LOUISIANA COMMISSION ON LAW ENFORCEMENT AND ADMINISTRATION OF CRIMINAL JUSTICE

APPLICATION AND REVIEW SUMMARY

19

APPLICATION NUMBER: J10-1-001

APPLICANT: LA United Methodist Children & Family

PROJECT TITLE: Job Readiness/Skills Retention

PROJECT FUNDS :

FUND:	$ 36,941	100.00%	
MATCH:	$ 0	0.00%	
TOTAL:	$ 36,941	100.00%	

PROJECT DURATION: 12 months

START DATE: 01/01/2011

END DATE: 12/31/2011

Continuation of J09-1-001

PROJECT SUMMARY:

Enhance existing program of job readiness classes enhanced with skill aquisition and paid interships that lead to employment.

RECOMMENDATION : **FUND** X **DENY** ___

SPECIAL CONDITIONS :

1. NO DRAWDOWN OF FUNDS (AWARD) BY LCLE UNTIL APPLICANT RESPONSE TO LCLE LETTER OF 10/11/10 IS REVIEWED AND APPROVED BY LCLE STAFF.
2. THE SUBGRANTEE AGREES TO SUBMIT A COMPLETED EQUIPMENT LISTING AND ASSURANCE WITH EACH EXPENDITURE REPORT ON WHICH EXPENDITURES FOR EQUIPMENT ARE BEING REPORTED. THIS LISTING MUST BE CUMMULATIVE FOR THE PROJECT PERIOD. THIS FORM AND INSTRUCTIONS CAN BE DOWNLOADED FROM www.lcle.la.gov.

LOUISIANA COMMISSION ON LAW ENFORCEMENT AND THE ADMINISTRATION OF CRIMINAL JUSTICE

TITLE II (JJDP) FORMULA BLOCK GRANT PROGRAM

CFDA #16.540

FOR LCLE USE ONLY:	Project ID: JJD-1-001	Federal Standard Purpose Area:

1. TITLE OF PROJECT

Job Readiness / Skills Retention

2 ☐ **NEW PROJECT**

☒ **CONTINUATION PROJECT OF** J09 - 1 - 001

3. PROJECT DURATION

Total Length: **12** Months *(Not to exceed 12 Months)*

Desired Start Date:	1/1/2011
Desired End Date:	12/1/2011

4. PROJECT FUNDS

Federal Funds Requested:	$36,941

5A. APPLICANT AGENCY

Agency Name: United Methodist Children's Home
Physical Address: 901 S.Vienna Street
City: Ruston Zip: 71273-
Mailing Address: 901 S. Vienna Street
City: Ruston Zip: 71273-
Phone: (318) 255-5020 FAX: (318) 254-1272
Email: terrel.deville@lmch.org

5B. AUTHORIZED OFFICIAL OF APPLICANT AGENCY

Authorized Official: Terrel DeVille
Title: President/CEO
Agency Name: Methodist Children's Home
Address: 901 S. Vienna Street
City: Ruston Zip: 71273-
Phone: (318) 255-5020 FAX: (318) 254-1272
Email: terrell.deville@lmch.org

Federal Employer Tax Id #: 72-0435081 DUNS: 120282330 CCR/NCAGE: 4FXM5 CCR Expiration Date: 4/14/2011

6. IMPLEMENTING AGENCY

Name: Terrel Deville
Title: President/CEO
Agency: Methodist Children's Home
Address: 901 S. Vienna Street
City: Ruston Zip: 71273-
Phone: (318) 255-5020 FAX: (318) 254-1272
Email: terrel.deville@lmch.org

7. PROJECT DIRECTOR

Name: Darren Ambrose
Title: Project Manager
Agency: Methodist Children's Home
Address: 901 S. Vienna Street
City: Ruston Zip: 71273-
Phone: (318) 255-5020 FAX: (318) 254-1272
Email: howardcareercntr@bellsouth.net

8. FINANCIAL OFFICER

Name: Carol Strider
Title:
Agency Name: Methodist Children's Home
Address: 901 S.Vienne Stret
City: Ruston Zip: 71273-
Phone: (318) 255-5020 FAX: (318) 254-1272
Email: carol.strider@lmch.org

9. BRIEF PROJECT DESCRIPTION: ***(Please do not exceed space provided below.)***

Continue existing program of job readiness/ skill retention classes enhanced with job shadowing and/or paid internships, which can lead to employment.

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LA. COMMISSION
LAW ENFORCEMENT

FEDERAL STANDARD PROGRAM AREAS

Check the Federal Standard Program Area that this project will address.

