

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**FSCS APPLICATION PACKAGE
CFDA # 84.215J
PR/Award # U215J100051**

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:
	na

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Greater Lawrence Community Action Council, Inc.

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
042397449	084647817

d. Address:

* Street1:	305 Essex Street
Street2:	
* City:	Lawrence
County:	Essex
State:	MA
Province:	
* Country:	USA
* Zip / Postal Code:	01840

e. Organizational Unit:

Department Name:	Division Name:
Community Partnerships for Children	

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

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

* Last Name: Tarbox

Suffix:

Title: Asst. Director of Planning & Program Development

Organizational Affiliation:

* Telephone Number: (978)620-4706 Fax Number: (978)681-4949

* Email: RTARBOX@GLCAC.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:**

1894-006

Title:

Full-Service Community Schools Program

13. Competition Identification Number:

Title:

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

City of Lawrence, MA

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

South Lawrence East Full-Service Community School Program

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: MA-005

* b. Program/Project: MA-005

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 9/30/2010

* b. End Date: 9/30/2014

18. Estimated Funding (\$):

a. Federal	\$ 2460928
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 .

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:	Mr.	* First Name:	Philip
Middle Name:	F		
* Last Name:	Laverriere		
Suffix:	Sr.		

Title: GLCAC, Inc. Executive Director / CEO

* Telephone Number: (978)681-4900 Fax Number: (978)681-4949

* Email: PLAVERRIERE@GLCAC.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:
Greater Lawrence Community Actio...

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? [X] Yes [] No

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

Period Covered by the Indirect Cost Rate Agreement: From: 10/1/2009 To: 9/30/2011 (mm/dd/yyyy)

Approving Federal agency: [] ED [X] Other (please specify): US Dept of Health & Human Services The Indirect Cost Rate is 10.5%

(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:
Greater Lawrence Community Actio...

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: Philip F. Laverriere, Sr.

Title: Executive Director / CEO

Date Submitted: 07/19/2010

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

Greater Lawrence Community Action Council, Inc.

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. First Name: Philip Middle Name: F

Last Name: Laverriere Suffix: Sr.

Title: Executive Director / CEO

Signature: _____

Date:

07/19/2010

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 : Information for Section 427 GEPA

File : C:\fakepath\Information for Section 427 of GEPA.doc

Greater Lawrence Community Action Council, Inc.
GLCPC / ESPERaNZA
Investing in Innovation Fund Grant Program
Information for Section 427 of GEPA

As agencies that receive public as well as private funding, the Greater Lawrence Community Action Council, Inc. and the proposed partnering organizations in the South Lawrence East Full-Service Community Schools Program are required to adhere to civil rights statutes and non-discrimination regulations. Having long served clients of varied racial, ethnic, and cultural backgrounds, the GLCAC, Inc. and its partners have procedures in place for translation of outreach and recruitment materials distributed to residents for whom English is not their primary languages. Census/American Community Survey 2006-08 data indicates that Lawrence has a population of 71,865 with 70.8% being Latino/Hispanic. If translation services are needed for languages other than English and Spanish, arrangements are made through local agencies such as the International Institute or through the voluntary services of local residents. GLCAC, Inc. clients' ages range from newborn to senior citizens. Approximately 60% of adult clients are female, which is not reflective of agency recruitment policies but rather in line with the demographics of our low-income community which has a large number of single, female heads of household. Numbers of males and females are more equal among the children and youth served by GLCAC, Inc. Efforts will be made to market program services equally to both males and females.

If hearing-impaired individuals participate in program services, arrangements will be made to have TTY adaptive telephone equipment and/or Sign Language interpreters provide assistance. If vision-impaired individuals participate, arrangements will be made to have information available in Braille.

The GLCAC, Inc. and the partnering organizations in the proposed South Lawrence East Full-Service Community School Program are located in handicapped-accessible facilities.

Project Narrative

Appendix--Other, if applicaable

Attachment 1:

Title: **GLCAC SLE FSCS APPENDECIES - OTHER** Pages: **6** Uploaded File: **GLCAC SLE FSCS Appendecies_Other.pdf**



Greater Lawrence Community Action Council, Inc.

ADMINISTRATION

305 Essex Street, Lawrence, Massachusetts 01840
Telephone: (978) 681-4900 FAX: (978) 681-4949
WEBSITE: www.glcac.org



BOARD OF DIRECTORS

Philip F. Laverriere, Sr.
Executive Director/CEO

Charles L. LoPiano
Asst. Executive Director

Judith M. Yelle
President

Thomas D. Schiavone
Vice-President

Dawna M. Perez
Treasurer

Jerome A. Jozak
Secretary

TABLE OF CONTENTS

Greater Lawrence Community Action Council, Inc. (GLCAC, Inc.) is pleased to enclose the following in its Full Service Community Schools application for funding.

Application Narratives:

- Abstract Narrative
- Program Narrative
- Budget Narrative
- Appendices
 - Resumes of Key Personnel/Job Descriptions
 - Memorandum of Understanding
 - Documentation of Match
 - Other including: Table of Contents, Indirect Cost Rate Agreement, Letter of Support from Congresswoman Niki Tsongas

Standard Forms:

- Application for Federal Assistance – (SF 424)
- Department of Education Supplemental Information for SF 424
- ED Budget Forms SF 524

Assurances and Certifications:

- Certification Regarding Lobbying
- Disclosure of Lobbying Activities
- Survey Ensuring Equal Opportunities for Applicants
- Assurances – Non Construction Programs

ORIGINAL

NONPROFIT RATE AGREEMENT

EIN: 042397449
 ORGANIZATION:
 Greater Lawrence Community Action
 Council, Inc.
 305 Essex Street
 Lawrence, MA 01840-

DATE: 06/07/2010
 FILING REF.: The preceding
 agreement was dated
 05/08/2009

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FINAL	10/01/2008	09/30/2009	10.50	On-Site	All Programs
PROV.	10/01/2009	Until Amended			Use the same rates and conditions as those cited for the fiscal year ended September 30, 2009.

*BASE

Total direct costs excluding capital expenditures (buildings, individual items of equipment; alterations and renovations), subawards and flow-through funds.

ORGANIZATION: Greater Lawrence Community Action Council, Inc.

AGREEMENT DATE: 06/07/2010

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

Fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

(1) Grantee charges all costs direct to grants and/or contracts except the costs below:

A. Salaries and wages of agency-wide employees are as follows: Finance Director; Human Resources Director, Assistant Finance Director, Grants Manager/AR, Executive Secretary, Payroll Administrator, Assistant Planning Director, Senior Bookkeeper, Grants Manager/HR, Accountant, Accounting Assistant, IT Director, Secretary and Maintenance - All 100% and Executive Director - 75%, Assistant Executive Director - 75%, Planning Director - 75% and Accounting Assistant - 50%.

B. Leave and Fringe Benefits for above personnel only.

C. Other Expenses - Administrative portion only:

Consultants/Contractuals, Travel, Space Costs and Rentals, Consumable Supplies, Telephone, Insurance, Other/Misc.

(2) The directly claimed fringe benefits include - Health Insurance, Dental Insurance, FICA, Unemployment Insurance, Workers Compensation, Life Insurance and Disability Insurance.

(3) Equipment means an article of nonexpendable, tangible, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

(4) The Head Start indirect cost rate has been negotiated in compliance with the Administration for Children and Families (ACF) Program Instruction (ACYF-PI-HS-05-01) dated 3/2/2005, which requires that Head Start Funds and or non-federal funds used as a matching share for the Head Start/Early Head Start Program shall not be used to pay total compensation of any individual either as a direct cost or any pro-ration as an indirect cost at a rate in excess of Executive Level II. As of January, 2010, the rate of compensation for an Executive Level II is \$179,700 per year. In addition, the Head Start indirect cost rate has been negotiated in compliance with ACF Program Instruction ACF-PI-HS-08-03 (Grant Year 2009) dated May 12, 2008.

ORGANIZATION: Greater Lawrence Community Action Council, Inc.
AGREEMENT DATE: 06/07/2010

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant. Acceptance of the rates is subject to the contract or other agreement only to the extent that funds are available. The following conditions: (1) Only costs incurred by the organization were included in its indirect cost pool as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as indirect costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from indirect to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-122 Circular, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing indirect costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of indirect costs allocable to these programs.

BY THE INSTITUTION:

Greater Lawrence Community Action Council, Inc.

(INSTITUTION)

(SIGNATURE)

Philip F. Laverriere, Sr.

(NAME)

Executive Director/CEO

(TITLE)

(DATE)

6/8/2010

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

(SIGNATURE)

Robert I. Aaronson

(NAME)

Director, Northeastern Field Office

(TITLE)

6/7/2010

(DATE) 0791

HHS REPRESENTATIVE: Regina DiGennaro

Telephone: (212) 264-2059

NIKI TSONGAS
5TH DISTRICT, MASSACHUSETTS
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1607 LONGWORTH HOUSE OFFICE BUILDING
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(202) 226-0771 (FAX)

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LOWELL, MA 01852
(978) 459-0101
(978) 459-1907 (FAX)

305 ESSEX STREET
4TH FLOOR
LAWRENCE, MA 01840
(978) 681-6200
(978) 682-6070 (FAX)

492 MAIN STREET
ACTON, MA 01776
(978) 263-1951
(978) 263-4126 (FAX)

Congress of the United States
House of Representatives
Washington, DC 20515-2105

COMMITTEE ON THE BUDGET
ARMED SERVICES COMMITTEE
SUBCOMMITTEE ON MILITARY PERSONNEL
SUBCOMMITTEE ON AIR AND LAND FORCES

COMMITTEE ON
NATURAL RESOURCES
SUBCOMMITTEE ON
ENERGY AND MINERAL RESOURCES
SUBCOMMITTEE ON
NATIONAL PARKS, FORESTS AND PUBLIC LANDS

July 6, 2010

Honorable Arne Duncan
Secretary of Education
400 Maryland Avenue, SW
Washington, DC 20202

RE: Full Service Community Schools Program

Dear Mr. Secretary:

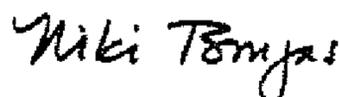
Please accept this letter in strong support of Greater Lawrence Community Action Council, Inc. (GLCAC, Inc.) of Lawrence, Massachusetts's Community Partnerships for Children (CPC) application for funding under the Full Service Community Schools Program.

GLCAC, Inc.'s CPC has an extensive history of producing positive outcomes for Tier 2 and 3 students including those identified by subgroups under the Elementary and Secondary Education Act (ESEA). CPC is a current recipient of an Early Reading First grant and is proposing to implement a comprehensive full service community schools model which will provide a full range of academic, social and health "wrap around" services. This transformative model is being implemented at an identified persistently lowest achieving level 4 public school, the South Lawrence East Middle School, in December of 2010. This application will complement these efforts because this program will emphasize serving students and community members from South Lawrence who lack access to the vast majority of social service programs and after-school programs.

GLCAC, Inc. recognizes and values the importance of partnerships and collaborative efforts as instrumental for providing the breath and depth of support necessary to effectively implement and maintain effective social support programming for minority, disadvantaged, ELL, and disabled student populations. As a demonstration of this commitment, GLCAC, Inc. will partner with the Lawrence Public Schools, the Boys and Girls Club of Lawrence, YWCA of Greater Lawrence, Women Infants Children (WIC) Nutrition Program, and Pathways to Family Success family literacy program.

GLCAC, Inc. has demonstrated its ability to successfully design, maintain, and fiscally manage large federally funded programs such as Head Start/Early Head Start, Fuel Assistance/Weatherization, and Women Infants Children (WIC) Nutrition Program; all of which encourage and promote the improvement of community life for low-income residents. It is therefore my hope that your office will give this proposal all appropriate considerations. I would appreciate your office keeping me informed of all developments. If you have need for further information, please do not hesitate to contact Stacie Hargis, Grants Coordinator in my Lowell office at 978-459-0101 or via email at stacie.hargis@mail.house.gov.

Sincerely,



Niki Tsongas
Member of Congress

Project Narrative

Appendix--Documentation of match

Attachment 1:

Title: **GLCAC Non-Federal Match Pages: 1** Uploaded File: **GLCAC Non-Federal Match.pdf**

SLE FSCS - Non Federal Share				Year One	Year Two	Year Three	Year Four	Year Five	Total
Personnel				(b)(4)					
YWCA Contract Manager	Time spent on required data collection & reports each year								
Boys-Girls Club Contract Manager	Time spent on required data collection & reports each year								
Family Services, Inc. Contract Manager	Time spent on required data collection & reports each year								
Pathways to Family Success Coordinator	Time spent on required data collection & reports each year								
Total Personnel									
Travel									
Equipment									
Supplies									
Contractual									
Other									
	Space at the SLE provided by Lawrence Public Schools: office for SLE FSCS Coordinator, 8 classrooms for activities plus music room, art room, gym, cafeteria, and auditorium (includes utilities & janitorial								
Total									

PR/Award # U215J100051

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Project Narrative

Appendix--MOU

Attachment 1:

Title: **GLCAC MOU SLE FSCS** Pages: **9** Uploaded File: **GLCAC, Inc. MOU SLE FSCS.pdf**

Greater Lawrence Community Action Council, Inc.
SLE FSCS

MEMORANDUM OF UNDERSTANDING

SOUTH LAWRENCE EAST FULL SERVICE COMMUNITY SCHOOL

This Memorandum of Understanding (MOU) is entered into between the Greater Lawrence Community Action Council, Inc. (GLCAC, Inc.), its affiliated programs (Greater Lawrence Community Partnerships for Children (GLCPC) Pathways to Family Success, Family Preservation/Parent Aide Family Preservation Model and Women Infants and Children (WIC) Nutrition Program), and its partners including the Lawrence Public Schools, YWCA of Greater Lawrence, Boys and Girls Club of Lawrence, and Family Services, Inc.. The purpose of this MOU is to describe the partnership between GLCAC, Inc. and its partners to implement the South Lawrence East Full Service Community Schools (SLE FSCS) Grant Project. The purpose of the SLE FSCS Project is to coordinate the planning and implementation of a variety of eligible support services aimed at facilitating a successful transformation of the South Lawrence East Middle School (SLE), an identified persistently lowest achieving school in the City. This collaboration will provide comprehensive educational, social, and health services for students, their families and the community. The first two months of the project will be for comprehensive program planning with direct service to students beginning December 2010.

