

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

IMPLEMENTATION GRANT
CFDA # 84.215L
PR/Award # S215L060023
Grants.gov Tracking#: GRANT00118853

There were problems converting one or more of the attachments. Please see list below.

OMB No. 1830-0552, Expiration Date: 04/30/2008
Closing Date: JUN 26, 2006

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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 Education Assistance



U.S. Department of Education
Form Approved
OMB No. 1890-0017
Exp. 06/30/2008

Applicant Information		Organizational Unit
1. Name and Address Legal Name: <u>South Bend Community School Corporation</u> Address: <u>635 S. Main Street</u>		<div style="border: 1px solid black; height: 30px; width: 100%;"></div>
2. Applicant's D-U-N-S Number	<u>074307216</u>	County <u>46601 - 2295</u> ZIP Code → 4
3. Applicant's T-I-N	<u>351076622</u>	6. Novice Applicant <u>N/A</u>
4. Catalog of Federal Domestic Assistance #: <u>84</u> <u>215L</u> Title: <u>Implementation Grant</u>	City <u>South Bend</u> IN State City State ZIP Code → 4	7. Is the applicant delinquent on any Federal debt? <u>No</u> (if "Yes," attach an explanation.)
5. Project Director: <u>Heidi Beidinger</u> Address: <u>635 S Main Street</u> City <u>South Bend</u> IN <u>46601 - 2295</u> City State ZIP Code → 4 Tel. #: (574) <u>283-8174</u> Fax #: (574) <u>283-8188</u> E-Mail Address: <u>HBEIDINGER@SBCSC.K12.IN.US</u>	8. Type of Applicant (Enter appropriate letter in the box.) <input checked="" type="checkbox"/> K A State G Public College or University B Local H Non-Profit College or University C Special District I Non-Profit Organization D Indian Tribe J Private, Profit-Making Organization E Individual K Other (Specify): F Independent School District	9. State Application Identifier:

Application Information					
10. Type of Submission: -PreApplication Non-Construction	13. Are any research activities involving human subjects planned at any time during the proposed project period? <u>No</u> (Go to Item 14.) 13a. Are all the research activities proposed designated to be exempt from the regulations? Yes (Provide Exemption(s)#): No (Provide Assurance #, if available):				
11. Is application subject to review by Executive Order 12372 process? <u>No</u> - Program is not covered by E.O. 12372	14. Descriptive Title of Applicant's Project: <u>Implementation of Smaller Learning Communities</u>				
12. Proposed Project Dates: <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Start Date:</td> <td style="padding: 2px;">End Date:</td> </tr> <tr> <td style="padding: 2px;"><u>08/01/2006</u></td> <td style="padding: 2px;"><u>07/31/2011</u></td> </tr> </table>	Start Date:	End Date:	<u>08/01/2006</u>	<u>07/31/2011</u>	
Start Date:	End Date:				
<u>08/01/2006</u>	<u>07/31/2011</u>				

Estimated Funding	Authorized Representative Information																																			
<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">15a. Federal</td> <td style="width: 10%; padding: 2px;">\$</td> <td style="width: 15%; padding: 2px;">867,464</td> <td style="width: 10%; padding: 2px;"></td> <td style="width: 10%; padding: 2px;">.00</td> </tr> <tr> <td style="padding: 2px;">b. Applicant</td> <td style="padding: 2px;">\$</td> <td style="padding: 2px;">0</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">.00</td> </tr> <tr> <td style="padding: 2px;">c. State</td> <td style="padding: 2px;">\$</td> <td style="padding: 2px;">0</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">.00</td> </tr> <tr> <td style="padding: 2px;">d. Local</td> <td style="padding: 2px;">\$</td> <td style="padding: 2px;">0</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">.00</td> </tr> <tr> <td style="padding: 2px;">e. Other</td> <td style="padding: 2px;">\$</td> <td style="padding: 2px;">0</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">.00</td> </tr> <tr> <td style="padding: 2px;">f. Program Income</td> <td style="padding: 2px;">\$</td> <td style="padding: 2px;">0</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">.00</td> </tr> <tr> <td style="padding: 2px;">g. TOTAL</td> <td style="padding: 2px;">\$</td> <td style="padding: 2px;">867,464</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">.00</td> </tr> </table>	15a. Federal	\$	867,464		.00	b. Applicant	\$	0		.00	c. State	\$	0		.00	d. Local	\$	0		.00	e. Other	\$	0		.00	f. Program Income	\$	0		.00	g. TOTAL	\$	867,464		.00	16. To the best of my knowledge and belief, all data in this pre-application/ application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded. a. Typed Name of Authorized Representative <u>Joan Raymond</u> b. Title <u>Superintendent</u> c. Tel. #: (574) <u>283-8100</u> Fax #: (574) <u>282-2266</u> d. E-Mail Address: <u>JRAYMOND@SBCSC.K12.IN.US</u> e. Signature of Authorized Representative <hr style="width: 100%;"/>
15a. Federal	\$	867,464		.00																																
b. Applicant	\$	0		.00																																
c. State	\$	0		.00																																
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g. TOTAL	\$	867,464		.00																																



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 South Bend Community School Corp...

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

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 292,600	\$ 294,900	\$ 297,246	\$ 299,638	\$ 302,078	\$ 1,486,462
2. Fringe Benefits	\$ 79,118	\$ 80,061	\$ 81,022	\$ 82,003	\$ 83,003	\$ 405,207
3. Travel	\$ 26,000	\$ 26,000	\$ 26,000	\$ 26,000	\$ 26,000	\$ 130,000
4. Equipment	\$ 5,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 9,000
5. Supplies	\$ 302,276	\$ 39,000	\$ 37,000	\$ 33,000	\$ 28,000	\$ 439,276
6. Contractual	\$ 111,000	\$ 106,000	\$ 104,000	\$ 102,000	\$ 100,000	\$ 523,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 40,000	\$ 36,000	\$ 32,400	\$ 29,200	\$ 26,400	\$ 164,000
9. Total Direct Costs (lines 1-8)	\$ 855,994	\$ 582,961	\$ 578,668	\$ 572,841	\$ 566,481	\$ 3,156,945
10. Indirect Costs*	\$ 11,470	\$ 7,811	\$ 7,754	\$ 7,676	\$ 7,590	\$ 42,303
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 867,464	\$ 590,772	\$ 586,422	\$ 580,517	\$ 574,071	\$ 3,199,248

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2005 To: 6/30/2006 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____

(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)?



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 South Bend Community School Corp...

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Standard Form 424B (Rev. 7-97)
Prescribed by OMB Circular A-102

Tracking Number: GRANT00118253

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Heidi Beidinger</p>	<p>* TITLE Superintendent</p>	
<p>* APPLICANT ORGANIZATION South Bend Community School Corporation</p>	<p>* DATE SUBMITTED 06-20-2006</p>	

Standard Form 424B (Rev. 7-97) Back

Tracking Number: GRANT00118833

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input checked="" type="checkbox"/> a. bid offer application</p> <p><input type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier If known:</p> <p>* Name: South Bend Community School Corporation</p> <p>* Address: 635 S Main Street South Bend IN: Indiana 46530-2295</p> <p>Congressional District, if known: 2</p>		<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>
<p>6. * Federal Department/Agency:</p> <p>Department of Education</p>	<p>7. * Federal Program Name/Description: Fund for the Improvement of Education</p> <p>CFDA Number, if applicable: 84.215</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (If individual, complete name):</p> <p>* Name: non applicable non applicable</p> <p>* Address:</p>	<p>b. Individual Performing Services (Including address if different from No. 10a):</p> <p>* Name: non applicable non applicable</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>		<p>* Signature: Heidi Beldinger</p> <p>* Name: Dr. Joan Raymond</p> <p>Title: Superintendent</p>

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name

9504-GEPA.doc

Mime Type

application/msword

GEPA

The South Bend Community School Corporation is obligated to serve all students regardless of race, ethnicity or socio-economic status. SBCSC has the expertise, facilities, and policies designed to ensure equitable access. The program is designed in such a way to assure high standards that are aligned with state and national standards for all of our students and that the needs of all of our students are met. The office of Equity and Compliance works with each building principal to ensure equal representation of male, female, and special needs students and to ensure equal representation and access to all races and ethnicity. If a problem arises, parents have a number of options to address an issue: the Principal, Asst. Principal, Director of Student Management, Director of Special Education, Asst. Superintendent of High School Restructuring, and Asst. Superintendent of Equity and Compliance.

The program narrative includes details of our plan to provide additional academic support to struggling students: Read 180, Compass Learning, new math intervention, before and after school tutoring and academic teaming. Further, we intend to significantly increase parent communication to provide information about course offerings, to provide updates on their student's academic progress and monitoring, to problem solve potential academic and/or behavioral problems, and to assist with post-secondary education decisions and financial aid.

SBCSC and its Human Resources Department have a long, well-established history of equitable employment practices. Protocols and procedures are in place to assure proper notification of job opportunities to current employees and the community and to assure proper hiring procedures.

SBCSC is an equal opportunity employer and does not discriminate individuals based on gender, race, national origin, color, disability, religion or age.

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 making of any Federal contract, the awarding 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 sub-awards at all tiers (including subcontracts, sub-grants and contracts under grants, loans, and cooperative agreements) and that all sub-recipients 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.

Organization	
South Bend Community School Corporation	
Name of Authorized Representative	Title
Joan Raymond	Superintendent
Signature	Date
_____	06/20/2006

ED 80-0013

03/04

Project Narrative

Abstract Narrative

Attachment 1:

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Abstract

South Bend Community School Corporation (SBCSC) is located in South Bend, Indiana (St. Joseph County) which is 90 miles east of Chicago and can be characterized as a depressed urban area with high rates of academic failure and drop-outs. The high schools have largely been neglected in the past few decades and as a result, the state of our four high schools is nothing less than disturbing and devastating. Attendance and graduation rates are alarmingly low and expulsion rates are at an all-time high. Students have become increasingly disinterested, disconnected, and disruptive. Teachers, too, are experiencing a 'disconnect' with their students, thus disempowering them. As a result of this deteriorating student-teacher relationship, teachers increasingly have difficulty holding their students accountable for their attendance and academics. We are in a state of academic emergency.

