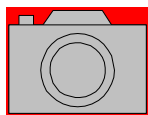


PROJECT GREEN LIGHT: MOVING FORWARD TOWARD SCHOOL SUCCESS

As a recipient of this year's one-year McKinney-Vento grant funds, the rural Placerville Union School District will expand our work in ensuring educational rights and protections for children experiencing homelessness.

SECTION A: NEEDS ASSESSMENT



SNAPSHOT OF OUR AREA: The City of Placerville is centrally located between Sacramento, the State capitol, and South Lake Tahoe, world-famous recreation center. Situated above the fog line and below the snow line, accessibility to Placerville is via State Highway 49 and U.S. Highway 50, along one of the most traveled corridors in California. Placerville is the El Dorado County seat and the center of financial, commercial, and government activity. While the western edge of the county is seeing an explosion of affluent populations, our area is becoming more densely populated and urbanized each year. The Placerville Union School District (PUSD) is responsible for city families as well as those within an approximately 40-mile radius. This area includes the city, as well as rural county outskirts and many scattered neighborhoods without sidewalks or streetlights. *According to City and County law enforcement officers and other authorities, homeless populations are increasingly centering in Placerville not only because of crucial county services and shelters but also because of the downtown concentration of clothes closets and soup kitchens. In addition to single parent families doubling up in hotels and panhandlers, we have families with young children living in shacks and tents along river and at the end of long country roads. PUSD serves approximately 1300 students in three Title I K-5 sites and one Title I middle school.*

1. The Need for a Homeless Education Program in Placerville: PUSD is a district ripe for its McKinney Vento program. Of all elementary districts in El Dorado County, PUSD has:

- the highest ratio of free/reduced student meals and family transiency rates;
- the second highest ratios of Hispanic students and English learners;
- the highest concentration of homeless populations, especially families with preschool and elementary students;
- the highest crime rates for drug/alcohol and sex offenses; plus
- high rates of battery and property crimes.

(California Department of Education and California Safe Schools Assessment, 2000-2001)

In addition, according to the most recent official planning period, El Dorado County has:

- a doubling in calls to county officials about domestic violence and child abuse;
- the lowest average wage per job in the five-county Sacramento region;
- minimal rates of meeting its low-income housing goal, with Placerville absorbing the highest numbers of displaced poor, especially as our families are increasingly “timed out” of CalWORKs and evicted.

Assessing the need for this program has been a long journey over the past year. It has involved community partners, entire school staffs, and parent groups who are now more aware of local needs and federal expectations. After “No Child Left Behind” mandates were implemented last summer, PUSD undertook a multifaceted needs assessment of students, school, and the community with both quantitative and qualitative measures such as:

- surveys of current programs, services, and partners for achievement and empowerment;

- meetings and consensus with public, private, and other entities that serve homeless children and youth, including: Federated Church; Health Depot; local shelters (New Morning, El Dorado Women’s Shelter, Progress House); and El Dorado County agencies such as Public Health and the El Dorado Union High School District;
- participation rates of homeless students and families in adult education, family literacy, shelter, and afterschool programs;
- assessment of scores and achievement standards to determine gaps;
- analysis of calls, visits and referrals by the PUSD Homeless Student Liaison, Family Liaison, and others;
- a needs survey of over 400 parents; interviews, and focus groups with administrative staffs, parent groups, and county service providers, including a Family Night of our neediest families which included three focus groups of at-risk and homeless adults;
- visits and research of existing homeless education programs;
- research and interviews of information received through regional trainings as well as at last October’s National Homeless Education Conference in Long Beach (attended by all site liaisons, our School/Home Liaison, plus Director of Special Programs).
- presentations and research interviews (including the El Dorado County Office of Education, Directors of the PUSD and Boys & Girls Club, several specialized PUSD all-district in-service); and groundwork for new partnerships at each site, other districts, and with community partners.

Our local and school findings are that:

- Homeless students are increasingly lagging behind in test scores, especially in Hispanic and ESL subgroups at all schools;
- Many teachers and others are confused about how to sensitively deliver services and aid our homeless students;
- The numbers of hungry and homeless in Placerville are skyrocketing: last fall, the Food Bank of El Dorado County served 7,000 families; local food banks are so crowded they can only give out five to seven days worth of food every three months; and HELP (Housing, Emergency, Lodging Program) has only enough motel vouchers for a one-night stay every two to three months.
- There is little or no existing County coordination of services or with shelters;
- Transient populations (who often remain in the area for over a year) are a growing source of police activity, which is much higher than average in our attendance area;
- Placerville has the highest rate of unemployment of any city in El Dorado County and is nearly double the county rate;
- Our identification echoes the State of California’s finding that “families, single mothers, and children make up the largest group of people who are homeless in rural areas.” (*A Summary Report on California’s Programs to Address Homelessness, March 2002*);
- Transportation is a major obstacle that limits student access, enrollment, and participation, given that some students spend nearly two hours each day on winding mountain roads to and from school. (In fact, our Mosquito neighborhood qualifies for its own campus based on geographic distance.); and
- **An exact count of our homeless students is difficult, given their inherent transient nature. And, as predicted by the Urban Institute, such numbers are probably three**

times more for an annual estimate. The numbers of homeless are great but ignored: El Dorado County does not conduct formal measurements of the hundreds of local homeless and working poor families living under bridges, the working poor in cars, shacks, and other unsafe and inadequate housing arrangements.

