

**December 6, 2006**

Ana Traylor  
President  
The PA 715 Foundation  
1600 Holloway Ave  
San Francisco, CA 94132

Dear Ms. Traylor,

It is my pleasure to submit a proposal for implementation of the Lunchtime Literacy Project (LLP) for middle schools in the San Francisco Unified School District. With your support the Japanese Community Youth Council (JCYC) can implement this project and improve literacy rates for some of the city's foster students.

Studies have definitively proven that students who exit middle school without proper reading skills are less likely to ever master this basic skill. Not being able to read means students are less likely to graduate from high school or find long-term, gainful employment.

Foster students are particularly likely read below grade level because of their transitory lifestyle and lack of parental support. A majority of youth require additional academic support.

Our hope is that LLP will be more than just a tutoring program. Through consistent, individual support, our tutors will act more as mentors and friends to their students. We understand the turbulent nature of life for a foster youth, and LLP will seek to support these youth academically and emotionally.

Your gift of \$100,000 will help launch LLP and establish the framework for a high-quality, long-lasting educational support system for foster youth. The money will be used for hiring tutors, purchasing materials, and offering incentives, among other costs.

Thank you for your consideration,

Jon Osaki  
Executive Director  
Japanese Community Youth Council  
1596 Post Street  
San Francisco, CA 94109

# **Lunchtime Literacy Program**

**Improving Literacy for San Francisco Foster Youth**

“Today a reader, tomorrow a leader.”

-Margaret Fuller

Ben Halili  
Julia Westhoff  
Leila Ertel  
Krystal Williams  
Veronica Vallejo

**Grant Writers, Japanese Community Youth Council**  
San Francisco, CA

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## A. NARRATIVE

### 1. Executive Summary

The Japanese Community Youth Council (JCYC) respectfully requests a grant in the amount of \$100,000 to implement the Lunchtime Literacy Program (LLP) for middle school foster youth. The LLP proposed by JCYC will support the learning needs of middle school students who are identified by the schools as being at least one grade reading level below where they should be. Through a consistent literacy tutorial program made available at school, foster youth will experience an increase in their reading and writing abilities. LLP tutors will conduct individual assessments, create learning plans, and provide tutoring sessions to assist foster youth in developing their literacy skills. The goal of the program is to increase the writing and reading skills of middle school foster youth, preparing them for success in high schools, and future emancipation.

Funds will be used for contracting several tutors, purchasing assessment tools and literacy curriculum, as well as providing incentives and rewards for participation and academic success. Funding will also be allocated for the salary of the Tutor/Mentor Coordinator.

### 2. Grant Proposal Narrative

- **Statement of needs/problems to be addressed; description of target population and how they will benefit:**

Statement of needs/problems to be addressed:

Although LLP understands that there are other student populations reading below grade level, the growing number of foster youth, coupled with the grim statistics for their educational success, clearly shows a specific need for supportive services geared towards the learning and literacy needs of foster youth.

Nationally, the number of youth in foster care has steadily increased since the 1960's. Over that period the number of child abuse and neglect reports grew dramatically from 10,000 in 1962 to almost 3 million in 1999. Of the 1.8 million reports that were substantiated, 58% involved neglect, 21% involved physical abuse, and 11% involved sexual abuse. Between 1984 and 2000 the number of children placed in foster care more than doubled (U.S. Department of Health and Human Services, 2001).

According to statistics presented by the United Way of the Bay Area's Honoring Emancipated Youth initiative, the educational status of foster youth is dismal:

- 83% of foster children are held back by the third grade
- 75% of children and youth in foster care work below grade level
- More than 35% of children and youth in foster care are in special education
- Only 15% of foster youth take the necessary preparatory courses to gain college admission (compared to 32% of the general population)
- 46% of former foster youth complete high school (compared to 84% of the general population)
- Fewer than 10% of foster youth that graduate from high school enroll in college, and less than 1% graduate from college.

It is difficult for foster youth to succeed as emancipated adults at the age of 18 when they are so far behind in their educational skills. Developing specific support services to target the needs of foster youth is necessary because most foster youth do not have stable support systems to fall back on once their cases are closed and they can no longer live in their former foster or group homes. The high lack of learning skills and the urgency that emancipation brings, make foster youth a special population needing special services.

Description of target population and how they will benefit from LLP:

The LLP addresses the specific needs of foster youth in its design and implementation. According to teachers and educational service providers, in order for a literacy program to work with a student population so far behind, the program must be consistent, be coordinated with the school's curriculum, and be held during school hours. Because of the instability in many foster care living situations, LLP has designed a tutoring program to be implemented three times a week. There is also the option of daily tutoring, within the stability of school sites. LLP understands that it can be difficult to have youth attend and focus on learning programs after school. Students may not show up for tutoring sessions at resource centers or do not want to participate at home. When they do attend after-school sessions, they are too tired from a long school day to focus on more learning activities. JCYC modeled the LLP after its Asian Youth Prevention Services (AYPS), a successful lunchtime drug and alcohol prevention program conducted at middle schools for youth who are identified by schools as being "at-risk" of having drug and alcohol problems. A lunchtime middle school program

designed to address the literacy needs of foster youth before they enter high school will increase the probability of high school success, diploma attainment, and successful adulthood.

- **Program goals, measurable objectives, action plans, program design, and statements as to whether this is a new or ongoing program:**

Program goals:

The primary goal of JCYC's Lunchtime Literacy Program is to increase the reading and writing skill levels of middle school foster youth who are identified by their schools as working below grade level. This goal will be achieved through daily tutoring utilizing an approved literacy curriculum. The tutor will conduct an assessment to determine the student's skill level and provide curriculum-based tutoring to address his/her literacy needs.

Another goal of the LLP is to increase the number of stable and positive adults who support foster youth through their transition from middle school into high school. This goal will be achieved by making sure that the tutors have a good relationship with their tutees. The Tutor/Mentor Coordinator will also be involved in Individualized Educational Program (IEP) meetings with the youth, caregivers, and school administrators to make sure that the tutoring is coordinated with the school's literacy efforts.

Measurable objectives:

- LLP will provide tutoring for a minimum of fifty (50) students at various San Francisco middle schools during the school's instruction days. Tutoring will be conducted in no more than three to one ratio.
- One hundred percent (100%) of the participating students will receive a literacy assessment, a STAR Test, and a learning plan.
- Ninety percent (90%) of participating students will report an increase in the number of people who care about them and will form a positive relationship with staff. This will be measured through client satisfaction surveys.
- Seventy-five percent (75%) of participating students will increase their skills in reading and writing. This will be measured by tutoring assessments and monthly practice STAR tests.

- Seventy-five percent (75%) of participating students will maintain their tutoring relationship for a minimum of 4 months. This will be measured by a tutoring contact log and sign-in sheets.