SBCSC received a planning grant (2004/2005 school year) from the Department of Education for the purpose of planning and developing smaller learning communities (SLC) to begin the reform of our high schools and to help us meet the needs of our students. The planning grant dollars have been leveraged extremely well and have been an excellent investment in our high schools. During the 2004/2005 school year, the planning grant provided time for our staff to meet frequently, discuss, conduct site visits, make decisions, and develop a comprehensive SLC implementation plan. During the 2005/2006 school year with planning grant carry-over funds, we implemented two SLC components: Peer Mentoring and Advisory. We created two new organizational structures: High School SLC Steering Committees and a District Steering Committee. Finally, one new part-time position was created: Assistant SLC Director. With the funding available from this SLC implementation grant, we will be able to *significantly* enhance and expand our SLC initiative in all four high schools to include *all* students.

Project Narrative

Project Narrative

Attachment 1:

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A. Need for Project (10 points)

South Bend Community School Corporation (SBCSC) is located in South Bend, Indiana, 90 miles east of Chicago, and can be characterized as a depressed urban area with high rates of academic failure and drop-outs. The high schools have largely been neglected in the past few decades and as a result, attendance and graduation rates are alarmingly low and expulsion rates are at an all-time high. Students have become increasingly disinterested, disconnected, and disruptive. Teachers too, are experiencing a 'disconnect' with their students, unable to relate the curriculum to students' life experiences. As a result of this deteriorating student-teacher relationship, teachers increasingly have difficulty providing accountability for student attendance and academics. We are in a state of academic emergency.

The student population in three of the four SBCSC high schools to be served by this project, Adams, Clay, and Washington, has grown between 20% and 57% during the past four years. Since 2001/2002, the student enrollment at Adams increased from 1,222 to 1,564; Clay went from 1,259 to 1,510; and Washington went from 1,006 to 1,831, while Riley remained stable at about 1,500. As a result, the schools are struggling with limited space, capacity, and resources in the context of increased State academic requirements. The size of the four high schools, over 1,500 each, and the traditional structure makes it nearly impossible for teachers to establish meaningful relationships with students.

Our high schools serve an ethnically and economically diverse population of 6,209 students (2005/2006). The racial and ethnic breakdown is 45% White, 36% Black, 13% Hispanic, 1% Asian, and 5% Multi-racial. Students of color represent 55% of the population which is significantly higher than the state average of 20%. (IDOE, 2006) Overall, only about 50% of incoming freshmen have passed the reading/language arts (50.8%) and math (56%) portions of the ISTEP, the Indiana Statewide Testing for Educational Progress that is significantly below state averages (reading/language arts 68% and mathematics 71%). Table 1 shows the percentage of 9th graders who passed the reading/language arts

and math components; data is disaggregated by race and ethnicity. Table 2 disaggregates the data by SES, LEP and disability. The results indicate that while all students are performing significantly below state averages, the scores of students of color, poverty, and disability are dismal at best.

Table 1: ISTEP Percentage Passing by Race and Ethnicity for Freshmen, 2005/2006

	Overall	White	Black	Hispanic	Asian	Native American	Other
Lang/Arts % Passing	50%	68%	34%	32%	87%	NA	48%
Math % Passing	56%	71%	40%	45%	73%	NA	54%

Source: Indiana Department of Education

Table 2: ISTEP Percentage Passing by Free/Reduced Lunch, Students with Disabilities or Limited English Freshmen, 2005/2006

	Overall	Free/Reduced Lunch	Students with Disabilities	Students w/ Limited English
Lang/Arts % Passing	19%	36%	14%	8%
Math % Passing	28%	43%	21%	20%

Source: Indiana Department of Education

According to the Indiana Department of Education, our graduation rate is 87.8% which is below the state average of 89.8%. Unfortunately, the IDOE graduation rate is calculated as the difference between the number of students enrolled at the beginning of their senior year and those who graduate on time. SBCSC independently created a formula six years ago to more accurately and realistically compute graduation and dropout rates. The 2005 graduation rate tracks students who enrolled in consecutive years from the 9th grade through 12th grade graduation. The formula accounts for legitimate transfers, incarcerations, and deaths. Table 3 shows the graduation rate for the Class of 2005 at an alarming rate of only 57% while the graduation rate for Black (42%) and Hispanic male (38%) students is totally unacceptable. This points to a frightening drop-out rate of 43%.

Table 3: Graduation Rates by Race, Ethnicity and Gender for Class of 2005

	Overall	White		Black		Hispanic	
		Male	Female	Male	Female	Male	Female
Adams	58%	60%	66%	47%	63%	36%	68%
Clay	60%	68%	80%	35%	49%	33%	67%

Riley	61%	61%	72%	50%	52%	50%	63%
Washington	49%	63%	62%	36%	47%	34%	43%
Overall	57%	63%	70%	42%	53%	38%	60%

Source: SBCSC

Table 4 shows that the data is even more devastating when disaggregated by race, ethnicity and gender. For example, Washington has an overall dropout rate of 51% and over two-thirds for Black and Hispanic males. Relatedly, the number of suspensions has grown dramatically. Table 5 shows the increase in suspensions during the 1st semester of this school year compared to last year.

Table 4: Drop-Out Rates by Race, Ethnicity, and Gender

	Overall	White		Black		Hispanic	
		Male	Female	Male	Female	Male	Female
Adams	42%	40%	34%	53%	37%	64%	32%
Clay	40%	32%	20%	65%	51%	67%	33%
Riley	39%	39%	28%	50%	48%	50%	37%
Washington	51%	37%	38%	64%	53%	66%	57%
Overall	43%	37%	30%	58%	47%	62%	40%

Source: SBCSC

Table 5: Suspensions and Expulsions

	1 st Semester 2004/2005		1 st Semester 2005/2006	
	# Susp	# Exp	# Susp	# Exp
Adams	1127	43	611	16
Clay	445	17	705	13
Riley	191	8	714	24
Washington	148	6	570	21
Total	1911	74	2600	74

Source: SBCSC

Table 6 and 7 disaggregate suspension and expulsion data by race, ethnicity and gender. Black males accounted for the largest percentage of suspensions (38%) and expulsions (60%).

Table 6: 1st Semester 2005/2006 Suspensions by Race, Ethnicity and Gender

	Black		Hispanic		White		TOTAL
	Male	Female	Male	Female	Male	Female	
Adams	33%	34%	9%	5%	12%	4%	97%
Clay	37%	19%	4%	2%	26%	9%	97%

Riley	39%	22%	10%	2%	19%	7%	99%
Washington	42%	22%	15%	6%	8%	5%	98%
Average	38%	24%	10%	4%	16%	6%	98%

Source: SBCSC

Table 7: 1st Semester 2005/2006 Expulsions by Race, Ethnicity and Gender

	Black		Hispanic		White		TOTAL
	Male	Female	Male	Female	Male	Female	
Adams	75%	19%	0%	0%	6%	0%	100%
Clay	46%	15%	7%	0%	23%	7%	98%
Riley	56%	5%	0%	5%	22%	11%	99%
Washington	63%	11%	5%	0%	21%	0%	100%
Average	60%	13%	3%	1%	18%	5%	100%

Source: SBCSC

Table 8 shows the post graduation outcomes for the Class of 2005. The State average for the rate of students pursuing postsecondary education (75%) has been met by only one school (Washington).

Overall, 25% of the students do not have a plan following their graduation from high school.

Table 8: 9th Post Graduation Outcomes for Class of 2005

	Adams	Clay	Riley	Washington
College Attendance	66%	72%	66%	75%
Four Year College	50% (133)	60% (187)	53.4% (140)	50.5% (120)
Two Year College	11.6% (31)	11% (34)	9.5% (25)	23.2% (55)
Voc, Tech School	6.3% (17)	5.5% (17)	4.1% (11)	8.8% (21)
Military	<1%	1.2% (4)	3.4% (9)	1.6% (4)
No Higher Ed	31% (83)	21.9% (68)	29.3% (77)	15.6% (37)

Source: Indiana Department of Education

B. Foundation for Implementation (20 points)

(1) Teachers and administrators within each school support the proposed project and have been and will continue to be involved in its planning and development.

Teachers clearly support the proposed SLC plan. Each high school submitted letters of support signed by their staff; two high schools submitted letters that included signatures from over 97% of their

South Bend Community School Corporation

staff. Teachers have been intimately involved in SLC planning and implementation. In fact, it has been the high school principals and teachers who have driven this reform process. In September 2004, the high school principals recruited teachers to create the SLC planning team which included an administrative team and four sub-committees. As a result, 24 teachers volunteered to participate and chose the sub-committee that best fit their interest. The administrative team was comprised of the Assistant Superintendent of High School Restructuring, SLC Project Director and a principal or assistant principal from each high school. The administrative team and sub-committees met 2-4 times per month for nine months to develop a high school reform plan. They went well beyond the initial time expectations as they were actively engaged in research, sharing of information, conducting presentations for colleagues, conducting site visits to other schools, participating in professional development, and developing program goals, objectives, and activities. Their level of participation demonstrates their deep commitment to the SLC initiative.

In August 2005, the sub-committees were dissolved and building-specific SLC steering committees were created. The steering committees meet at least twice a month and are comprised of the Principal, the Assistant Principal for SLC, Guidance Director, Magnet Coordinator, and the four SLC lead facilitators for Advisory, Academic Teaming, Peer Mentoring, and Professional Development.

To bring us further in the development of our reform, SBCSC established a relationship with the Small Schools Workshop (SSW) in Chicago, IL. They have a cadre of professionals who specialize in high school reform, academic instruction, and coaching. SSW has provided us with consultation, professional development, workshops, and facilitated planning meetings to assist us as we develop our reform plan. Each month two SSW consultants met one full day each month with each of the building steering committees. As a result, the teams have been able to work through problems, strategize, participate in professional learning communities, and build the leadership capacity within each building.