Our needs analysis displays three separate elements of our homeless student population, each of which requires services for their specific needs:

First, HOMELESS/SHELTER populations are concentrated more in Placerville than anywhere else on the Western Slope of El Dorado County. Within our district boundaries are three shelters and transitional houses: New Morning, El Dorado Women’s Center, and Progress House. These agencies serve runaway youth, battered women, and parents with issues of substance abuse. As stated previously, the scarcity of low-income housing and rise in domestic violence in our county is reflected in our increasingly needy students. A conservative estimate of PUSD students living in shelters would be 100 annually. These preliminary figures were determined by PUSD (from emergency cards and computer data) and reaffirmed by shelters, county sources, law enforcement, faith-based organizations, shelters, and other evaluations. The children identified within our district (including two local shelters with children usually not enrolled in schools) will be sensitively recruited for enrollment and assistance. Plus, our school buses assist young clients at these sites. This shelter population is more visible simply because of the concentration of shelters operated within Placerville.

Second, HOMELESS HISPANIC populations are identified through bilingual, family literacy, and cultural elements in this program. The ethnic ratios at these schools are higher than countywide. **PROJECT GREEN LIGHT** includes bilingual PUSD employees plus community partners who serve the Spanish speaking community. This specific homeless population faces many needs such as:

- parental issues (including inexperience with child needs of immunization, school attendance, enrollment, nutrition, etc).;
- domestic issues of substance abuse and violence;
- issues of neglect including poor hygiene and a lack of proper clothing;
- “falling through the cracks” because of language barriers, often being just one incident away from being homeless;
- family histories of poor reading and writing skills; and
- adult education issues, such as basic support services including GED and ESL.

Third, HOMELESS RURAL populations, as described by the Housing Assistance Council, “are often invisible, moving from one temporary overcrowded living situation to another.” Support networks in our rural area are often unavailable and informal, causing families to rely on local churches and friends for assistance. This is the displaced group exploding within our school district boundaries, such as families who toil at Apple Hill, sleep in their cars, and camp along creek beds. Many are “hidden homeless,” evicted from city apartments and the night-by-night rooms in low-rent Placerville motels. For many of these families, the real world is parking their car overnight in the Raley’s parking lot or sleeping down at the river.

These three subgroups, plus our other identified homeless students, will most benefit from this proposed program. All of our homeless students are characterized by these common risk factors: lower scores, lack of focus, language fluency, culture, mobility, and/or poor attendance. Our homeless students are often humiliated and embarrassed by their conditions and needs. Caught on a merry-go-round of poverty with no food, clean clothes, personal hygiene, and private space, they are desperately in need of outreach services. Such factors can influence results with academic success and standardized tests, as can the need for afterschool activities. Low achieving and homeless students spend most of their non-school hours involved in activities that have little benefit to them in the classroom. In order to meet state academic standards, especially in math and reading, PUSD must implement small group, intensive instruction time. And, when children are routinely uprooted and angry, they require help in adjusting and stabilizing services.

PROJECT GREEN LIGHT is based on a partnership between schools, the community, and our families on a strengths-based model of success. We have designed this program to fit the needs of our populations while emphasizing self-empowerment, self-esteem, and family protective factors. Our primary goals are to ensure student school enrollment, success, and retention as described in Sec. 723 under the McKinney Act. According to the Standards and Indicators of Quality for the Evaluation of Programs for Children and Youth Experiencing Homelessness, our district evaluated these positive outcomes and areas needing improvement:

1. **IMMEDIATE SCHOOL ENROLLMENT:** our new “student referral” form for identification is implemented at each school site; PUSD must further streamline enrollment processes and forms; additional in-services for school staff (teachers, Title 1, support, attendance, bilingual aides, transportation department staff, and administrators) must emphasize sensitivity and legal mandates; outreach to all area shelters will include their representatives at monthly task force meetings; and publicity/outreach must target local motels, food shelters, county agencies, and schools. This proposal expands much-needed school staff and community education, especially regarding the definition of homeless, how best to identify and refer students, and how students in shelters can be enrolled without breaching confidentiality and security concerns. Our goal: to eliminate as many procedural/policy barriers as possible, including the unspoken or unknown needs of basic human needs, inadequate medical or academic records, attendance issues, etc.
2. **REMAINING AT SCHOOL OF ORIGIN and STABILITY IN SCHOOL:** Most of our identification challenges are between local shelters and school sites; however, PUSD is beginning to provide necessary advocacy and transportation for students as we identify those with issues surrounding their school of origin. In addition, the District will identify more students as well as contact more parents to inform them about available services. Our goal: to continue serving as a PUSD and county resource for other districts in issues involving transportation, parental and student rights, and student schools of origin.
3. **ACCESSING SPECIALIZED SERVICES WHEN ELIGIBLE:** Because our program is in its infancy, the District has not specifically addressed this standard. An academic assessment piece would allow for more effective and timely means of referring students. For instance, school staff and the liaison are developing strategies for expediting eligibility processes including streamlined databases. Presently, the District uses EAGLE/AIRES and this technology is capable of identifying homeless students. A tracking system will also be created, as well as the capability of transferring and

coordinating services between districts. With a planned student assessment, we would link each student with appropriate federal, state, and district programs such as GATE, Special Education, bilingual instruction, Title 1, etc. Instrumental to this goal of streamlined access is our Homeless Task Force of school and community homeless partners who meet monthly to coordinate policies, prevention measures, and emergency assistance.

