, the Steering Committee can problem-solve issues that cross sites. Finally, in order to facilitate the delivery of the continuum of services, we will institute site-specific Service Provider Councils at each school, staffed by the Site Director, and attended by the Principal at each school, as well as all a representative from each of the providers offering services at each location. The Service Provider Councils will meet quarterly to discuss building-specific issues, to ensure smooth delivery of services. This feedback will be presented to the Advisory Committees by the Site Directors.



Day-to-day management of each site will be the responsibility of each Site Director. The Program Manager will be responsible for ensuring that overall implementation is carried out as planned, and that the partners are held accountable to deliver services as described in the MOU.

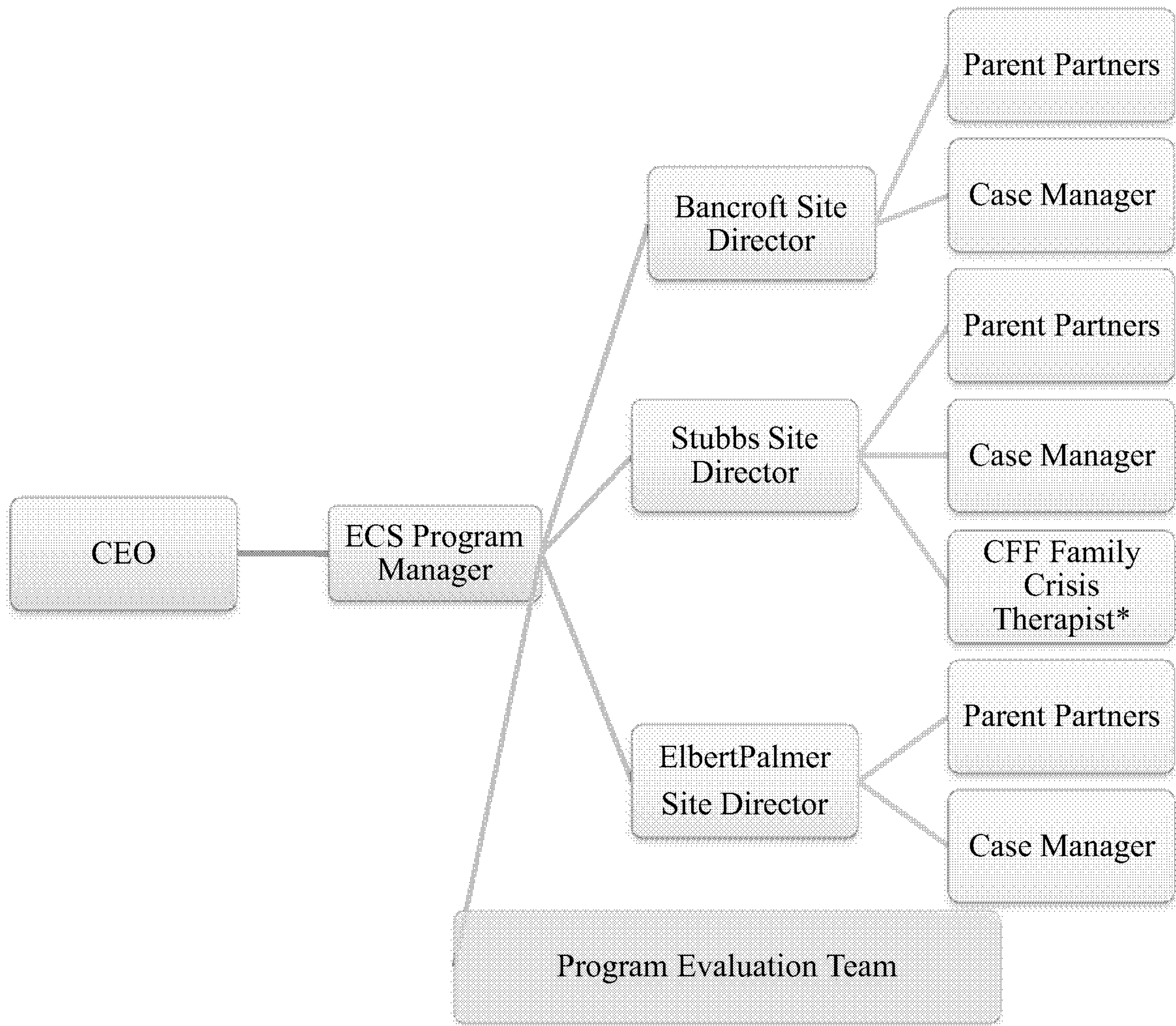
Section 2: Qualifications of Applicant and Personnel