(2) Parents, students, and other community stakeholders support the proposed project.

Parents and community stakeholders clearly support the SLC initiative as well. Signed letters of support reflect their involvement in the development of this initiative. SBCSC recognizes the significance of including parents and community stakeholders in terms of building buy-in for the development and implementation of this project and has worked diligently to include their input. The SLC steering committees have made great progress in getting parents and community stakeholders involved in the planning, implementation and decision-making process. The most significant being the inclusion of SLC structures and strategies into *each* of the high school's school improvement plans. Each building has a school improvement committee comprised of administrators, staff, parents and business representatives. As a result of the work of the SLC committees, the school improvement committees voted to include many SLC components in their school improvement plans. This demonstrates the highest level of commitment by administrators, staff, parents and community because the plan is the governing document by which the State holds SBCSC accountable for school improvement.

Other methods are being used to communicate with parents and community stakeholders and to provide opportunities for input. A quarterly e-newsletter is emailed to over 200 businesses and faith- and community-based organizations. Three articles have been published in the South Bend Tribune. The high schools have included information in their quarterly parent newsletters. SLC staff routinely speak to the Booster Clubs, the Parent Connection Network groups, and at other meetings to ensure that the information is disseminated, questions are fielded and answered, and new ideas brought back to the steering committees.

SBCSC also recognizes the importance of obtaining student input. For instance, SSW conducted a feasibility study that assessed student interest in the development of SLC. Students expressed a desire for more personalized attention from the teachers. They wanted to feel that teachers cared about them and whether they understood the material. Several students also said that their school felt too big to them and all the students complained about the recent crack-down in discipline in the district. In general, the *South Bend Community School Corporation*

students expressed desires for a more personalized and less regimented high school experience, which are offered in this SLC proposal.

In April 2005, SBCSC collaborated with Indiana University to conduct HSSSE, High School Survey of Student Engagement, at all four high schools, grades 9-12. The survey assessed the extent to which students are involved in activities associated with high levels of learning and development and identify student behaviors and school characteristics that can be altered to enhance student learning and school effectiveness. Overall, the data reveals that students are spending little time preparing for class, little time involved in extracurricular activities, and little time in discussion with their teachers about their grades and homework (see Appendix B).

(3) The proposed project is consistent with, and will advance, State and local initiatives.

SBCSC is committed to ensuring academic achievement and narrowing achievement gaps in a safe and nurturing environment for all students. Implementation of SLC supports this commitment and will be consistent with State initiatives. About three years ago, the State of Indiana released new, more rigorous standards for math, language arts, science and social studies. In response, SBCSC released nine teachers for one year to rewrite the entire high school curriculum to meet or exceed those standards. The philosophy of the development of the new curriculum has been that every child will be taught and held accountable to the new standards. The focus of the new curriculum has been to make education more meaningful and relevant for all students and to provide more opportunities for life-long learning. Furthermore, the high school remediation course curriculum for language arts was written this past year. The training for teachers who will be teaching this course will occur in August 2006. The development of personalized learning environments will serve to enhance the implementation of the new curriculums by providing for more individualized, tailored teaching opportunities, thus encouraging academic achievement.

(4) Applicant demonstrates that it has carried out planning and preparatory activities.

SBCSC received a SLC planning grant (2004/2005 school year). The grant dollars have been leveraged extremely well and have been an excellent investment in our high schools. During the 2004/2005 school year, the grant served as a launching pad to provide time for our staff to meet frequently, discuss best practices, conduct site visits, and develop a comprehensive SLC implementation plan. During the 2005/2006 school year, even without the help of an implementation grant, the district implemented two SLC components: Advisory and Peer Mentoring. Teachers were actively recruited for the advisory design team and/or to serve as a peer mentor coach. The committees have conducted meetings and presented to staff to share information. They spent time developing the 9th – 12th grade advisory agendas and the peer mentor teams at each building. The 11th and 12th grade peer mentors were assigned to freshmen advisories; they visited those advisories 1-2 times per week. The advisory agendas for all grades included time for silent sustained reading, getting-to-know-you activities, and "check-ins". With the funding requested from this SLC implementation grant, we will *significantly* enhance and expand our SLC initiative in all four high schools to serve *all* students in a more intimate and focused learning environment.

A few new events have occurred as a result of this work. Building-Level and District SLC Steering Committees were established and a new part-time Assistant SLC Director position was created. For the first time this school year, the two Assistant Principals in each building have been designated either as the "SLC AP" or the "Magnet AP". These administrators are responsible for overseeing the implementation of SLC and Magnet in their building. Another first, the four SLC APs (one from each high school) meet twice a month (District Steering Committee) with the Project Director and Assistant Project Director to discuss the status of implementation, share successes and areas of improvements, strategize for future implementation, and participate in a professional learning community.

One of the single most important pieces to the SLC implementation puzzle is the design of the master schedule. For the first time, a half-day meeting was held in April 2006 that included the Principals, SLC APs, Directors of Guidance, Teachers, and technology staff. The outcome of the meeting was

powerful. Decisions were made about how to schedule teachers, students, and courses to achieve one pilot academic team at each building. The goal is to have four teachers teaming around 100 randomly selected students. Teachers will share plan time and lunch. This will provide far more opportunities to monitor student progress, discuss classroom practice and solve potential behavioral problems. At the conclusion of the meeting, we left with tasks to be completed, persons responsible for completion and deadlines.

A committee was established this past year to design career pathways for 10th – 12th grades. The development of the pathways is in the draft stage. With new SLC monies we would expect to complete the pathways, provide professional development for counselors and teachers, educate the parents, and implement the first stage of pathways in the 2007/2008 school year. Collectively, these events demonstrate the high level of commitment by administration and staff for high school reform.

C. Quality of Project Design (30 points)

(1) Implement strategies to create environment where each student is known well, etc.

Our goals and objectives are aligned to the needs of our schools in order to improve student achievement and create an environment where a team of teachers know each student well. They are:

Goals and Objectives	Timeline
G.1: Create Smaller Learning Communities	
O.1.1: Design and implement the summer Jumpstart Program; incoming freshmen can earn up to 2 credits in math and/or LA prior to the start of the school	April 2007 through July 2011
O.1.2: Implement Career Academic Pathways at each high school	9 th = 2007/2008; 10 th = 2008/2009; 11 th = 2009/2010; 12 th = 2010/2011
O.1.3: Develop a high-quality, embedded high school professional development plan each year.	June, July, August 2006 - 2011
O.1.4: Expand and implement Freshman & Sophomore Academies at each high school that includes academic teaming.	August 2006 thru June 2011
O.1.5: Modify structure and content and implement a Peer Mentoring Program	August 2006 thru June 2011
O.1.6: Modify structure and content and implement Advisories for freshmen, sophomores, juniors, and seniors.	9 th = 2006/2007; 10 th = 2006/2007; 11 th = 2007/2008; 12 th = 2008/2009
G.2: Improve Academic Achievement	

O.2.1: Improve the average freshman and sophomore GPA by 0.1 each project	August 2006 thru June 2011
O.2.2: Increase the percent of Freshman passing core academic subjects by 5% each project year	August 2006 thru June 2011
O.2.3: Increase the percent of freshmen and sophomores passing the Language Arts and math components of the ISTEP by 5% each project year	August 2006 thru June 2011
O.2.4: Increase the percent of students enrolled in honors/AP courses	August 2007 thru June 2011
O.2.5 Increase the number of students taking the SAT and ACT by 5% each project year	August 2008 thru June 2011
O.2.6 Increase the number of students receiving college credit in high school by 2.5% each project year	August 2008 thru June 2011
O.2.7 Increase the graduation rate by 2% the first project year, 3% the second project year, and 5% every year thereafter	August 2008 thru June 2011
O.2.8 Increase the percentage of graduates enrolled in post high school education by 2% the first project year, 3% the second project year, and 5% every year thereafter	August 2008 thru June 2011
O.2.9 Increase the percentage of graduates who are employed by the end of the first quarter after they graduate	August 2009 thru June 2011
G.3 Improve Student Behavior	
O.3.1 Reduce the percent of dropouts by 5% each year	August 2008 thru June 2011
O.3.2 Increase average freshmen attendance by 3% from baseline	August 2006 thru June 2011
O.3.3 Increase average sophomore attendance by 3% from baseline	August 2006 thru June 2011
O.3.4 Decrease the percent of 9 th and 10 th suspensions by 5% each year	August 2006 thru June 2011
G.4 Improve School Climate	
O.4.1 Improve five areas of student engagement and school climate: a. Increase the hours spent in a typical week in school-sponsored activities. b. Increase the hours spent in a typical wk. preparing for class c. Increase the percentage of students who report that they strongly agree or agree that they feel safe in school d. Increase the percentage of students who communicate with their teacher via email e. Increase the percentage of students who have communication with their teacher regarding their grades or assignments	April 2008, April 2009, April 2011
O.4.2 Improve five areas of teacher engagement and instruction: a. Increase the percentage of teachers who report improved student-teacher relationships b. Increase the percentage of teachers who report integration of differentiated instruction in their classroom c. Increase the percentage of teachers who report improved teacher-teacher relationships d. Increase the percentage of teachers who report improved school environment e. Increase the percentage of math, science, and social studies teachers who have integrated literacy into their curriculum	April 2007, April 2008, April 2009, April 2010, April 2011
O.4.3 Improve communication with parents through:	August 2006 thru June 2011

<ul style="list-style-type: none"> a. Parent-teacher conference (3x/yr for 9th grade; 2x/yr for other) b. Quarterly parent newsletters c. Phone calls; email 	
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Currently, we are working on establishing a pilot freshmen academic team at each high school, completing the master schedule and advisory schedules, and expanding the advisory curriculum to the 10th grade with the intention of implementation this fall. With new funding, we will then expand the 11th and 12th grade advisory, academic teams for all freshmen and sophomores, implementation of READ 180, a math intervention, and implement career pathways for all grades. Simultaneously, we will implement a comprehensive professional development plan. By the end of the fourth year of implementation, all students will be included in SLC. The benchmark timeline (Appendix F) visually provides more detail about our activities and plans to enhance and expand our SLC initiative to address the absolute priority of helping all students to succeed regardless of race/ethnicity, economic status and disability.