Action plan, program design, and statements as to whether this is a new or ongoing program:

LLP is a newly developed literacy tutorial program, modeled after JCYC's successful lunchtime drug and alcohol prevention program, and is designed to supplement JCYC's Independent Living Skills Program (ILSP) and the middle schools' literacy efforts. ILSP currently provides support services for teenagers in foster care, including subject-based tutoring at the students' homes. LLP understands the need for tutoring specific to the literacy needs of foster youth and one that complements the work that is currently being done at the schools. LLP also understands the difficulty to motivate youth once the school day is over. In order to make a significant impact in addressing the literacy needs of foster youth, JCYC designed LLP to collaborate with the middle schools so that tutors may go directly where the students are.

LLP, in collaboration with ILSP and the San Francisco middle schools, will identify foster youth who are reading at least one grade level below where they should be. The necessity to provide services for foster youth justifies the need to target them over other student populations. Referrals will be provided by the schools to the Tutor/Mentor Coordinator and outreach efforts will be conducted to promote the program to the students. (A copy of the referral is included in the proposal as Appendix A). Tutors will be assigned to the schools to work with a maximum ratio of three students to one tutor. LLP will focus its initial efforts at three middle schools, Everett, James Lick, and Visitacion Valley, due to the high level of students with low proficiency scores in language arts (Department of Education, 2006). Eventually, the program will operate in any middle school with an eligible foster youth population.

Tutors will conduct an assessment, a STAR Test, and develop a learning plan for each student. Once the individualized learning plan has been developed, tutoring sessions will be conducted three times a week but will be offered daily if desired. Tutors will use curriculum material that is appropriate for each student's needs. Tutoring will be conducted during the student's lunch hour in a classroom designated by the school. Students will eat their lunch during the tutoring sessions. Tutors will also bring refreshments to some tutoring sessions as

rewards for successes. The tutoring assessment and the STAR Test will be conducted monthly to measure the student's progress. Students will receive incentives such as gift certificates or prizes for increasing their literacy skills. Tutors will communicate with the students, caregivers, teachers, and school administration to report on the student's success.

It is understood that not every student who needs services will be interested or appropriate for participation in the lunchtime tutoring. If assessments and learning plans identify a student with severe learning needs, there will be an option for students to continue additional tutoring at the homes. This option is also available for youth who need and want tutoring services but choose not to meet during the lunch hour. An agreement will be made with these youth to make sure that if tutoring is conducted outside of school, the student will commit to the tutoring efforts. Progress will be tracked and the tutoring will be assessed for success.

In addition, if a student moves from one school to another, there is an option of having the tutor follow that youth or placing another tutor to work with the student in the school where he/she is placed. This process will guarantee that the tutoring services follow the students regardless of location.

- **Timetable for implementation:**

The LLP will be implemented as follows:

- LLP contract begins on July 1, 2007;
- Have MOUs signed by the middle school administrators by July 15, 2007;
- Hire and train tutors on the the literacy curriculum, learning needs of foster youth; and the school's policies and procedures by August 1, 2007;
- Continue hiring and training tutors on an ongoing basis until capacity has been filled;
- Receive referrals from Everett, James Lick, and Visitacion Valley middle schools and match a minimum of 10 students with available tutors by August 1, 2007;
- Assessments, STAR testing, intakes, and learning plans are developed on an ongoing basis;
- Continue receiving referrals from other San Francisco middle schools and match a minimum of 25 students by September 1, 2007;

- Provide a first quarter report to the PA715 Foundation on the status and success of the program by October 10, 2007;
  - Student progress reports are provided to caregivers and teachers on an ongoing basis;
  - Continue receiving referrals from schools and match a minimum of 50 students by November 1, 2007;
  - Maintain tutoring matches on an ongoing basis;
  - Recruit new students on an ongoing basis as other students drop out of the program or reach their targeted literacy level;
  - Provide a mid-year report to the PA715 Foundation on the status and success of the program by January 10, 2008;
  - Provide a third quarter report to the PA715 Foundation on the status and success of the program by April 10, 2008;
  - Provide an annual report to the PA715 Foundation on the status and success of the program by July 10, 2008;
  - Contract ends June 30, 2008; continue tutoring through additional funding sources.
- **Program partners and their roles:**

Independent Living Skills Program (ILSP):

ILSP will be the physical headquarters of the Lunchtime Literacy Program because the Tutor/Mentor Coordinator is staffed through ILSP. ILSP's Tutor/Mentor Coordinator will hire and train tutors, coordinate tutoring matches, provide oversight for LLP, and generate reports from the ILSP Resource Center. ILSP will also provide contact information for clients. Since ILSP already provides subject-based tutoring for current and former foster youth, this partnership with LLP will expand learning services for foster youth in order to enhance the literacy skills of students.

San Francisco Unified School District and San Francisco Middle Schools:

JCYC will be conducting the LLP tutoring in San Francisco Middle Schools and using their classrooms during lunchtime. The following middle schools will also be identifying the eligible clients and making referrals for LLP:

- Visitacion Valley
- James Lick
- Everett
- Aptos
- Luther Burbank
- Gloria R. Davis
- James Denman
- Francisco
- Benjamin Franklin
- A.P. Giannini
- Dr. Martin Luther King Jr.
- Horace Mann
- Marina
- Enlo Maxwell
- Presidio
- Roosevelt
- Herbert Hoover

In addition, teachers will provide valuable feedback regarding their students' successes and achievements.

Human Services Agency's Family and Children Services:

Human Services Agency's Family and Children Services, through their child welfare workers and foster caregivers, will collaborate with LLP by providing feedback and client information. Since child welfare workers, foster parents, and group homes are the primary caregivers for foster youth, their role is vital in supporting and sustaining the literacy progress of the students.

- **Similar existing projects and how they differ from our proposal; efforts to work cooperatively:**

**Everybody Wins!**

Everybody Wins!, project similar to LLP is based in Washington, D.C., and has shown to be very successful. Power Lunch is their lunchtime literacy program, and it has been proven to improve reading skills (everybodywins.org). Every week various professionals travel to elementary schools for one-on-one reading time with disadvantaged school children during lunchtime. Everybody Wins! works with teachers to select students who are reading below grade level. Researchers found that the program imparted notable benefits to the poorest readers. For example, teachers reported that Everybody Wins! students who read below grade level improved both their academic performance and their classroom behavior.

Specifically, the children's teachers found that by the end of the year:

- 25% of poor readers in the Power Lunch program improved their academic performance, more than twice the amount of low readers in the control group who did so.

- 55% of poor readers in the program often or always enjoyed reading, well above the 31% of control group students who felt that way.
- 16% of low readers improved or very much improved their classroom behavior, more than five times the 3% of control group students who did so.

LLP has contacted Craig Fleishman, Executive Director of Everybody Wins! Los Angeles affiliate. Mr. Fleishman has committed to working closely with LLP and offering any assistance in the following areas: program development and, funding, hiring and training volunteer tutors.