	Standard Program Area	
1	Aftercare/Re-entry	☐
2	Alternatives to Detention	☐
3	Child Abuse and Neglect Program	☐
4	Children of Incarcerated Parents	☐
5	Community Assessment Centers (CAC)	☐
6	Compliance Monitoring	N/A
7	Court Services	☐
8	Deinstitutionalization of Status Offenders (DSO)	☐
9	Delinquency Prevention	☐
10	Disproportionate Minority Contact (DMC)	☐
11	Diversion	☐
12	Gangs	☐
13	Gender-Specific Services	☐
14	Graduated Sanctions	☐
15	Gun Programs	☐
16	Hate Crimes	☐
17	Jail Removal	☐
18	Job Training	☒
19	Juvenile Justice System Improvement:	
	Ombudsman Services	☐
	Services	☐
	Legal	☐
	MIS	☐
20	Mental Health Services	☐
21	Mentoring	☐
22	Native American Programs	☐
23	Planning and Administration	N/A
24	Probation	☐
25	Restitution/Community Service	☐
26	Rural Area Juvenile Programs	☐
27	School Programs:	
	Law-Related Education	☐
	School Counseling	☐
	Special Education	☐
	Alternatives to Suspensions & Expulsions	☐
	After-School	☐
	In School	☒
28	Separation of Juveniles from Adult Offenders	☐
29	Serious Crimes	☐
30	Sex Offender Program	☐
31	State Advisory Group Allocation	N/A
32	Substance Abuse:	
	Treatment	☐
	Prevention	☐
	Control	☐
33	Youth Advocacy	☐
34	Youth Courts	☐
35	Strategic Community Action Planning	☐

PROJECT BUDGET SUMMARY

INSTRUCTIONS: The Checklist is self-explanatory. In Project Summary, applicable budget category totals will be automatically entered from each of the Detailed Project Budget Summaries.

CHECKLIST:	YES:	NO:
Are all budgeted items allowable per Program Guidelines?	☒	☐
Were instructions followed to determine allowable personnel/contractual costs?	☒	☐
Are all line item computations correct?	☒	☐
Do line items add to category totals?	☒	☐
Have category totals been rounded to nearest dollar?	☒	☐

Each category amount listed in the table below must equal category totals shown on the Budget Sections..

Person Completing Budget Section: Darren Ambrose Title: Project Manager

Phone: (318) 255-5020 Fax (318) 254-1272 E-Mail: howardcareercntr@bellsouth.net

PROJECT BUDGET SUMMARY

BUDGET CATEGORY	SECTION TOTAL
Section 100. Personnel	**$0**
Section 200. Fringe Benefits	**$0**
Section 300. Travel	**$0**
Section 400. Equipment	23900
Section 500. Supplies	**$0**
Section 600. Contractual	**$0**
Section 800. Other Direct Costs	13041
TOTAL	36941

FUNDING HISTORY

	Subgrant Number	Amount	Duration (Months)
Year 1	J09-1-001	$37,501	12
Year 2	J09-1-001	$36,941	12
Year 3	J - -		
	Total	**$74,442**	**24**

CONGRESSIONAL DISTRICT(S) THAT REPRESENT THIS PROJECT.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ All (Statewide Project)

SECTION 400. EQUIPMENT

List each item separately. The unit cost should include tax and shipping and handling when applicable. **Do not use brand names.** Sole source requires LCLE's approval. Submit a Sole Source justification if applicable (available from District Program Director).

TYPE OF EQUIPMENT	QUANTITY	UNIT PRICE	TOTAL COST
Read 180 Stage C Enterprise 30-License Stage	1.00	$23,900.00	$23,900.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
		EQUIPMENT TOTAL	$23,900.00

EXPLAIN:

A. Justify the need for each equipment item requested. [***NOTE:** If computer equipment (hardware and/or software) is requested, complete the Standard Computer Checklist that is included with the application instructions.]

According to TABE (Tests of Adult Basic Education-see attached) test reveal that students are functioning on an sixth grade reading level or less. Thus, comprehension of basic employability concepts is impeded. Read 180 is a scientific software program that rapidly improves reading and comprehension skills through individualized application. The software will be installed on existing computers and implemented to every student enrolled at the Methodist Children's Home.

B. Indicate procurement method

Louisiana Procurement Code
State vender list

C. Relationship to project.

Since students are performing academically below grade-level expectations, they are considered unemployable. Job readiness skills such as filling out job applications, writing a reume, etc can be improved through accelerated reading, comprehension software.