4. PARENTAL INVOLVEMENT: a focus group of homeless parents at a recent Family Night uncovered their desire to participate meaningfully in their child's education. As part of our new 21st Century Community Learning Center, plus enhanced opportunities for parent and adult education, parents must be recruited for family literacy and other partnerships to help the whole family become stronger. Needed are: individual student reports; parental monitoring of homework; shared reading time; face-to-face conferences within 30 days of enrollment.
5. IMPROVING ACADEMIC SUCCESS IN PUBLIC PRESCHOOL, ELEMENTARY, AND SECONDARY SCHOOLS: PUSD is developing policies for: student achievement (including referrals to high school and preschool resources); Liaison/Shelter personnel outreach; provision of educational support; tracking of homeless youth; existence of written-data exchange agreements; and sensitive coordination of data collection including gains on standards-based assessments in reading and math. We will expand an academic support tutorial model that includes additional instruction for small groups with similar academic needs using volunteers and AmeriCorps members. Upon enrollment, identified students will receive a unified student assessment piece that assesses physical and mental needs as well as academic strengths and weaknesses. An educational support plan is thus established that includes possible writing assessments, input from parents and teachers, and other information on student progress. Within the classroom, our identified students will receive activities such as guided practice sessions, structured reading and writing assignments, and cooperative learning. Such academic assistance and educational enrichment will also be linked with our 21st Century Community Learning Center during non-school hours and vacations.

2. The numbers of homeless children and youth are established through sensitive methods that do not label children as "homeless." For example, tutoring sessions require several children to be served rather than addressing only those identified as homeless. Thus, children identified as or at risk of being homeless are served along with those who are. And, by being linked to our 21st Century Community Learning Center program and partners, more children are identified as well as referred for family resources.

As of March 16, 2003, PUSD positively referred and/or identified 110 students, with eight known preschoolers. Seventy one are identified as homeless, based on the School/Home Liaison verifying their home situation and/or enough information known about the family as confirmed by the school staff and site. Remaining students were recently referred by school staff through the new District referral system and off Title I lists, or those identified as being at risk of becoming homeless. More students are being identified from New Morning, Women's Center, Progress House and other agencies. For example, over 100 children at local shelters went unidentified last year alone, and many of those children did not enroll in school. It is estimated

the project will serve over 100 children at any given time, with the expectation that transiency rates will result in more than over 250 students served over the school year

*Our methods of identifying students include referrals by school personnel and will be expanded through coordination activities with community service agencies, such as shelters, soup kitchens, food banks, county health and housing departments, plus faith-based organizations. Specifically, school staff, teachers, and others trained at each site utilize our referral/identification form and existing data such as emergency cards. We also receive referrals from other districts and community partners within our 21st Century Community Learning Center collaborative which oversees the linkage of McKinney Vento activities. The recruitment and identification of homeless children to be served in **PROJECT GREEN LIGHT** is done sensitively, with continuing awareness workshops for school personnel and community-based organizations, including afterschool providers, Title 1 instructors, and other agency staff.*

3. PUSD currently does not have an institutionalized method of identifying homeless children and youth who may not be currently enrolled in school. In fact, it has only been in the last two weeks that local shelters and motel managers have become trusting enough of PUSD and McKinney Vento mandates to begin calling the School/Home Liaison for enrollment assistance and transportation aid. The School/Home Liaison meets with local motels, shelters, and other housing areas (and other agencies who deal with these populations) to solicit school enrollment, and also distributes fliers and posters to publicize McKinney Vento services. The needs of this target shelter population greatly surpass the level of services PUSD would be able to offer without the additional resources of this proposed McKinney-Vento program. For example, **PROJECT GREEN LIGHT** implements a monthly task force meeting of local shelter and health representatives along with school site contacts and PUSD specialists including the district psychologist and nurse. This alliance is a valuable advocacy group for soliciting enrollment in school, accessing services, and continuous monitoring of shelter and student needs. Our goal: a formalized agreement between shelters and the PUSD to enroll students, including reimbursing the shelters for transporting a child, providing school supplies, and paying fees. In cases of extreme legal or security factors, a PUSD teacher would visit and provide work for shelter students.

SECTION B: PROGRAM DESCRIPTION

4. PROJECT GREEN LIGHT implements the No Child Left Behind Act of 2001 and the McKinney-Vento Homeless Assistance Act through its primary goal: to ensure student school enrollment, success, and retention as described in Sec. 723 under the McKinney Act. Simply, we are incorporating the four pillars of *No Child Left Behind* to comprise a suitable framework for education of homeless children: accountability for student performance, measurement, flexibility, and achievement. **PROJECT GREEN LIGHT** tailors these principles to include: 1. Raising academic achievement; 2. Focusing on what works; 3. Reducing bureaucracy and increasing flexibility; 4. Increasing options for students. Goals are to:

- Provide homeless children and youth with additional support needed to meet the state's challenging content and performance standards, particularly in reading and mathematics;
- Promote quality education and equitable access for homeless children and youth to special district, state, and federal programs and services;

- Expand district awareness and knowledge about barriers, issues, and needs faced by homeless children and youth through an ongoing professional development plan for staff, parents, and collaborative agency partnerships;
- Develop effective communication and participation activities with target families served;
- Establish interagency and inter-program collaboration for effective service delivery to the target population.