Applicant: Since 1884, Children & Families first (CFF) has served Delawareans in need, with a mission to help families develop solutions to meet challenges and embrace opportunities. CFF's vision is communities where children are nurtured and safe, individuals are valued, and families are strong. Services are provided in six offices throughout Delaware (including one in the schools' catchment area) as well as in homes, schools, and other locations. CFF employs 185 staff and in 2009 served more than 36,000 people. Services are child-centered and family-focused, forming a comprehensive continuum across the lifespan. CFF is positioned to meet changing community needs through replication of evidence-based practices and rigorous outcomes management. CFF has strong fiscal and organizational management, with professional finance, human resources, information technology, and development/marketing departments. A committed Board of Directors, with an active committee structure, guides the organization. CFF is accredited by the Council on Accreditation (COA), a member of the Alliance for Children & Families, and a partner agency of the United Way of Delaware.

Since 2009, CFF has served as the lead partner in the ECS project, and as such, is uniquely positioned to serve as the applicant for the FSCS grant. Throughout the past year, CFF has learned valuable lessons. First, it has become clear that our current infrastructure is not robust enough to support the full implementation of the ECS initiative. The ECS program includes three schools, which while geographically close and similar in terms of student population, are quite distinct in many ways, including needs, levels of engagement, and leadership. The single-Site Director model was not sufficient to meet the complex challenges of multiple schools. Second, CFF has grown in leaps and bounds in terms of its experience working within the public education system. CFF leadership has built strong relationships at the

school, district, and state level; however, this has been a year of change and transition. School Improvement Grants and District Strategic Planning efforts are now in alignment, and are supportive of the community schools model. As such, CFF looks forward to the coming school year as an opportunity for the ECS model to be truly embedded in the work of the District.

Moving forward, CFF' will coordinate all activities proposed in the grant application; as such CFF fully commits its organizational assets and the resources provided under the grant to ensure that all required planning, implementation, and evaluation activities are successfully completed. CFF will support the infrastructure of the ECS effort through a comprehensive staffing plan and management structure. Private funding currently supports the costs associated with three full-time Site Directors and extended learning opportunities. Funding from the Full-Service Community Schools grant will allow for the addition of a full-time ECS Program Manager to provide supervision to Site Directors, overall coordination of the project, evaluation services in conjunction with ActKnowledge and position the agency for future growth. CFF will provide direct services in support of the program, including 21st Century Learning Centers at Bancroft and Elbert-Palmer, evidenced-based home visiting through the Nurse-Family Partnership, parent engagement activities through the Parent Resource Centers, case management for families, and Family Crisis Therapy services at Stubbs. CFF will also gather and leverage resources to support financial sustainability, building on the support already in place. CFF leverages \$1,000,000 in existing resources to the project in year one, through funding from JPMorgan Chase, United Way of Delaware as well as federal funds from 21st Century Learning Centers and the Criminal Justice Council. Children & Families First's ECS organizational chart is as follows:



*Clinical Supervision of the Family Crisis Therapist will be provided by CFF’s Clinical Director.

Key Personnel:

Chief Executive Officer – Leslie Newman. Ms. Newman has worked for CFF for almost 20 years. She will supervise the Program Manager and play a lead role in community outreach and in facilitating the planning process. She holds a B.S. and an M.Ed. in Education. Ms. Newman is a strong advocate for the needs of children and their families, as evidenced by her active presence at Delaware’s Legislative Hall. She is involved in leadership activities such as the Delaware Early Childhood Council and serves on various advisory boards for state agencies

ECS Program Manager – To be hired. FSCS funding will allow CFF to hire an ECS Program Manager to oversee the ECS implementation and to work with ActKnowledge to conduct the evaluation. CFF will seek candidates with a Master’s degree and at least four years related experience and/or training in community planning and education. CFF will work to recruit a local candidate with experience in the neighborhoods and/or schools served by the ECS.