The Partner agencies will provide:

Lawrence Public Schools (LPS) will present a Transformation Plan (also referred to as a redesign plan) as part of their requirements to comply with the regulations from the Massachusetts Dept. of Elementary and Secondary Education. This plan will outline the comprehensive approach that will be taken to address the educational, social-emotional, health

Greater Lawrence Community Action Council, Inc.
SLE FSCS

and social supports, family engagement, and interventions needed to accelerate the achievement for all students in the school. The plan will also address issues of absenteeism, truancy and suspensions from school and the services needed to reduce these issues across the school. The Transformation Plan will be used in concert with the proposed SLE FSCS project to implement a most comprehensive plan for achieving the primary objective of increasing student academic performance and improving access to support services for parents and community members. LPS will provide space including office space for the FSCS Coordinator and after-school use of a computer lab, classrooms, art room, music room, gymnasium and cafeteria from which to run the FSCS support services. In addition, the LPS will provide specific programmatic support by: Mr. Michael Fiato, Principal of the Health and Human Service High School, to work with the FSCS Coordinator to provide student interns for service learning opportunities related to the SLE FSCS; Mrs. Kathleen DeFillippo, RN, Health and Nursing Services Coordinator, to **work with Boston University during the planning period** with the goal of expanding the existing oral health prevention program to the SLE FSCS; and one physical education instructor and one health instructor to work with FSCS parents and the YWCA to deliver an expanded health and wellness curriculum to include swimming and other activities on-site at the YWCA of Greater Lawrence. Students participating in the organic farming program at the Lawrence High School Campus will work with WIC certified nutritionists to provide SLE FSCS students with comprehensive nutrition information including label reading and USDA guidelines. Designated staff will attend planning sessions and monthly partner meetings. **Desired results/outcomes:** Alls students will demonstrate academic growth across all core content areas. Students will receive service learning opportunities in relevant fields of interest. Students and their families will increase their knowledge relating to health and nutrition and will demonstrate the ability to

Greater Lawrence Community Action Council, Inc.
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read and understand food labels. Students and their families participating in the YWCA exchange will increase their understanding of physical activity as it relates to overall health.

The Boys and Girls Club of Lawrence will provide Street SMARTS programming to twenty youth per session for two eight week sessions, one during the fall and one during the spring during each year of funding. The weekly 90 minute meetings will be led by a trained facilitator and will be co-facilitated by community personnel. Designated staff will attend planning sessions and monthly partner meetings. **Desired results/ outcomes:** SLE FSCS students will increase their knowledge of causes of conflict, impulse control and its consequences, recognizing and avoiding dangerous conflict, and mediation. Participants will also understand the relationship between conflict and its depiction in the media.

The YWCA of Greater Lawrence will provide Healthy Relationships, Igniting Interests and expansion of the SLE FSCS existing Wellness Curriculum. Healthy Relationships will utilize the Safe Dates curriculum to provide information, support and referrals to students affected by domestic violence. **The Healthy Relationships Desired results/outcomes** are: Students will have a better understanding of what dating violence looks like and how gender stereotypes contribute to it; students will increase their knowledge of what to do if they witnessed dating violence or experienced it themselves; students will increase the likelihood of reporting violent relationships.

Igniting Interests will utilize a Science, Technology, Engineering and Mathematics (STEM) curriculum with 90 SLE FSCS students during the school year in three ten-week sessions.

Igniting Interests will expose students to the STEM fields with the goal of engaging students in

Greater Lawrence Community Action Council, Inc.
SLE FSCS

these growing fields and providing them the tools to implement STEM in their everyday lives.

Designated staff will attend planning sessions and monthly partner meetings. **Desired**

results/outcomes include: Students will understand basic computer applications; students will conduct various hands-on science experiments; students will develop STEM proficiency in areas of newly emergent technology (addressed in the lessons) such as web design, social networking and harnessing the power of the internet; students will demonstrate an increased understanding of curriculum and content as measured by Skills Matrix outcomes; students will be equipped with the vocabulary/cultural competencies that align with emerging STEM technologies and which are necessary for full participation in emergent STEM fields. STEM lessons will align with academic classroom instruction and students will be aware of the interconnectedness between the two.

The YWCA will also run a Saturday Family Engagement Wellness Program that will bus 65 participants from the SLE FSCS to the YWCA. Students and their families will utilize the YWCA aquatic facility and other on-site services which serve as an extension of the Health/Wellness curriculum at the SLE FSCS. Designated staff will attend planning sessions and monthly partner meetings. **Desired Results/outcomes:** Students and their families participating in the YWCA exchange will increase their understanding of physical activity as it relates to overall health.

Family Services, Inc. AMIGOS mentoring program will match 20 adult mentors in one-on-one relationships with 20 SLE FSCS students during each month of the grant period (total of 100 students served). Mentoring will provided during the school day as part of the lunch/special block. Designated staff will attend planning sessions and monthly partner meetings. **Desired**

Greater Lawrence Community Action Council, Inc.
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Results/Outcomes: Mentored youth will exhibit improved educational achievement and social development.

Pathways to Family Success family literacy model: Pathways to Family Success Family

Literacy Program will meet two **evenings** per week from 5:30-8:30 P.M at the SLE FSCS.

Pathways will serve 30 low income children (ages 5-12) and their families. The service components to be provided include: adult education for parents (English for Speakers of Other Languages), academic supports for children, parent/child inter-active literacy activities centered on books, support services. Designated staff will attend planning sessions and monthly partner meetings. **Desired Results/outcomes:** An enrollment of 30 slots with: 70% retention, 70% attendance, 70% of adults achieving language skill growth based on standardized Best Plus testing, 75% children's literacy growth based on standardized language tests: DIBELS & Lexile Scores, 70% goal attainment, 50% Improvement in family literacy inter-actions through pre & post interactive family literacy questionnaire, and support service assistance and referrals as needed

Women, Infants and Children (WIC) Nutrition Program will provide on-site information and

enrollment services one evening per week at the SLE FSCS. WIC will provide a certified Nutritionist to work in concert with students from the Organic Farming Program at the Health and Human Services High School. The WIC Nutritionist will work with high school farmers to educate SLE FSCS students to provide label reading instructions/information and USDA approved nutrition information. Designated staff will attend planning sessions and monthly partner meetings. **Desired Results/Outcomes:** 100 women, infants and children from the SLE

Greater Lawrence Community Action Council, Inc.
SLE FSCS

community will be enrolled in WIC for every year of the grant cycle (total 500 enrolled). SLE FSCS students will be educated about USDA nutrition guidelines and label reading instructions.

Family Preservation Parent Aide/Case Management Program: will serve 14 students and their families from the SLE FSCS during each twelve month grant cycle (60 total students and their families served). Participants may be referred by school staff or they may self-refer into the program. The program will provide comprehensive services and foster inter-agency client assessments to investigate family strengths and needs, environmental factors and the family life cycle. Face-to-face support services will occur up to three hours per week per family and an additional two hours per week per family may be allocated to case management, resources and referrals. Based on findings, working service plans will be developed which identify both short-range and long-range family goals. Direct services offered by the program include: parent education programs, family in-home visiting, home management, organization skills counseling, financial management training and comprehensive case management. Program staff will also provide advocacy for families working with existing community agencies and promoting the development of needed services. Designated staff will attend planning sessions and monthly partner meetings. **Desired Results/Outcomes:** Working service plans will be developed which identify both short-range and long-range family goals that are case specific. The goals will be tracked/measured by the Family Preservation Parent Aide/Case Management program Director, and the FSCS Coordinator.

Greater Lawrence Community Partnerships for Children (GLCPC) will provide transitioning services for all 1369 students attending the SLE Educational Complex – elementary

Greater Lawrence Community Action Council, Inc.
SLE FSCS

and middle schools. Family engagement will be integral component of the transition activities as these activities will address concerns related to precipitous declines in levels of family engagement after the completion of elementary school. GLCPC will provide parent leadership/advocacy training working with the SLE FSCS to embed the strengthening families approach within the school. GLCPC will run a parent leadership academy which will develop parent leaders who will lead parent circles in their respective South Lawrence neighborhoods which will be used to inform other parents of school related activities while encouraging and promoting their involvement. The GLCPC Director will supervise and work with the FSCS Coordinator and Dr. Robert Popp (project evaluator) on implementing, monitoring and evaluating the integration of GLCPC services as well as all other serviced described herewithin.

Designated staff will attend planning sessions and monthly partner meetings. **Desired**

Results/outcomes: Parent leaders (10 or more) will be developed who will then serve as leaders in their respective neighborhoods. Parent leaders will increase the level of community involvement on the part of other parents by encouraging their involvement and by sharing school related information. Parent leaders will spearhead a growing contingent (to increase by 5% for each year of the grant) of parents leaders/advocates at the SLE FSCS.

Duration

The term of this MOU will become effective when the MOU is signed by GLCAC, Inc. and its Partners

contingent upon the receipt of funding. The MOU will end five (5) years from the commencement of the FSCS

Project. Anticipated Dates: Sept. 2010 – Aug. 2015.

Greater Lawrence Community Action Council, Inc.
SLE FSCS

Responsibilities of GLCAC, Inc.

A. GLCAC, Inc. will be responsible for administering the FSCS Grant Project as described in the grant application.

B. The Full Service Community Schools School Based Site Coordinator will be responsible for: providing ongoing communication, coordinating and facilitating monthly partner meetings, and supporting the Partners involvement in the school.

C. Any survey information gleaned from the general school community through climate surveys or other district tools, may be shared with the US Department of Education and Full Services Community Schools project partners, as permitted under the Family Educational Rights to Privacy Act ("FERPA").

D. GLCAC, Inc. and LPS will work with our partners to inform the community at large about partner programming. The partners further agree to collaborate with GLCAC, Inc. and LPS to ensure that the initiatives are represented accurately and with a unified and positive voice.

Responsibilities of Community Partners

- Under this MOU, partners will participate in the Full-Services Community Schools Project as described in the grant proposal and work in partnership with GLCAC, Inc., school staff and other participating community partners to implement the FSCS Grant Project.
- Partners will collect, describe, and provide data requested by GLCAC, Inc. and the project evaluator that related to project evaluation.
- Collaborate with school staff
- Participate in FSCS professional development

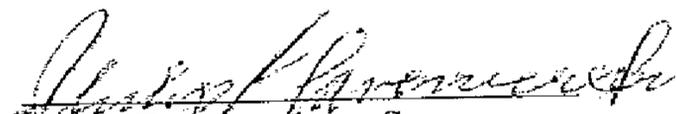
Greater Lawrence Community Action Council, Inc.
SLE FSCS

Lawrence Public Schools



Mary Lou Bergeron, PhD.
Superintendent of Schools

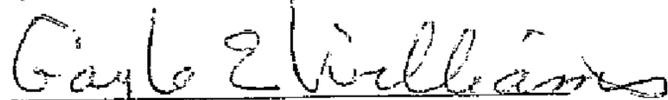
Greater Lawrence Community Action Council, Inc.



Philip F. Laverfiere, Sr.
Executive Director/CEO

Greater Lawrence Community Partnerships for Children

(Includes Pathways to Family Success and the Family Preservation Parent Aide/Case Management Program)



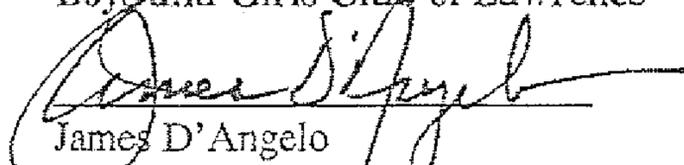
Gayle E. Williams
Director

Women, Infants and Children (WIC) Nutrition Program



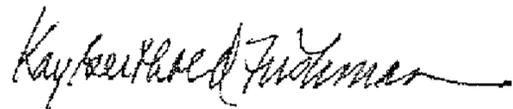
Rebecca Sarver
Director

Boys and Girls Club of Lawrence



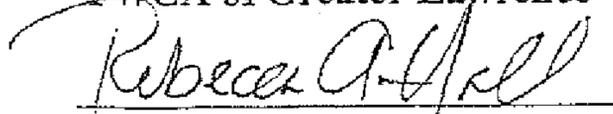
James D'Angelo
President of the Board

Family Services, Inc.



Kay Frishman
Executive Director MSW, LICSW

YWCA of Greater Lawrence



Rebecca A. Hall
Executive Director

Project Narrative

Appendix--Resumes of Key Personnel

Attachment 1:

Title: GLCAC Resumes-Job Descriptions of Key Personnel Pages: 11 Uploaded File: GLCAC Resumes_Job Descriptions of Key Personnel.pdf

Data
Collection
Specialist/
Outreach
Worker

Erin K. Mulcahy
(b)(6)

OBJECTIVE: To obtain a position that utilizes my degrees in Computer Science and Business.

WORK EXPERIENCE:

- Greater Lawrence Community Action Council, Inc. 2003 to present
 - Coordinates communication between a variety of Greater Lawrence Community Partnership (GLCPC) for children partners including GLCPC Council, community businesses, recreation centers, childhood providers, and social service providers
 - Maintains a complete list of GLCPC Council members, voting members and alternates
 - Records meeting minutes for all GLCPC Council minutes, posts minutes on the website and distributes minutes via email
 - Represents GLCPC at information/outreach sessions in the community
 - Provides outreach to parents of children ages 0-14
 - Works with the GLCPC Director to ensure the timely completion of flyers, posters, brochures, transitioning calendars and playgroup calendars
 - Collects/inputs data and maintains records for program reports/funding sources
 - Developed and maintains the GLCPC website, Twitter and Facebook pages
- Markey's Lobster Pool 1993-2009
 - 16 years experience in the restaurant/food business

EDUCATION:

- Northern Essex Community College, Haverhill, MA
 - **Associates in Science, December 2001 (Major: Business Management)**
 - **Associates in Science, May 2003 (Major: Computer Science)**
 - Cum Laude

TECHNICAL SKILLS:

Microsoft Office: Word, Excel, Publisher, Power Point
Website Development and Maintenance
Internet Browsing

PERSONAL SKILLS:

Excellent multi-tasking skills
Teambuilding skills
Ability to interact positively with people of different cultural and linguistic backgrounds

REFERENCES:

Furnished upon request

GAYLE E. WILLIAMS

(b)(6)

OBJECTIVE An administrative position in an educational setting where instructional leadership, strong organizational, and inter-personal skills can be creatively utilized.