SECTION 400. EQUIPMENT TOTAL $ 23,900

SECTION 400. COMPUTER QUESTIONNAIRE

If a computer and/or computer software is requested, the following must be completed. Please do not exceed spaces provided.

1. How will the purchase of computer equipment and/or software enhance the program to be funded?

Read 180 is a proven scientific research-based software program designed to accelerate reading, comprehension skills to students seriously behind academically. Since students participating in the Job readiness program have been identified as seriously behind and unemployable as a result of reading scores, the Read 180 software will help correct these deficiencies.

2. How will the computer(s) be integrated into and/or enhance your current system?

N/A

3. What is the cost of each of the following:

A. Installation?

$2,100.00 includes installation and training

B. Staff training to use the computer equipment?

Included

C. The on-going operational costs, such as maintenance agreements, supplies, etc.?

Included

4. How will additional costs be supported?

Agency

SCHOLASTIC
Education

Quotation

Scholastic Education Inside Sales
2315 Dean Street, Suite 600, St. Charles, IL 60175
Phone: (800) 387-1437 Fax: (877) 242-5865

Prepared for:

Jennifer Blake, Account 71273004
HOWARD SCHOOL
901 S VIENNA ST
RUSTON, LA 71270

Prepared by: Marcy Dunlop
Inside Sales
800-387-1437 X213
mdunlop@scholastic.com

Date: 9/29/2010

ISBN #	Description	QTY	Unit Price	Subtotal	Discount Amount	Total
For 30 Students/1 Teacher/Classroom						
506290	READ 180 Stage C Enterprise Edition 30-License Stage	1	$23,900.00	$23,900.00	$0.00	$23,900.00

Includes:

- Complete Teacher/Classroom Package
- rBooks (32)
- Two days of Implementation Training
- Topic Software
- Scholastic Achievement Manager
- Quikstart Kit
- 30 Student Licenses

Technical Services					
951719	Basic Product Maintenance and Support Plan for 1-10 schools (one year, price per school)	1	$2,100.00	$2,100.00	$0.00	$2,100.00
		Subtotal		$26,000.00	$0.00	$26,000.00
				Shipping and Handling		$0.00
				Sales Tax		$0.00
				Total		$26,000.00

Prices are valid for 90 Days

Please fax order to 877-242-5865

Please call if any questions
Marcy Dunlop 800-387-1437 x 213

Terms and Conditions: State law requires that sales tax be added to your order unless we have a sales tax exemption certificate on file. Scholastic's terms are FOB shipping point unless otherwise noted on the purchase order. Customers must notify Scholastic in writing no less than five (5) business days in advance of any cancellation or rescheduling of training, in-classroom support, or other onsite services. If such notice is not received by Scholastic, customers will be charged (or forfeit prepayment) for cancelled or missed days. Unless otherwise noted, all services must be delivered within 24 months of purchase.

Scholastic *READ 180*

READ 180 is a scientifically research-based, intensive reading intervention program with a proven track record of delivering measurable learning gains to the older, struggling reader. The program is designed to accelerate reading achievement with students in upper elementary through high school who are seriously below level. *READ 180* was developed in collaboration with Vanderbilt University and is based on ten years of research by Dr. Ted Hasselbring. From 1994 through 1998 the program was tested in Orange County Public Schools in Orlando, Florida with over 10,000 students and was repeatedly proven to raise reading scores. Since 1998, the program has been used in over 14,000 thousand classrooms across the nation and has consistently proved to be successful in improving literacy skills in older struggling readers.

READ 180 delivers its reading achievement gains through:

- Individualized Software—*READ 180* contains "intelligent software" that collects data based on individual responses and adjusts instruction to meet each student's needs. The software provides students with individualized reading instruction plus continuous assessment of their progress. Reading passages are leveled using the Lexile Framework® for Reading and are matched to the individual student's achievement level. The software has a number of built-in supports for the older struggling reader, including: anchor videos to build background knowledge for reading passages, vocabulary support with phonics tips, closed captioning and Spanish language support for English-Language Learners, and universal access features for Special Education students.

- Data-driven, teacher-led instruction in whole or small groups—*READ 180* provides teachers with a curriculum that supports the direct instruction of reading, writing, and grammar. The program includes a wide range of direct instructional materials to teach phonemic awareness, phonics, fluency, vocabulary development, and text comprehension plus specialized instructional strategies for writing, test-taking, and English-Language Learners. The *READ 180* Teaching System offers a clear instructional path for whole- and small-group instruction, as well as guidance and resources for differentiating instruction to address individual student needs. Comprehensive, actionable reports and teacher alerts provide detailed and immediate feedback to identify student needs and to inform small-group instruction.