#### JCYC's Asian Youth Prevention Services (AYPS):

AYPS provides a lunchtime drug and alcohol prevention curriculum for middle school students who are identified by the schools as being "at-risk" of having dependency issues. Although the focus of AYPS is different, LLP will collaborate with the program by utilizing the prevention services for tutees that might be at risk of drug or alcohol dependency. In turn, AYPS will identify clients who are foster youth with literacy tutoring needs.

#### Foster Youth Services (FYS):

FYS is a program funded by the San Francisco Unified School District designed to provide support services for foster youth living in group homes. The goal of FYS is to make sure that foster youth in group homes are all enrolled in appropriate schools and are getting a proper education. LLP will work together with FYS to identify foster youth with severe learning disabilities to make sure that they are getting the help they need. FYS will also continue to provide additional tutoring to foster youth in other subjects and learning needs.

#### Foster Grandparent Program:

The Foster Grandparent Program is a volunteer organization that provides special-needs children with inter-generational relationships with seniors. The volunteers assist with mentoring and tutoring. LLP will work with the Foster Grandparent Program to expand the tutoring services for foster youth and provide additional support in the youth's daily lives.

#### San Francisco School Volunteers (SFSV):

SFSV, an integral part of the city's education system, is the largest source of trained volunteers for San Francisco public schools. Each year, 1000 volunteers are recruited, trained and placed in classrooms and other roles throughout the school district. Program volunteers span a large range of backgrounds and vocations. The majority of SFSV volunteers spend at least an hour or more per week in a specific school, an experience which

prompts them to become more engaged in their school's community. LLP will work closely with SFSV to mobilize volunteers to assist with tutoring foster care youth and helping them achieve their full potential.

- **Involvement of constituents in defining problems to be addressed, making policy, and planning the program:**

Developing a tutoring program begins by convening the key stakeholders who will contribute to, and benefit from the program. Stakeholders/constituents may include the following:

- Administrators, reading specialists, and teachers from the public school system;
- Teachers and staff from foster care agencies, group homes, as well as child welfare workers;
- Staff from community organizations such as libraries, churches, and youth agencies;
- Foster care families of children likely to be enrolled in the program and representatives of family organizations;
- Volunteer tutors;
- Tutor recruiters and coordinators;
- Work-study program administrators and students;

The stakeholders collectively represent the community's experience and expertise. Together they will help LLP achieve the following goals:

- Assess student needs;
- Define the mission of LLP;
- Set goals and objectives;
- Create tutoring partnerships;
- Design the LLP program;
- Select or adapt a reading curriculum;
- Provide support for tutors; and
- Implement the plans.

LLP will continue to include the following constituents regarding the needs assessment of the students and the program planning of LLP:

Students: LLP conducted a focus group with 30 middle school students and had them pick which of the four literacy curriculum they felt was most helpful. The curriculum with the

most positive responses was the one picked to be implemented by LLP. In addition, students will have an active role in the program's direction because their learning plan will be individually designed based on their needs and skills.

Teachers: LLP will continue to work with teachers by utilizing feedback forms. Teachers will have a say in identifying their students' successes and needs.

The California State Literacy Program: LLP met with the Northern California Literacy Regional Director to assess the best way to provide literacy services for foster youth. It was her suggestion to start with middle schools in order to prepare foster youth for high school. It was also her suggestion to conduct the program on school site and during lunchtime in order to meet the students in an environment they are already familiar with and comfortable in, as their surroundings are constantly changing.

The San Francisco Unified School District and San Francisco Middle Schools: LLP received commitments from middle school administrators to collaborate in this literacy effort.

Memorandums of Understanding (MOUs) will be signed once the grant is awarded and the program is implemented. (A draft of the MOU is included in the proposal as Appendix B). Furthermore, the school administrators and teachers will receive progress reports on the youth and they will be active participants in the program's direction.

Foster Parents, Group Home Staff, and Child Welfare Workers: Foster parents, group home staff, and the child welfare workers all play a vital role in the program design and implementation of LLP. These three groups of people are involved in the care and well-being of foster children. LLP will work with them in gathering program feedback and evaluation as well as determining how to proceed with the child's tutoring.

- **Qualifications of key staff and specific training needs for the program:**

The proposed staffing, qualifications, and responsibilities for LLP are as follows:

Independent Living Skills Program Tutor/Mentor Coordinator (1.0 FTE): The Tutor/Mentor Coordinator will coordinate the tutoring services that JCYC will provide for LLP. He/she will coordinate training for tutors, match youth to appropriate tutors, and provide tracking of client progress. The qualifications for the Tutor/Mentor Coordinator are:

- Strong communication and organization skills;
- Great understanding of the needs of foster youth;
- Strong computer skills and reporting skills;
- Ability to handle payroll;

- Ability to hire, train and supervise staff;
- Bachelor's Degree from accredited college or university;
- 2 years experience working in the field of social services, preferably with foster youth.

The resume for Angela Rosales, the current Tutor/Mentor Coordinator is provided in Appendix C.

Proposed Positions:

Tutors (Part-Time Hourly Staff): Tutors will provide regular tutoring for youth in literacy development. The qualifications for Tutors are:

- Previous teaching or tutoring experience;
- Ability to learn the tutoring curriculum in a short amount of time;
- Ability to assess the student's needs and skill level;
- Familiarity with other techniques in teaching literacy;
- Associates Degree or higher;
- Minimum of 1 year experience teaching, and tutoring, preferably with foster youth;
- High comfort level working with youth and ability to develop positive rapport with youth.

A job description is provided in Appendix D.

Training needs for the program:

The Tutor/Mentor Coordinator will train tutors in topics such as assessing the youth's learning needs, teaching the tutoring curriculum, understanding the issues that foster youth encounter, communicating with teachers and caregivers, policies and procedures of the program and the schools. Training will be conducted upon hire and follow-up training sessions will be available every 4 months and as needed. All staff are also encouraged to participate in staff trainings conducted by JCYC and ILSP.

- **Long term strategies for funding this program at the end of the grant period:**

The term of funding for the grant requested is for one year. Therefore, long-term strategies for funding will include soliciting funds from local government agencies, the San Francisco Unified school district, and other businesses and organizations within the community committed to education.

Another option for future funding is Title I, the largest single federally-funded educational program. This program authorized by Congress, provides supplemental funds to school districts across the country to help improve educational outcomes for students at risk of educational failure. These funds generally help schools with the highest student concentrations of poverty meet their educational goals. Recent changes to Title I include increases in the amount and quality of learning time and the implementation of programs that enhance the school-day curriculum.

Lastly, LLP may also be aided by Assembly Bill 490 (AB 490), which became effective January 1, 2004. The law gives increased responsibility to school districts, county social service agencies, and other child welfare professionals to monitor and support the education of foster youth. The implementation of this law created a mandate to further any programs related to the literacy and education of foster care children.