As described earlier, this program contains components aligned with the Standards and Indicators of Quality. Each of these standards will be addressed via a family/based and strengths/needs-based model for communities: immediate school enrollment; stability in school; specialized services when eligible; parental involvement; and importance of academic achievement. This program begins with the initial identification and intake of students and includes the following activities.

5. McKinney authorized activities will be uniquely utilized through:

---Standards-based tutoring, supplemental services and enriched educational services: classroom teachers will be notified of identified students for supplemental and enriched instruction within group settings. Title I, AmeriCorps members, and volunteers will sensitively tutor small groups that include homeless students with other students of similar abilities, thus linking educational services for equal access and success.

---Expedited evaluations of the strengths and needs of homeless children and youths: non-labeling intakes to identify such factors as long-term absences; multiple schools of attendance; poor home environment; chaotic family life; attendance tracking, etc. This procedure will include an assessment of health needs, school records, enrollment forms, and transportation. Students are referred to GATE, Special Education, afterschool and other opportunities, etc.

---Professional development: Home/School Worker and District Contact will attend the 15th Annual National Homeless Conference, state coordinator meetings, and regional trainings about McKinney-Vento programs and updates.

---Referral services: facilitating and publicizing immunizations, mental health, dental, housing, human assistance, food banks, clothes closets, etc...

---Defrayed transportation costs: taxi, Dial a Ride, and bus passes and vouchers, as well as increased and rerouted daily school bus service by the PUSD and for all-school events as needed. (Note: because of our supplemental 21st Century Community Learning Center grant, most of our transportation issues will be diminished to school-of-origin issues)

---Early Childhood Education: Families will be referred to area Head Start and other local and state preschools.

---After-school mentoring and summer programs include: automatic inclusion in 21st Century Community Learning Center afterschool and summer program at the Boys & Girls Club.

---Payment of fees for tracking and records obtainment: this will be an in-kind from the District.

---Education and training of parents: publicity and poster campaign; family nights at Boys and Girls Club; adult education, parenting education, and other workshops; face-to-face conferences within 30 days of enrollment; family literacy program including reading time and homework monitoring; individual student reports regarding academic needs and achievement.

---Coordination between schools and service agencies include: School/Home Liaison continually networking with local shelters (New Morning, El Dorado Women's, Progress House;

food banks (SHARE and others); clothes closets (Green Valley and Federated Churches), housing (County plus H.E.L.P.).

---Activities to address issues of domestic violence include: School/Home Liaison implementing a strengthened partnership with the El Dorado Women's Center and others.

---Purchase of school supplies includes essentials for classrooms and identified students at shelters for boosting mathematics and reading skills: basic supplies; backpacks; paperback books for library and giveaways; cassette recorders and headphones (no radio) for books-on-tape; flash cards, and others such as personal hygiene bags.

---Other extraordinary or emergency assistance: vouchers for clothing, food, transportation, etc.

The core of our program is a McKinney-funded School/Home Liaison who oversees a formal protocol for enrolling and linking homeless students with the school and community. In addition to assessing needs and academic strategies, this staff member works with the district nurse and school contacts to create a student action plan that is coordinated with other federal, state, and district programs (GATE, special education, English Language Development, 21st Century, school meals, Title I, etc.). Referrals are expedited with local shelters/motels, preschools, and medical, dental, psychological, employment, educational, and related services. Extra site support is provided by designated outreach contacts at each campus who identify and refer students, establish rapport with guardians, and contact the School/Home Liaison for assessments. These contacts also maintain an emergency store at each site with: personal hygiene bags (donated by our local Soroptomist group); items of clothing; school supplies; and academic reinforcements such as backpacks, books, flash cards, and books-on-tape.

PROJECT GREEN LIGHT will provide: a PUSD Home/School Worker, school site contacts, and a bilingual assistant for school/community/homeless networks; work with partners to link families to community resources and create exemplary services; actively identify, assess, enroll, and monitor homeless children and youth in appropriate programs (such as math and reading) and settings through intakes and student assessments; monitor improved attendance and academic functioning performance as shown in evaluations; pre-service assessment with every individual student to establish a tailored educational plan with expected learning outcomes in reading, writing, and mathematics; assure that a student's academic needs will be addressed with at least two hours tutorial support per week; that partners and PUSD staff will learn more about the McKinney program and principles; that all identified students will be linked to our new 21st Century Community Learning Center for afterschool and summer academic assistance and educational enrichment; and that at least 50% of parents of targeted students participate in our new family literacy program and/or adult education, health fairs, and other school/community activities.

7. Professional development activities of PROJECT GREEN LIGHT are included in a master plan of sessions devoted to school personnel and community partners:

- Cross training and leading workshops for other agencies and school districts in El Dorado County, such as county nurses and local shelters;
- PUSD in-services on content areas such as mathematics and literacy;
- CDE Coordinators meetings and related conferences;
- Orientation for school administrators and staff on program mandates and services;

- Specialized presentations to service providers, such as transportation, food services, and others involved in enrollment and identification of students;
- Presentations at collaborative meetings about program updates and requests.