Bancroft Site Director – Sandy Clark. Ms. Clark has served as the sole Site Director for the ECS project since November 2009. Ms. Clark has a B.S. in Human Services, and more than 15 years’ experience as a program administrator. Ms. Clark worked at the State of Delaware’s Office of Prevention and Early Intervention. As a volunteer, Ms. Clark is active with the Delaware Juneteenth Association, where she directs community programs for girls ages 8-18.

Stubbs Site Director, Elbert-Palmer Site Director – To Be Hired: CFF is in the process of recruiting applicants for the two new Site Director positions. CFF is seeking candidates with strong backgrounds in community engagement.

Program Evaluation Team Leader – Helène Clark, Ph.D. Dr. Clark is the Founder and Director of ActKnowledge, a university-based research organization founded to provide rigorous research, planning and organizational development skills to the social sector. Dr. Clark has been the lead evaluator on numerous initiatives and served as advisor to many other evaluations around the U.S. She incorporated the “Theory of Change” methodology into ActKnowledge’s work, and has led ActKnowledge to be the pre-eminent developer, facilitator and trainer of this method. Dr. Clark and ActKnowledge will work with CFF to design and implement comprehensive evaluation of the ECS initiative.

Additional Personnel include Family Crisis Therapist (Jamie Brown, MSW); Case Manager (Angela Ringgold); Database Manager (Rhonda Adcox); Finance Manager (Donna Moller); and Finance Assistant (Nathania Thompson). Resumés are included as Appendix A.

PROJECT SERVICES.

Section 1: Research-Based Services

The mitigation of risk factors (poverty, low academic aspirations, lack of school connection) and development of protective factors (strong parental relationships, family communication, positive school attitude) are critical to the prevention of poor youth outcomes. ECS services are based in research and effective practice, and support positive outcomes by reducing risk factors and building protective factors.

Early Childhood: In 2005, RAND Corporation researchers synthesized research literature about the short- and long-term benefits of early intervention programs. Their research showed that early childhood intervention programs yield benefits in academic achievement, behavior, educational progression and attainment, delinquency and crime, and labor market success, among other domains (RAND, 2005). The ECS project is using the evidence-based Nurse Family Partnership, Healthy Families America, and Parents as Teachers. In addition, the CSD is opening early childhood programs at the three schools in the fall, based on their Strategic Plan.

Parent Engagement: A 2004 study by the Harvard Family Research Project examined the school-level effects on student achievement in high poverty elementary schools that implemented comprehensive parent-engagement strategies. The strategies included parent participation in decision making at the school and outreach through home visits, family nights, and a family resource library. The study proved that comprehensive parent engagement efforts can have statistically significant positive impacts on student learning. The comprehensive nature

of the parent engagement efforts was itself the source of impact on learning rather than the individual parts (Redding, Langdon, Meyer and Sheley, 2004). ECS is using parent engagement strategies, including Parent Resource Centers, Family Nights, case management, and home visiting services to engage parents. In addition, parents will be empowered to guide planning and implementation of the ECS through membership on Advisory Councils, and feedback will be solicited regularly using surveys and focus groups.

Mentoring: One-to-one mentoring relationships with students can have a powerful impact on youth outcomes. The ECS program partners with Big Brothers Big Sisters of DE to deliver mentoring services to students at all three schools. BBBSDE uses an evidenced-based model which has been named an Exemplary Program in the OJJDP Model Programs Guide. An 18-month evaluation of eight BBBSA affiliates found that mentored youth skipped half as many days of school as control youth, had better attitudes and performance in school, and had improved peer and family relationships (McGill, Mihalic, and Grotmeter, 1997).

Programs that provide assistance to youth who are truant: According to the National Center for School Engagement, truancy has been clearly identified as one of the early warning signs of students headed for potential delinquent activity, social isolation, or educational failure. Effective truancy programs include parent/guardian involvement, a continuum of supports, and collaboration among community members. While there is little research focused around truancy in elementary school, the ECS project believes that parent engagement will be a critical component of addressing school lateness and attendance issues. As such, the ECS plans to use a multi-level approach to truancy by intervening with parents at the earliest signs of school disconnection – excessive tardiness, frequent absences – through home visits from Parent Partners or parent volunteers. The ECS will also make referrals to Big Brothers Big Sisters as

appropriate. Families with continued absence issues will be referred to the case managers and/or Family Crisis Therapists for more intensive services.