### **3. Evaluation**

#### **• Plans for evaluation, success definition and measures:**

Evaluation is essential to the success of any program. Evaluation allows the program to gauge its progress and adjust practices to best serve children and the community. We will conduct periodic and ongoing program evaluation to help us identify practices and systems that are effective as well as those that need improvement. We will gather and analyze program results, determine to what extent program goals and objectives are being met, and report on the impact of our service. The evaluation of our program will include the following:

- LLP will encourage feedback from all participants and stakeholders/constituents using questionnaires and feedback forms;
- LLP will address program procedures as well as accomplishments through regularly scheduled meetings with tutors, program staff and stakeholders;
- LLP will report progress toward meeting program goals and objectives to stakeholders;
- LLP will provide a map for continuous improvement of systems and practices by providing ongoing training for tutors and communicating regularly with families and teachers to track student reading progress and overall educational gains.

LLP will conduct pre and post-program tests using STAR Reading, a computer-adaptive assessment of reading skills. It is a norm-referenced assessment for students in grades 1

through 12 and it measures students' reading comprehension and provides Grade Equivalent (GE) scores as one measure of reading achievement. GE scores indicate the normal grade placement of students and provide a Zone of Proximal Development to help teachers match students with appropriate books. These tests will be conducted upon entry into program and at monthly intervals.

In addition, LLP tutors will create and maintain weekly portfolios that document and track student progress. The data from these reports will be analyzed and the results provided for the constituents. LLP's definition of success will be improvement in reading and writing skills as measured by the STAR test. It is also our hope that our questionnaires, surveys, and feedback forms will convey that LLP has positively impacted students in areas such as self-esteem and sense of purpose.

- **Use and dissemination of evaluation results, program replication:**

Evaluation results will be used to determine the progress of the students and to determine the type of curriculum to be used in the tutoring plan. Results of the students' progress will also be disseminated to the teachers, caregivers, and child welfare workers to make sure that they are kept informed of their student's success. By compiling the evaluation outcomes, reports will also be generated for PA715 Foundation on a quarterly basis.

There are no plans to replicate the program for other school districts at this time.

Appendix A:

Referral

Appendix A: Referral

## Referral of Foster Youth for Lunchtime Literacy Program

Student \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Teacher/Grade \_\_\_\_\_

Teacher Email \_\_\_\_\_

1. The student is being referred by:

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Your relationship to the student is:

Teacher     Principal     Guardian     Other

2. Please state your reasons and goals for referral:

3. Please identify areas of strength:

4. Please note specific areas of academic support needed:

Reading Comprehension

Writing

Listening Comprehension

Vocabulary

Grammar

Spelling

Phonics

Decoding

Writing

Fluency

Vocabulary

Other \_\_\_\_\_

5. Please indicate if the student currently participates in any educational/behavioral extra-curricular programs:

6. Please indicate if the student has any known learning disabilities:

## Appendix B:

# Memorandum of Understanding

## **Memorandum of Understanding Lunchtime Literacy Program \_\_\_\_\_ Middle School**

This partnership agreement is between **Lunchtime Literacy Program (LLP)** and \_\_\_\_\_ **Middle School** and specifies the expectations of the partnership for the school-based literacy tutoring program Lunchtime Literacy Program. The agreement will be in effect from **October 1, 2007 – September 30, 2008**.

### **Partnership Goals:**

LLP agrees to work together with \_\_\_\_\_ Middle School to provide a school-based literacy tutoring program for **6<sup>th</sup>-8<sup>th</sup> graders** to be conducted on-site at \_\_\_\_\_ Middle School. The tutoring program will include the following elements:

- **15-25** students will meet daily during the school week throughout the academic year.
- LLP will serve foster youth who will benefit most from the developmental relationship that tutoring provides.
- Youth will be referred to the program coordinator by school-site staff.
- Youth participants will be required to attend the program throughout the school year.
- Adult tutors who have interest in working with high-need youth as well as experience tutoring will be recruited, screened, and trained to ensure child safety and a successful tutoring outcome. The program will be supervised on-site and through monthly personal contact with teachers and periodic contact with parent/guardians.
- LLP Program Coordinators will liaise bi-weekly with school site staff to monitor the impact and effects of the program on participants.

### **Projected Outcomes:**

- Youth participants will increase their academic performance as a result of participation in LLP.
- The self-esteem of youth participants will increase as a result of participating in LLP.
- Youth participants will increase their scores on the California standardized STAR test.

### **Roles and Responsibilities:**

LLP agrees to:

1. Assign one LLP Program Coordinator to implement and monitor the program. The LLP coordinator will be an employee of the Japanese Community Youth Council (JCYC).
2. Recruit, screen, and select adult tutors according to the policies and procedures set forth by JCYC. JCYC will conduct screening, personal interviews, and two reference checks for all prospective tutors to help ensure the safety of the students. Other screening procedures may be conducted as needed.

3. Provide tutoring training to all tutors. Additional skills and youth development-related issues training opportunities will be offered throughout the year to tutors and interested school-site staff.
4. Offer group and individual incentives throughout the year as a reward to students.
5. Evaluate the impact and the quality of the program a several points throughout the year.

\_\_\_\_\_ Middle School agrees to:

1. Assign the \_\_\_\_\_ Middle School after-school site coordinator to serve as a primary liaison to LLP. The liaison will support the program through facilitating communication between the LLP coordinator and school teachers and counselors, providing back-up support to the LLP coordinator in areas of student management and coordination, and assist with facilities use issues and scheduling.
2. Provide individual desk/work space, telephone, internet connection, and shared fax and copier for use by one LLP coordinator at \_\_\_\_\_ Middle School.
3. Provide classroom space for tutors and students to meet individually, for group activities, and for storage of educational and recreational resources, materials, and equipment. .
4. Assist with tutor training to the extent necessary to provide an orientation about the facilities, policies, and culture of \_\_\_\_\_ Middle School as it pertains to LLP.
5. Refer 6<sup>th</sup>-8<sup>th</sup> grade students to LLP as appropriate. When tutors are recommended as an appropriate intervention to assist foster students success in school, \_\_\_\_\_ Middle School staff shall refer the student to LLP.
6. The after-school site coordinator will help enroll youth into LLP by facilitating necessary parental permission for participation in the program.
7. Provide all information needed for program evaluation including attendance records and academic grade reports for LLP youth participants
8. Provide routine feedback about youth from teachers and other school staff.

**Funding:**

- As LLP is a recipient of a 715 Foundation grant award for in school tutoring, JCYC will provide LLP at \_\_\_\_\_ Middle School free of charge for the 2007-2008 academic year.
- LLP and \_\_\_\_\_ Middle School agree to support one another's efforts to seek funding for the 2008-2009 academic year in order to ensure the sustainability of the program.

LLP staff and \_\_\_\_\_ Middle School staff will meet as necessary to maintain and renew the partnership. This agreement is for the 2007-2008 academic year and may be renewed on an annual basis.