In addition, the PUSD is committed to ongoing training for assessment models and standards training for all staff, including McKinney-Vento mandates for school and project personnel. Site contacts are also trained to assist in instruction at each school. Such professional development for educators and pupil services personnel are designed to heighten their understanding and sensitivity to the needs of homeless children, the rights of such children, and the specific needs of runaway and homeless youth.

8. Dispute resolution procedures regarding the educational placement and services to homeless children primarily address the determination of school enrollment and transportation responsibilities. According to our policy, whenever there is a disagreement, the school must: immediately enroll according to the parent’s wishes; keep the student until the dispute is settled; provide transportation to school of origin; explain the decision in writing; and send the parent, guardian, or youth to the School/Home Liaison to settle the disagreement quickly. Under **PROJECT GREEN LIGHT**, our School/Home Liaison is overseen by the District Director of Special Programs and acts as an advocate and mediator for any dispute. Individual issues are dealt with on a case-by-case basis in compliance with McKinney mandates. When challenges arise, the District Director has final word on ultimate resolution or appropriate services. If the parent is dissatisfied, PUSD has a uniform complaint procedure. The staff and contacts for this project inform parents of such procedures and assists parents with the process if needed.

9. Parental involvement in the academic success of their children will be supported in several arenas of **PROJECT GREEN LIGHT**, which recognizes that families want what is best for their children, but that many barriers limit parents’ abilities to fully support their children in school. The School/Home Liaison offers a wealth of information to parents and caregivers about opportunities such as our 21st Century Community Learning Center and other ways to help a child attain school success. In addition, parents and caregivers of identified students will be recruited for supplemental family literacy and parent education programs which support the growth of families and the whole community. The specific goals for the bi-weekly Family Program include: adult literacy in English and Spanish; programs and services for parents of children which assist them to enter and stay in school ready to learn (such as coordination with Head Start and state preschool sites); promotion of literacy within the family; and center-based as well as in-home and community-based activities for our families. Parents are also encouraged to join school efforts in tutoring, gardening, and other local volunteer efforts.

SECTION C: COLLABORATION *Because no one program’s funding can solve all the service needs, we’re linking the old with the new for this proposal.* Partners in **PROJECT GREEN LIGHT** include members of a 21st Century Community Learning Center collaborative with higher education, the religious community, and local resources. All have experience in the Placerville community and insights into the populace. These partners express a strong interest in identifying initiatives to strengthen the safety and spirit of our community, which has many needs and untapped resources. There is particular interest in classroom and family programs for homeless families at PUSD, the neediest schools on the Western Slope of El Dorado County.

10. To build the best possible coordination, PROJECT GREEN LIGHT partners completed comprehensive surveys, interviews, and focus group sessions throughout the community for the last nine months. We interviewed partners as well as those leaders in social services, public safety, education/literacy, and other resources to create a comprehensive local collaborative to identify needs. Although the proposed design includes rich and flexible components, we recognize the importance of continuous planning and alterations due to population increases, transient population, and changing social needs. This program ties into youth service councils, county groups including nurses, and the El Dorado County Children & Families First Commission. The PUSD already enlists community contacts such as: the County Departments of Social Services, Mental Health; Child Protective Services; New Morning Youth Services; Snowline Hospice; Marshall Hospital; Federated Church; CASA; REACH; County Library; Choices for Children; Federated Preschool; Sierra Mobile Clinic; private therapists; H.E.L.P. housing; SHARE emergency food; Boy Scouts; Healthy Families; Parent Project; and the Early Childhood Counseling Center. Upon notification of funding, our new group will swing into action: partners, including parents, staff, and students, will meet quarterly and update with phone/email/fax sessions, detailed minutes, fax blasts. A subcommittee, the Homelessness Task Force, will meet monthly and include: PUSD Director of Special Programs; School/Home Liaison; School Site Liaisons; Bilingual Liaison; representatives from local shelters, and others as needed including the program evaluator/grant manager and Boys & Girls Club representative. *All were involved in decision making, application data, and drafting of this proposal.* Through such shared management, the entire body of participants displays an allegiance to strengthening **PROJECT GREEN LIGHT** as the foundation for future homeless youth programs such as Even Start and School Community Policing Partnerships.

QUARTERLY COLLABORATION: A List of Our Resources and Partners

Those with an asterisk also meet monthly as the Homelessness Task Force.

Plus, as the only continuing applicant for McKinney-Vento funds in El Dorado County, PUSD is a member of key advisory groups including county collaboratives for broad-based coordination.

ORGANIZATION	OVERVIEW	Investment in McKinney-Vento
* Placerville Union School District LEAD AGENCY	LEA; fiscal agent; oversees MOUs, reports, evaluations, etc.; responsible for all program elements	Overseeing academic component and program; Board of Trustees; student data and test results; and family needs referrals
*EDC Western Slope Boys & Girls Club	Youth facility/partner for afterschool activities in 21 st Century Community Center	Afterschool program site; collection of student data for evaluation; homeless subcommittee member
American Sewing Guild, Gold Country Chapter	National non-profit dedicated to belief that sewing is rewarding activity	Volunteers, machines, and supplies for quarterly projects of sewing with curriculum components
Big Brothers Big Sisters of El Dorado County	National youth mentoring organization	Matches caring adults and high school seniors with youth on one-on-one basis
Central Sierra Regional Occupation Prog.	ROP program serving teens and young adults; links career/employment	Classes, internships, education; child care/ dental screenings; field trips; transportation