- Modeled and independent reading—*READ 180* provides students with an independent reading library of high-interest and leveled paperbacks, plus grade-level audiobooks where a Reading Coach models successful reading and comprehension strategies. Students build fluency, critical thinking, vocabulary, and comprehension skills through independent reading of age-appropriate, carefully leveled Paperbacks, using the Lexile Framework® for Reading, and through the modeled reading and coaching in the Audiobooks.

- Professional Development—*READ 180* integrates professional development into the *rBook*™ Teacher's Edition, provides teachers with comprehensive implementation training and ongoing professional development, and includes enrollment in an online professional development course, *READ 180: Best Practices for Reading Intervention.*

READ 180 is available in three instructional stages – Stage A for Upper Elementary, readability 1.5–6.9; Stage B for Middle School, readability 1.5–8.9; Stage C for High School, readability 1.5–12.0. The program is complete with all the materials needed for teachers and students, as well as professional development and training.

Instructional Content

READ 180 instruction, which is individualized based on students' assessed needs and performance, addresses essential reading, spelling, writing, and grammar skills.

Phonemic Awareness

- Instruction includes auditory discrimination, oral blending, oral segmentation, phonemic addition and deletion, and phonemic substitution.
- The *Resources for Differentiated Instruction Book 1* provides extra routines for rhyme and alliteration, sound identification, oral blending, oral segmentation, and phonemic manipulation.

Phonics

- A complete scope and sequence is embedded in the Software. As students work, the Software continually collects data on their word-recognition proficiency and adjusts instruction as appropriate.
- For each online passage, the Software provides decoding tips with modeled practice in segmentation, blending, structural analysis, and correct pronunciation.
- *READ 180* provides intensive practice of study words and systematic review of previously mastered words and patterns.
- The *Scholastic Achievement Manager*™ *(SAM)* links teachers to electronic resources for additional instruction and practice activities targeted to students' assessed needs.

Fluency

- The Topic Software provides individualized fluency instruction, scaffolded practice, and a wealth of opportunities for repeated reading of leveled text.
- Student recordings can be used for oral fluency progress, student motivation, and parent meetings.
- The Paperback and Audiobook libraries provide age-appropriate, leveled books that students can read with success to build fluency.

Comprehension

- Anchor videos help struggling readers build the background knowledge and mental models that they need to understand text they will be reading.
- The *rBook* presents intensive, systematic, and explicit instruction in essential comprehension skills and strategies, such as sequencing, identifying main idea/detail, summarizing, identifying cause and effect, and making inferences.
- Instruction focuses on key skills for extended periods to promote gradual release.
- Teachers access instructional resources through *SAM* and in *Resources for Differentiated Instruction.*

Vocabulary

- Topic Software provides definitions for focused vocabulary words and translations of key words into Spanish, Cantonese, Hmong, Haitian Creole, and Vietnamese. The software provides targeted instruction in high-utility academic language words, as well as content-area words.
- The *READ 180 rBook* uses a research-based routine to teach and reinforce usage of high-utility vocabulary across all content areas.
- Teachers access additional materials for targeted instruction and guided practice of vocabulary and word-study skills through *SAM* and in *Resources for Differentiated Instruction.*

Spelling

- The Software provides individualized spelling instruction and practice with immediate, corrective feedback.
- Teachers access resources for additional instruction, review, and practice through links provided by *SAM* and in *Resources for Differentiated Instruction.*