EDUCATION B.S., Lowell State (Elementary Education) 1967;
M.Ed., Lowell State (Reading, Learning Disabilities) 1973 Post Graduate 30 credits Administration;
Fitchburg, Lowell & Emmanuel (Administration) 1974-1977; Emerson College (2 semesters) 1986;
Northern Essex Community College (2 semesters - Conversational Spanish) 1986-1987

EXPERIENCE

In my position as Project Director for the Early Learning First grant, we Successful assisted three preschool programs become Centers of Excellence. As the project director for the ELOA, we implemented early literacy programming and SBRR practices programs through the community encompassing over 600 children at centers, public schools and at family Provider homes.

As Director of the Community Partnerships for Children Program, we worked with early childhood centers, family child care systems and independent family child care providers on pursuing higher education degrees, implementing SBRR practices, funding for childcare slots, raising the level of quality through NAEYC and NAFCC accreditation with a budget of **\$3.2 million** and a staffing of three.

In my role as Principal of six early childhood centers in the Lawrence Public Schools, My budget was **\$ 7.8 million** which includes grants, 94-142 and 89-313, Quality Full Day Kindergarten, with supervision over three assistant principals), 90 teachers (including special education teachers), 98 paraprofessionals, 6 head teachers, 6 native language teachers, 6 literacy coaches, three counselors, 1 adaptive physical Education teacher, 1 occupational therapist, 6 parent liaisons, 6 secretaries and six speech pathologists.

As the Administrator in Charge of Special Learning Services, I oversaw the entire special education dept. with over 170 special education teachers and 175 paraprofessionals, 4 Physical Therapists, 4 occupational therapists, 6 speech therapists, 6 psychologists, 8 Evaluation Team Leaders, 13 counselors along with working with agencies for use of third Party reimbursement.

The budget with transportation and out of district costs topped the **\$32 million** mark.

Assessments

I have been trained to administer and perform an analysis of the assessment results with next steps using the WISC-R, DIAL-R, Brigance, PALS, TROLL, ELLCO, DIBELS, CBM, Concepts about Print, Letter ID, DRA, Yopp-Singer Segmentation and Work Sampling assessments.

Positions:

- 2008-2010 Project Director for the Early Reading First grant
- 2005-2007 Project Director for the Early Learning Opportunity Act Grant
- 2003-2008 Educational Administrator/Director to the GLCAC, Inc/Community Partnerships for Children Program
- 2002-2003 Consultant to the Lawrence Public School's Early Childhood Program and Arlington Elementary School (K-8)
- 1996 -2002 Principal of Lawrence Public Schools six Early Childhood Centers
- 1984-1996 Administrator in Charge of Special Learning Services for the Lawrence Public Schools Pre-K to age 22
- 1980-1984 Manager of Special Education Lawrence Public Schools
- 1983 Special Education Consultant to the Reed Centers (a private school for pre- school and Kindergarten)
- 1976-1980 Evaluation Chairperson Lawrence Public Schools
- 1972-1976 Resource Room Teacher Lawrence Public Schools
- 1967-1972 Elementary Teacher Lawrence Public Schools Lawrence, Massachusetts
- Summer 1966 Coordinated Federal Project at the W.E. Fernald State School adapting children's' behavior in a family setting

Massachusetts Certifications

- *Teacher Pre-K-8
- *General Supervision
- *Principal, Preschool-Grade 9
- * Administrator of Special Education

Affiliations

- * Association for Supervision and Curriculum Development
- *Friends of the Boston Symphony Orchestra

- *Field Reader for U.S. Dept. of Education, Washington, D.C., April, 1991 and January 1992 and March, 1994, 1995, 1996, 1998
- *Member of N.A.E. Y.C., and State Affiliate
- *Member Lawrence, Mass., Zoning Board of Appeals
- *Member of NAESP & MESP A
- *Member of United Educators
- *Member of NTRA (National Teachers Retirement Association)

Summary

- * Six years as Educational Administrator/Director Community Partnerships for Children Program
- *Thirty-five years in public school education
- *Five years in an elementary educational classroom
- *Four years in a direct client special education service delivery setting
- *Four years as an Evaluation Team Chairperson
- *Sixteen years in a supervisory/administrative special education setting
- *Six years in a preschool/kindergarten principal position
- *Two years consulting in the area of early childhood education

Special Projects

- *Partnered with parents at each of the preschool centers and had an active parent organization run by the parents at each center
- *Provided parent trainings on early literacy
- *Wrote Suicide Awareness Manual for Teachers & Administrators
- *Computerized Management Data for Special Education, I.E.P. process and Medicaid Reimbursement Project
- *Chaired Committee to write I.E.P. objective manual relevant to Lawrence students
- *Chaired Curriculum Development Committee
- *Wrote 766 procedural manuals for all school department employees
- *Successfully gained recognition for Sign Language as a Foreign Language at the High School
- *Wrote policy manual for Special Education
- *Implemented inclusion models for special education students
- *Developed a Parent Handbook for Early Childhood Programs
- *Developed a Staff Handbook for all staff at the Early Childhood Centers
- *Implemented 504 and developed a procedural manual and forms
- *Developed a Custodian Handbook for Early Childhood Custodians (later amended for all custodial staff)
- *Wrote brochure for the Early Childhood Program
- *Coordinated the Kindergarten Readiness Committee and the Curriculum Committee
- *Developed a Plan for Technology Integration with the Curriculum for the Early Childhood Program

- *Developed quarterly literacy benchmarks linked with the state Guidelines and Standards for Early Childhood
- *Developed software in conjunction with the Technology Staff person for tracking the progress of students and providing parents with the information and suggestions on activities for the home.
- *Implemented a Comprehensive School Improvement Literacy program based on Breakthrough to Literacy and Learning to Read by Reading at all six Early Childhood Centers.

Robert J. Popp, Ph.D.

*Partnership for Family Education and Support
4949 Old Brownsboro Road, # 284
Louisville, KY 40222
502-426-0446 (o)
502-426-0655 (fax)*

SLE FSCS Project Evaluator

Employment

8/94 - present Executive Director

Partnership for Family Education and Support; Louisville, KY

Current projects include: Independent evaluator for two Early Reading First grants in Kentucky; evaluator for the Breckinridge County, KY Reading First program; evaluator for the Kentucky Parent Information Resource Center (KYPIRC); evaluation consultant for South Carolina Department of Education.

9/92 - 8/94 Executive Director

OR Associates; Louisville, KY

Projects included external evaluations for community-based and school-based family literacy programs in Virginia, Illinois, Kentucky, Texas, and Washington; research consultant for medically-based early intervention family program in Kentucky; and consultant for developers of Even Start grants, reapplication grants, and project submissions to the National Diffusion Network/Program Effectiveness Panel. Served as reviewer for the journal Educational Studies.

7/90 - 9/92 Director of Research

National Center for Family Literacy; Louisville, KY

Designed and implemented research and evaluation projects in the areas of family literacy, workplace literacy, and the use of technology in literacy programs for adults and children.

7/88 - 7/90 Evaluator

Kenan Trust Model Literacy Sites; Kentucky and North Carolina

In collaboration with Dr. Andrew Hayes, conducted field-based studies of family literacy programs located in seven sites in North Carolina and Kentucky.

9/88 - 6/89 Research Assistant

Office of Medical Education; University of Virginia Medical School

Participated in the design of research studies; managed a database and performed data analysis.

10/86 - 5/88 Instructional Designer

Ivy Software; Charlottesville, VA

Designed instructional software for business and educational applications; clients included Lotus Corporation and IBM.

8/85 - 5/88 Graduate instructor

University of Virginia

Designed and taught graduate level classes in measurement and theories of learning.

9/75 - 6/85 Teacher

Richmond, VA Public Schools

Taught a self-contained class for emotionally disturbed children and learning disabled children. Developed and delivered specialized reading programs to address multiple special needs of students.

7/73 - 7/75 Teacher Corps Intern

Virginia Teacher Corp Consortium; Richmond, VA

Developed a parent training program that focused on parental support of children's reading skills. Delivered the training, developed individual educational plans for families included in the initial study of the training program, and trained school personnel as trainers so the program could be replicated.

Education

9/85 - 5/92 University of Virginia; Charlottesville, VA
Ph.D. in educational psychology with supporting areas in instructional design and research.

5/73 - 5/75 Virginia Commonwealth University; Richmond, VA
M.Ed. in education; Internship through Virginia Teacher Corps Consortium

9/69 - 5/73 Washington and Lee University; Lexington, VA
B.A. in economics

Recent Presentations and Projects

- Consultant for the South Carolina Department of Education on the development of a research based model for family literacy. Assisted in developing family literacy policy and a training system for staff. Deliver annual statewide training on the model and the assessments used in family literacy evaluation (2000 to the present)
- Evaluator for Early Reading First programs that have been funded in Kentucky (Covington ISD, Whitley County, and Ohio Valley Educational Cooperative), South Carolina (Florence District 3, Edgefield), and Massachusetts (Lawrence). Designed evaluations that addressed federal reporting requirements for ERF as well as the program improvement needs of individual projects.
- Evaluator for Even Start Family Literacy Programs in Kentucky (Covington, Whitley County, Ohio Valley Educational Cooperative), Pennsylvania (ProJeCt of Easton), and South Carolina (statewide evaluator). Also provided technical assistance in Connecticut, Oregon, Washington, and Texas.
- Developed the South Carolina Family Literacy Online Information System (FLOIS), a web-based information system for literacy programs statewide. Provide annual statewide training and technical assistance on the use of FLOIS.
- Evaluator for the Kentucky Parent Information Resource Center (KYPIRC), a federally funded grant to provide statewide information, training, and technical assistance in meeting NCLB's mandate to inform and serve parents.
- Invited presenter at the Goodling Institute for Research in Family Literacy training on evaluation of family literacy programs; Harrisburg, PA; June 11, 2004
- Awarded a research grant by the US Department of Education, Office of Migrant Education, to study the effectiveness of migrant education programs in increasing the literacy skills of young children.
- Statewide evaluator for Kentucky Even Start family literacy programs. Designed a web-based data collection system for Even Start that is being implemented through the Kentucky Department of Education.
- Designed and implemented a research study of the Equipped for the Future instructional model in four South Carolina family literacy sites. The study was funded by the South Carolina Department of Education.
- Designed and implemented longitudinal studies of families who participated in Even Start and other family focused programs.
- Designed and implemented the Progressive Pediatrics study, in conjunction with the University of Louisville Medical School. In this study, doctors and residents were trained to introduce storybook reading to parents

and children during well child check-ups in urban clinics. This research contributed to the growing literature supporting the national Reach Out and Read program begun by Dr. Robert Needleman.

- Designed and implemented national evaluation of 15 family literacy sites, through a grant from Toyota Motors. Continued development of the knowledge base related to how intervention programs influence families.
- Designed and implemented full-scale evaluation of Kenan Trust Model Family Literacy Programs in Kentucky and North Carolina. Even Start programs, which were later funded by Congress, were based on the Kenan Model.
- Conducted a follow-up study of families who participated in Kenan Model Family Literacy Programs; documented school success of children who participated in the programs.
- Designed and implemented an evaluation of the use of technology in family literacy programs nationwide; conducted a study of the use of telecommunications in family literacy programs.
- Designed and implemented an evaluation of five workplace literacy programs in Louisville, KY; developed instruments applicable to evaluation of workplace literacy programs.
- Conducted research on dropouts through a grant from the National Center for Adult Literacy, housed at the University of Pennsylvania.
- Maintained an on-line technical assistance program with family literacy programs nationally, through a grant from Apple Corporation. Model sites were based in North Carolina, Indiana, Utah, and Oregon.

To be hired
upon receipt
of funding

JOB DESCRIPTION

DIVISION: Child Services

PROGRAM: Greater Lawrence Community Partnerships for Children Program

POSITION/TITLE: Full Service Community School Coordinator

SALARY/GRADE/RANGE: \$45,000- \$55,000

WORK WEEK/HOURS: Monday through Friday (8:30 AM – 4:30 PM)
Occasional evening and weekend meetings

IMMEDIATE SUPERVISOR: Greater Lawrence Community Partnerships for Children Director

QUALIFICATIONS: Master's Degree preferred in education, administration, urban affairs, social work, or related field. Strong interpersonal, verbal, and writing skills. Knowledge of building community partnerships and youth and family development. Proven skills in leadership, group facilitations, marketing, coordinating, communication, advocacy, budgeting and data collection. Familiarity with community needs. Use of car/means of transportation. Bilingual (English/Spanish) desirable.

DUTIES TO BE PERFORMED:

- ◆ Provide leadership for the development of the comprehensive program plan, conducts needs assessments and data gathering for the planning, involves community partners in FSCS training and planning, educates community partners on project responsibilities and procedures, and assists in documenting the development process and final plan.
- ◆ Effective facilitation of the partnerships
- ◆ Coordination and integration of services, programs, supports, and available opportunities
- ◆ Use data to drive decision-making and measure success
- ◆ Work closely and plan jointly with the school's principal to drive, develop, and implement the community school effort
- ◆ Provide technical assistance to community providers on best practices and evidence-based program services, conduct regular site visits of community partner programs, provide feedback on fidelity of program implementation,
- ◆ Organize and implement work groups and advisory committees to support the implementation of the comprehensive program plan, grant management plan, recruits parents, families and other committee members, documents meetings, and maintains records of all groups and committees.
- ◆ Initiate expenditures in accordance with policy and procedures
- ◆ Communicate with community groups, businesses, families, and other individuals about the FSCS Project and provide regular updates through press releases, articles in local papers, email, and public speaking opportunities.
- ◆ Insure that communications between families, school staff, GLCPC director, community businesses, recreation centers, early childhood providers, health providers, dental providers, out of school time providers, South Lawrence East, Lawrence High School, Breen Early Learning Center, YWCA, Lawrence Public School administration, community-based organizations, nonprofit organizations, other public or private entities, social service agencies etc. is seamless and multidirectional.
- ◆ Meet weekly with the GLCPC director re: successes, challenges and next steps
- ◆ Establishes a regular meeting schedule with the Building Principal to manage the Project at the school level, keeps the Principal fully informed of the work by community partners, meets with building staff to coordinate program services, and communicates project information and updates to all partners.
- ◆ Identify and seek to make available programs and services that meet the mission and goals of the CLC.
- ◆ Meets with potential stakeholders explaining the vision and enlisting their support and participation in the FSCS.