Nutrition and Physical Activity: Emerging evidence shows a link between student health and fitness – which is closely tied to nutrition and physical activity – and academic achievement (Nemours Health and Prevention Services, 2010a). A leader in childhood obesity prevention and child nutrition, Nemours Health and Prevention Services recommends expanding opportunities for physical activity during the school day; and providing comprehensive health and nutrition education – both of which are critical components of the Eastside Community Schools effort (Nemours Health and Prevention Services, 2010b).

Primary Health and Dental Care: A 2000 article from the *School Board Journal* describes the value of school-based health centers in terms of increased access to health care, particularly for low-income children, and reduced barriers to learning. School-based health centers help keep students in school. They help parents who cannot afford to miss work for their children's doctors' appointments. They reduce the number of hospital emergency room visits. (Hurwitz and Hurwitz, 2000). The ECS initiative will work with Henrietta Johnson Medical Center health center to deliver comprehensive health and dental services on-site, throughout each school day, as well as during evenings, and weekends as needed.

Access to Social Services: There are many reasons that families in need do not access social services to the fullest extent, including lack of awareness of services or eligibility; lack of transportation; inconvenient hours; anxiety about sharing personal information, etc. The ECS project is working to address these barriers in a comprehensive way, to ensure that families are able to secure the resources they need – financial assistance, job training, housing, health care, etc. – to ensure that children and adults achieve positive outcomes. For example, Parent

Resource Centers will be hubs for information on services – through weekly information sessions, computer access to benefits applications, printed materials in the PRCs , etc. In addition, case managers will work directly with families who are in need of resource connection. Health care, adult education, financial literacy training will be on-sit and transportation will be made available to families(agency vehicle and bus passes).

Mental Health Services: A recent longitudinal study provided strong empirical evidence that interventions that strengthen students’ social, emotional, and decision-making skills also positively impact their academic achievement, both in terms of higher standardized test scores and better grades (Fleming et al., 2005). However, CFF’s own experiences in service delivery to stressed families have shown that traditional office-based counseling is often ineffective, with low engagement levels and high no-show rates. The ECS initiative will provide school- and home-based mental health services.

Adult Education: A 2006 study by the Annie E. Casey Foundation found that for most dimensions of child wellbeing, there was a linear relationship between family income levels and negative child outcomes. The study further found that about 45 percent of the children in the lowest income bracket did not have any parents in the labor force (Mather & Adams, 2006). By providing access to adult education services, the ECS initiative will work to increase family income, in order to support positive child and family outcomes.

Arts and culture programming: Catterall and Waldorf (1999) found low-income children in arts-integrated schools performed better than those in comparison schools in terms of test scores. The ECS project is working to provide a wide range of arts and cultural activities, and to work with the schools and the District to ensure that activities are aligned with curricular objectives.

Section 2: Impact of Services

All ECS programs and services are designed to support positive outcomes, including improved academic performance; higher attendance rates; positive school environments; and greater parental involvement. The chart below, adapted from *Community Schools Evaluation Toolkit 2009* describes the intended results of the services.

ECS Input(s)	Provider(s)	Result(s)
Health services available on-site	HJMC	Children are ready to enter school
Early childhood programs available on-site and in the community	Christina School District; CFF's Nurse-Family Partnership and other home visiting programs	
System in place to respond to attendance issues	Parent Partners and volunteers, case managers, Family Crisis Therapists, schools	Students attend school consistently
Availability of in-school and afterschool programs	CFF – 21 st Century Learning; arts and culture partners; BBBSDE mentoring	Students are actively involved in learning and their community
Availability of Parent Resource Centers and parent programming	CFF in partnership with community providers including YWCA, CEEE	Schools are engaged with families and community
Access to needed social services	CFF (case managers, Parent Resource Centers, Family Nights)	
Parents are included as partners in	CFF (Parent Resource Centers, case	Families are

their children's education	managers, therapists); Schools and teachers (school-based programming, Parent-Teacher conferences)	actively involved in their children's education
High quality academic programming	Christina School District, schools	Students succeed academically
Comprehensive programming in line with curriculum	CFF – 21 st Century Programming; Community partners	
On-site health services, including mental health, dental, and nutrition	HJMC; CFF – Therapist; Schools – Family Crisis Therapists	Students are healthy: physically, socially, emotionally
Regular physical activity	CFF – 21 st Century Programming; YMCA	
Positive adult relationships	Big Brothers Big Sisters; CFF (case management, therapist); Schools – teachers, Family Crisis Therapist; Parents	

PROJECT EVALUATION.