\_\_\_\_\_  
 Program Coordinator  
 LLP

\_\_\_\_\_  
 Principal  
 \_\_\_\_\_ Middle School

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix C:

### Resume for Angela Rosales

## Angela Denise C. Rosales

163 AVALON DR. DALY CITY, CA 94015 • ADCROSALES@HOTMAIL.COM • 650-278-2638

### Education

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UNIVERSITY OF CALIFORNIA, *SANTA CRUZ, CA* 09/01 – 06/05  
B.A. PSYCHOLOGY

CARNEGIE MELLON UNIVERSITY, *PITTSBURGH, PA* 05/03 – 06/04  
PUBLIC POLICY AND INTERNATIONAL AFFAIRS FELLOW

- ONE OF THIRTY STUDENTS SELECTED FROM HIGHLY COMPETITIVE NATIONAL POOL OF OVER 300 APPLICANTS
- SEVEN WEEK GRADUATE LEVEL PROGRAM – CORE CURRICULUM INCLUDED COURSES IN STATISTICS, ECONOMICS, PUBLIC POLICY ANALYSIS AND LEADERSHIP DEVELOPMENT

SACRED HEART CATHEDRAL PREPARATORY, *SAN FRANCISCO, CA* 08/97 – 05/01  
GRADUATED WITH HONORS

### Leadership Experience

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ASSOCIATED STUDENTS, UC SANTA CRUZ, *SANTA CRUZ, CA* 05/03 – 06/04

#### EXTERNAL VICE PRESIDENT

- ELECTED TO SERVE AS EXTERNAL VICE PRESIDENT BY UNDERGRADUATE STUDENT BODY
- ACTED AS PRIMARY LIAISON TO OFF-CAMPUS CONSTITUENCIES
- ASSISTED IN THE MANAGEMENT AND DISBURSEMENT OF A \$250,000 BUDGET
- DEVELOPED DONOR RELATIONS
- RESPONSIBLE FOR RECRUITMENT, HIRING AND SUPERVISION OF STUDENT INTERNS
- BUILT STRATEGIC COALITIONS WITH STUDENT ORGANIZATIONS TO PASS BALLOT MEASURE INTENDED TO INCREASE RETENTION AMONGST UNDERGRADUATE STUDENTS
- SPEARHEADED CAMPUS-WIDE POLITICAL CAMPAIGNS FOCUSED ON VOTER REGISTRATION AND EDUCATION

UNITED STATES STUDENT ASSOCIATION, *WASHINGTON D.C.* 09/02-09/04

#### OUTREACH COORDINATOR, CAMPUS LIAISON

- ELECTED TO SERVE AS THE NATIONAL OUTREACH COORDINATOR BY BOARD MEMBERS
- INITIATED MARKETING CAMPAIGN TO OUTREACH TO PRIVATE COLLEGES AND UNIVERSITIES IN AN EFFORT TO INCREASE MEMBERSHIP
- COLLABORATED WITH NATIONAL ORGANIZATIONS, LABOR UNIONS, COLLEGES, UNIVERSITIES AND ELECTED OFFICIALS ON LEGISLATION AFFECTING ACCESS TO HIGHER EDUCATION
- CREATED AND IMPLEMENTED EDUCATIONAL WORKSHOPS FOCUSED ON POLITICAL LEGISLATION AFFECTING COLLEGE STUDENTS
- LOBBIED TO ELECTED OFFICIALS REGARDING LEGISLATION AFFECTING STUDENTS IN VARIOUS CIRCUMSTANCES

UNIVERSITY OF CALIFORNIA STUDENT ASSOCIATION, *OAKLAND, CA* 09/02-06/04

#### UNIVERSITY AFFAIRS VICE-CHAIR

- ANALYZED THE EFFECTS OF REGENTAL POLICIES ON STUDENTS THROUGHOUT THE UC SYSTEM
- PLANNED SPECIALIZED CONFERENCES AND WORKSHOPS TO EDUCATE STUDENTS ABOUT RELEVANT POLICIES AND LEGISLATION
- REPRESENTED UC UNDERGRADUATE STUDENTS IN COMMITTEES, CONFERENCES AND MEDIA EVENTS

KUYA/ATE (BIG BROTHER/BIG SISTER) MENTORSHIP PROGRAM, UC SANTA CRUZ, *SANTA CRUZ, CA*  
05/02 – 05/03

## **COORDINATOR**

- CREATED AND IMPLEMENTED MENTORSHIP WORKSHOPS FOR PROGRAM PARTICIPANTS
- PROVIDED ADVISING TO STUDENTS REGARDING ACADEMIC GOALS AND COMMUNITY INVOLVEMENT
- FACILITATED MEETINGS AMONGST CORE LEADERSHIP

FILIPINO STUDENT ASSOCIATION, UC SANTA CRUZ, *SANTA CRUZ, CA*  
06/05

09/01 –

## **OUTREACH CO-CHAIR**

- ELECTED TO SERVE AS OUTREACH CO-CHAIR BY COMMUNITY MEMBERS
- SERVED AS AN ADVISOR TO STUDENT COORDINATORS
- PRODUCED AND GATHERED MATERIALS FOR HIGH SCHOOL OUTREACH PROJECTS
- DEVELOPED THE ORGANIZATION ALUMNI DATABASE

## **Employment Experience**

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EDGEWOOD CENTER FOR CHILDREN & FAMILIES, *SAN FRANCISCO, CA*  
PRESENT

10/05 –

### **RESIDENTIAL COUNSELOR**

- THERAPEUTICALLY MANAGE A GROUP OF SED CHILDREN IN ACTIVITIES OF DAILY LIVING
- FOLLOW THROUGH ON IMPLEMENTATION OF TREATMENT PLANS FOR CHILDREN
- DESIGN, LEAD AND PARTICIPATE IN POSITIVE PROGRAM ACTIVITIES

STANDING AGAINST GLOBAL EXPLOITATION INC., *SAN FRANCISCO, CA*  
05/06

12/05 –

### **SAFEHOUSE RESIDENTIAL COUNSELOR**

- RESPONSIBLE FOR HAVING KNOWLEDGE OF AND CARRYING OUT AGENCY POLICIES RELEVANT TO YOUTH IN CARE
- COLLABORATE IN DEVELOPMENT AND IMPLEMENTATION OF TREATMENT PLANS FOR YOUTH
- MAINTAIN SUPERVISION OF YOUTH AT ALL TIMES

OFFICE OF ADMISSIONS & ORIENTATION, UC SANTA CRUZ, *SANTA CRUZ, CA*  
07/05

05/05 –

### **ORIENTATION LEADER**

- PROVIDED INFORMATIVE AND INTERACTIVE SESSIONS REGARDING A VARIETY OF UNIVERSITY POLICIES FOR INCOMING STUDENTS AND THEIR FAMILIES
- LEAD AND PARTICIPATED IN PANELS, WORKSHOPS AND CAMPUS TOURS