- ◆ Serve as an advocate for youth, families and neighborhood residents
- ◆ Develop integrated advocacy, planning and promotional activities.
- ◆ Convene a Full Service Community council made up of stakeholders which meets monthly for updates, data analysis, and guidance etc.
- ◆ Establish a Parent Academy whereby parents receive training in parenting, leadership, finances, technology etc.
- ◆ Insure that all components of the grant are meeting goals
- ◆ Participate in information/outreach events in the community at agency sites/events/activities/fairs.
- ◆ Provide outreach to parents of children zero to 18
- ◆ Participate on the Steering Committee on Transitions
- ◆ Work with GLCAC, Inc on the community survey to insure that questions re: Early Education and care services, Out of School Time services, parenting, etc are included thus reducing the need for two surveys.
- ◆ Collect/input data and maintain comprehensive records for monitoring and reporting of program to funding source.

Greater Lawrence Community Action Council, Inc
AN EQUAL OPPORTUNITY EMPLOYER

JOB DESCRIPTION

DIVISION: Child Services
PROGRAM: Community Partnerships for Children Program (CPC)
POSITION TITLE: DATA COLLECTION SPECIALIST / OUTREACH WORKER
FLSA CATEGORY:
JOB NUMBER:
SALARY/GRADE/RANGE: \$35,000 to \$40,000
FRINGE BENEFITS: Full
WORK WEEK/HOURS: Full Time - Monday through Friday with some evening and weekend activities (0.25 FTE for SLE FSCS and 0.75 FTE for CPC)
IMMEDIATE SUPERVISOR: CPC Program Director

QUALIFICATIONS: Bachelor's Degree preferred in administration, urban affairs, early childhood education, social work, or related field. Strong interpersonal, verbal, and writing skills. Strong computer / data entry skills. Familiarity with community needs. Use of car/means of transportation. Bilingual (English/Spanish) desirable.

DUTIES:

SLE FSCS duties: Insures that communications among SLE FSCS partners are seamless. Distributes meeting notices to SLE FSCS partners; takes minutes of partners meetings and distributes minutes to partners. Provides support to SLE FSCS Program Director, Coordinator, Outside Evaluator, and partners in the data collection and analysis process required for program evaluation and for required reports to GLCAC, Inc. and to funding source(s) including entering data from various SLE FSCS activities into the web-based data reporting system established by the outside evaluator.

CPC duties: Insures that communications between GLCPC Council, community businesses, recreation centers, early childhood providers, and social service agencies is seamless. Maintains a complete listing of council members, voting members and alternates plus other providers in the community. Takes minutes at Council Meetings for the council co-chairs, and puts on the council website and distributes to members via e-mail. Provides the minutes to the council secretary for approval, updates the Bylaws as approved by the council when necessary. Maintains a current list of voting members and alternates for voting purposes at meetings. Sends out public meeting notices to City clerks and town clerks indicating date, time, and place of meeting. Prepares flyers, posters and brochures of activities and events, transition calendar and play groups calendar, maintains the website, Twitter and Facebook. Participates on the Awareness Fair committees held for Lawrence, Methuen, Andover/North Andover and assists with the running of the events, outreaching to EEC providers and families. Attends information/outreach sessions in the community at community agency sites / events / activities / fairs. Provides outreach to parents of children zero to 14. Participates on the Steering Committee on Transitions. Adds families to the EEC wait list. Works with GLCAC, Inc on the community survey to insure that questions re: Early Education and care services, Out of School Time services etc are included thus reducing the need for two surveys. Collects/inputs data and maintains comprehensive records for monitoring and reporting of program to funding source. Assists in implementation of program activities and events in accordance with needs identified by GLCPC Council.

PERFORMS ANY OTHER DUTIES AS ASSIGNED BY THE EXECUTIVE DIRECTOR/CEO

An Equal Opportunity Employer

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Project Narrative

Budget Narrative

Attachment 1:

Title: **GLCAC SLE FSCS Budget Narrative** Pages: **13** Uploaded File: **GLCAC SLE FSCS Budget Narrative.pdf**

SLE FSCS Budget		Year One	Year Two	Year Three	Year Four	Year Five	Total
Personnel							
	Program Director	\$ 16,250	\$ 16,738	\$ 17,225	\$ 17,713	\$ 17,875	\$ 85,801
	Program Coordinator	\$ 48,000	\$ 49,440	\$ 50,880	\$ 52,320	\$ 52,800	\$ 253,440
	Data Collection Specialist	\$ 7,960	\$ 8,199	\$ 8,437	\$ 8,676	\$ 8,756	\$ 42,028
	Family Preservation Parent Aide						
	Prgm Case Manager	\$ 33,280	\$ 34,278	\$ 35,277	\$ 36,275	\$ 36,608	\$ 175,718
		\$ 105,490	\$ 108,655	\$ 111,819	\$ 114,984	\$ 116,039	\$ 556,987
Total Salaries							
Fringe & Payroll							
	State Unemployment Tax	\$ 2,300	\$ 2,300	\$ 2,300	\$ 2,300	\$ 2,300	\$ 11,500
	Social Security & Medicare Tax	\$ 6,273	\$ 6,452	\$ 6,630	\$ 6,809	\$ 6,866	
	Worker's Compensation Insurance	\$ 108	\$ 111	\$ 114	\$ 118	\$ 119	\$ 570
	Massachusetts Health Tax	\$ 65	\$ 65	\$ 65	\$ 65	\$ 65	\$ 325
	Pension	\$ 1,462	\$ 1,502	\$ 1,543	\$ 1,583	\$ 1,596	\$ 7,686
	Life Insurance	\$ 173	\$ 173	\$ 173	\$ 173	\$ 173	\$ 865
	Dental Insurance	\$ 2,427	\$ 2,551	\$ 2,675	\$ 2,799	\$ 2,849	\$ 13,301
	Health Insurance	\$ 20,482	\$ 21,777	\$ 23,072	\$ 24,366	\$ 24,884	\$ 114,581
	Employee Assistance Program	\$ 45	\$ 45	\$ 45	\$ 45	\$ 45	\$ 225
Total Fringe & Taxes		\$ 33,335	\$ 34,976	\$ 36,617	\$ 38,258	\$ 38,897	\$ 182,083
	Travel to meetings & sites for Coordinator and travel to sites and for home visits for Case Manager - 2,600 miles at 45 cents per mile	\$ 1,170	\$ 1,170	\$ 1,170	\$ 1,170	\$ 1,170	\$ 5,850
Travel							
	2 laptop computers @ \$1,000 each; DVD player @ \$150; Printer @ \$150 for use by Coordinator and by facilitators of various activities	\$ 2,300	\$ -	\$ -	\$ -	\$ -	\$ 2,300
Equipment							

Greate Lawrence Community Action Council, Inc. South Lawrence East Full Service Community School Program Federal BUDGET NARRATIVE

SLE FSCS Budget	Year One	Year Two	Year Three	Year Four	Year Five	Total
Supplies	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 3,125
Office Supplies - \$250 x 2.5 FTEs Meeting Supplies - 18 meetings @ \$50 per mtg for year one; 12 meetings per year @ \$50 for years two through five						
Total Supplies	\$ 900	\$ 600	\$ 600	\$ 600	\$ 600	\$ 3,300
	\$ 1,525	\$ 1,225	\$ 1,225	\$ 1,225	\$ 1,225	\$ 6,425
Contractual						
Subcontract with YWCA	\$ 43,478	\$ 43,478	\$ 43,478	\$ 43,478	\$ 43,478	\$ 217,390
Subcontract with Boys & Girls Club	\$ 36,700	\$ 36,700	\$ 36,700	\$ 36,700	\$ 36,700	\$ 183,500
Subcontract with Family Services, Inc.	\$ 15,134	\$ 15,134	\$ 15,134	\$ 15,134	\$ 15,134	\$ 75,670
Subcontract with Lawrence Public Schools	\$ 28,925	\$ 28,925	\$ 28,925	\$ 28,925	\$ 28,925	\$ 144,625
Subcontract with Community Partnerships for Children	\$ 63,500	\$ 63,500	\$ 63,500	\$ 63,500	\$ 63,500	\$ 317,500
Subcontract with Pathways to Family Success	\$ 51,680	\$ 51,680	\$ 51,680	\$ 51,680	\$ 51,680	\$ 258,400
Subcontract with Outside Evaluator	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 250,000
Total Contractual	\$ 289,417	\$ 289,417	\$ 289,417	\$ 289,417	\$ 289,417	\$ 1,447,085
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Direct Costs	\$ 433,237	\$ 435,443	\$ 440,248	\$ 445,054	\$ 446,748	\$ 2,200,730
Indirect Costs	\$ 45,490	\$ 45,722	\$ 46,226	\$ 46,731	\$ 46,909	\$ 231,078
10.5% of Direct Costs - rate approved by US Dept. of Health & Human Services						
Training Stipends	\$ 8,320	\$ 5,200	\$ 5,200	\$ 5,200	\$ 5,200	\$ 29,120
TOTAL COSTS	\$ 487,047	\$ 486,365	\$ 491,674	\$ 496,985	\$ 498,857	\$ 2,460,928

Great Lawrence Community Action Council, Inc. South Lawrence East Full Service Community School Program Federal BUDGET NARRATIVE

SLE FSCS Budget	Year One	Year Two	Year Three	Year Four	Year Five	Total
Explanation of Indirect Cost Rate						
<p>GLCAC, Inc.'s total indirect costs amount to \$1,572,530; the direct cost base is \$15,024,549. Included in indirect costs are costs associated with the administration of the agency. These costs include personnel, occupancy costs, supplies, insurance and audit. Excluded from the direct cost base are direct services to clients, the value of donated goods & services, depreciation on federally funded assets and one-time improvement funds provided by the US Dept. of Health and Human Services. A copy of GLCAC, Inc. Indirect Cost Rate Agreement is included in the appendices.</p>						

SLE FSCS Partner: YWCA of Greater Lawrence			
Personnel			
	STEM Coordinator	0.15 FTE for 30 wks	\$ 5,400
	STEM Instructor	0.2 FTE for 30 wks	\$ 4,800
	Healthy Relationship Program Director	0.07 FTE for 30 wks	\$ 5,953
	Youth Educator/Counselor	0.10 FTE for 30 wks	\$ 5,518
	Youth Educator/Counselor	0.10 FTE for 30 wks	\$ 4,407
	Family Engagement Coordinator/Instructor	4 hrs wk x \$25 hr x 30 wks	\$ 3,000
	Athletic Specialist	4 hrs wk x \$15 hr x 30 wks	\$ 1,800
	Aquatic Staff (2)	4 hrs wk each x \$15 hr x 30 wks	\$ 3,600
Total Personnel			\$ 34,478
Fringe			
Travel			
Equipment			
Supplies			
	STEM Program Supplies	\$20 per participant x 90 students	\$ 1,800
	Family Engagement Program Supplies		\$ 1,200
Total Supplies			\$ 3,000
Contractual			
	Student Transportation	\$200 per round trip between SLE & YWCA once a week for 30 wks	\$ 6,000
Other			\$ -
Training Stipends			
Total YWCA Budget			\$ 43,478

SLE FSCS Partner: Boys & Girls Club of Lawrence			
Personnel			
	Director of Prgm Services	0.10 FTE	\$ 4,800
Fringe		25%	\$ 1,200
Travel			
Equipment			
Supplies	Workbooks and other program supplies		\$ 500
Contractual			
	Street Smart Instructor	\$2,500 for 8 week session x 2 sessions	\$ 5,000
Other			
	Student Transportation to Lawrence Boys & Girls Club to participate in after school activities	\$200 per round trip between SLE and B & G club 3 times a week for 42 wks per year	\$ 25,200
Training Stipends			\$ -
Total Boys & Girls Club Budget			\$ 36,700

SLE FSCS Partner: Family Service Inc.			
Personnel			
	Project Director - recruit, hire and supervise program staff, monitor collection and reporting of data and monitor quality assurance.	0.05 FTE	\$ 1,690
	Program Coordinator - Oversee all mentoring program operations including outreach, recruitment, screening, documentatin, evaluation, collaboration with partners	0.22 FTE	\$ 8,237
Total Personnel			\$ 9,927
Fringe			
	Fringe Benefit rate of 17.4%, Health Retirement, Taxes, etc.		\$ 1,727
Travel			
	Milage reimbursement for outreach and recruitment activities, travel to and from sites	5 miles wk x \$0.50 mi	\$ 140
Equipment			
Supplies			
	Program Supplies - education games, arts & crafts, program brochures, etc.		\$ 330
	Meeting & group event supplies		\$ 440
	Office Supplies		\$ 110
Total Supplies			\$ 880
Contractual			
Other			
	Training for mentors	20 mentors @ \$75 each	\$ 1,500

	Volunteer Screening - \$18 per mentor for SafetyNet screening	\$18 x 20 mentors	\$ 360
	Transportation for program participants for 3 summer mentor/mentee activities at Family Service, Inc.	20 mentees x \$10 x 3 sessions	\$ 600
Total Other			\$ 2,460
Training Stipends			\$ -
Total Family Services, Inc. Budget			\$ 15,134

Planning Committee			Year 1	Years 2 to 5
Training Stipends				
	Stipends for partnering organizations to compensate them for hours dedicated to the planning committee	32 hours per organization in year one; 20 hours per org'n in years 2-5 at \$32.50 per hr	\$ 8,320	\$ 5,200
Total for Planning Committee Budget			\$ 8,320	\$ 5,200

SLE FSCS Partner: Lawrence Public Schools			
Personnel			
	School personnel to provide direct SLE FSCS services to children and families after school and during summer	770 hrs @ \$32.50	\$ 25,025
	2 health & education teachers to provide classes at the YWCA	2 hrs/2k x 30 wks x \$32.50 hr	\$ 3,900
Total Personnel			\$ 28,925
Fringe			
Travel			
Equipment			
Supplies			
Contractual			
Other			
Training Stipends			\$ -
Total Lawrence Public Schools Budget			\$ 28,925

Personnel No subcontract for Family Support Center's Family Preservation
Parent Aide Program. Costs are listed directly on the budget pages
under Personnel, Taxes & Fringe Benefits, and Travel.