Choices for Children	Child Care Subsidy/Food Programs; Family/Provider Services; financial and family assistance	Referrals; resource center; links for <u>Play & Learn</u> , <u>Child Care Initiative Project</u> , <u>Kids Expo</u> and <u>Healthy Families</u>
City of Placerville Police Department	Local law enforcement agency overseeing park facilities; family, youth, special classes, etc.	Publicity; positive adult role models; improved relations between community and police
City of Placerville Recreation and Parks	Resource overseeing parks, sports and other classes; local resource	Referrals; assistance in program design; events
El Dorado Center, Folsom Lake College	Satellite of Los Rios Community College District	Source of student tutors, mentors, activity leaders; link to trainings
El Dorado County Arts Council	Local arts council for El Dorado County	Weekly art sessions; link to state arts standards
El Dorado County Library	County library system	Literacy and adult services; bookmobile; literacy; homework help
El Dorado County Office of Education	Leadership, service to school districts, students, parents and community	Links to State Preschool and Head Start; career-to-work; family education
El Dorado County Public Health Dept. and Social Services Department	Addresses access barriers to service; links to TANF, CalWorks, Foster Care, Child Protective Services	Physical, social, cultural, emotional, mental, and environmental health; immunizations; prevention; screenings
El Dorado County Board of Supervisors	Five member board of elected officials for county direction	County support for effort including links to departments such as Education, Health, etc.
* El Dorado County Women's Center	Assists victims/families of domestic violence and/or sexual assaults	Shelter; counseling; legal services; children services; formal referral and resource for PUSD
El Dorado Union High School District	PUSD students feed into EDUHSD; four comprehensive high schools (over 6,700 students) plus and adult education	Adult/teen educational options for families; volunteer mentors, and tutors; grantwriting coordination; evaluation; shared services/resources
Family Connections	Marshall Hospital visits/family advocates; Child abuse prevention; mentoring	Home visitation; prenatal program; welfare-to-work counseling for women; parenting classes; trained staff for Hispanic families
* El Dorado County Federated Church	Faith based community with active outreach to schools, youth, and needy populations	Food bank, clothes closet, temporary housing, senior volunteers/ mentors; conduit to local groups that serve local homeless populations
Girl Scouts of	Local council for the Girl	Community service and leadership

Tierra del Oro	Scouts of America	opportunities; publicity for events, etc.
Health Depot	Nonprofit resource/ bilingual referrals w/prevention; case management; prenatal	Anger management; car seat safety; food; health education; screening; support groups
* New Morning Youth and Family Services	Youth shelter; individual and family counseling; prevention services; pregnancy; parenting; case management	Counseling; alcohol/drug use; behavior, school problems; abuse or neglect; depression, isolation, anxiety, suicide; shelter for youth
Marshall Medical Community Health Library	Unique, free community health literacy agency	Bilingual medical librarian; multimedia information and services
* Progress House	Services for chemically dependent persons, families and communities	Counseling Centers and transitional housing, including residential shelter for women and children
University of CA Cooperative Extension	Master Gardeners program: trained local volunteers with 50 hours of training	Provide quarterly scientific gardening classes using Junior Master Gardener Curriculum

11. **FEDERAL, STATE, and LOCAL PROGRAMS to be coordinated** include a pooling of Title I and McKinney-Vento funds for a comprehensive student program, ensuring that specific needs of children experiencing homelessness or high mobility are met. **Hourly Programs and Title I monies fund** teachers and materials, boosting classroom tutoring plus afterschool POWER HOURS. Title I funds primarily fund personnel who directly help students, such as Title I teachers and paraeducators. As indicated in the budget, we are setting aside at least \$18,500 and Title I Part A funds to increase time and staff if higher levels are needed. Some Title I funding goes to instructional materials and the salary of the PUSD Director of Special Programs, who oversees all McKinney-Vento efforts. *No McKinney funds supplant current activities.* In addition, nutrition will be fortified with state nutrition funds. Bussing needs for our homeless population will be funded through our 21st Century grant in terms of home to school, school to afterschool, and afterschool to home. Prevention programs from TUPE and other funds will be also be woven into PROJECT GREEN LIGHT. Finally, our families will be reached with an intensive family literacy program funded by 21st Century funds and implemented with bi-weekly Family Nights by the Boys & Girls Club.

12. **As noted in the above chart of services and providers**, community partners are dedicated to supplementing educational activities. This program's tutoring services *supplement* regular classroom academics and do not *supplant* any existing services. Our goal is to support these students toward meeting of standards and success in school, always keeping McKinney-Vento services as supplementary toward this mission. PROJECT GREEN LIGHT activities are coordinated with existing programs and do not compete; instead, they expand and compliment what is already available.

13. **So that homeless children and youth are not stigmatized**, no academic services are provided to any students in isolation. For example, tutoring is given to small groups of students

chosen by ability, with homeless children working side-by-side with their peers. Shelter students may receive backpacks and other emergency supplies before they come on campus so that they will not feel “without.” Such a policy extends to all efforts, including summer programs, parent education, and our 21st Century Community Learning Center afterschool program. With all students guaranteed equal access, our homeless students are tutored and served in mainstream educational settings. In addition, **PROJECT GREEN LIGHT** provides sensitivity and awareness training for school staffs, community partners, and others who work with homeless families and youth. We are finding that an explanation of mandates, paired with brainstorming about responsibilities, is leading to family and community strengthening and support.