Writing and Grammar

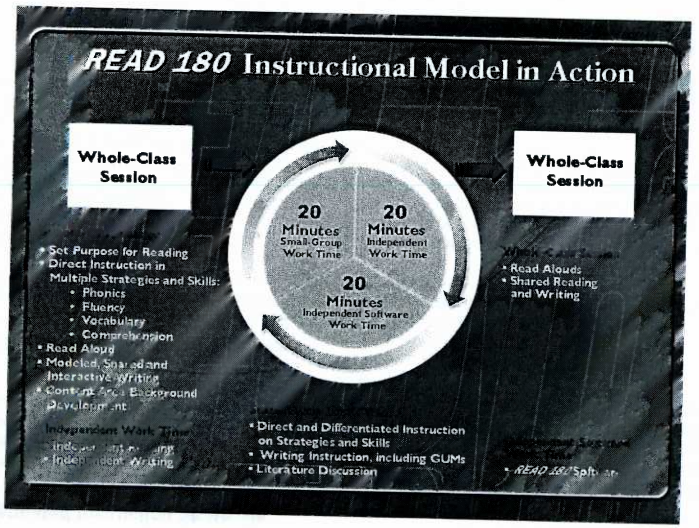
- Every Topic CD, Audiobook, and Paperback contains QuickWrite assignments, which provide easily implemented writing ideas for daily student use.
- The *READ 180 rBook* presents writing and grammar instruction in the service of reading. These skills are integrally linked to reading through content, text structure, and vocabulary.
- The *rBook* scaffolds instruction through the use of graphic organizers, sentence starters, and writing frames. Through the consistent use of these scaffolds, students internalize common organizational structures and conventions of writing.
- The *rBook* instruction includes narrative, descriptive, expository, and persuasive writing. It also includes instruction for functional (technical) writing and literary response.
- Writing instruction and practice include frequent opportunities for timed writing that builds readiness for the on-demand writing required on standardized tests.

Instructional Design

READ 180 has been successfully implemented in classroom, after-school, and alternative educational settings. While varied time periods and settings have yielded growth, the most significant growth is consistently achieved when the 90-minute instructional model is followed.

The *READ 180* Instructional Model encourages differentiated and flexible instruction. Teachers may provide direct instruction of a specific skill during whole- group or a read-aloud. Daily small-group activities allow the teacher to monitor and address each student's needs. In Small-Group Instruction, teachers may group together students who are having difficulty with a particular skill and provide them with intensive instruction or they may conference with individual students.

1. Whole-group, teacher-led instruction (20 minutes recommended)
2. Three small-group rotations (20 minutes recommended each = 60 minutes total)
3. Whole-class, teacher-led wrap-up discussion (10 minutes recommended)



Assessments

Through the Scholastic Achievement Manager (*SAM*), *READ 180* measures over 250 data points relative to student reading achievement. The Software generates detailed reports that identify and measure skills students have mastered, as well as areas where they require further instruction and practice. *SAM* facilitates differentiated instruction for all students by providing over 30 detailed reports on student achievement. Reports link student performance data to specific lessons for instruction. In addition, educators can disaggregate student data by groups to report adequate yearly progress (AYP) and to chart students' achievement at the classroom, building, and district levels. Assessment tools include:

- *READ 180* Software—Instructional CDs contain embedded assessments that automatically measure and monitor students' comprehension skills, vocabulary acquisition, fluency, and spelling/encoding achievement.
- rSkills Tests—The program provides periodic curriculum-embedded, interactive *rSkills Tests*, which assess students' mastery of comprehension, vocabulary/word study, and grammar, usage, and mechanics skills covered during the teacher-directed portions of the day. A print version also is available.
- Scholastic Reading Inventory (SRI)— This computer-adaptive assessment instrument uses the highly accurate Lexile Framework® for Reading as a screening/diagnostic tool to place students at the best level in the program so they can read with success. *SRI* provides criterion- and norm-referenced reading comprehension-level test results that can be used for instructional planning, intervention, and progress monitoring. This assessment instrument generates 15 reports on class and individual student learning gains for use by teachers, administrators, and parents.
- Scholastic Reading Counts! (SRC)—Students independently read books at their reading level and take short quizzes on the computer to verify completion and comprehension of the book. Teachers can generate 30 reports for diagnostic, intervention, and progress monitoring purposes. Data includes quizzes passed, number of books read, and number of words read successfully.

Motivation and Engagement

READ 180 materials show respect for the struggling reader by presenting age appropriate materials at multiple reading levels. The *READ 180* Software features an on-screen host who provides private, non-judgmental feedback and continuous encouragement. *READ 180* technology also provides a snapshot of where students are every day, so teachers can adjust instruction and keep students motivated and on track. High-interest text in the Software, Audiobooks, Paperbacks, and other components captures student interest and provides support to promote reading success.

Intervention Strategies

READ 180 is designed specifically for reading intervention for older, struggling students. The Software continuously assesses and adjusts instruction and practice based on students' skill needs and learning rates. The professional development provided by *READ 180* presents teaching routines and best practices for working with struggling readers to raise their achievement.