Fringe

Travel

Equipment

Supplies

Contractual

Other

Training Stipends

SLE FSCS Partner: Community Partnerships for Children			
Personnel			
	CFCE Transition & Outreach Worker (new hire)	1.0 FTE	\$ 42,000
Fringe	full fringe		\$ 13,755
Travel	In area travel	20 miles wk x 45 cents mi x 52 wks	\$ 468
Equipment	For use during parent engagement activities and student/family transition activities		
	laptop computer		\$ 900
	LCD projector		\$ 500
	Digital Camera		\$ 250
	Flip Camcorder		\$ 200
			\$ 1,850
Supplies			
	Office Supplies		\$ 500
	Office Furniture	desk, chair, file cabinet, etc.	\$ 2,000
			\$ 2,500
Contractual			\$ -
Other			
	Rent (at CPC)		\$ 2,625
	Telephone		\$ 180
	Printing/Copying		\$ 125
			\$ 2,930
Training Stipends			\$ -
Total CPC Budget			\$ 63,503

SLE FSCS Partner: Pathways to Family Success			
Personnel			
	Pathways to Family Success Coordinator	0.10 FTE	\$ 5,310
Fringe			
		22%	\$ 1,168
Travel			
Equipment			
Supplies			
	Family Literacy Program Supplies:		
	for children activities	30 children x \$5 wk x 32 wks	\$ 4,800
	for adult instruction	30 adults x \$50	\$ 1,500
	for year-end parent-child celebration	\$5 x 30 families	\$ 150
Total Supplies			\$ 6,450
Contractual			
	1 Certified Children's Teacher	\$33 hr x 7 hrs x 32 wks	\$ 7,392
	1 Children's para-professional	\$16 hr x 7 hrs x 32 wks	\$ 3,584
	3 Certified ESOL Instructors for adults	\$33 hr x 7 hrs x 32 wks x 3 instructors	\$ 22,176
	ESOL Instruction oversight by the Lawrence Adult Learning Center	\$50 hr x 1 hr wk x 32 wks	\$ 1,600
	Outreach & Recruitment Worker	3 hrs wk for 32 wks	\$ 2,400
	Best Plus / SMART I Data Input	\$25 hr x 2 hrs wk X 32 wks	\$ 1,600
			\$ 38,752
Other			
Training Stipends			
			\$ -
Total Pathways Family Literacy Program Budget			\$ 51,680

Outside Evaluator			
Personnel			
Fringe			
Travel			
Equipment			
Supplies			
Contractual	Contract for services of outside evaluator, Robert Popp, PhD	250 hours per year	\$ 50,000
Other			
Training Stipends			
Total Outside Evaluation Budget			\$ 50,000

Project Narrative

Project Narrative

Attachment 1:

Title: **GLCAC SLE FSCS Program Narrative** Pages: **35** Uploaded File: **GLCAC SLE FSCS Program Narrative.pdf**

Greater Lawrence Community Action Council, Inc.
SLE FSCS NARRATIVE

Project Objectives (i)

The primary goal of the proposed project is to increase student academic achievement at the South Lawrence East Full Service Community School (SLE FSCS) through the provision of empirically-based wrap around eligible support services (as defined in the funding notice) which will be offered to students, their families and the community. The primary objectives necessary to attain the project goal include: (1) increase levels of parental involvement; (2) increase in availability of eligible wrap around support services, (3) increase in the number of students, family and community members utilizing eligible support services (4) plan for replication of the SLE FSCS at other sites (5) all students will demonstrate improvement on Rasch unit (RIT) scores. (For a detailed description/breakdown of the objectives refer to the Project Evaluation). The project evaluation section provides an in-depth discussion of data driven methods for measuring, evaluating and reproducing outcomes from the SLE FSCS model.

Description of Students, Students' Family Members, and Community including Demographics (ii)

Lawrence, MA is one of the nation's first planned industrial centers and from its founding in 1853 it has been home to immigrant populations that were originally drawn by the lure of abundant labor in the newly created textile mills whose presence have since served to define the city. Roughly 10,324,000 square feet of mill space, much of which now lies vacant, dominates the banks of the Merrimack River as it cuts through the city. Lawrence is comprised of 6.97 square miles of land area and 0.45 miles of water area and has a population of 71,865.ⁱ The population density of 10,351 persons per square mile is exacerbated by the physical presence of the mills; to date only one existing mill property has been fully redeveloped for housing. In the 1960's immigrants from Puerto Rico began arriving in the city followed by

Greater Lawrence Community Action Council, Inc.
SLE FSCS NARRATIVE

Dominicans and Guatemalans. Lawrence currently has the highest percentage of foreign born residents from Latin America in the state.ⁱⁱ Hispanics constitute the vast majority of city residents and the Lawrence Public School (LPS) system has the highest percentage of Hispanic students (89.4%) in the state.ⁱⁱⁱ

There are more than 22,000 households with children under the age of 18 in Lawrence. Of these, 36% are married-couple families, 54% are female-headed households and 10% are male-headed. The median family income in the city is \$32,007, the lowest in the state. Hispanic median family income in the city is \$26,557 and among female householders this figure is a mere \$21,510.^{iv} The average median family income in Massachusetts is \$95,474. Children reared in female-headed Lawrence household are 91% likely to grow up in poverty.^v The children of Lawrence who attend the LPS are as a group, profoundly impoverished. Lawrence has the 2nd highest percentage of children in the state receiving free or reduced lunch. As of February 2010, 96% (11,761) of Lawrence elementary and secondary school students received free or reduced lunch compared with one-third of students statewide. Of those, 88% receive **free lunch**. In order to qualify for a free lunch a student must come from a family who earns less than 130% of federal poverty guidelines; for a family of four this translates into a median family income of less than \$29,000. Poverty and educational attainment are correlated variables that include a predictive relationship. In addition to being poor, the majority of Lawrence residents struggle on all indicators of educational attainment; only 11% of the adult population over the age of 25 holds a bachelor's degree. The **4-year high school graduation rate of 48.1% is the lowest in the state** among public non-charter schools. The chart below demonstrates that LPS

Greater Lawrence Community Action Council, Inc.
SLE FSCS NARRATIVE

2009 4-Year Graduation Rates. The data when disaggregated by special populations (including English proficiency, Special Education Status, Race/Ethnicity and Low Income) **averages 40%**.

Student Group	# In Cohort	% Graduated	% Still in School	% Non-Grad Completers	% GED	% Dropped Out
All Students	915.00	48.10	15.40	3.70	3.10	29.70
Male	468.00	41.20	16.50	3.60	3.60	35.00
Female	447.00	55.30	14.30	3.80	2.50	24.20
Limited Engl.Proficient	230.00	42.60	13.50	10.00	0.90	33.00
Special Education	163.00	22.10	26.40	6.10	0.60	44.80
Low Income	855.00	47.60	16.00	3.90	3.00	29.50
Black or Afr. Amer.	23.00	56.50	8.70	4.30	4.30	26.10
Asian	26.00	61.50	7.70	0.00	7.70	23.10
Hispanic	807.00	47.60	15.70	4.10	2.70	29.90
Amer. Ind. or Alaska Native	0.00	0.00	0.00	0.00	0.00	0.00
White	59.00	45.8	16.90	0.00	5.10	32.20
Native Haw. or Pacific. Isl.	0.00	0.0	0.00	0.00	0.00	0.00
Multi-race, Non-Hispanic	0.00	0.00	0.00	0.00	0.00	0.00

In addition to being poor and undereducated, Lawrence residents face numerous other challenges. In response to a 2008 Greater Lawrence Community Action Council, Inc. (GLCAC, Inc.) Community Needs Assessment, residents ranked the “limited ability to speak English” as the second most severe area of concern facing the community. Lawrence has the highest percentage of children (70%) in the state that speak a language other than English at home.^{vi} Linguistic isolation can severely inhibit the ability of an individual or group of people to access mainstream culture and the upward social and economic mobility that correlates to this access.

Greater Lawrence Community Action Council, Inc.
SLE FSCS NARRATIVE

The Crime and Disorder Analysis Unit (CDAU) at the Lawrence Police Department compiles community specific crime data in an Access database. CDAU performed a detailed “query” of crime by type committed in Lawrence in 2009. This report (as with all police reports) includes only crimes that were reported and which met sufficient criteria to result in criminal charges. According to CDAU data there were 762 incidents of domestic violence in Lawrence in 2009 that resulted in formal charges. Of these, 106 were classified as aggravated assaults, 95 of which involved a knife, firearm or other weapon. There were 1554 reported and documented “simple assaults” in 2009, a figure that is representative of over 2% of the city’s population. In 2009 there were over 20 identified gangs in the city ranging from affiliates of national super gangs e.g. Bloods and Crypts to smaller gangs that compete for territory such as Da Blok and NTO.

Massachusetts Department of Public Health data reveal that the Hispanic teen birth rate (defined as the number of births per 1,000 teens ages 15-19) in Lawrence in 2007 was 84.8, the highest in the state among the 30 largest Massachusetts municipalities.^{vii} “A child born to a teen mother [is] less likely to complete high school [has] worse educational outcomes, and higher rates of behavioral problems.”^{viii}

The severity of the needs to be addressed by the South Lawrence East Full Service Community School (SLE FSCS) are glaring and they present as even more profound when viewed through the lens of Massachusetts Comprehensive Assessment System (MCAS) test results and 2009-2010 Annual School Report Cards. Overall 63% of the 6,263 students in the LPS district who participated in MCAS scored either “Needs Improvement” or “Warning/Failing” on Spring 2009 ELA and Mathematics tests.^{ix}

Greater Lawrence Community Action Council, Inc.
SLE FSCS NARRATIVE

Grade and Subject	Advanced/Above Proficient		Proficient		Needs Improvement		Warning/Failing	
	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE
All Grades ELA	3	16	34	51	43	25	20	8
All Grades Mathematics	6	23	18	32	34	28	42	16

The gravity of needs to be addressed is even more striking when district MCAS results are disaggregated at the school level. The South Lawrence East Middle School (the proposed Full Service Community School) has been identified as a persistently lowest achieving school that is implementing a Transformation Model and has been identified by the Massachusetts Department of Elementary and Secondary Education on its list of “Level 4 Schools” as of March 19, 2010.” The MOU describes the services provided under the Transformation Model and addresses how the FSCS aligns with the model. **(Competitive Preference Priority)**

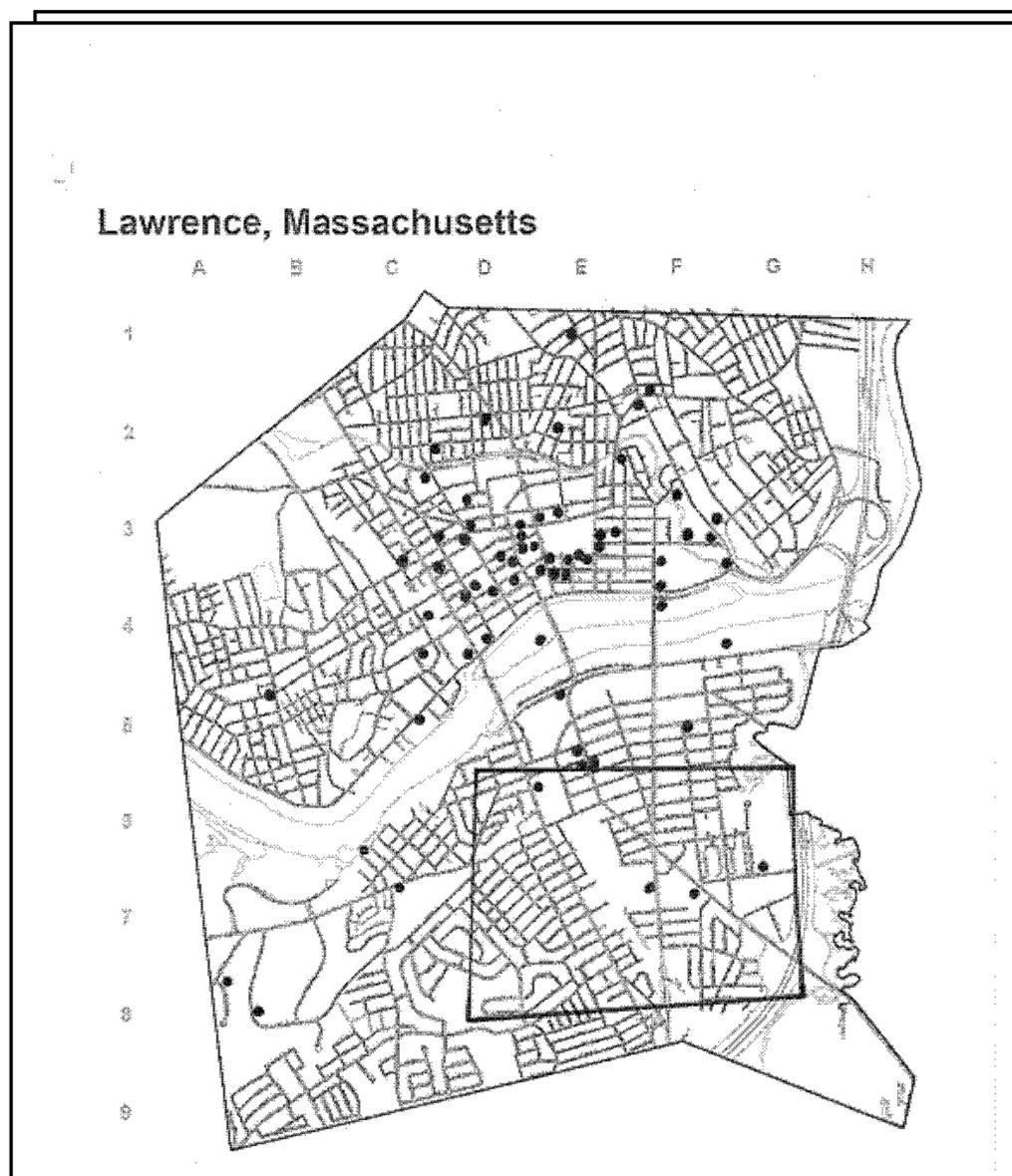
MCAS data for the SLE Middle School demonstrate that 71% of the 473 students taking the test scored either Needs Improvement or Warning/Failing on the English Language Arts portion of the test and 89% scored either Needs Improvement or Warning/Failing on the Math portion of the test. The Science and Technology test was administered to students in grades 5 and 8 and 91% of these students scored within the categories of Needs Improvement or Warning/Failing. The SLE has not met Adequate Yearly Progress (AYP) in any year since 2006.