CFF has a strong Performance/Quality Improvement (PQI) program, including records review, client satisfaction, and outcomes monitoring. All agency service units are required to collect both demographic and outcomes data, using the agency's internal data collection system, as well as other program-specific data management systems as required. CFF employs a full-time Database Manager, tasked with maintaining system security, tracking data quality, providing staff training and assistance, and producing data reports for both internal and external use. CFF

uses data continuously to make program improvements and mid-course corrections. By focusing strategically on performance, CFF is able to make informed decisions about the effectiveness of its programs and then refine or even discontinue service.

Evaluation of the ECS Initiative is critical to its long-term success. CFF will work with ActKnowledge, and its founder Heléne Clark, to conduct a comprehensive program evaluation of ECS and its impacts. The ECS Program Director will serve as the local link to the evaluation team with support from the Database Manager. ActKnowledge has experience as the independent evaluator on numerous youth development and education enrichment programs, including community schools efforts. During the first year of the FSCS grant, ActKnowledge's work will include taking CFF through a Theory of Change Process to clarify how best to evaluate such factors as teacher engagement, parent involvement, and the work of community partners. ActKnowledge will also ensure that data around academic achievement, school discipline, and school attendance, which will fall under the purview of the CSD, will be included in the evaluation process. ActKnowledge will ensure that the evaluation produces scientifically credible results on student and family outcomes; assesses the program outputs and program quality such as number of students served, how often, and in what way; provides ongoing feedback to the program to facilitate continuous improvement; and provides lessons for the field.

ActKnowledge believes that the most useful evaluations have both summative (outcomes) and formative (implementation) components, and the research will therefore be designed to track both process and outcomes in a way that connects activities to outcomes. Most evaluation designs are quasi-experimental, comparing academic records (e.g., test data, report cards) and behavioral changes (e.g., school attendance data, classroom performance and other youth development outcomes) over time for program participants. In addition, they use measures such

as youth and teacher surveys, interviews, and focus groups. Action research requires a participatory, theory-driven, mixed-methods approach. Because ActKnowledge has been evaluating community school programs for several years, they have instruments in place that have been tested, validated and successfully used. As part of the evaluation plan, they will review with CFF whether any adaptations need to be made to capture specific indicators or account for contextual differences.

Data will be collected in a variety of ways. For example, Race to the Top funding will be used to enhance Delaware's longitudinal education data system, allowing school districts to track individual students across multiple systems to measure key indicators of student success. DDOE uses individual student identification numbers which allows both DDOE and schools to track a wide variety of performance and outcome indicators for children PK through college. The system also can track in detail the performance and training of every teacher. RttT funding will provide further improvements across systems, such as connecting health and human services data with education. ECS partners have individual data collection systems and protocols.(e.g. CFF Nurse-Family Partnership; BBBSDE; YWCA) ActKnowledge will help merge these multiple data sets as part of a comprehensive evaluation. The data collection plan may include: student-level data (collected through student self-reports, school records, teacher reports, parent reports, e.g.); school-level data around school climate, collaboration, etc. (collected through student surveys, teacher surveys, group and individual interviews with the principal and school staff, parent interviews, program participant surveys, evaluator observations and ratings, e.g.); family-level data around home environments, perceptions of the school and community, parent involvement, etc. (collected through parent interviews, student surveys, e.g.); and community-level data around residents' perceptions of life in the community, perceptions of the schools, and of the

relationships of the schools with the community (collected through parent interviews, phone survey, e.g.). Examples of the types of data that may be collected, as well as potential methodology, can be found below.