SECTION D: EVALUATION

PROJECT GREEN LIGHT’s comprehensive evaluation plan is focused on how activities vary and influence academic performance and student behavior. As discussed in *No Child Left Behind 2002*, such information is a rigorous approach leading to a research-based justification. Simply, how will this McKinney-Vento program affect PUSD students and Placerville as a whole? In this area where such needy students have critical academic and safety needs, what is this program’s impact? To what extent did **PROJECT GREEN LIGHT** meet its stated objectives? How effective were the services provided overall? What links were utilized to support individual families as well as the overall project? And what continuous improvement mechanisms were in place within this program? Such data and resources will be gathered and presented to three levels of policy-makers: funding sources (including CDE); collaborative partnerships including the School/Home Liaison, school site contacts, and others at the district level. Reflecting the McKinney-Vento legislation, **PROJECT GREEN LIGHT** will utilize those five standards and their associated indicators to enable an effective evaluation with results leading to effective programmatic decisions. (See needs assessment for Standards and Indicators of Quality for the Evaluation of Programs for Children and Youth Experiencing Homelessness.)

14. A rigorous evaluation of program impact will be conducted via a partnership approach on a local level for a stronger, refined program following the principles of continuous improvement. This will be especially important because effective services to homeless populations must utilize systems put into place in a relatively short period of time. PUSD is responsible for final report form, delivery, and publicity, with the Boys & Girls Club assessing afterschool data. We will utilize forms, instruments, and other tools as recommended for DOE requirements that will adjust and publicize the program, plus determine why and how the results are achieved. In addition to quarterly internal evaluations, our evaluation includes a final year-end project report. Simply, we will utilize both quantitative evaluation strategies and qualitative evaluation strategies to gauge program impacts and work toward continuous improvement.

This outcome evaluation will measure McKinney-Vento mandates as well as behavior and skill levels for youth and family members. District and collaborative partners will implement expedited evaluations in: student support and instruction (including attendance and reading/math); identification and assessment; staff development; parent activities; administration; and collaborations. The evaluation process will include groups, personnel, and resources participating in or affected by this program. A sampling of evaluation factors that influence program decisions include factors influencing student success and retention, such as:

OUTCOMES	MEASURES	DATA SOURCE
Students will be identified and immediately enrolled at each school site, including referrals from local shelters	Attendance, student identification	School attendance records, assessments, staff feedback, and KIDTRAX records
Students will improve study and behavior skills as shown by the use of positive youth and parent/child interactions	Changes in Behavior, Parent Activities,	Staff and teacher observations and checklists, surveys, report cards, participation in Family Nights, focus groups, and effort grades
Identified children will show movement toward proficiency level of content and performance standards expected of all students	Academic Functions,	STAR test scores, report cards, portfolios, and classroom teacher observations
District will improve capacity to serve the target population	Adm., Staff Devel., database codes	On-site visits, surveys, individual interviews, staff evaluations

Taken together, all these strategies will capture the voice of program participants and partners, measuring individual changes in behavior as well as community impacts. Measurements will include: achievement improvements among low-income and high-risk students, including those initially in the lowest percentages of test scores; direct relationships between gains in math and reading; amount of participation in the program; improvements in school attendance; suspensions; low-income student achievement; strengths and needs of staff development; and how to better deliver such training and services.

15. Multiple Evaluation Measures will include focus groups with parents, children, teachers, and staff, and will include bilingual resources. Standard 1, for example, will utilize: records of the Home/School Liaison; school and district enrollment records; and state records of contacts from families requesting enrollment or attempted enrollment. Standard 2 will utilize: school and district attendance records; program documents; parent and teacher interviews; and participant tracking. Standard 3 will utilize: program records; individualized needs assessments; and intake assessments. Standard 4 will utilize: school records; teacher, parent, and youth interviews; McKinney-Vento program documents; and parent training program documents. Standard 5 will utilize school and district records. Such data sources will lead to best practices as stated in Standards and Indicators of Quality McKinney-Vento programs.

To further tailor our evaluation, we will also use as needed: on-site visits; interviews of individuals and groups; community surveys; observations; student records; staff development evaluations; discipline records; test data; student portfolios including writing samples; logs of student moves (housing and school); attendance; GPA records, etc. Observations will be available and provided to school sites, Homelessness Task Force members, and other community partners. Interviews will be held with children and staff, often folded into trainings so that we find out exactly what everybody thinks and needs. Information from the interviews and focus groups will be included in appropriate annual evaluation reports. In addition, evaluation will be an important part of such collaborative meetings. The School/Home Liaison will regularly evaluate program components to assess program outcomes and determine whether efforts are