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Grade and Subject	Advanced / Above Proficient		Proficient		Needs Improvement		Warning / Failing		%Needs Improvement or Warning / Failing
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	
Grade 5 ELA	2	15	20	48	52	29	26	8	78%
Grade 5 Math	3	22	16	32	32	29	50	18	82%
Grade 5 Science & Technology	4	17	13	32	49	39	34	12	83%
Grade 6 ELA	4	16	24	50	51	24	21	9	72%
Grade 6 Math	5	24	9	33	37	27	49	16	86%
Grade 7 ELA	3	14	20	56	58	23	19	7	77%
Grade 7 Math	2	16	2	33	25	30	71	21	96%
Grade 8 ELA	4	15	42	63	36	15	17	6	53%
Grade 8 Math	3	20	6	28	21	28	71	23	92%
Grade 8 Science Technology	0	4	2	35	39	40	59	21	98%

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Focus groups and Community Needs Assessments have identified geographic isolation of services as a factor that strongly contributes to the need for a Full Service Community School (FSCS) in South Lawrence. The map below denotes “Destination Services” in the city and references the locations of a wide range of services including recreation and after-school programs, transportation, health, housing, education, elder services, nutrition, domestic violence prevention programs and a variety of other social service programs. The South Lawrence East Educational Complex which includes the Breen School and the SLE Elementary and Middle Schools is located on Crawford Street adjacent to the Lawrence High School Campus which is denoted by the circle to the far right in the box on the map. Each shaded dot on the map represents a destination service, the majority of which are located in North Lawrence. The geographic isolation in terms of available services in South Lawrence further supports the need for a FSCS in the proposed location.



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List of Eligible Services (iii) and Quality of Project Services (i) (ii)

The identified weaknesses in services and infrastructure limit the ability of students and their families to access the types of wrap around support services necessary to ensure the success of the Transformation Model at the SLE Middle School. At the district level the Lawrence Public Schools are developing a data team that will utilize the data team toolkit provided by the Massachusetts Department of Elementary and Secondary Education (MA DESE) to create a culture of inquiry and research characterized by collaborative learning and reflective practice. The SLE Principal will be an active member of the data team. In addition to the district data team the LPS are formulating a Transformation Model school redesign team that will be responsible for the coordination of activities related to the Level 4 status, development of a community-wide vision, provision of resources, support for staffing needs and/or changes, professional development guidance, setting benchmarks and monitoring performance. This model is currently being developed and will be submitted to the Massachusetts Dept. of Elementary and Secondary Education by December 1, 2010. FSCS grant funding would help to ensure the success of the comprehensive plan for school transformation by providing a wide range of much needed opportunities in the form of eligible support services for students, their families and the community.

List of Eligible Services and Partners

(1) High-quality early learning programs and services

Greater Lawrence Community Partnerships for Children (transitioning component)

(3) Family Engagement, including parental involvement, parent leadership, family literacy, and parent education programs

Pathways to Family Success a family literacy program, YWCA Wellness Program

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(4) Mentoring and other youth development programs

Boys and Girls Club of Lawrence
Family Services, Inc.
YWCA of Greater Lawrence

(5) Community service and service learning opportunities

Health and Human Services High School/Lawrence High School Campus

(8) Nutrition service and physical activities

Women, Infants, Children (WIC) Nutrition Program, Organic Farming Program, YWCA
Wellness Program

(9) Primary health and dental care

LPS/Boston University School of Dental Medicine

(10) Activities that improve access to and use of social service programs and programs that promotes family financial stability

Pathways to Family Success and Family Preservation/Parent Aide Program

(11) Mental Health Services

Family Preservation/Parent Aide Program

(12) Adult education, including instruction of adults in English as a second language

Pathways to Family Success

All of the above partners are currently providing services to residents. Full Service Community Schools (FSCS) funding will allow for specific services (some new, some existing, described in detail below) to be physically concentrated in South Lawrence at the SLE Middle School where the Full Service Community Schools Coordinator will ensure the seamless integration of said services before, during and after school hours. The model consists of providing identified eligible wrap around support services to the Transformation Plan at the SLE. The eligible services provided by the model were identified as areas of need by LPS, GLCAC, Inc. community needs assessments and interviews with stakeholders as areas of need. There are **1369 students** enrolled at the SLE Educational Complex (from a total of 700 families) 331 of

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which attend the Breen Early Childhood Center (grades pre K and K), 510 of which attend the SLE Elementary School (grades 1-4) and 528 of which attend the SLE Middle School (grades 5-8). The average family size in Lawrence is 3.39 persons per family, thus a total of approximately **2,373** individuals will be served from the SLE community.^x The SLE Middle School has been identified as the Full Service Community School, however students and their families from all 3 schools will benefit from the services provided by the FSCS program as many students have siblings and some of the services offered are not restricted by age. This represents a total of fill in # of individuals from the community served by the SLE Educational Complex that will benefit from FSCS funding.

Partner #1: Greater Lawrence Community Partnerships for Children (**GLCPC**) is responsible for Coordinated Family and Community Engagement in Lawrence. GLCPC will assist with the planning period of the grant (described subsequently). GLCPC will also assist the FSCS Coordinator with engaging community stakeholders and grant partners in accordance with the needs of the students/families at the FSCS site.

GLCPC currently oversees the Pathways to Family Success Family Literacy program and the Home Visiting Component of the Lawrence Family Preservation/Parent Aide Case Management Program. GLCPC will partner in expanding these programs to the FSCS and will assist in monitoring of the successes, challenges and next steps for the implementation of the FSCS programs. Note: GLCAC, Inc. is the administrative and fiscal lead for the GLCPC. (see Quality of the Management Plan for detail)

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GLCPC recognizes that **family engagement (eligible service 3)** is necessary to transform the SLE into a FSCS. GLCPC currently runs activities geared towards promoting family engagement by including families in transitioning activities for children and families from pre K to grade 3. With FSCS funding, GLCPC is proposing to expand transitioning services to students and families in grades 4 through high school at the FSCS. Family engagement as part of the transitioning process is necessary to ensure that as children mature parents remain committed to staying involved in their education. The GLCPC Council currently runs a Committee on Transitions; this Committee will plan and implement appropriate family centered transition activities for the FSCS. These activities will address staff concerns related to precipitous declines in levels of family engagement after the completion of elementary school.

A recent Harvard Family Research Project supports this claim and emphasizes the importance of continued family engagement at all grade levels. “Parents who are involved early and throughout the school years have children who are more likely to **enter school ready to succeed and to graduate and go to college**. Several meta-analyses find that family involvement has statistically significant relationships with student outcomes... furthermore, numerous studies and meta-analyses illustrate the benefits of family involvement for low-income children, who are, on average, at greater academic risk than their more affluent peers. In fact, disadvantaged children appear to benefit even more from family involvement than their more-advantaged peers. These effects persist over time and establish long-term patterns.”^{xi} **(Quality of Project Services (i) and (ii))**

In addition GLCPC will provide parent leadership/advocacy training working with the SLE FSCS to embed the family preservation approach (see Family Preservation Parent Aide

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Program) within the school. GLCPC will run a parent leadership academy which will develop parent leaders who will lead parent circles in their respective South Lawrence neighborhoods which will be used to inform other parents of school related activities while encouraging and promoting their involvement.

The GLCPC Director will supervise and work with the FSCS Coordinator on implementing and monitoring the integration of identified services for students, families and the community. GLCPC has a long history of enhancing the quality of early education and care programs by supporting, mentoring and funding a career lattice that elevates teachers from associate's degrees to bachelor's degrees. In addition, GLCPC has supported NAEYC accreditation for child care centers and family child care providers in the community. This year GLCPC is supporting and participating in the state's Quality Rating and Improvement System (QRIS), a pilot program of the MA Dept. of Early Education and Care that provides detailed pre-formatted applications and worksheets specific to both School Based Programs and After School and Out of School Programs (**see Project Evaluation for description**)

Partner # 2: Women, Infants and Children (**WIC**) Nutrition Program serves pregnant, breastfeeding and postpartum women, infants and children through the provision of nutrition education, breastfeeding support, appropriate referrals, Farmers Market Coupons and food checks for supplemental foods. WIC food "packages" align with the 2005 Dietary Guidelines for Americans and infant feeding practice guidelines of the American Academy of Pediatrics.^{xii}

(Quality of Project Services (i)) WIC is proposing to provide outreach, referral, nutrition counseling and breastfeeding support (**eligible service 8 Nutrition Service and Physical Activities**) for parents of SLE Middle School students and members of the SLE community on

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site one day per week from 3 P.M until 7 P.M concurrent with the grant cycle. Many SLE students have younger siblings and mothers who are pregnant or breastfeeding. Students and their families will benefit from the addition of nutritious foods to their diet, the lack of which can impair cognitive functioning and can result in devastating life-long health effects. **(Quality of Project Services (ii))** WIC will enroll 80 families from the SLE Educational complex in the first year of funding. WIC will enroll 88 families the second year, 97 families the third year, 107 families in the fourth year and 118 families in the third year (10% annual increase).

Partner #3: Pathways to Family Success is a partnership of 28 community, education, and human service agencies in Lawrence whose MISSION is to create a true human service coalition providing a seamless system of integrated literacy and support services which help a family improve their quality of life. In 2004 the Pathways partnership created an integrated family literacy model at the Leahy Elementary School which 30 low income children (ages 5-12) and their parents attend together. With FSCS funding this exceptionally successful program will be duplicated at the SLE FSCS.

The Pathways Family Literacy program will meet two days per week (dates to TBD during planning period) from 5:30 – 8:30 P.M. and the staff meets once a week from 4:30 – 5:30 P.M for a team planning session. The service components of the model are: (1)Adult education for parents **(English for Speakers of Other Languages)** (2) **Academic support** for their (3) **Parent/child inter-active literacy activities** centered on books (4) Support services

The model has evolved over the past seven years into an effective means of meeting the literacy and support needs of immigrant families by demonstrating solid outcomes. Pre and post English

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language testing of participating adults consistently show growth. Standardized testing of the children also indicates positive growth in English language acquisition. The teaching staff at the Leahy School report that children enrolled in the program have a higher homework completion rate than their unenrolled peers. The model has also been instrumental in affecting parental involvement in their child's education. For example, pre test data indicated that 50% of participating parents read to their children less than once per month (some reported never having read to their children). Post-test results documented that 89% of parents read to their children at least once per week with 47% reporting that they read to them every day. With the addition of five hours of instruction per week, participants are demonstrating significant gains in the district adopted MAP (Measures of Academic Progress) Test and Roots testing.

Since the Fall 2009 testing session 95% of parents have grown 1 proficiency level; in some cases proficiency growth of 2 and 3 levels has been documented. In addition, teacher anecdotal notes indicate that homework is completed regularly and thoroughly. Classroom participation and engagement has also been reported to have improved significantly. The additional support is reflected by higher grades on report cards. **(Quality of Project Services (i) and (ii))** Levels and frequency of parent engagement have improved; parents who attend Pathways have higher rates of participation in Parent Teacher Organization (PTO) meetings, EPIC workshops and district forums. Parents attending the program have also consistently completed "Read and Respond" on a weekly basis. "Read and Respond" consists of a brief article that is sent home to parents that focuses on different parenting topics such as discipline, homework help and internet safety. Parents write a brief statement of purpose indicating how the

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article will or will not assist them in parenting their child. This provides an opportunity for dialog and supports active engagement from parents in the lives of their children.

The Pathways to Family Success model provides positive outcomes for immigrant parents, children, schools and the community. Immigrant parents are provided an opportunity to increase their English language skill level which increases their employment prospects while providing them with the English language skills necessary to become an active partner in their child's education. The children of immigrants receive valuable academic support which helps them succeed both in the classroom and on standardized tests such as MCAS. The community benefits from the program in part because parents who complete the Pathways program often transition to workforce development/job training programs.

Partner # 4: The Boys and Girls Club of Lawrence (**BGCL**) has worked with young people for 119 years and is the largest provider of after-school programming in the city. Annually BGCL serves 3,174 impoverished children by providing them with safe, structured after-school programming that nurtures and enhances their ability to become productive members of society. BGCL has a proven record of success. In competition with 3,300 clubs nationwide BGCL has received seven awards for program excellence. The Club's *Academic Basketball* program had a high school graduation rate among participants of 95% - an astounding number in a district whose four-year graduation rate is 48.1%. **(Quality of Project Services (i) and (ii))**

The Club's main facility is located within walking distance of three public housing projects and most members walk to the Club, however, SLE students live several miles from the main facility which can prevent them from accessing the Club. FSCS funding will enable the

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BGCL to provide round trip transportation from the SLE Educational Complex to the Club three days per week **to include school vacation and summer recess.**

BGCL staff will offer **Street SMARTS** programming on-site at the SLE FSCS. Street SMARTS is a comprehensive gang and violence prevention program targeting adolescents ages 11-13. Street SMARTS was developed and tested by the Boys and Girls Clubs of America and has been implemented at hundreds of clubs throughout the country. Through referrals from schools, courts, law enforcement and youth service agencies this **tested and proven targeted outreach program** identifies and recruits delinquent youth or those at risk of delinquency. An evaluation of the Street SMARTS program found that 48% of attendees showed improvement in school behavior.^{xiii} Street SMARTS is **sponsored by the Office of Juvenile Justice and Delinquency Prevention, a division of the United States Department of Justice. (Quality of Project Services (i) and (ii))**

Street SMARTS programming will be offered to twenty SLE FSCS youth per session for two eight week sessions, one during the fall and one during the spring, during each year of grant funding. Weekly 90 minute meetings are led by a trained program facilitator and are co-facilitated by community personnel. Lessons are designed to help participants develop a greater awareness of conflict and build skills for conflict resolution. Through interactive activities, exercises, games and discussion, each lesson addresses one of the following topics: Causes of Conflict; Anger/Recognition/Awareness; Empathy; lack of impulse Control and Its Consequences; Recognizing and Avoiding Dangerous Conflicts; Mediation; Negotiation (Communication Skills); and How Conflict is Depicted in the Media. Co-facilitators for each lesson are selected according to the topic and are chosen from community police officers, social

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workers, youth clergy members, community mediators or activists, school or youth counselors, probation officers, teachers, emergency medical service professionals, family court judges, attorneys and journalists/news reporters.

The SLE FSCS Coordinator will work with SLE staff to identify and refer children considered to be at-risk for gang and/or youth violence. This selection process will ensure that those most in need receive services that partially or fully fulfill **eligible services 2 and 4**.

Lawrence, MA crime data (included in the aforementioned demographics) indicate a glaring need for violence prevention programming in the community. The provision of after-school gang/youth violence prevention programming is a responsible, necessary and logical choice for improving outcomes related to school and community violence.

Partner #5: In response to **eligible services 10 and 11** the GLCAC, Inc. FSCS Program will expand the Lawrence **Family Preservation Parent Aide/ Case Management Program** to SLE Middle School students and their parents that have been identified by school guidance/other staff as candidates for this program. Students may also refer themselves for participation in the program. The program will serve 14 students and their families during each twelve month grant period. Face-to-face support services will occur up to three hours per week per family and an additional two hours per week per family may be allocated to case management, resources and referrals.