SAM reports provide detailed diagnostic data to help teachers group students, target key skills, and understand individual needs. Teachers can use small-group instruction to teach *rBook* skills and the lessons provided in the books for *Resources for Differentiated Instruction*. Whole-group instruction provides the opportunity to use structured routines, such as Oral Cloze or Think (Write)-Pair-Share, to ensure that all students are participating and accountable for speaking, listening, reading, and writing. *SAM* uses assessment results to link teachers to electronic resources for additional instruction and practice activities.

Differentiated Instruction Strategies

READ 180's multimedia approach accommodates students with different learning preferences and needs. The Software contains universal access provisions, such as closed captioning of videotext, color and contrast settings, voice-over descriptions of images, and adjustable speed of certain activities. Leveled Paperbacks are provided, so students can read with success. Audiobooks provide struggling readers with opportunities to appreciate quality literature that would otherwise be above their independent reading level.

Strategies for English-Language Learners

READ 180 supports ELL students who are learning to read in English while they are continuing to develop oral language and build content knowledge. The program directly provides these students with the foundational experience needed while presenting age-appropriate and engaging materials.

The computer-assisted instruction offers English-language students the opportunity to receive customized support, learn at a comfortable pace, encourage the active processing of appropriately leveled text, and receive immediate feedback. English-Language Learners, in particular, who are often uncomfortable having their struggle with language exposed, benefit from the private assistance that technology offers. Computers can also increase the interest level for older students, while keeping the text simple and easy to read, by offering immediate feedback on performance.

The software offers unparalleled support to English-Language Learners through nonjudgmental and individualized coaching, data to inform instruction, and an engaging medium that students enjoy. In addition, the multimedia technology is easy to use for both students and teachers and includes features that are specifically designed for English-Language Learners to provide support in their first language.

- Video Translation—Students will hear a short, one- or two-sentence preview of the video in their first language. The preview provides a conceptual framework for what students will see in the Topic Software video.
- Vocabulary Word Translation—Students hear translations of passage vocabulary words highlighted within Reading Zone passages. This translation of key words helps students make important connections between new vocabulary and words they know in their first language. Five languages are supported in the program, including Spanish, Cantonese, Vietnamese, Hmong, and Haitian Creole.
- Spanish Pronunciation Tips—Students hear explanations of commonly confused sounds and receive helpful pronunciation suggestions in Spanish. These pronunciation tips help Spanish-speaking students decode and recognize English sounds.
- Demographic Reporting Data—SAM reports offer reporting data according to demographics so that teachers can disaggregate and analyze the progress of students with limited-English proficiency.

Each language has different phonological characteristics, and English-Language Learners may encounter specific challenges related to their home language, especially during the initial learning phases. *READ 180* develops skills in phonemic awareness both in the context of decoding (word identification) and encoding (spelling). Experience is also provided in segmentation and blending, with instruction in letter-sound relationships. Extensive phonics instruction is provided through modeled practice in structural analysis and correct pronunciation. Optional mini-lessons for English-language development appear at the end of each *rBook* Workshop and can be used flexibly throughout the Workshop during Small-Group Instruction. Parent letters are translated into Spanish, Cantonese, Vietnamese, Hmong, and Haitian Creole for a better school-to-home connection and provide detailed information on each child's progress.

Strategies for Special Education Students

READ 180 enables success in the special education population because its research design and unique features support a wide range of learning abilities. It is uniquely positioned to meet the needs of special and regular education teachers facing increasing special education populations in their classrooms. The program focuses targeted attention on essential reading skills—phonemic awareness, phonics, fluency, vocabulary, and comprehension. Universal access allows students and teachers to customize the Software to meet individual needs without implementing separate or complex adaptations. *READ 180* offers a multitude of universal access features including:

- Activating closed captioning of video text to accommodate students with hearing impairment.
- Altering the color scheme and to increase text font size to accommodate students with vision impairment.
- Activating Spanish-language support features.
- Adjusting the speed of certain activities.

READ 180's multimodal features allow students who might have a disability to learn and experience text through a broader range of senses and abilities compared to traditional classroom activities. Thus, the program ensures that all students, regardless of learning modality preference, are able to benefit.

Home-School Connection

The Software generates letters and reports, available in English, Spanish, Cantonese, Hmong, Haitian Creole, and Vietnamese, which inform parents of their children's reading progress and ways they can be supportive at home. In addition, students can bring home English-language Paperbacks and share them with their families.

The Leadership Implementation Guide provides strategies and suggestions on how to engage parents and families as they support their children's participation in the *READ 180* program.