MACROECONOMIC POLICY INSTITUTE, *SANTA CRUZ, CA*

02/05 – 06/05

### **STUDENT ASSISTANT**

- DRAFTED, EDITED AND PROOFREAD A VARIETY OF DOCUMENTS, INCLUDING EXTENDED NARRATIVES, ESSAYS AND CORRESPONDENCE
- INTERPRETED AND TRANPOSED COURT DECISIONS AND RELEVANT SOCIAL SCIENCE RESEARCH

SCOOPS ICE CREAM, *SAN CARLOS, CA*  
PRESENT

10/99 -

### **ASSISTANT MANAGER**

- SERVE AND ASSIST CUSTOMERS
- MANAGE INVENTORY AND ORDER PRODUCTS
- TRAIN AND SUPERVISE NEW STAFF

## **Community Service**

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SAN FRANCISCO POLICE DEPARTMENT ACADEMY, *SAN FRANCISCO, CA*  
PRESENT

07/06 –

### **SIMULATIONS ROLE PLAYER**

FIL-AM COUNCIL OF SAN FRANCISCO, <i>SAN FRANCISCO, CA</i> PRESENT <b>EVENT COORDINATOR</b>	03/06 –
HESPERIAN FOUNDATION, <i>BERKELEY, CA</i> 09/05 <b>VOLUNTEER</b>	06/05 –
THEATER DEPARTMENT, UC SANTA CRUZ, <i>SANTA CRUZ, CA</i> 06/05 <b>TEACHING ASSISTANT FOR AFRICAN AMERICAN THEATER HISTORY</b>	03/05 –
RAINBOW THEATER, <i>UC SANTA CRUZ, CA</i> 06/05 <b>ACTOR, POET</b>	09/03 –
STUDENT FEE ADVISORY COMMITTEE, UC SANTA CRUZ, <i>SANTA CRUZ, CA</i> 06/05 <b>STUDENT REPRESENTATIVE</b>	09/03 –

Appendix D:  
Tutor Job Description

## Appendix D: Tutor Job Description

### **Tutor Job Description**

*(1 part-time, \$12.50/Hr)*

#### **JOB RESPONSIBILITIES:**

- Conduct the WRAT assessment with youth.
- Develop a tutorial plan with the youth.
- Provide tutoring in Math, Reading and Writing skills as well as other school subjects.
- Provide tutoring for HS Exit Exam, GED testing, SAT prep, etc.
- Connect with the client's caregivers, counselors and teachers to update them on the youth's educational progress.
- Report to Program Director
- Attend regular meetings and trainings.

#### **QUALIFICATIONS:**

**EDUCATION:** Associates Degree or higher. High proficiency in math, writing, sciences and other school subjects.

**EXPERIENCE:** Minimum of 1 year experience working in the fields of teaching, and tutoring, preferably with foster youth. High comfort level working with youth and ability to develop positive rapport with youth. Understanding of the issues and needs of foster youth. Ability to work with diverse communities. Strong communication, organizational and follow-through skills. Able to work independently and in a team environment. Valid Driver's License and dependable transportation with auto insurance. Bilingual speaking a plus.

**Hours:** 12-20 hours per week, Flexible work schedule and able to work evenings and some weekends.

Appendix E:

LLP Proposal Budget

Appendix E: LLP Proposal Budget

Program Name:Lunchtime Literacy Program

**Operating Costs Detail**

<u>Expenditure Category</u>	<u>Original Budget 7/1/07-6/30/08</u>			<u>Explanation</u>
Rental of Property	\$0			
Utilities(Elec, Water, Gas, Phone, Scavenger)	\$0			
Office Supplies, Postage	\$0			
Building Maintenance Supplies and Repair	\$0			
Printing and Reproduction	\$0			
Insurance	\$0			
Staff Training	\$0			
Staff Travel-(Local & Out of Town)	\$0			
Rental of Equipment	\$0			
CONSULTANT/SUBCONTRACTOR DESCRIPTIVE TITLE Consultant Tutors (1 tutor for every 3 youth, 50 youth receiving an average of 150 tutoring hours annually.)	\$75,000			150 hrs @ 50 youth @ \$10/hr = \$75000
Livescan Fingerprinting of tutors (JCYC will contract with 16-25 tutors depending on tutor attrition)	\$500			\$20 @ 25 tutors
OTHER				
Food	\$2,700			Food for group tutoring sessions and celebrations of successes.
Program supplies	\$2,000			Teaching supplies, reading materials, paper, writing materials.
Assessment and curriculum materials	\$4,000			Literacy assessments and curriculum to be used by tutors
Incentives	\$5,000			\$100 @ 50 students
Advertising	\$300			\$75 @ 4 job ads for tutors
<b>TOTAL OPERATING EXPENSE</b>	<b>\$89,500</b>			

Program Name: Lunchtime Literacy Program

**Salaries & Benefits Detail**

POSITION TITLE	TERM	Original Budget					Explanation
		FTE	SALARIES				
Tutoring/Mentor Coordinator		0.25	\$8,750				
<b>TOTALS</b>		0.25	\$8,750				
<b>EMPLOYEE FRINGE BENEFITS</b>		20%	\$1,750				
<b>TOTAL SALARIES &amp; BENEFITS</b>			\$10,500				

Appendix E: LLP Proposal Budget

Program Name:Lunchtime Literacy Program

**Operating Costs Detail**

<u>Expenditure Category</u>	<u>Original Budget 7/1/07-6/30/08</u>			<u>Explanation</u>
Rental of Property	\$0			
Utilities(Elec, Water, Gas, Phone, Scavenger)	\$0			
Office Supplies, Postage	\$0			
Building Maintenance Supplies and Repair	\$0			
Printing and Reproduction	\$0			
Insurance	\$0			
Staff Training	\$0			
Staff Travel-(Local & Out of Town)	\$0			
Rental of Equipment	\$0			
CONSULTANT/SUBCONTRACTOR DESCRIPTIVE TITLE Consultant Tutors (1 tutor for every 3 youth, 50 youth receiving an average of 150 tutoring hours annually.)	\$75,000			150 hrs @ 50 youth @ \$10/hr = \$75000
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Advertising	\$300			\$75 @ 4 job ads for tutors
<b>TOTAL OPERATING EXPENSE</b>	<b>\$89,500</b>			

Program Name: Lunchtime Literacy Program

**Indirect Cost Detail**

1. Salaries and Benefits

Original Budget  
 TERM 7/1/07-6/30/08

Position Title	FTE	SALARIES				
Exec. Director						
Deputy Director						
Fiscal Director						
Exec. Asst/Office Manager						
Admin. Director						
Bookkeeper						
Accounts Payable Clerk						
Payroll Clerk						
Accounting Assistant						
Volunteer Coordinator						
Other staff						
EMPLOYEE FRINGE BENEFITS						
TOTAL SALARIES & BENEFITS						