(2) Applicant proposes research-based strategies to improve overall student achievement

SBCSC is committed to ensuring academic achievement and narrowing achievement gaps in a safe and nurturing environment for all students. Implementation of SLC supports this commitment and will be consistent with State initiatives. SBCSC has rewritten the entire high school curriculum to meet or exceed the new State of Indiana standards for math, language arts, science and social studies; and now the English remediation course. The philosophy of the development of the new curriculum has been that every child will be taught and held to these new, more rigorous standards. The curriculums have been released and are currently in the schools. The curriculum has given us an excellent foundation from which to build upon.

The structures and strategies chosen by our SLC planning team are research-based and have been shown to improve achievement, increase daily attendance, improve graduation rates, and create a greater sense of community and belongingness. The magnet program is currently in year two of implementation. We recognize that magnet is a SLC and have been working cooperatively to assure all

magnet students are included in SLC strategies. For instance, the Magnet Coordinator at each high school is a member of the SLC Steering Committee. Each high school has implemented one of the following magnet programs: International Baccalaureate (approval received May 2006), Medical and Allied Health, Performing Art, Technology and Pre-Engineering.

As our timeline outlines, we have initially been focusing on freshmen who are an especially vulnerable population and require our immediate attention. Our principals and teachers report that freshmen are most prone to truancy, failure, and drop-out. These statements are validated by research (George and McEwin, 1999).

Implementation of a freshman academy is essential to addressing the difficult issues that face incoming 9th graders. A plethora of research exists on the positive outcomes that come from developing smaller learning environments. Jackson Toby (1993) reported that studies on drop-outs show a decrease as schools get smaller. There is also a lessening of other school problems such as alcohol, drugs, and violence. Toby states that the first step to ending school violence is to break through the anonymous, impersonal atmosphere by creating smaller learning communities within larger structures where students and teachers can come to know each other well. Furthermore, African-American students benefit from SLC to a greater degree than white students (Word, 1991) which is critical in our effort to close the achievement gap. We envision our academies and the strategies associated with implementation to directly address these issues whereby we can create a community of achievement for *all* students.

As the research reveals, it is the implementation of a multitude of strategies that yields greater success. Our academies will include academic teaming, advisories, peer mentoring, and professional development. The interaction and cross-over of these various components will meet our goal of creating a seamless system of transition for our freshmen and sophomores and a sense of belonging with emphasis on academic success and rigor (George and McEwin, 1999; Cohen, 2001).

The academic teams and their students will be assigned the same plarperiod to provide opportunities to discuss the progress of their students and to assist students with their academics. Sharing the same students will enable the teachers to identify individual learning styles (Cohen, 2001), engage the students in integrated, interdisciplinary learning, to structure their academic class activities (i.e., assessments and project due dates) to support the students, and to communicate with each other about their students in order to individualize enrichment, prevention, and intervention strategies and to develop professional learning communities among themselves. Academic teaming will allow time and space to improve their own teaching through de-privatization of their styles and methods by sharing and discussing classroom observations with their peers. Research of shared practices has shown that teachers enjoy a high level of collaboration between peers in their daily work life (Wignall, 1992).

The advisory program will be expanded to include all grades, 9-12. We have developed the 9th grade advisory curriculum for the academy. The 10th grade advisory curriculum will be implemented next fall and we will write the 11th and 12th grade curriculums during the next two years. The advisory design teams have established advisory grade-level goals: 9th Grade: Students will get connected; 10th Grade: Students will make positive social and emotional choices; 11th Grade: Students will develop self-sufficiency and self-regulation in the areas of their social, emotional, academic and career learning and explore life after high school; and 12th Grade: Students will use real-life skills to balance academics, extra-curricular activities and sports, and work and effectively plan for their after high school life.

Career pathways is also a structure that is research-based (Kemple, 2001; Kemple and Snipes 2000; Copa, 2000). This structure will offer the opportunity for *all* students to develop a focus in their academics while pursuing their diploma. In the first semester of the 9th grade year during the advisory period students will be educated and counseled about career pathway options. Parents will be educated and receive information as well. Then when the 9th graders are completing their sophomore year schedule during the second semester they can make an educated decision about choosing their career pathway.

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The rigorous curriculum and instruction of the pathways will center on improving student achievement, establishing local partnerships, increasing parental involvement, creating a positive, personalized learning environment, and the establishment of community service projects and internships. We will ensure that appropriate supports are maintained for students in need of additional assistance. Our pathways will focus on college prep and career development. We will utilize the first year to complete our career pathways and a plan for implementation. We will review and assess current course offerings to determine gaps and add courses appropriately. The title of our pathways are: Arts, A/V Technology & Communication; Health Services; Building & Construction; Manufacturing & Processing; Business, Management & Finance; Personal, Commercial & Recreational Services; and Education & Training.

Our Career and Technical Education program has strong ties to area community businesses and local colleges. They have established opportunities for students to obtain practical experience as well as dual college credit while pursuing their academics. This program has the capacity to expand to meet the needs of more students. The Career and Technical Education program will flourish as it is blended with the career pathways.

In order to improve student achievement for all and to increase the number of students enrolled in secondary education, our plan calls for increasing the number of students taking honors/AP courses. The SLC structure provides for academic teaming and advisories whereby the students core teachers will be monitoring and supporting their academics. The students will receive more personalized attention and the teachers will assist their students in preparing for the next grade as well as the future by counseling and guiding them as students select their courses. This system will provide support to the students while they adjust to new academic challenges. Each team of core teachers will have a common period so that they can monitor their students together.

(3) Applicant will implement accelerated learning strategies and interventions that will assist students who enter the school significantly below grade level

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Our goal is to successfully graduate students from each grade level to the next while at the same time helping those students who are below grade level acquire the skills they need to become successful and to increase the number of students enrolled in honors/AP courses. This goal provides constant challenges for our teachers and staff because many students come to high school without the basic fundamental skills of reading and math. Research shows that implementation of SLC improves achievement, attitude, and attendance. In addition to structural and organizational changes, we need to engage in instructional changes. In their book, *Best Practice: New Standards for Teaching and Learning in America's Schools*, Zemelman, Daniels, and Hyde report that improving student performance requires a whole host of factors that contribute to lasting change. They say it requires a return to certain fundamental instructional strategies such as reading good literature aloud, having kids read lots of whole, real books, providing much writing practice, encouraging the patient and varied discussion of the ideas in the books, and making the teacher a model of literacy. They conclude by stating that reading is the best practice for learning to read, children should be permitted to choose reading materials, and effective teachers of reading help children actively use reading and writing tools.

To that end, we will implement READ 180 for our struggling readers. READ 180, a research-based intervention, integrates reading and technology to raise student achievement by delivering a systematic program of reading that directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading skills (Scholastic, Inc.). The program is supported by a comprehensive professional development plan. We will implement READ 180 into our remedial English classes which are offered 5 days per week each semester. We expect to serve approximately 120 students who have failed the language/arts portion of ISTEP each semester at each school.

We must also address the needs of the students struggling with math. During the next school year, a committee comprised of math teachers and curriculum specialists will be established to review research, curriculum, and interventions to determine what changes must be made to improve students' math

achievement which will also include the professional development of math teachers. Those recommendations will be made to the Assistant Superintendent's of High School Restructuring and Instruction for implementation and a plan for implementation will be developed.

All of our schools have after school tutoring; however, they are poorly attended. Different strategies have been attempted to improve attendance but to little yield. Because so many students are at the buildings 45 minutes prior to first period, we will implement before school tutoring. We expect greater success since the academic teams will be recommending tutoring and monitoring their attendance as well as communicating needs to parents.

(4) Applicant will provide high-quality professional development

The professional development plan is one of the most important components to successful implementation. Zemelman, Daniels, and Hyde believe the key to success is teacher empowerment and teacher attitude which must be cultivated and encouraged. Thus, if our goal is to improve student academics and growth, our teachers and staff must operate under the same guiding principles of successful smaller learning communities.

All building-level professional development (PD), the school improvement committee PD and the SLC PD is coordinated by one individual in each building to meet staff needs. This lead facilitator attends all necessary meetings to ensure coordination of meetings, trainings, and workshops. The lead facilitator routinely meets and consults with the principal and assistant principals to determine the staff training needs paying particular attention to training that provides instructional strategies that will improve student academics especially for those students who are struggling. For next year, each PD lead facilitator will effectively utilize meeting and training time already established on the school calendar such as faculty meetings, PD early release days, and department chair meetings. The plan will be well-rounded to better educate staff about SLC, Magnet, and Career Pathways, improve teaching instruction and structure, student and teacher relationships, and teacher and teacher relationships.

South Bend Community School Corporation

- 16 -

District-wide professional development is coordinated by the SLC Director and PD Director in conjunction with the PD lead facilitators. A Year One draft PD plan has been developed:

District-Wide Professional Development	
READ 180 for remedial English teachers (~6 days per school year)	Back-to-School University (for all high school teachers; 2 days prior to the beginning of school)
Peer Mentor training (3 days per sch yr)	HOPE Foundation Leadership training for SLC Steering Committees (6 dy/sch yr & 3 dy/summer)
Peer Mentor Coach training (1 day per sch yr)	Career Pathways training for teachers and counselors (4 day per sch yr)
Compass Learning training for remedial math teachers (3 days per sch yr)	Teaching methods and instruction for academic teams (1x/mo)

(5) Project fits into a comprehensive district high school improvement strategy plan

Each high school is mandated by the State of Indiana through Public Law 221 to develop a school improvement plan which is aligned to NCLB requirements. The main goals of each high school plan include improvement (AYP) in academics specifically language arts and math, attendance, and graduation. For the first time, every high school has included specific goals and objectives in their PL221 plan that speaks directly to SLC. Thus, the goals and objectives of our SLC project expand upon what the school improvement committee has already agreed to. In years past, high school programs and projects have been created that were parallel to one another and in the end, there was often failure. We have taken a fresh approach whereby new ideas, strategies, and structures are presented, developed, and integrated into the school plan to provide for continuity and consistency.