Professional Development

The purchase of *READ 180* includes on-site professional development for district leaders, campus leaders and teachers, and technology coordinators. For principals, reading coaches, technology coordinators, and district *READ 180* coordinators, a half-day session provides specific information necessary to support *READ 180* schools, teachers, students. Participants receive a *Leadership Implementation Guide*, Implementation DVD, and *Coordinator/Coach Handbook* (including implementation planning tools, facilitation materials, study group materials, and supporting information for the online professional development course teachers will receive).

For teachers, a full-day session (Day 1) introduces teachers to the components of the program and demonstrates how *READ 180* directly addresses individual needs through adaptive software, high-interest literature, and systematic instruction. Approximately six weeks after the Day 1 training, a full-day follow up session (Day 2) expands on teachers' knowledge and provides a venue to answer questions teachers may have about their particular classroom experience. Teachers review classroom management and goal-setting, learn advanced features of the management system, and focus on using reports to differentiate instruction. Participants receive a *Teacher Implementation Guide*, Implementation DVD (with over 30 video segments for observing *READ 180* in action in real classrooms as instruction is modeled and described), and the *First Three Weeks Handbook* (providing teachers with a day-by-day guide and objectives for planning, classroom set up, and routines to get started).

Two enrollments for the online professional development course, *READ 180: Best Practices for Reading Intervention,* are included with each stage of *READ 180.* The course contains:

- Proven, scientifically based teaching strategies and methods to help raise student achievement in reading
- 24-hour, just-in-time access to resources and training
- Interactive simulations and video modeling by master practitioners in real classrooms
- Tips for effectively using *READ 180* Topic Software
- Strategies for teaching English-language learners and students with special needs
- Ideas for using the assessments and reports in *READ 180* to inform instruction

READ 180 integrates professional development directly into the *rBook Teacher's Edition* through a series of workshops. These provide teachers with research-based instructional routines and implementation strategies, best practices for teaching literacy to adolescents, model lessons, and lists of professional articles for further knowledge. Teachers learn how to use *SAM* reports to differentiate instruction. With *SAM,* teachers have the ability to link directly from reports to online resources and to correlate teaching resources to the most up-to-date state standards.

📖 Scholastic provides an informative, helpful *READ 180* community website at www.scholastic.com/read180 for teachers to access additional resources, research, pose questions to a master *READ 180* teacher, as well as connect with each other and share and reflect upon their classroom experiences.

The optional *READ 180* Seminar Series offers half-day sessions for maximizing the program to raise student achievement. Topics include decoding strategies, ideas for motivating students, test-taking strategies, using *READ 180* data to differentiate instruction, and writing in the service of reading.

📖 For additional information about *READ 180*, visit www.scholastic.com/read180.

SECTION 800. OTHER DIRECT COSTS

Itemize each type: e.g. audit, rent (show square footage and cost per square foot), phone charges, utilities, printing, duplicating, registration fees, etc. Prorate telephone and utility bills. Show method of determining cost. Please refer to application instructions for direction.

TYPE OF OTHER DIRECT COSTS	METHOD OF DETERMINING COST	QUANTITY	UNIT COST	TOTAL COST
Basic Product Maint / Support	Quote	1.00	$2,100.00	$2,100.00
Student stipend	5 hrs / wk @ $4.50 @32 wks=720	15.00	$729.40	$10,941.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
			CATEGORY TOTAL	$13,041.00

BRIEFLY EXPLAIN:

A) Need for each type listed; and

A stipend will allow students to experience the normal reward system all employees receive--a paycheck. The stipend amount is based on Federal Regulations, which states that a student in school (under 18) may be "paid" $4.50 / hour while in a school work program. This stipend is an incentive for students who job shadow with employer/mentors. Only qualifying students (completing basic job readiness classes, meet behavior expectations, fill out job applications properly and accurately,etc) are considered for job shadowing or internships.

B) Relationship to project:

Paychecks (stipend) are directly related to job readiness. Students under 18 have limited opportunities to obtain employment. Internships and job shadowing allow students experience the normal payment reward system-a paycheck.

SECTION 800. OTHER DIRECT COSTS TOTAL	$13,041

PROGRAM NARRATIVE

A. PROBLEM DEFINITION

1. Identify the nature and magnitude of the specific problems existing in your community that needs to be addressed through this proposed project. **Document the need, not the symptoms or solutions**. Provide background information that supports the need for the proposed program/service. Be sure to include current **valid local data or state data, if local data is not available,** to support the justification. Give the source and date of your information.