Result	Input	Indicator(s)	Potential Data Collection method	How often?
Children enter school ready to learn	Children have access to health care services	Immunization rates	School records upon enrollment	Annually
Students attend school regularly	Early intervention upon attendance issues	Attendance rates	School attendance records	Monthly
Students succeed academically	Provision of comprehensive programming in line with curriculum	Grades, standardized test scores, promotion rates	School records	Monthly
Parents are engaged	Parent-focused activities (Parent Resource Centers, Parent Nights, adult education)	Participation rates and parent feedback	Parent surveys	Quarterly

Performance data will be analyzed continuously, and will drive decisions throughout the implementation of the ECS. Performance data will be used to hold partners accountable for the outcomes of their services. Programs that do not demonstrate intended results may be altered or

even discontinued. Results will be shared with the school-based Advisory Committees and Steering Committee at least quarterly, to ensure success. The evaluators will provide on-going feedback to the program, including workshops on progress on indicators for staff; short briefs; and attend meetings. Upon completion of the grant term, ActKnowledge will work with CFF to complete a comprehensive evaluation of the ECS, to include a process evaluation as well as a final report on outcomes and results.

Project Narrative

Abstract Narrative

Attachment 1:

Title: **CFF ED Abstract Narrative Pages: 1** Uploaded File: **CFF ED Abstract Narrative.pdf**

ED Abstract Narrative

Applicant: Children & Families First, 2005 Baynard Blvd., Wilmington, DE 19802
Primary Contact: Kirsten Olson, (302) 777-9764, kirsten.olson@cffde.org
Project Title: Eastside Community Schools Initiative

Children & Families First (CFF) submits this proposal under the Absolute Priority, to expand a Full-Service Community School initiative in Wilmington, Delaware. Further, we request consideration under the Competitive Preference Priority, as we are partnering with two schools that are currently implementing the Transformation school intervention model.

Partner Entities: CFF, in partnership with LEA Christina School District, has assembled a comprehensive consortium of partners in support of the Eastside Community Schools Initiative (ECS), including: Big Brothers Big Sisters of Delaware; Christina Cultural Arts Center; Delaware Art Museum; Delaware Center for Contemporary Arts; Delaware Center for Economic Education Entrepreneurship; Delaware Symphony Orchestra; Delaware Theater Company; Food Bank of Delaware; Henrietta Johnson Medical Center; YMCA of Delaware; and YWCA Delaware. Its evaluation partner is ActKnowledge.

Target Population: The neighborhoods in the school feeder pattern face multiple challenges that negatively impact children's chances for success, including high rates of poverty and unemployment, and low rates of homeownership and educational attainment. The three identified schools serve approximately 900 students in grades K through 5 each year, in addition to 100 students to be served in Pre-K beginning this fall. The ECS will serve all students in the schools, as well as parents, family members, and in some cases, community members.

Identified Schools: CFF, in partnership with the Christina School District, will provide Full-Service Community School programming at Bancroft, Stubbs, and Elbert-Palmer Elementary Schools. All three are Title I schools, serving Kindergarten through fifth grade, and will begin offering Pre-Kindergarten services to a targeted group of children this fall. Both Bancroft and Stubbs will begin to implement the Transformation model this fall.

Qualified Services: The ECS will provide a range of qualified services: high quality early learning; family engagement; mentoring; programs to assist youth who are truant; nutrition services and physical activities; primary health and dental care; activities to improve access to social services; mental health services; and adult education.

Summary of Comprehensive Plan: The plan for the ECS initiative focuses on five areas: *Coordinated resources* (e.g. building infrastructure to integrate all partner relationships, space utilization, and outreach so that families are connected to the resources they need); *Enriched learning* (e.g. ensuring that students, parents and community are motivated to learn; offering a full range of free after-school and summer programs); *Health & Mental Health Services* (serving as a hub for comprehensive services to address the physical, mental, and emotional needs of the children and families); **Family & Community Engagement** (e.g. developing a comprehensive plan for parent and other family engagement); and **Early Childhood** (e.g. developing high quality early childhood opportunities for all children entering kindergarten, including birth—4 educational programs). In partnership with ActKnowledge, CFF will conduct comprehensive program evaluation to measure effectiveness of ECS in achieving positive outcomes around academic performance; attendance rates; school environments; and parental involvement.