Research on the Relationship Between Mental Health and Academic Achievement demonstrates that “students who receive social-emotional support and prevention services achieve better academically in school...a 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

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and better grades.^{xiv} **(Quality of Project Services (i) and (ii))** Positive mental health indicators among students and their families are essential to the success of the SLE FSCS.

The Lawrence Family Preservation Parent Aide Program is the only nationally accredited Family Preservation parent Aide Program in the state. (Quality of Project Services (i)) The program was developed by the National Exchange Club Foundation and findings from the first randomized clinical trial demonstrate that the program decreases maternal stress and increases parenting skills, problem solving, life skills, and social support.^{xv} The Family Preservation Parent Aide Program will provide comprehensive services and foster inter-agency client assessments to investigate family strengths and needs, environmental factors and the family life cycle. Based on findings, **working service plans will be developed which identify both short-range and long-range family goals.** Direct services offered by the Family Preservation Parent Aide Program include: parent education programs, family in-home visiting, home management, organization skills counseling, financial management training, and comprehensive case management. Program staff also provide advocacy for families by working with existing community agencies and promoting the development of needed services. **Networking systems, linkages, and affiliation agreements are extensive.** The Parent Aide/Case Manager Relationship is: ■ Parent Focused; ■ Non Judgmental; ■ Consistent and Supportive; ■ One-on-One; ■ Caring and Nurturing; ■ Home-Based

Partner # 6 “Reasonable” cost allocations prohibit every student from receiving the intensive one-on-one services provided by the Family Preservation model, however we recognize the importance of such programming and in response are proposing to implement a Healthy Relationships program that utilizes the *Safe Dates* curriculum. The *Safe Dates* curriculum is an **evidence based program** “designed to stop or prevent the initiation of emotional, physical, and

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sexual abuse...the goals of the program include: (1) changing adolescent dating violence and other gender role norms, (2) improving peer help-giving and dating conflict resolution skills, (3) promoting victim and perpetrator beliefs in the need for help, and (4) decreasing dating abuse victimization and perpetration.”^{xvi} According to research cited by the US Dept. of Health and Human Services, children who experience domestic violence have lower cognitive functioning, decreased conflict resolution skills and limited problem solving skills. Poor school performance is frequently associated with children who experience domestic violence.^{xvii} **(Quality of Project Services (I and ii))**

The standardized test scores highlighted in the student needs/demographics section above are indicative of an overwhelming need for increased proficiency in the Science, Technology, Engineering and Mathematics (**STEM**) fields. In response to this need the YWCA will offer **Igniting Interests**, a program designed to expose students to the STEM fields with the goal of engaging students in these growing fields and providing them the tools to implement STEM in their everyday lives. Igniting Interests offers a combination of concrete, hands-on computer instruction blended with real world issues such as cyber bullying and social networking along with fun, engaging science experiments. This program envisions its participants as future leaders and it exposes them to successful individuals working in the **STEM** fields. **(eligible services 4 and 7)** We project Igniting Interests to serve a total of 90 FSCS children during the school year in three 10-week terms. Students will attend the program after-school in the computer lab one day per week for two hours where they will receive instruction and mentoring from program staff. Students will be referred to the program by teaching staff and will be placed in learning groups by skill or age level. As students progress, basic skill development is embedded into exploratory STEM application models.

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Igniting Interests staff track the success of the program through the use of Individualized Success Plans (ISP's). ISP's are a tool for engaging participants and creating cyclical success. The ISP requires each student to keep a portfolio which reflects their personal goals and documents their participation and levels of accomplishment in a variety of activities both inclusive and exclusive of the STEM initiative. The ISP provides staff with a tool for tracking student activities and progress including pre and post test scores.

Igniting Interests Outcomes include:

- Students will understand basic computer applications
- Students will conduct various hands-on science experiments
- Students will develop STEM proficiency in areas of newly emergent technology (addressed in the lessons) such as web design, social networking and harnessing the power of the internet
- Students will demonstrate an increased understanding of curriculum and content as measured by Skills Matrix outcomes
- Students will be equipped with the vocabulary/cultural competencies that align with emerging STEM technologies and which are necessary for full participation in emergent STEM fields
- STEM lessons will align with academic classroom instruction and students will be aware of the interconnectedness between the two

The National Science Foundation recognizes the importance of “increasing the number of students from under-represented populations pursuing careers in science, technology, engineering and mathematics.”^{xviii}

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The YWCA facility will be utilized to expand the current Wellness curriculum at the SLE FSCS. Children and their families (a total of 65 participants) will be bused from the SLE on Saturday mornings to attend a two hour program at the YWCA which will provide family engagement while promoting physical activity. The **YWCA Wellness Program** will address **eligible services 3 and 8** and will operate in partnership with one health and one physical education staff member from the SLE FSCS. This unique arrangement will allow parents to receive the Wellness curriculum **in Spanish** in a family-type environment AND it will afford their children use of the aquatic facility (and other in-house activities) at the YWCA.

Partner # 7: Family Services, Inc. will implement the **AMIGOS** (Attaining More Improved Grades, Opportunities and Support Mentoring Program) (**eligible service 4**). AMIGOS will match 20 adult mentors in one-on-one relationships with 20 high risk students in grades 6-8 at the SLE Middle School during each 12 month grant period (total of 100 students served). Students will be referred to AMIGOS by school guidance or other staff. Upon enrolling in the program each participant (mentor and mentee) commits to remain in the program for a minimum of 12 months. AMIGOS is currently offered at the SLE Middle School on a smaller scale.

The goals of the AMIGOS program are to: (1) provide high risk students at the FSCS with an adult mentor, (2) improve mentees' academic achievement, (3) improve mentees' interpersonal relationships, (4) reduce students' criminal behavior, delinquency and involvement with gangs. Mentors will: be screened for safety and suitability (completed application, criminal record check, individual interviews); complete six-hours of training; host mentor/mentee introductory session with parental involvement; conduct weekly match meetings; provide weekly and monthly match support and supervision; and hold quarterly post match training.

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Recent research of ten youth mentoring programs found solid evidence that “mentoring programs can prevent substance abuse and improve educational achievement and social development...youth who are most disadvantaged or at-risk appear to benefit most from mentoring.”^{xix}

Partner # 8: Community service and service learning opportunities (**eligible service 5**) will be offered through an innovative cost effective partnership between the school of Health and Human Services High School (HSHS) on the Lawrence High School campus and the SLE FSCS. Students in 11th and 12th grade at the HSHS are encouraged to perform internships in their fields of interest in order to best prepare them for college and their subsequent careers. The FSCS Coordinator will work with Mr. Michael Fiato, Principal of the HSHS during the planning period to assign students to FSCS projects that align with their area(s) of interest. For example, a student who is interested in a career in education would be assigned to intern with GLCPC. The student intern would work with GLCPC staff on the development and implementation of the proposed transitioning activities for students beyond the elementary years. The student input in this process will be highly beneficial as the student can speak to ideas that he/she feels are engaging to students and their families. The student could also speak to SLE students and their families during the transitioning activities about the importance of achieving academic success. Student interns will receive service learning opportunities while simultaneously serving as role models to SLE students.

Prior to the commencement of the internship program all participants will meet with the FSCS Coordinator and will receive information relevant to goal setting and time management. Each student intern will subsequently be responsible for creating goals/objectives specific to their internship that will be reviewed and approved by High School guidance staff and shared

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with the FSCS Coordinator who will provide the necessary follow-up to ensure that the internship is meeting the stated goals/objectives.

The concept of having older students give back to the FSCS while expanding their own college/career horizons is forward thinking and has great potential. The number of students and programs to be served as a result of this partnership will be determined during the planning period. This will allow for a thoughtful review and subsequent match of students with programs that truly develop and expand their areas of interest. Each intern will spend 2-3 hours per week interning.

The HSHS currently runs a summer organic farming program that was founded by a local farmer who donated all seeds/materials for the program. Currently the fruits and vegetables grown by the students are donated to Lazarus House, a local food pantry. With the implementation of the FSCS, the 12 students (to increase by 10% annually under the funding period) who participate in the organic farming program will speak to all 528 SLE FSCS students about the program. WIC will provide a certified nutritionist to accompany the student farmers and to provide label reading instructions and USDA approved nutrition information. This eligible service will be offered as a core instructional component of the FSCS's Wellness Model.

Partner # 9 Lawrence Public Schools Input from Ms. Kathleen DeFillippo, RN, Health and Services Coordinator for the LPS provided important preliminary information for service provision in the SLE FSCS related to eligible **primary health and dental care (eligible service 9)**. **The LPS district currently collaborates with Greater Lawrence Family Health Center (GLFHC) on an in-school clinic (at the Lawrence High School Campus)**. The GLFHC also has a community-based walk in clinic located within a half mile radius of the SLE FSCS. The

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installation of a third health clinic within such a finite space would be superfluous; however, Ms. DeFillippo noted that access to dental health services is an area of need.

LPS currently works with Boston University's School of Dental Medicine to provide oral health prevention to all second and third grade students in the district. During the planning period the FSCS Coordinator will work with LPS and **Boston University School of Dental Medicine** with the goal of expanding the oral health prevention program to the SLE FSCS. **(Quality of Project Services (i))**

Teachers are critical to the success of the FSCS. GLCAC, Inc. and its partners recognize the importance of having teaching staff involved in the delivery of FSCS direct services to students. As part of the planning period the FSCS Coordinator will work with school personnel to identify appropriate and necessary roles for teaching staff including intramural sports instruction and the implementation of a wellness model at the YWCA.

Adequacy of Resources

The resources and support including facilities, equipment, supplies and other resources to be provided by the applicant and consortium of partners exemplifies the commitment of the partners to this initiative. The Superintendent of the LPS has committed the after-school use of a wide range of facilities and equipment at the SLE FSCS to be utilized by the consortium of partners. The computer lab, music room, art room, cafeteria, gymnasium and eight classrooms have been committed for use to the consortium of partners. The YWCA has committed to provide the appropriate staff and access to its aquatic facility and other in-house activities for the Wellness Program and the BGCL has committed use of its entire facility/program options.

Each partner has demonstrated a firm commitment to the success of the SLE FSCS. Prior to joining the consortium, partners identified in-kind match allocated for the FSCS.

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Furthermore, the consortium has met to discuss the initial phases of the planning period and to ensure cross-collaboration of services (e.g. WIC, Organic Farming Program and student mentor collaboration) where appropriate.

Quality of the Management Plan (i, ii and iii)

GLCAC, Inc. has a forty five year history of successfully designing, maintaining and fiscally managing large federally funded programs such as Head Start/Early Head Start, Low-Income Home Energy Assistance Program (LIHEAP) Weatherization Assistance Program (WAP), Early Reading First, Women, Infants, and Children (WIC) Nutrition Program and a variety of other early learning, housing and social service programs. A letter of support for the GLCAC, Inc. FSCS application from Congresswoman Niki Tsongas is included in the appendices.

The FSCS consortium of partners has met to identify available planning time and to begin the process of coordinating services. **Description of planning, coordination, management and oversight of eligible services:** Planning sessions will occur from Sept-Nov of 2010. Weekly planning session will be hosted by GLCAC, Inc. and will run for two hours each. The planning period is limited to two months; the allocated planning time is ample to coordinate services yet brief enough to ensure that service delivery is implemented in a timely fashion. Planning participants include one designated FSCS point-of-contact from: GLCAC, Inc. and its affiliated programs (GLCPC/Director, Pathways to Family Success/Coordinator, WIC/ Program Director and the Family Preservation Parent Aide Program/Program Director), the YWCA of Greater Lawrence/Deputy Director, the Boys and Girls Club of Lawrence/Development Manager, Family

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Services Inc./Mentoring Program Director, SLE FSCS/Principal, LPS Health and Nursing
Services Coordinator and Superintendent of the Lawrence Public Schools.

A description of the roles and responsibilities of the full-time FSCS Coordinator (to be hired) is included in the appendices.

The FSCS Coordinator will maintain an office on-site at the SLE FSCS. The FSCS Coordinator will be supervised by Ms. Gayle Williams, Director GLCPC. Ms. Williams has over 30 years of experience in education, administration, and budget management. GLCPC is currently the recipient of an Early Reading First grant from the US Dept of Education and Ms. Williams has over 30 years of experience in education, administration, and budget management. In her position as Project Director for the Early Reading First grant, Ms. Williams and her staff successfully assisted three preschool centers become centers of excellence. With an annual budget of 3.2 million as Director of GLCPC, Ms. Williams has worked with early childhood centers on implementing SBRP practices and raising the level of quality through NAEYC and NAFCC accreditation. As a Principal of six early childhood centers in the LPS, Ms. Williams had an annual operating budget of \$7.8 million which included grants 94-142 and 89-313, Quality Full Day Kindergarten, with supervision of 3 assistant principals, 90 teachers, 98 paraprofessionals, 6 head teachers, 6 literacy coaches, 6 native language teachers, 1 adapted Physical education teacher, 1 occupational therapist, 6 parent liaisons, 6 secretaries and 6 speech pathologists. As the Administrator of Special Learning Services, Ms. Williams oversaw the Special Education Dept. of the LPS where she supervised 170 special education teachers, 175 paraprofessionals, 4 physical therapists, 4 occupational therapists, 6 speech therapists, 6 psychologists, 8 Evaluation Team Leaders and 13 counselors.

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The SLE FSCS Principal will meet regularly with the FSCS Coordinator and the on-site Data Collection Specialist (**see Project Evaluation**) to ensure full participation of staff and students and to assist with any information required by the project evaluator (**see Project Evaluation**)

GLCAC, Inc. has partnered extensively with the LPS; currently GLCAC, Inc. partners with LPS on its Inclusive Classroom Grant and the LPS maintain membership on the GLCPC Council. GLCPC has worked with LPS on accreditation, professional development and transitioning activities. Past challenges have been related to funding teaching staff to attend evening or weekend transition activities/family engagement. The FSCS project design addresses this issue. GLCAC, Inc. currently partners with the YWCA on its Roberto Clemente after-school program and BGCL is also a GLCAC, Inc. partner, providing space for one of our Head Start Centers.