2. Operating Cost

Expenditure Category

Professional fees						
Occupancy						
Insurance						
Other Staff/Office Expenses						
Depreciation						

TOTAL OPERATING COST		\$0		
TOTAL INDIRECT COST (Salaries & Benefits + Operating Cost)		\$0		

Program Name:Lunchtime Literacy Program

**Capital Expenditure Detail  
 (Equipment and Remodeling Cost)**

EQUIPMENT		TERM	Orig Budget		
No.	ITEM/DESCRIPTION		7/1/06-6/30/07		
TOTAL EQUIPMENT COST			0		
<b>R E M O D E L I N G</b>					
Description:					
TOTAL REMODELING COST					
TOTAL CAPITAL EXPENDITURE (Equipment and Remodeling Cost)			0	0	0

Appendix F:  
Budget Justification

## Appendix F: Budget Justification

### Personnel

**Salaries:** A portion of the existing **Tutor/Mentor Coordinator's** time (.25 FTE) will be allocated to this contract for coordination, training, reporting and oversight of LLP services. This amount will be twenty-five percent of her full salary, totaling \$8750.

**Fringe Benefits:** Benefits for full-time employees include FICA, SUI, workers' compensation, medical, dental, vision, life and disability insurance, retirement and flexible benefits plans. This is twenty percent of \$8750, totaling \$1750.

### Operating Expense:

**Tutors** will also be contracted on a part-time basis to provide tutoring for youth. Between 16-25 tutors will be contracted depending on the attrition rate of tutors. 7500 hours of tutoring at ten dollars per hour has been budgeted for this proposal, totaling \$75,000.

**Livescan Fingerprinting** will be conducted for all tutors to make sure that they have no criminal records and are appropriate to work with youth. Livescan fingerprinting costs twenty dollars per person and will be done for twenty five tutors.

**Other:** Food, program supplies, assessments and curriculum, incentives, and advertising will total \$14,000 for the year. This consists of: **Food for youth** (\$2700) for lunch and refreshments as rewards for successful tutoring. **Program Supplies** (\$2000) for materials such as paper, pens, books, note cards, phonics sets, and other needed materials; **Assessments and Curriculum** (\$4000) to be used in gauging students' skill levels and in teaching literacy; **Incentives** (\$5,000) include prizes, gift items, or gift cards for students who improve their literacy skill levels every quarter; **Advertising** (\$300) is for job advertisements for tutoring positions, to be done 4 times in the year at \$75 per advertisement.

**Indirect Costs:** none requested.

**Capital Expenditure:** none requested.

### In-Kind and Leveraged Resources:

**Table 1** shows some of the tangible commitments to LLP from the other programs housed at JCYC:

<b>Table 1 Other JCYC Program Commitments</b>		
<b>JCYC Program/Service</b>	<b>Commitment</b>	<b>Est. Value</b>
<i>*Independent Living Skills Program</i>	1. Staff time: Program Director, Tutor/Mentor Coordinator, Educational Advisor 2. Office space, office supplies, program services	<b>\$10,000</b>
<i>* San Francisco College Access Center (SFCAC)</i>	1. Additional tutoring at the beacon centers and at the SF library 2. Collaborative tutor trainings 3. Community events	<b>\$3,500</b>
<i>*AACE Talent Search</i>	1. Staff time: Educational Advisor 2. Community events 3. Educational field trips 4. Bilingual services 5. Educational Resource Library	<b>\$8,000</b>
<i>*Judi Yabumoto, LCSW</i>	1. Staff consultation/training 2. Crisis intervention 3. Culturally appropriate resources and referrals	<b>\$1,000</b>

**Other Administrative Support**

**Offsite Records Storage**

JCYC will provide to the LLP access and use of an off-site records facility for the storage of project records. The site is maintained by an outside vendor (Iron Mountain) and storage charges are paid for by JCYC.

**Staff Trainings**

The program staff will be invited to attend monthly JCYC staff trainings, which focus on both program and management issues.

Appendix G:  
Organization Information

## **Appendix G: Organization Information**

- **Brief summary of organization's history:**

JCYC was initially established as a forum for youth from the Japanese American community to share information and discuss issues of concern. Since that time, JCYC has evolved into a multi-service community organization, which annually serves over 5,000 children and youth from all ethnic backgrounds.

- **Brief summary of organization's missions and goals:**

The mission of JCYC is to support the needs of the diverse, multi-cultural population of children, youth and families throughout San Francisco by:

- Providing a comprehensive continuum of care;
- Empowering young people to realize their full potential as self-sufficient, responsible members of the community;
- Providing leadership in collaborative efforts to foster better relationships and communication among different communities;
- Supporting the cultural, educational, recreational, and vocational needs of children and youth.

- **JCYC's current programs, activities, and accomplishments:**

Throughout JCYC's 36 year history, the organization has organized and administered a number of the largest and most ethnically diverse youth programs and collaborations in San Francisco. Currently, more than 80% of JCYC's program participants are from low-income families and the majority of the organization's programs have served youth in foster care on a regular basis. JCYC's three primary programmatic areas of emphasis are 1) educational assistance and college preparation; 2) employment training and work experience; and 3) positive child and youth development.