(6) Proposed project is part of a cohesive plan that uses funds to ensure continuation

The planning process has given us an opportunity to review the various sources of funding and their uses. Sustainability is absolutely essential. Our schools, like so many others, have seen programming come and go as grant dollars dry up. As we implement SLC, we will be able to leverage our implementation dollars with those from Magnet, Special Education, and Career and Technical Education. These sources of funding have similar goals that relate to student achievement.

During the implementation process we will be preparing ourselves for the end of the five year funding cycle. We will be vigilant about communicating with our Board of Trustees and Superintendent about our needs and successes with the intention of securing future funds to support SLC. Furthermore, we will communicate with government officials, business owners, and parents about the financial needs of our high schools in an effort to secure local dollars. Education is a community issue and investing in local public education would create sustainability and goodwill. Finally, we will continue to pursue grant opportunities as they arise.

D. Quality of the Management Plan (20 points)

(1) Adequacy of proposed management plan to achieve the objectives of the proposed project

Our management plan is appropriate to meet and achieve our goals, objectives and activities in a timely manner. The SLC team is a broad-based group of stakeholders which includes administrators, principals, assistant principals, SLC director and assistant director, social workers, teachers, students, parents, and community, political, and business representatives. The scope of their experience and knowledge is the power of this project. This past year has significantly helped us articulate the roles and responsibilities of all key personnel as it relates to the goals and objectives of our program. Because we have implemented some components of our SLC plan, planned expansions for next year, established and facilitated regular steering committee meetings, initiated the development of career pathways, conducted surveys, and compiled data, we have demonstrated our ability to achieve objectives in a timely manner and within budget. The organizational chart (Appendix G) shows the relationships among key personnel and stakeholders. The roles and responsibilities of key personnel are listed on the following page. The SLC management plan to achieve our goals and objectives which includes the major activities, person(s) responsible, timeframes and performance indicators are on pages 20 – 21.

Roles and Responsibilities of Key Personnel:

Assistant Superintendent of High School Restructuring: Dianne Greaves, PhD. (0.25 FTE) will be responsible for overall project management, liaison between Superintendent and other administrators, and supervision of SLC director.

SLC Project Director: Heidi Beidinger, MPH (1.0 FTE) served as project director for the past two years; will be responsible for the day-to-day activities of the implementation plan; oversee budget expenditures and reports; chair district steering committee; work in collaboration with the evaluator; work with, support and give guidance to high school principals, APs and lead facilitators; complete reports; and perform other duties as they arise. (Resume in appendix)

Asst. Project Director (new position): Cindy Oudghiri (0.5 FTE) served as Asst. Project Director during the 05/06 school year; will be responsible for assisting with monitoring of program implementation and evaluation; will work closely with Asst. Principals to support and guide implementation at each of the high schools.

Principals: Ruth Warren, PhD, Clay High School; Tom Fujimura, Adams High School; Mark Yates, Riley High School; and George McCullough, Washington High School (.50 FTE each). Each will be responsible for regularly meeting with their internal steering committee made up of the lead facilitators and PL 221 and Magnet representatives to monitor the day-to-day implementation process and to ensure coordination and communication throughout the building.

SLC Asst Principals: TBD, Clay High School; Otha Reese, Adams High School; Francois Bayingana, Riley High School; and Byron Sanders, Washington High School (.50FTE each). Each will be responsible for the day-to-day implementation of SLC, monitoring the process, facilitating the Steering Committee and the meetings, participate in bi-weekly District Steering Committee meetings (AP meetings),

Lead Facilitators: Each of the four Lead Facilitators at each high school have been identified. Each component of the freshman academy (academic teaming, advisory, professional development, and peer mentoring/transition) will have a lead facilitator that will implement the plan and facilitate team meetings to assess progress. They will also serve on the building-level's SLC Steering Committee.

Academy Teachers: All of the teachers needed for the Academy for the first year have been recruited. The teachers will be responsible for serving on an academic team and as an advisor through the advisory program. The teachers will each be responsible for monitoring and assisting 25 freshmen. Parent communication will be established early and occur frequently via phone, progress reports, and conferences. Each team will elect a teacher to serve as a team leader.

Guidance Counselor: Kate Miller, Washington High School; TBD, Clay High School; Charon Williams, Adams High School; Sue Paulin, Riley High School. Responsible for assisting and providing guidance to 9th graders; work closely with advisors; assist in development and implementation of career pathways and career plans.

Project Evaluator: Joe Krelovics, PhD. Will be responsible for coordinating data collection with project staff; analysis and compilation of data; and completion of specific portions of required reports. (resume in appendix)

Activities	Person Responsible *	Time Frame	Performance Indicators
<p>1. Design and implement the summer Jumpstart Program (focus on literacy and math; Incoming freshmen can earn up to 2 credits prior to the start of the school year)</p>	<p>Asst. Super. HS, SLC Director, & Curriculum Specialists</p>	<p>Spring 2007; revise/update every spring</p>	<p>Number of students attending; number of students who earn at least 1 credit</p>
<p>2. Network with 8th grade counselors and teachers to identify failing students and to encourage students to participate in summer program as well as to assist in completion of student schedules to ensure appropriate course selections are made</p>	<p>Asst. SLC Director, 8th & 9th grade counselors and teachers</p>	<p>Spring 2007; meet every spring</p>	<p>Documented meetings and completed schedules</p>
<p>3. Complete design of career pathways</p>	<p>Asst. Super. HS and Career Pathways Design Team</p>	<p>Fall 2006</p>	<p>Documented Career Pathways In the HS Course Selection Guide</p>
<p>4. Implement career pathways</p>	<p>Prin., AP, teachers, and counselors</p>	<p>9th = 2007/2008; 10th = 2008/2009; 11th = 2009/2010; 12th = 2010/2011</p>	<p>Number of students choosing pathways; documented career pathway plans</p>
<p>5. Develop a high-quality, embedded professional development plan for the following school year that includes training for:</p> <ul style="list-style-type: none"> * High School Leadership Team (Principal, AP, SLC Lead Facilitators, Magnet Coordinator) * Math teachers (TBD) * English teachers (Read 180) * Academy teachers (academic learning, building student relationships, differentiated instruction) * Back-to-School University for all high school teachers (differentiated instruction, use of technology in the classroom, project-based learning, literacy) * Counselors (career pathways and developing four year career plans) * Peer Mentors (how to be a mentor? Engaging kids who maybe difficult to engage) * Peer Mentor Coaches (how to coach your mentors? How to support each other as a coach?) 	<p>Hope Foundation of Indiana, READ 180 Consultants, Asst. Super. HS and Instruct., SLC Dir. Principals, APs, and Professional Development Lead Facilitators</p>	<p>Spring 2007; new plan developed each year</p>	<p>Documented plan; number of participants</p>

5. Establish professional learning communities through weekly academic team meetings, monthly building-level steering committee meetings and Principal and Assistant Principal book clubs	SSW Consultants, Academy teachers and lead facilitator, Asst. Super. HS and Instruct., SLC Dir, Asst. SLC Dir., Prin, and APs	Fall 2005 - May 2011	Documented meetings, books assigned
7. Expand Freshman Academy by recruiting more teachers for Freshman Academy; assign 4-5 teachers responsible for ~100 - 120 students; schedule students to establish teams and for team teachers to have same plan time	Princ., APs, Academy Lead Facilitator, and counselors	Spring 2007 and every spring thereafter	Completed master schedule and list of Freshman Academy teachers
8. Review and revise freshmen course offerings to secure foundation for building academic teams	Asst. Sup. HS and Instruct.	Spring 2007 and every spring thereafter	Documented HS Course Selection
9. Establish weekly meeting schedules of academic teams	Freshmen Academy Teams and Academy Lead Facilitator	1 st two weeks of every school year	Documented meeting schedule
10. Recruit and select mentors (upperclassmen) and Mentor Coaches (teachers)	PM Facilitators	Spring 2006 and every spring thereafter	List of mentors and coaches; list of PM advisory assignment
11. Conduct freshmen orientation	PM Facilitators, Peer Mentors, Coaches, APs, counselors, and 9 th grade advisory teachers	1 st Day of every school year	Documented orientation day agenda; number of freshmen participating; survey results
12. Collaborate with advisory design team to ensure quality of peer mentor activities as a critical component of advisory (mentors in 9 th advisory 1-2x/wk; training for Take Ten 1x/wk)	Take Ten Coordinators, Advisory Design Team, PM Facilitator	Spring 2006; revise as needed each Spring	Documented advisory agenda
13. Develop &/or revise advisory agenda for each class; present to staff in preparation for use next school year	SLC Project Director & Advisory Design Team	Spring 2006 and every spring thereafter	Documented advisory agenda for each class, documented staff mtg
14. Implement advisory agendas	Advisory Lead Facilitator and Advisory Teachers	Fall 2005 (9 th & 10 th); Fall 2007 (11 th); Fall 2008 (12 th)	Teacher observation
* Asst Superintendent of HS Restructuring = Asst. Sup. HS; Asst. Superintendent of Instruction = Asst. Sup. Instruct.; Principal = Princ.; Asst. Principal = AP; SLC Project Director = SLC Dir.; Peer Mentor Lead Facilitators = PM Fac.; Peer Mentors = PM			

(2) Time commitments of the project director and key personnel are appropriate and adequate

The time commitments of the project director and other key personnel are appropriate to meet the needs of the SLC program. The project director will be hired in a full-time capacity to oversee and facilitate the five-year implementation process. The Assistant Director is assigned to both SLC and Magnet spending approximately 20-25 hours per week on each. The Assistant Superintendent devotes approximately one-quarter of her time to the project. The Principals and SLC Assistant Principals are full-time and have incorporated SLC into their weekly and monthly routines and meetings. Appendix G reflects the roles and responsibilities of key personnel.