successful. As part of our 21st Century Community Learning Center, teachers are involved via weekly meetings with the PUSD Academic Liaison, teacher reports filed quarterly, and collection of weekend activity reports. Upon enrollment of identified students, teachers will create a baseline assessment and then update the results of participating students to measure gains in: satisfactory classroom performance; regular class attendance; getting along with others; class participation; class behavior; being ready to learn; turning in homework on time; satisfactorily completing homework; being attentive in class; and volunteering. **Local and state evaluation data will refine, improve, and strengthen PROJECT GREEN LIGHT** as these results focus on systems, delivery, and results. Questions guiding this evaluation include frequent assessment of program challenges and success, plus: was our initial assessment accurate? Are new partners helping solve challenges and needs? How are arrangements operating with regards to qualified staffing and service delivery, such as immediate enrollment and assistance, and how much is provided? How might costs be better redirected? Finally, is the Homelessness Task Force effective in evaluation and sustainability? Such information will be distilled into public reports and publicity that include an annual evaluation and fiscal documents as dictated by mandates. We shall also prepare quarterly attendance reports and executive summaries for partners, funding sources, and the public. Evaluation pieces will also be distilled into timely summaries that are easy to understand and use graphics to present findings. These products will help launch targeted publicity campaigns to recruit both students as well as potential resources. Thus, evaluations will be accessible to all relevant school providers and personnel, plus collaborative members and the public.

SECTION F: SUSTAINABILITY

16. Yes, our program will continue beyond the people who have committed today. In fact, sustainability is being addressed by PUSD even before McKinney-Vento funding is announced. A significant advantage to this application is that our 21st Century Community Learning Center primary partner is a community based organization. The Boys and Girls Club is uniquely situated to raise money and leverage community resources to ensure that the program will be serving children well beyond the grant period. The Club operates under the direction of a volunteer board of directors who maintains operating funds and capital improvements projects. An example of such LEA/CBO benefit is the Club's new Technology and Learning Center adjacent to the Armory, which will be used in Family Literacy programs for our homeless and needy families. This building was funded by the Mathews Educational Trust, S.H. Cowell Foundation, El Dorado County Board of Supervisors, and in-kind donations from the building community. It will house 12 state of the art computer work stations for Club Tech activities as well as space for group, family, and individual tutoring. The program is also the result of a partnership between the Boys & Girls Clubs of America and Microsoft Corporation, which is providing software and programs, curriculum, and training. The Club currently implements a fund development program which includes a Founder's Circle; United Way Support; golf tournament; summer raft trip "Whitewater Wednesday;" dinner events, auctions and other drives including individual donations and sponsorships. In addition, PUSD has already applied for several foundation grants, is reactivating its foundation, and is scheduled for the Lions, Rotary, and other community groups to present a "wish list" for donations and funding. Our school sites are embracing McKinney-Vento sustainability; for instance, middle school art students committed to an annual sale of holiday cards and calendars to benefit this program. The new Wal-Mart has pledged annual monetary donations in addition to clothing and other supplies. This summer, PUSD will

transform a portable classroom into its first Family Resource Center to house AmeriCorps and other volunteers as well as our Student/Home Liaison and McKinney-Vento program supplies. In addition to six AmeriCorps members, volunteer tutors are coming on board through local Soroptomists (who are spearheading a drive for personal hygiene bags), Federated Church (Senior Special Friends mentor and tutor homeless children), the Republican Women's clubs (who are conducting monthly book drives), and the local community college. **As with any program, the key to sustainability is public buy-in, including partners, parents, and teachers who might otherwise be reluctant to invest before we prove our longevity. We guarantee that PROJECT GREEN LIGHT will continue beyond this grant period for any identified PUSD student because of this infrastructure and collaborative arrangement.**

SECTION E: BUDGET

17. **Please see attached itemized budget for year one of the plan.** This reflects a tailoring of our first year costs with needed adjustments, such as our transportation line-item.

18. Expenditures which support and justify the program from McKinney-Vento funds:

Classified personnel salaries: \$30,000 from McKinney funds for one 80% time School/Home Liaison who will plan, coordinate, and implement all program activities; meet with staff and collaborative partnerships and task force; set up training; supervised daily program activities; work with school site staff to support families, etc; \$3,200 for site contact stipends including bilingual aide to help identify, enroll, and assist students.)

Employee benefits: \$12,154 will be paid for the School/Home Liaison from McKinney funds.

Books and Supplies: \$11,056 will provide training costs (\$2,700), outreach supplies (\$3,056), instructional supplies (\$2,300), and program supplies (\$3,000).

Services: McKinney funded items include mileage for the School/Home Liaison (\$2,200); NAEHCY conference costs for School/Home Liaison and Director of Special Programs (\$4,000); communications costs (\$2,400)

Capitol Outlay: \$10,000 will fund equipment for the program, including stand-alone desktop computer for School/Home Liaison, printer, and cell phone for bilingual aide. Also includes transportation and travel vouchers for homeless students.

The approved district indirect cost rate of 8% yields indirect costs of which \$6,000 will come from McKinney-Vento funds. TOTAL: \$81,000.

19. In-kind contributions not from McKinney-Vento funds total \$50,392 and are:

Certificated personnel salaries: classroom teacher, hourly teacher, and other certificated personnel interaction including District Administration costs are an in-kind of \$20,612. Director of Special Programs serves as district administrator of project, providing overall supervision, coordination, and management. Title I Resource teachers at school sites assist in assessment of target students; coordinate services to students; work with School/Home Liaison, etc.

Employee Benefits: Certificated benefits costs of approximately \$3,811 are in-kind.

Books and Supplies: Approximately \$3,500 in this line item will be donations from local groups such as books received from Republican Women and hygiene items donated by Soroptomists.

Capitol Outlay: \$1,500 is in-kind from PUSD for office equipment.