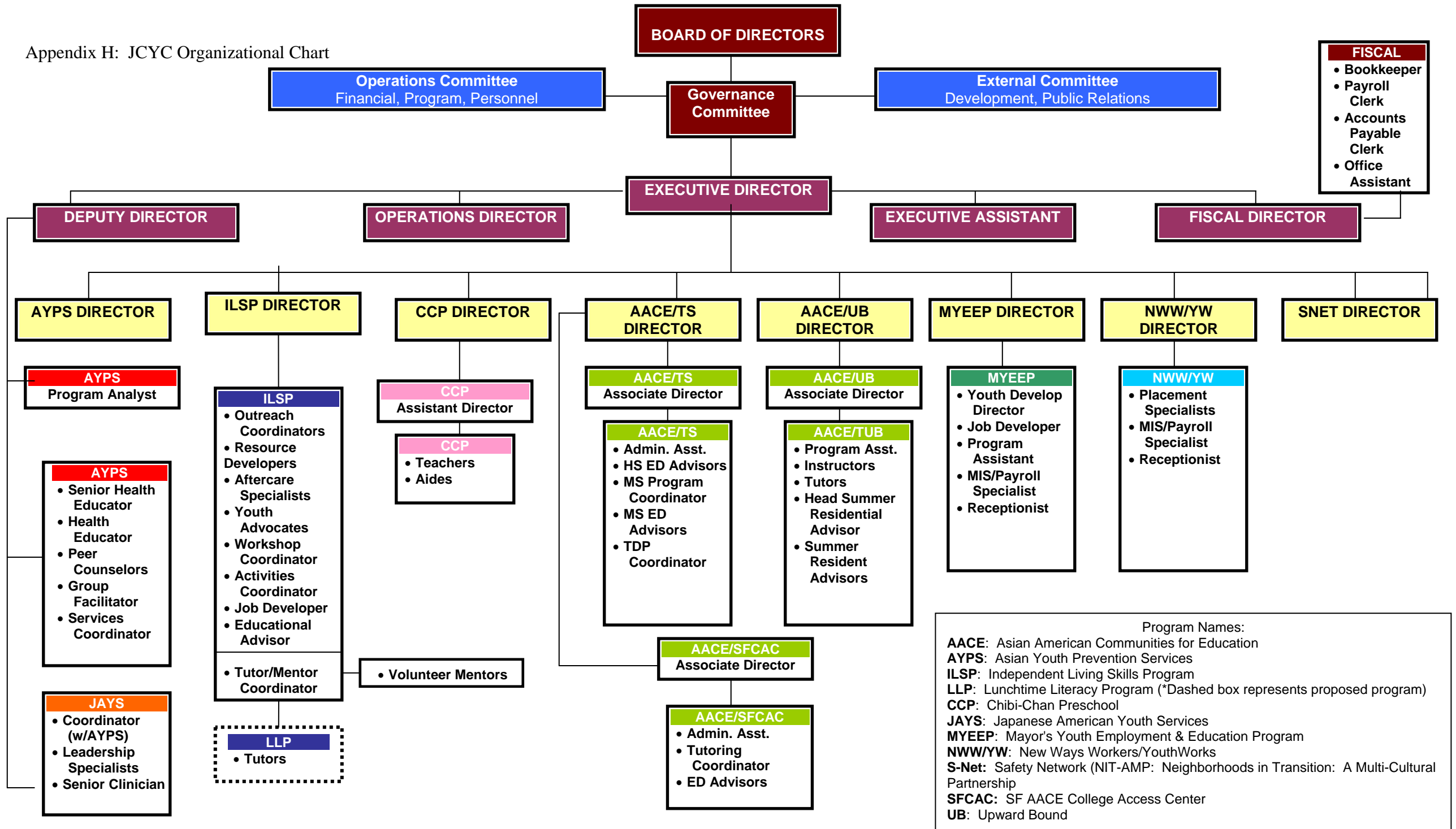
Current JCYC services include the following:

- academic tutoring;
- child care;
- educational and college admission counseling;
- substance abuse prevention;
- summer and holiday day camp programs for children;

- youth employment training;
- youth leadership development;
- life skills training and preparation

Appendix H:  
JCYC Organizational Chart

Appendix H: JCYC Organizational Chart



Program Names:  
**AACE:** Asian American Communities for Education  
**AYPS:** Asian Youth Prevention Services  
**ILSP:** Independent Living Skills Program  
**LLP:** Lunchtime Literacy Program (\*Dashed box represents proposed program)  
**CCP:** Chibi-Chan Preschool  
**JAYS:** Japanese American Youth Services  
**MYEED:** Mayor's Youth Employment & Education Program  
**NWW/YW:** New Ways Workers/YouthWorks  
**S-Net:** Safety Network (NIT-AMP: Neighborhoods in Transition: A Multi-Cultural Partnership)  
**SFCAC:** SF AACE College Access Center  
**UB:** Upward Bound

# Appendix I:

## Flow Chart of Services

## How a Student Accesses LLP Services

### Referral Process

(The middle school identifies a foster youth who is working at least one grade level below in literacy. The middle school sends a referral to the Tutor/Mentor Coordinator.)



### Tutor/Mentor Coordinator

(Tutor/Mentor Coordinator connects with the youth, conducts intake, and connects the youth with a tutor. The Tutor/Mentor Coordinator also meets with the caregiver, social worker, and school administrators to inform them that a tutor will be offered to provide services at the school.)



### Tutor

(The tutor meets with the student to conduct a literacy skills assessment, to develop a learning plan, and to provide tutoring.)

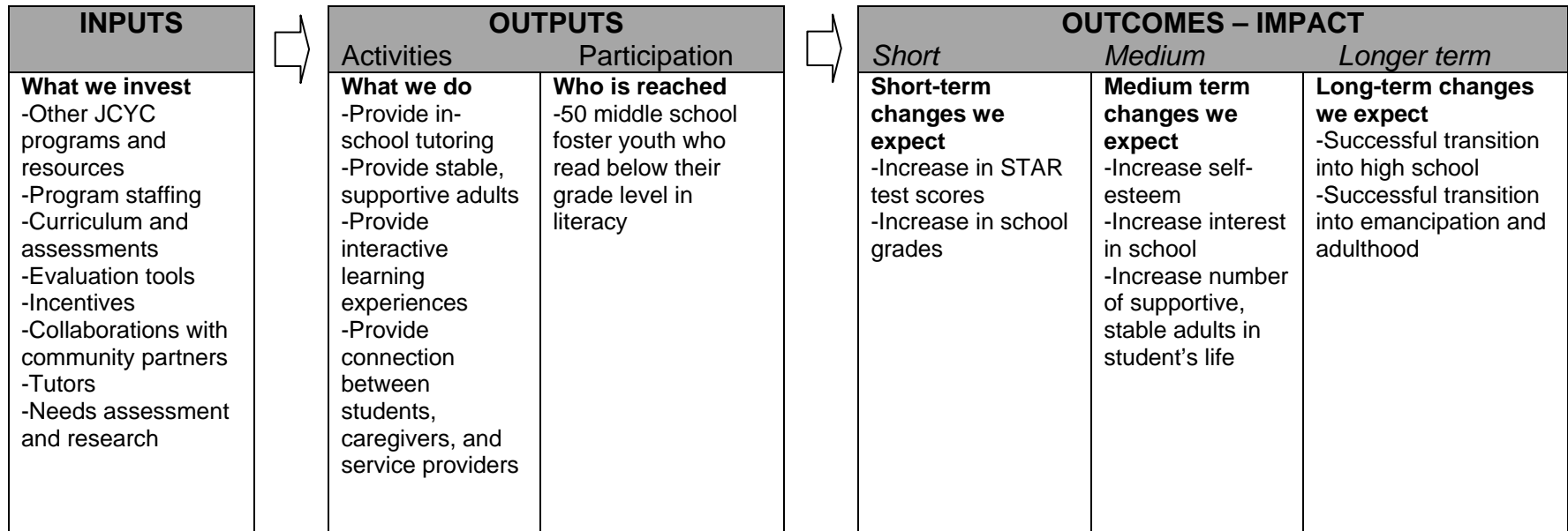


### Feedback

(The tutor provides feedback to caregivers and teachers regarding the student's progress.)

Appendix J:  
Logic Model

**Appendix J  
LOGIC MODEL Worksheet (Table format)**



**ASSUMPTIONS**

- 1) Grant will be awarded and program will begin
- 2) Social Workers, teachers, and caregivers will be supportive

**EXTERNAL FACTORS**

- 1) Transitory lifestyle of foster youth – may switch schools
- 2) Students attrition
- 3) Tutor-turnover may occur