(3) The qualifications of the project director and other key project personnel.

The project director has the appropriate qualifications and experience to execute the SLC implementation and evaluation plans. The project director has first-hand experience as she has facilitated the SLC process during the past two school years. If awarded, the project director will continue in this capacity. All other key project personnel have the appropriate qualifications and experience for their positions as deemed by the corporation. The project director's resume is in Appendix E.

(4) Adequacy of resources including the extent to which the budget is adequate and costs are directly related to the objectives and SLC activities.

The budget was crafted with the intention of providing as much support to teachers and students as possible. The budget is directly related to the goals and objectives of our plan. Teachers need the time and resources to work with each other and monitor their students. Thus, keeping the hiring of additional personnel for the project was kept to a minimum while providing more resources for professional development and services.

SBCSC will provide financial support for many key district personnel. This includes the Assistant Superintendent of High School Restructuring, Assistant SLC Director, High School Administrators, Guidance Counselors, and Teachers, Director Special Education, and Director of Evaluation. All staff are in district buildings so there are no costs related to space and utilities.

E. Evaluation (20 points)

(1), (2),(3) Extent to which methods of evaluation are thorough, feasible, timely and provide feedback to LEA and schools; will collect and report accurate qualitative and quantitative data

A team from Metriks Amerique LLC will serve as the external evaluator. The CIPP model (Stufflebeam, 1976; 1999; 2001) will be used as the overarching framework for the evaluation of this project. CIPP is an acronym for Context, Input, Process, and Product and will provide formative, summative, quantitative, and qualitative evaluation. Context evaluation examines what needs and problems should be addressed and the assets and opportunities available. Input evaluation assesses the work plan and budget, with reference to achieving the proposed goals and objectives. Process evaluation monitors how project activities are being implemented with reference to the action plan. This serves as a “running record” of the actual implementation processes. Product evaluation assesses short and long-term outcomes. Are the desired outcomes being attained? If not, why not? Are there any unintended effects?

The formative evaluation for the first two steps has been addressed in the proposal. The formative process evaluation examines how the plan of operation and interventions are implemented. This requires that the operations be monitored and analyzed based upon informed judgments from key personnel, interviews, focus groups, and observations. The summative process evaluation provides a full description of project implementation. It compares the program design to the actual process and the projected costs to the actuals. The formative product evaluation examines and explains the project outcomes compared to stated intended outcomes. The summative product evaluation compares the projected outcomes and goals

with the actual outcomes and goals. How were the needs identified? Were the needs met? What worked well? What were the major problems? What are the perceptions of the stakeholders?

Most of the quantitative data needed is currently collected and disaggregated by the district. SBCSC routinely collects and compiles demographic, attendance, discipline, drop-out, graduation, ISTEP+ (Indiana Statewide Testing for Educational Progress-Plus), GQE (Graduate Qualifying Exam), and career and interest data on students. Evaluation tools to measure school climate and student interest and engagement have been identified. Our evaluation questions are:

- ❖ Have student-teacher relationships grown, both academically and personally?
- ❖ Have learning and teaching methods diversified to improve student achievement?
- ❖ Have student attendance, ISTEP+, GQE, drop-out, and graduation rates improved?
- ❖ Have more students enrolled in secondary education and military or are they gainfully employed?
- ❖ Have teacher attitudes about teaching, their students, and their school improved?
- ❖ Have we created an environment with greater personalization and sense of community?
- ❖ Have student perceptions of themselves as learners improved?

Metriks will provide on-going feedback and quarterly progress to be presented to the District and to building-level SLC Steering committees. The findings will be discussed with the district to identify areas of weakness and strength and develop potential solutions.

(4) Qualifications and relevant training and experience of the independent evaluator

Metriks Amérique LLC is a private psychometric, evaluation and assessment partnership with offices in Florida, Ohio, Michigan, and Illinois. The partnership brings together a unique combination of experience and expertise, including quantitative and qualitative methodologies, measurement and statistics, and program evaluation in the areas of education, engineering and medical science. Metriks has served as the external for numerous large federally funded projects (SLC, Title II, GEAR UP, NIH, and NSF) and is currently the external evaluator for SLC grants in New Jersey, Ohio, Illinois, and Wisconsin.

Dr. Joseph Kretovics, a Metriks partner, will lead the SBCSC evaluation team. Dr. Kretovics is currently professor and senior researcher at Western Michigan University and his short vita is attached in appendix X. He has developed and implemented several large scale, highly successful school restructuring projects. In addition, he has evaluated numerous projects across the country focused on school improvement, community relations, and teacher education. Dr. Kretovics received his Ph.D. from Miami University in Educational Leadership with an emphasis in curriculum, instruction, and qualitative research. He has served as a professor and administrator at The University of Toledo, University of North Carolina, and Western Michigan University. Joining Dr. Kretovics on the evaluation team will be Dr. Gregory Stone (Ph.D. from University of Chicago in Measurement, Evaluation and Statistical Analysis), Dr. Christine Fox (Ph.D. from Kent State University in Evaluation and Measurement), William Armaline (Ph.D. from The Ohio State University in Teacher Education and Professional Development, and Dr. Brooks Applegate (Ph.D. from Texas A & M University in Educational Psychology: Research, Evaluation and Applied Statistics). Together, the evaluation team has more than 75 years of evaluation experience in the educational, medical, and engineering fields.

Project Narrative

Other Narrative

Attachment 1:

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Attachment 2:

Title: Pages: Uploaded File: 7341-Appendix%20E%20-%20Resumes.doc

Attachment 3:

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Attachment 4:

Title: Pages: Uploaded File: 5252-Appendix%20C%20-%20Letters%20of%20Support.%20pdf

Attachment 5:

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Attachment 6:

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Attachment 7:

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Attachment 9:

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Coversheet

Smaller Learning Communities (SLC) Program

Grant Application Package

2-1. LEA Name and Address:

South Bend Community School Corporation
635 S. Main Street
South Bend, IN 46601

NCES District ID: 1810290

3-2. Name and Address of Each School Named in the SLC
Application:

Name	Address	No. of students enrolled
1. Adams High School	808 S. Twyckenham Drive South Bend, IN 46615	1564
2. Clay High School	19131 Darden Road South Bend, IN 46637	1510
3. Riley High School	1902 S. Fellows Street South Bend, IN 46613	1525
4. Washington High School	4747 W. Washington Ave. South Bend, IN 46619	1583

Heidi Ann Beidinger

(b)(6)

SUMMARY

Experienced leader in strategic planning and new program development, implementation, and evaluation with over 14 years of diversified experience in public health and government and 2 years in education. Significant grant writing and management consulting experience in various fields. Strengths include the proven ability to lead, create, develop, and manage programs.

PROFESSIONAL EXPERIENCE

SOUTH BEND COMMUNITY SCHOOL CORPORATION

2004 – 2006 *Project Director*

- Leading and directing the district-wide Smaller Learning Communities planning project; conducted research and planning, managed sub-committees from each of the four high schools, work closely with high school principals and corporation administration
- Schedule and coordinate professional development
- Developed SLC five-year implementation plan including the goals, objectives, and evaluation.
- Collect and compile data to evaluate multiple high school indicators: graduation rates, drop-out rates, attendance, school culture, and student engagement
- Facilitated the implementation of two SLC components: Advisory and Peer Mentoring
- Developed the Freshman Academy Handbook
- Implemented and facilitate building-level and district-level SLC Steering Committees
- Complete grants as it relates to high schools

CONSULTANT

2003 – Current *Principal*

- Crafted and received Head Start (\$8.2 million per year) and Smaller Learning Communities (\$200K) grant for the South Bend Community School Corporation
- Development of strategic planning and fundraising for not-for-profit and for-profit organizations
- Expertise in grant writing, program and strategic planning, evaluation, and quality assurance
- Specializing in topics including delivery of health care services, social services, tobacco, education, STDs, and HIV
- Facilitate community planning, RFA/RFP process, and evaluation
- Co-managed South Bend Mayor's re-election campaign including fundraising, event planning, volunteer coordination, and media liaison.

HEALTHY COMMUNITIES INITIATIVE OF ST. JOSEPH COUNTY, South Bend, IN

2001 – 2003 *Director of Health Services*

- Design and implement comprehensive county-wide tobacco prevention and cessation program
- Created, wrote, and direct the Healthy Community Access Project (HCAP; \$1 million) to further develop the infrastructure to provide greater access to health care to the indigent population
- Created, wrote, and direct the Tobacco Pilot Project which provides individualized smoking cessation services in the indigent care clinics
- Increased staff from 6 to 20 in – 12 months
- Manage grants that represented 75% of the organization's budget
- Created and managed the Request For Proposal (RFP) process for tobacco programs
- Established and manage 19 sub-contracts to provide community tobacco prevention and cessation
- Establish excellent working relationships with hospitals, health care clinics, local media, social service agencies, businesses, schools, state and county organizations, and universities to implement the goals of the tobacco programs and HCAP
- Develop evaluation components and plans for program activities