The time commitment of the FSCS Coordinator is mandated at full-time. Partnership for Family Education and Support (PFES) will provide 250 hours to include training and technical assistance for staff in the use of an online data collection system. The GLCPC Director and Data Collection Specialist will each work 25% of a full-time schedule on the SLE FSCS Project. This project is large and of great significance. The quality of the management plan depends in part on allocating sufficient time to meet the project objectives. We have allocated 65 hours per week of staff time of key project personnel to meet the proposed objectives.

Quality of Project Services

Throughout the body of the narrative we have referenced the “Quality of Project Services” for each relevant program. GLCAC, Inc. is committed to demonstrating that the FSCS

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grant will improve student academic achievement through the implementation of eligible support services for FSCS students, families and community.

Project Evaluation - Evaluation Design: SLE FSCS evaluation is two-fold. Individual staff from partnering programs will be responsible for tracking their program specific outcomes (previously described for each program). The overall project objectives will be evaluated by *Partnership for Family Education and Support* (PFES) under the leadership of Robert Popp PhD. Dr. Popp is a nationally recognized evaluation consultant who has worked on a wide range of projects. GLCPC's Data Collection specialist (see attached job description) will provide additional support to both Dr. Popp and the FSCS Coordinator in the data collection and analysis process. **(Quality of Management Plan (ii))** Dr. Popp has been actively involved in the preliminary planning phase of the SLE FSCS grant. The evaluation plan addresses documentation of the proposed SLE FSCS model, documentation of service delivery, an evaluative feedback process over the course of the grant, and evaluation of the project's success in achieving its stated objectives. Methods for data analysis include: descriptive statistics (data summaries with frequencies, means and standard deviations), graphical presentations of quantitative data, and content analysis of qualitative data. Data analysis will be ongoing. Monthly data summaries will be presented to the GLCPC Director in written form and reviewed in monthly evaluation meetings. A yearly evaluation report will include an analysis of process and outcome data by year, and trend data in years 2, 3, 4, and 5 of the project.^{xx}

Document the Project Model: One focus of the independent evaluation will be to document the project model. The model consists of providing identified eligible wrap around support services to the Transformation Model at the SLE. The eligible services provided by the model

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were identified by LPS, community needs assessments and interviews with stakeholders as areas of need. The model description provides a framework for evaluative feedback over the course of the project. The model description also provides evaluators with a context for interpreting outcome data. Analysis of outcome data is based on an understanding of the project model and its intended outcomes.

PFES has developed a web-based data reporting system for the project. Data transmitted into the system will be Secure Sockets Layer (SSL) encrypted to ensure confidentiality. PFES will provide training and technical assistance for staff in the use of the online system. The system allows staff to report services to which they have delivered or referred students and families to, and the services received by students and families. The results of assessments and other measures related to project objectives will be entered into the online system. The system also includes a section for partners to report their own participation in training and technical assistance activities. PFES will provide the GLCPC Director and staff with a monthly feedback report that documents service delivery, the level of participation in services and progress towards the objectives of the project.

Provide Performance Feedback and Periodic Assessment of Progress: Monthly evaluation meetings will be held on-site at SLE FSCS and by web conferencing. The evaluator will interpret the monthly evaluation data and will identify areas (if any) where the project is not proceeding as planned/achieving objectives. In these sessions the evaluator will work with GLCPC Director, FSCS Coordinator and SLE school administrators to identify areas for improvement and develop action steps to support improvement. This fine tuned analysis of evaluation data will allow the GLCPC Director, FSCS Coordinator and school administration to

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make adjustments to service delivery throughout the course of the project, and to target technical assistance to areas of need.

Objective Performance Measures are Related to Intended Objective Outcomes and Will Produce Quantitative and Qualitative Data The project goal is to increase student academic achievement at the SLE FSC through the provision of empirically based wrap around eligible support services (as defined in the funding notice) which will be offered to students, their families and the community. The intended outcomes for the project were stated above in the form of objectives. *The section below will describe the measures related to each objective and the types of evaluation data that will be available.*

Objective 1a: Beginning in year 2, current “occasionally” or “not involved” parents/guardians will report a 5% increase in level of involvement on annual parent involvement surveys in each year of funding. **Measure 1a:** FSCS Coordinator will distribute parent/guardian involvement (all surveys will be distributed in both English and Spanish). Rating scales and open-ended responses will provide both quantitative and qualitative data concerning levels of awareness of involvement opportunities and levels of participation in said opportunities. **Timeline:** Parents will receive surveys in May of each year and return them to FSCS Coordinator within the month. PFES will analyze the data in June of each year.

Objective 1 b: Beginning in year two, parents/guardian participation in the SLE FSCS Parent Teacher Association (PTA) will increase annually by 10%. **Measure 1 b:** After each SLE FSCS PTA meeting, the FSCS Coordinator will document parent/guardian attendance/participation. Data will be entered into the web-based reporting system. **Timeline:** Data will be collected at monthly PTA meetings and analyzed monthly, quarterly and annually by PFES. **Objective 1 c:** Beginning in year two, SLE FSCS parent/guardian volunteer hours will increase annually by

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10%. **Measure 1 c:** Monthly, FSCS Coordinator and the Data Collection Specialist will document parent/guardian volunteer hours through the web-based data reporting system.

Timeline: Data will be collected annually by school coordinators and analyzed annually by PFES.

Objective 2: Beginning in year two, parents/guardians, students and community entities including service organizations (e.g. Rotary Club, Exchange Club), mental health services, health and dental services, and institution of higher education (e.g. Northern Essex Community College) who indicate in survey responses that services currently lacking in availability – mental health services; family engagement; early learning programs and services; mentoring and other youth development programs; community service/service learning opportunities; nutrition services and physical activities and adult education, etc. – are “moderately” or “very accessible” will increase annually by 10%. **Measure 2:** FSCS Coordinator will distribute a yearly needs assessment survey to parents/guardians, students and community entities. Rating scores will yield scores that measure the availability and ease of accessibility of all 12 FSCS service areas. **Timeline:** FSCS Coordinator will distribute the annual needs assessment at the beginning of each school year beginning in year two. Comparing the third program year’s assessment with the second year’s assessment will suggest improvement.

Objective 3a: Beginning in year 2, the number of SLE FSCS student and family contacts will be supplemented to achieve a 10% annual increase. **Measure 3a:** Monthly, the FSCS Coordinator and the Data Collection Specialist will document consultation contacts and service referrals for students and families. **Timeline:** Data will be collected monthly by the FSCS Coordinator and Data Collection Specialist and analyzed monthly, quarterly and annually by PFES. **Objective 3b:** Programs with finite enrollment numbers will be fully enrolled, all

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other programs will achieve a 10% annual increase in enrollment. **Measure 3b:** Monthly, the FSCS Coordinator and Data Collection Specialist will document program enrollment for all SLE FSCS eligible support services. **Timeline:** Data will be collected monthly by the FSCS Coordinator and Data Collection Specialist and analyzed monthly, quarterly and annually by PFES.

Objective 4: Plan for Replication of the SLE FSCS model at different sites. **Measure 4:** During the initial planning phase and then monthly for the first year of funding the Data Collection Specialist will document and draft a report (based on meeting minutes of monthly partner meetings) which will serve as the SLE FSCS replication report. This report will be made available interested parties including but not limited to other schools. **Timeline:** All relevant quantitative and qualitative information required to complete the replication report will be collected during the first year of the grant.

Objective 5: All students will demonstrate improvement on Rasch Unity (RIT) scores. **Measure 5:** Beginning in year two yearly RIT scores will be collected, entered into the online system and analyzed for growth. **Timeline:** Data will be collected annually by the SLE FSCS and provided to the GLCPC Director, FSCS Coordinator and PFES. (note: the Transformation Plan that will compliment FSCS services will provide interventions needed to accelerate achievement for all students in the school.)

Evaluation for Project Management, Implementation and Efficiency

The evaluation design outlined above will stress continual improvement. During monthly evaluation meetings the lead evaluator will (1) discuss the current degree of implementation of the program plan, (2) identify ineffective practices, (3) assess the adequacy of staff training, and (4) provide feedback on the current progress on meeting yearly performance measure goals. The

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GLCPC Director will adjust implementation/management strategies in accordance with the lead evaluator's input to improve SLE FSCS support services.

Evaluation Input for Replication, Continuation and Further Testing

A unique facet of the SLE SCSC project is its potential for replication and continuation. The evaluation plan will demonstrate SLE FSCS effectiveness in increasing student academic achievement through the provision of empirically based wrap around support services offered to students, their families and the SLE community. The Replication Plan and input from the lead evaluator will further facilitate the adaptation of this model to other sites.

ⁱ U.S. Census American Community Survey 2006-2008. Table S1903

ⁱⁱ Benita Danzing and Jeta Bernier, "Child Poverty in Massachusetts: A Tale of Three Cities Lawrence, New Bedford and Springfield" *Massachusetts Citizens for Children, Massachusetts KIDS COUNT* February 2010

ⁱⁱⁱ Massachusetts Department of Elementary and Secondary Education, *Massachusetts School and District Profiles Lawrence* 2010

^{iv} U.S. Census American Community Survey 2006-2008. table S1903

^v Danzing and Bernier, 23.

^{vi} Ibid.

^{vii} Massachusetts Dept. of Public Health: Bureau of Health Information, Statistics, Research and Evaluation, Division of Research and Epidemiology *Massachusetts Births 2007* 60.

^{viii} Danzing and Bernier, 81.

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^{ix} Massachusetts Department of Elementary and Secondary Education, *Massachusetts School and District Profiles Lawrence 2010*

^x US Census American Community Survey Selected Social Characteristics 1-year estimates

^{xi} Heather B. Weiss, Priscilla M.D. Little, Suzanne M. Bouffard, Sarah N. Deschenes, Helen Jane Malone. The Federal Role in Out-of-School Learning: After-School, Summer Learning and Family Involvement as Critical Learning Supports *Harvard Family Research Project May 2009* 9,14. available online at <http://www.hfrp.org/family-involvement/publications-resources>

^{xii} United States Department of Agriculture *Food and Nutrition Service* available online at <http://www.fns.usda.gov/wic/aboutwic/mission.htm>

^{xiii} W. Pope, C., and Lovell, R. 1992. *Youth gang prevention and early intervention programs*. Final research report. Portland, OR: Portland State University

^{xiv} Fleming, C.B., Haggerty, K.P., Brown, E.C., Catalano, R.F. Harachi, T.W., Mazza, 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.

^{xv} Gutterman, Neil B. Ph.D., Bryan George, Taylor, Catherine A. Ph.D., Napoleon-Hanger, Cynthia, M.Ed., Tabone, Jiyoung, Ph.D., Banman, Aaron (2010) Examining the Effectiveness of Parent Aide Services to Reduce Risk for Physical Child Abuse and Neglect: Findings from the First Randomized Clinical Trial *National Exchange Clubs Conference Power Point Presentation* slides 21,22,24.

^{xvi} National Registry of Evidence-based Programs and Practices (NREPP) available online at http://www.nrepp.samhsa.gov/programfulldetails.asp?PROGRAM_ID=84

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^{xvii} US Department of Health and Human Services Administration for Children and Families

Child Welfare Information Gateway, 2003 1. available online at

<http://www.childwelfare.gov/pubs/factsheets/domesticviolence.cfm>

^{xviii} Building Information Technology Skills (BITS): An ITEST Program at Temple University:

Evaluation *The Education Alliance Brown University* 2010 available online at

http://www.alliance.brown.edu/projects/details/proj_DSC1151.php

^{xix} Available online at <http://www.childtrends.org>

^{xx} Information provided by Robert Popp, Ph.D.

Project Narrative

Abstract Narrative

Attachment 1:

Title: **GLCAC SLE FSCS Abstract Narrative Pages: 1** Uploaded File: **GLCAC SLE FSCS Abstract Narrative.pdf**

ABSTRACT

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Address: 305 Essex Street Lawrence, MA 01840
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Title: South Lawrence East Full Service Community School

GLCAC, Inc. in partnership with the Lawrence Public Schools (LPS in conjunction with Boston University, School of Dental Medicine), Boys and Girls Club of Lawrence (BGCL), YWCA of Greater Lawrence, Family Services, Inc., Pathways to Family Success Family Literacy Program, Lawrence Family Preservation/Parent Aide Program and Women, Infants, Children (WIC) Nutrition Program will increase student academic achievement at the South Lawrence East Full Service Community School (SLE FSCS) through the provision of empirically-based wrap around support services which will be offered to students, their families and the community. Support services to be provided include: high quality early learning programs and services, family engagement including parental involvement, parent leadership, family literacy and parent education programs; mentoring and other youth development programs; community service and service learning opportunities; nutrition services and physical activities; activities that improve access to and use of social service programs and programs that promote family financial stability; mental health services and adult education including instruction of adults in English as a second language.

The SLE FSCS will serve 2,373 of the poorest students, families and community members in Massachusetts. The median family income in the city is \$32,007, the lowest in the state. Lawrence has the highest percentage of foreign born residents from Latin America in the state and the LPS system has the highest percentage of Hispanic students (89.4%). Hispanic median family income is \$26,557. Among female householders this figure is a mere \$21,510. Children raised in a female-headed Lawrence household are 91% likely to grow up in poverty. As of February 2010, 96% (11,761) of Lawrence elementary and secondary students received free or reduced lunch. Lawrence's 4-year high school graduation rate is 48.1%, the lowest in the state among public non charter schools. In addition to being poor and undereducated, Lawrence residents face numerous other challenges. Lawrence has the highest percentage of children in the state, (70%) who speak a language other than English at home. Linguistic isolation can severely inhibit the ability of an individual or group of people to access mainstream culture and the upward social and economic mobility that correlates to this access. The LPS district is fully Title 1 eligible and the SLE FSCS has been identified as a Level 4 Persistently Lowest Achieving School. The SLE FSCS serves students in grades 5-8 and is located on the SLE Educational Complex which consists of the Breen School and the SLE Elementary School. Standardized Massachusetts Comprehensive Assessment tests (MCAS) scores for the SLE FSCS reveal that 71% of students scored either "Needs Improvement" or "Warning/Failing" on the English Language Arts (ELA) test and 89% scored either "Needs Improvement" or "Warning/Failing" on the Math portion of the test.

In order to ensure academic growth for all SLE FSCS students GLCAC, Inc. and its partners have proposed a comprehensive plan that includes after-school, weekend, evening and summer support services. The SLE FSCSC Plan is being offered in support of the SLE Transformation Plan as part of the districts requirements to comply with regulations from the Massachusetts Department of Elementary and Secondary Education. The Transformation Plan further addresses issues of absenteeism, truancy and suspension.