CENTERS FOR DISEASE CONTROL AND PREVENTION, Atlanta, GA

1999 - 2001

Director of Corrections Programs

Chicago Department of Public Health, STD/HIV Prevention Program

- Developed, executed and evaluated correctional (adult and juvenile) public health programs resulting in the increased identification and treatment of STDs and HIV to improve the health status of inmates and the community
- Managed staff and led the activities of the (1) Adult and Juvenile Corrections Team (Cook County Jail pop. 100,000 and Cook County Juvenile Detention Center pop. 600), (2) Syphilis Elimination Team, (3) Outreach Mobile Team, and (4) Cook County Hospital team
- Appointed co-chair of the Public Health and Corrections Task Force; developed mission, structure, and by-laws of the Task Force; developed a measurable strategic plan for 2001
- Involved in all facets of personnel management (1) recruiting and hiring, (2) staff training and development, and (3) disciplinary issues
- Led the reorganization of the HIV Outreach Mobile Unit to increase capacity to provide STD/HIV services to community based organizations that serve high-risk populations
- Developed and managed grants in excess of \$5 million
- Conducted presentations at local, state, national, and international conferences and meetings.
- Led the development of the Syphilis Elimination Team, among the first of its kind in the US, to improve the field follow-up of individuals exposed to or infected with syphilis. Increased successful field follow-up by 35% during 1st quarter of 2000
- Conducted a cost benefit study of syphilis testing at Cook County Jail (CCJ) to determine the long-term value of stat syphilis testing
- Created and managed databases to provide complete and accurate quarterly and annual reports

1997 - 1999

Field Operations Manager

Chicago Department of Public Health, STD/HIV Prevention Program

- Managed staff and operations of 7 STD/HIV clinics (45,000 visits per year; ~125 staff including physicians, nurse practitioners, clinic managers, clerical staff, laboratory technicians, disease intervention specialists) to maximize patient visits and satisfaction; conducted patient satisfaction surveys and clinic flow analysis to improve clinic services and reduce patient waiting times
- Conducted bi-weekly meetings and in-services for clinic managers and district supervisors
- Led development of a quarterly program review to evaluate clinic and field operations; after year one of implementation, compliance to program guidelines and protocols increased by 83%
- Developed and implemented protocols to standardize clinic operations and to achieve compliance with CLIA regulations
- Developed and implemented monthly employee performance audits and standard; reviewed all to determine deficiencies; designed and implemented performance improvement plans as necessary
- Assisted in the development of grants
- Developed electronic system to manage and monitor program statistics; compiled and distributed quarterly reports

1992 - 1997

Clinic Manager & District Supervisor

Chicago Department of Public Health, STD/HIV Prevention Program

- Created, implemented, and managed the 'Stat RPR Project' at CCJ to identify arrestees with syphilis upon arrival and to provide immediate treatment; increased treatment rates from 44% to 84% in year one
- Led the establishment of the gonorrhea and chlamydia surveillance program at Cook County Hospital (CCH) resulting in the accurate morbidity reporting of 3500 positive lab reports (25% of Chicago's total morbidity) per year
- Managed 25 staff at highest volume inner city STD/HIV clinic (15,000 visits per year; ~20% of the City's total); including physicians, nurse practitioners, nurses, clerks, laboratory technicians, health educators, and disease intervention specialists
- Involved in all facets of clinic management and supervision (1) timeliness and accuracy of patient registration and payment, (2) quality assurance of medical record system, (3) monitoring of all laboratory reports, (4) ordering and rotation of medications and supplies, (5) laboratory CLIA quality assurance, and (5) follow-up of untreated positive lab reports

- Supervised and trained 10 staff at CCJ and CCH to conduct active STD and HIV surveillance, case management, and field follow up activities
- Developed standards and protocols for operations at CCJ and CCH

1989 - 1992

Public Health Advisor

Chicago Department of Public Health, STD/HIV Prevention Program

Philadelphia Health Department, STD Program

- Conducted HIV pre and posttest counseling; provided case management for HIV+ persons
- Conducted syphilis interviewing and case management to identify individuals exposed to or at high risk for infection
- Conducted field follow-up on individuals at risk for infection or individuals with a positive STD or HIV result; performed phlebotomy when appropriate

EDUCATION

1994 - 1996

UNIVERSITY OF ILLINOIS

Chicago, IL

Master of Public Health (Public Policy and Administration), *Dean's List*

1984 - 1989

INDIANA UNIVERSITY

Bloomington, IN

Bachelor of Science, Public Health, *Dean's List*

Associates Degree, Business

PUBLICATIONS/PRESENTATIONS

1. Beidinger, H; and McIntyre, A; *Cost-Effectiveness Evaluation of Syphilis Screening at Cook County Jail: Guidelines to Designing Your Own Evaluation*; National Commission On Correctional Health Care; Albuquerque, NM, 2001.
2. Beidinger, H; *Alternative Venues for Syphilis Prevention and Treatment: Community Infrastructure*; National Conference State Legislators: Syphilis Elimination by 2005 in the US: Defining the Role of the States, Naples, FL, 2001.
3. Lesondak, L; and Beidinger, H; *Building Coalitions*; American Psychologists Assoc. Bi-Annual Meeting; Atlanta, GA, 2001.
4. Salina, D; Beidinger, H; Lesondak, L; Merchant, S; Sinclair, M; *Health Issues Among Incarcerated Women*; American Public Health Association Annual Meeting; 2001.
5. McIntyre, A; and Beidinger, H; *Cost Effectiveness Study Methods*; American Public Health Assoc. Annual Meeting; 2001.
6. Kraut, J; Beidinger, H; McIntyre, A; Irwin, K; *Costs of Syphilis Screening in a Chicago Jail, US*; Annual International STD Conference, Berlin, Germany, 2001.
7. Mertz, K; Schwebke, J; Gaydos, C; Beidinger, H; Tulloch, S; Voigt, R; Levine, W; *Screening Women in Jails For Chlamydial and Gonococcal Infection; Feasibility, Acceptability, Prevalence, and Treatment Rates*, STD Journal, October 2001.
8. Beidinger, H; Mier, S; Broussard, D; Kee, R; Menella, C; *Increased Detection of Gonorrhea and Chlamydia Using Ligase Chain Reaction Technology Among Women at The Cook County Department Of Corrections, Chicago, IL, US*; IV European Chlamydia Congress, Helsinki, Finland, 2000.
9. Beidinger, H; *Making the Correctional Connection*, STD Chicago, CDPH bi-annual publication (circulation 1000), 2000.
10. Beidinger, H; *Cook County Juvenile Detention Center: Screening High Risk Populations*; CDC Special Project Coordinator's Meeting; Atlanta, GA, 2000.
11. Ciesielski, C; Beidinger, H; *Increase of Syphilis Among Men Who Have Sex With Men*, HIV Retroviral Conference, San Francisco, CA, 2000.
12. Beidinger, H; McIntyre, A; Broussard, D; Beete, D; Mier, S; Irwin, K; *Cost Effectiveness Evaluation of Syphilis Screening at Cook County Department of Corrections (Chicago)*; National STD Prevention Conference, Milwaukee, WI, 2000.
13. Beidinger, H; Kendrick, S; Gagner, A; Scherr, L; *The Feasibility of Stat RPR Testing*, Nat'l STD Conf., Milwaukee, WI, 2000.
14. Beidinger, H; Mier, S; *STD Screening of Women in Jails*, National Commission on Correctional Health Care (NCCHC) Conference, Ft. Lauderdale, FL, 1999.
15. Beidinger, H; McAuley, J; *Making the Connection: A Decade of Collaboration*; Nat'l Corrections Conf., Chicago, IL, 1999.
16. Beidinger, H; Broussard, D; *Screening High Risk Populations*; Annual HIV Prevention Conference, Springfield, IL, 1999.
17. Beidinger, H; Jenks, J; Broussard, D; *Stat RPR Testing Among Women at Cook County Jail*, MMWR, June 1998.
18. Blank, S; Beidinger, H; Neylans, L; *The Tales of Two Cities*, NCCHC Conference, San Antonio, TX, 1997.

AWARDS

December 2000: *Special Act Award*

September 1995: *On-The-Spot Award*

January 1991, 1992, 1994, 1995, 1996, 1997, 1998,
1999,2000: *Monetary awards for outstanding performance*

June 1998: *CDC's Recognition Award*

June 1996
Director's Recognition Award

MetriksAmérique

JOSEPH KRETOVICS
Evaluation Consultant

269/598-2845
E-mail: kretovics@metriks.com

EDUCATION

Ph.D., Miami University, Ohio, 1986
Major: Educational Leadership. Minor: Social Theory.
Certificate of Advanced Graduate Studies, Boston University, 1984
Educational Leadership: Curriculum and Supervision
Advanced Graduate Fellowship, Pontificia Universidade Catolica de Sao Paulo, Brazil, 1981
Educational Psychology: Phenomenology and Cognition
Ed. M., Bowling Green State University, Ohio, 1980
Secondary Education: Curriculum and Research
B.S., Ohio University, 1977
Social Psychology/History Education

PROFESSIONAL EXPERIENCE

Executive Director, Midwest Educational Reform Consortium, 2000-present
Director, GEAR UP Learning Centers, 2000-present
Professor and Senior Researcher, Western Michigan University, College of Education, 1999-present
Partner, Metriks Amerique, 2002-present
Faculty Associate, Lewis Walker Institute for Research on Race and Ethnic Relations, 2000-present
Professor and Department Chair, Western Michigan University, 1995-99.
Coordinator, North Carolina Model Clinical Teaching Network, 1991-95.
Associate Professor, University of North Carolina, Curriculum and Instruction, 1991-95.
Associate Professor, University of Toledo, Department of Curriculum and Educational Technology, 1985-91.
Director, Project SHAPE (Scott High Accelerated Program in Education), 1987-91.

PUBLICATIONS, GRANTS, and PRESENTATIONS (Selected)

Books and Monographs
Kretovics, J. & Nussel, E. J. (Eds.), Transformation Urban Education: Toward Creating the Conditions for Educational Equality. Boston: Allyn & Bacon, 1994.
Kretovics, J., Noblit, G., & Rogers, D., Awsumb, C., All Children Can Learn: The Unmet Promise, A Study of the Effects of Tracking on Poor and Minority Children in North Carolina Public Schools. North Carolina Legal Services, 1995.

Book Chapters
Kretovics, J., "School Reform and Transforming Urban Education," in J. Kretovics & E. Nussel, (Eds.), Transformation Urban Education: Toward Creating the Conditions for Educational Equality. Boston: Allyn & Bacon, 1994.
Kretovics, J., Farber, K., & Armaline, W., "Professional Teaching, Accelerated Learning: The Scott High Accelerated Program in Education," in What's Working in Education. Washington, DC: U.S. Office of Printing, December, 1990.
Kretovics, J., "Scott High Accelerated Program in Education," A Guide to Programs Serving At-Risk Youth. Private Industry Council, Toledo, Oh: Homewood Press, 1989.
Kretovics, J., "A Secondary Perspective," Urban Field Experience: Opportunity for Change. James Gress (Ed.), The University of Toledo College of Education and Allied Professions, 1987.

Articles
Kretovics, J., Farber, K., & Armaline, W., "It ain't brain surgery: Restructuring schools to improve the education of children placed at risk." Educational Horizons, Spring 2004, Vol. 82 (3), pp. 213-225.
Shen, J., Xuejin, L., and Kretovics, J. "Improving the Education of Students Placed at Risk through School-University Partnerships." Educational Horizons, Spring 2004, Vol. 82 (3) pp. 184-193
Kretovics, J., Farber, K., & Armaline, W., "Reform from the Bottom Up: Empowering Teachers to

- Transform Schools," Annual Editions: Education. Guilford, CT: Dushkin Publishing, 1993, pp. 50-53.
- Kretovics, J., Farber, K., & Armaline, W., "Blowing the Top off Urban Education: Educational Empowerment and Academic Achievement," Journal of Curriculum and Supervision. Spring 1991, Vol. 6 (3), pp. 222-232.
- Kretovics, J., Farber, K., & Armaline, W., "Reform from the Bottom Up: Empowering Teachers to Transform Schools," Phi Delta Kappan. December 1991, Vol. 73 (4), pp. 295-299.
- Martin, R., Armaline, W., Farber, K., Kretovics, J., & Abascal-Hildebrand, M. J., "The SHAPE of Twenty-first Century Urban Education: A Professional Teaching, Accelerated Learning Model," The Professionalization of Teachers. Proceedings from the 70th Annual Association for Teacher Educators Conference (1990).
- Kretovics, J., "Teaching as an Intellectual Act," Philosophical Studies in Education. Proceedings of the Ohio Valley Philosophy of Education Society, 1987, pp. 175-81.
- Kretovics, J., "Critical Literacy: Challenging the Assumptions of Mainstream Educational Theory," Journal of Education. 1985, Vol. 167(2), pp. 50-62.

Grants

- "Midwest Educational Reform Consortium: GEAR UP Learning Centers," U. S. Department of Education, 2000-2005, \$14,471,000 federal, \$15,500,000 match.
- "Preparing Tomorrows Teachers to use Technology (PT3)," U. S. Department of Education (Robert Leneway, PI), 2000-2003, \$1,300,000 federal, \$3,000,000 match.
- "Integrating Educational Technology in Teacher Preparation Programs," Michigan Department of Education Goals 2000 Grant, (James Bosco, PI), 1997, \$150,000.
- "A study of the effects of tracking on poor and minority children in North Carolina Public Schools," North Carolina Legal Services Resource Center, 1994, (Co-PI with George Noblit and Dwight Rogers) \$12,000.
- "North Carolina Model Clinical Teaching Network general support grant," Z. Smith Reynolds Foundation, 1991-93, \$20,000.
- "Project SHAPE: Scott High Accelerated Program in Education," The Joyce Foundation, The University of Toledo, and the Toledo Public Schools, 1988-1992, \$1,056,005.
- Ohio Board of Regents Program Excellence grant, 1988-1989, \$5,000.
- University of Toledo faculty development grants, 1985-1988, \$35,100.
- Martha Holden Jennings Foundation, Gifted and Talented Curriculum Enrichment, 1988, \$20,000
- University of Toledo Office of Academic Affairs grant, 1988, \$6,422.67.
- Ohio Department of Public Instruction School Improvement Program grant, 1988, \$8,240.

Presentations

- "With Enough Shovels: Developing Professional Development," American Educational Research Association, Montreal, April, 2005.
- "School Reform in an Era of Mandate and Accountability: It Ain't Brain Surgery," Third Annual Hawaii International Conference on Education, Honolulu, HI, January, 2005.
- "It Ain't Brain Surgery: Improving Academic Achievement Through Comprehensive School Reform," International Social Science Research Conference, New Orleans, November 2004.
- "Developing Smaller Learning Communities: The Administrative Role," Walloon Institute, Lake Geneva WI, July, 11-16, 2004.
- "A Comprehensive Approach to School Restructuring to Improve Achievement for All Students: Results from the field." Symposium and paper accepted for the Eleventh International Literacy and Education Research Network Conference on Learning, Havana, Cuba, June 2004
- "Accelerated Learning and Culturally Responsive Teaching: Results from the field," symposium and paper accepted for the Hawaii International Conference on Education, Honolulu, HI, January, 2004
- "Development of a Multiple Component, Triangulation Instrument Set for Use in a Cluster Evaluation," with Xuejin Lu and Jianping Shen, American Evaluation Association, Reno, Nevada, November, 2003
- "Restructuring Schools: the Power of Smaller Learning Communities," American Educational Studies Association, Mexico City, October, 2003
- "Restructuring Schools through Accelerated Learning and Culturally Responsive Teaching," National Council for Community and Educational Partnerships Annual Conference, Washington, DC, July, 2003
- "Accelerated Learning and Culturally Responsive Teaching: A Comprehensive Approach to School Restructuring," Hawaii International Conference on Education, Honolulu, HI, January, 2003
- "Fear and Loathing in Educational Reform, Invited Address to Center for Research on the Education of Students Placed At Risk, Washington DC, February, 2000
- "Running on Faith or Spitting in the Wind: The role of Clinical Experiences in Teacher Education," American Educational Research Association Annual Meeting, New York, April, 1996
- "The Need for Developing and Implementing Performance-Based Standards for Student Teachers," The

International Conference on Standards and Assessment, Research Triangle Park, NC March, 1995
 "The Need for Developing and Implementing Performance-Based Standards for Student Teachers." The
 International Conference on Standards and Assessment, Research Triangle Park, NC March, 1995.

CONSULTING

Dallas Public Schools, Consultant for USDOED Smaller Learning Communities grant 2005-present.
 Holland Public Schools, Evaluation Consultant, "What Can Holland Public Schools Do to Attract and Retain
 Students?" 2004-2005.
 Linden High School, New Jersey, External Evaluator for USDOED Smaller Learning Communities Grant
 2004-present.
 John Marshall High School, Cleveland, OH, Coach for USDOED Smaller Learning Communities grant 2004-
 present.
 Bowling Green State University, External Evaluation of "Partners in Context and Community Project."
 USDOED Title II grant, 2001-2005.
 Kalamazoo Public Schools, Evaluation Consultant, Assessing the Effectiveness of Block Scheduling." 2001.
 Bowling Green State University, Center for Innovative and Transformative Education, 1999-2001
 Guilford County Schools (NC), Team building, prejudice reduction, and strategic planning, 1994-96.
 Durham Public Schools, Consultant for Southern High School GE College Bound Grant, 1994-95.
 Durham Public Schools, Consultant for restructuring Durham High School, 1994.
 Durham Public Schools, Consultant for curriculum development at Chewning Middle School, 93-94.
 Triangle J Council of Governments, Evaluator for the Model High School Competition, 7/93-11/93.
 Orange County Public Schools (NC), consultant on team building and interdisciplinary curriculum 1993.
 Chapel Hill/Carrboro Public Schools, Curriculum and Evaluation Consultant,, 1993.
 Cleveland Public Schools, Evaluator for two pilot elementary reading programs, 1993.
 Whitmer High School (OH), De-Tracking Schools, 1987-1989.
 Elida Local Schools (OH), Detracking Schools and Cooperative Learning, 1988.
 Ohio Migrant Education Program, Evaluator, 1988-1989.
 Contributing member of the Center for Democratic Institutions, 1987-1989.
 Contributing Member of the Institute for Democracy in Education, 1987-2003.
 Berea College Undergraduate Education Program, Evaluator, 1988.
 Lucas County TAG Program Evaluator 1988-89.
 Toledo Excel Program in Minority Affairs, Evaluator, 1985-1990.
 Ohio Student Loan Commission Loan and Scholarship Program, Evaluator, 1987-88.

HONORS AND AWARDS

Board of Directors, Legacy Scholars program, Battle Creek, MI, 2005
 National Advisory Board, Small Schools Workshop, Chicago, IL, 2004-present
 Advisory Board, FOUNDATIONS, Inc, 2003-present
 "Top Ten" faculty at Western Michigan University, Vice President for Research, 2004
 Board of Directors, Association for Multiage Education, 1998-2000
 Board of Directors, Michigan Association for Multiage Education, 1997-2000
 Certificate of Merit for Distinguished Service, Association of Teacher Educators, February, 1996
 Delegate, National Congress on Teacher Education, Washington, DC, December, 1995
 Selection Panel, Distinguished Program in Teacher Education, Association of Teacher Educators, 1994-1998.
 National Commission on Clinical Sites, Association of Teacher Educators, 1993-1997.
 Member, Phi Kappa Phi Honor Society
 Member, Kappa Delta Pi Honor Society
 Outstanding Researcher Finalist, University of Toledo, 1991
 Critics' Choice selection committee, American Educational Studies Association, 1989-1991.
 Award For Educational Excellence (Project SHAPE), Toledo Citizens Monitoring Board, 1990.
 Innovative Programs in Education, United States House of Representatives Committee on Education and
 Labor, May, 1990.
 Outstanding Teacher Finalist, The University of Toledo, 1987
 Letter Of Commendation, Vice President of Academic Affairs, University of Toledo, 1987.
 Co-Founder and Chair, American Educational Research Association, SIG on Critical Evaluation of Prevailing
 Theory and Practice with Emphasis on Class, Race and Gender, 1985-1989.

Graduate Student Achievement Award, Miami University, 1985.

Humanities Scholar Award, Ohio Council for the Humanities/ University of Cincinnati, 1985.