Students remanded to the Methodist Children's Home (MCH) are referred by the Office of Community Services and Office of Juvenile Justice; thus, MCH serves clients STATEWIDE. Typically, students in State custody have no experience with employers, applying for jobs, and are severly behind academically. According to Gay Ivey, PhD "poor reading skills are linked to future failures", and she attributes this failure to "difficulty with word recognition and word knowledge compounded by a general lack of interest due to past experiences" (Teaching InExperienced Readers). Project: EMPLOY's (Employer-Mentor Placement Opportunity for Youth) objective is to provide students with knowledge, training, and experience to improve their employment chances.

The Department of Education's Progress Report for 2009-2010 states: 44% of the 61,038 students in grades 9-12 "dropout" or exit prematurly from school (or controversely: 289,225 dropouts). The report stateson page 65, "Poor academic performance and low test scores are the best indicators of dropout rates". As a result of truancy in 2010, 289 students were remanded to State custody and became clients of the Methodist Children's Home. Clients 16 or 17 are considered overage by the Department of Education because these students are behind academicallyl (5th and 6th grade reading level). TABE scores reveal a severe deficit in reading skills (see attached).
By improving reading levels and skill enhancement, these student will have a better chance to obtain and maintain employment.

2. Describe gap in community resources and how the gap was identified. Explain what need is created by this gap in services/programs.

Students remanded to State custody are typically overage and behind academically; thus they are unable or unwilling to attend regular school. TABE scores reveal a deficit of 3 and 4 grades for their age level. By offering the computer aided reading assistance along with job readiness classes to these students, they will be better equipped to obtain employment without further assistance.

B. GOALS

GOALS: The primary mission of all projects is to have a positive impact on the community and youth, not just to accumulate statistics on how many are served. Based on the problem identified, BRIEFLY state what the project hopes to accomplish. Do this by providing a clear statement of how this project will impact the problem or how the program/practice is a model program/practice.

To increase students ability to become employable

C. OBJECTIVES

OBJECTIVES: **Provide at least TWO (2) measurable objectives for EACH goal.** Objectives need to be measurable, observable aspects of the program (e.g., recidivism, school discipline referrals, etc.). Identify what will change, when, and by how much. **Use absolute numbers, not percentages, and be sure to include a baseline number.**

Objective 1: to offer 52 students job readiness/skill retention classes augmented with reading remediation
Objective 2: to offer a minimum of 15 students intern opportunities with a stipend reward of $4.50/hour @ 5 hours/week

D. ACTIVITIES

List the specific activities and/or services to be provided that will accomplish the objectives. Must include a timetable for achieving the various components of your project. Timetable must cover entire grant period. This must relate back to the Goals and Objectives. If this is a training project, omit this page complete D-2 Training Projects.

Activities:
provide job readniess classes focusing on seeking, applying, and interviewing for employment (Mon-Wed-Fri / 8-9:00 & 12-1:00)
provide internships and/or job shadowing opportunities with employers for qualifying youth (during school year from January to July)

E. METHODS

Identify and describe how you will achieve each of your stated project objectives. Methods must correlate with the stated Goals and Objectives.

1. When will the service be provided (daily, weekly, monthly) and/or what are the hours of operation?

Mon-Fri
8:00 AM - 3:00 PM
classes offered during regular school session--August to May / job shadowing from January to July

2. How are youth referred to and enrolled in the program? (Describe specific procedures.)

Referred by:
Office of Community Services
Office of Juvenile Justice
Police / Sheriff's Office
Private

3. For what period of time are youth in the program and how are youth released from the program?

1) length of stay and release determined by OCS, OJJ (see attached)
2) student obtains GED and Vocational courses; interns with employer

4. Describe the overall project model, format, and/or curriculum.

Test and performance evaluations kept permanently

5. Indicate the source of the program or curriculum. Provide documentation for all projects.

☐ OJJDP ☐ Blueprints ☐ SAMHSA ☒ Other, state: Department of Education Skills/Option Program

Name the program/curriculum: Bulletin741: Louisiana handbook for Administrators details

F. PERFORMANCE MEASUREMENTS

Performance indicators/performance measures must include OJJDP's **appropriate mandatory (bold) and at least TWO non-mandatory output and outcome indicators as stated in the OJJDP Logic Model**. See application instructions. **REMEMBER**: This information will be reflected in the quarterly progress reports and must coincide with project goals and objectives. You can include other performance measurements pertaining to your project that is not included in the OJJDP Logic Model.

Output measurement: offer job readiness and reading remediation classes to at least 52 students, Mon-Wed-Fri
Output measurement: provide daily activities that assist students with employment process
Output measurement: 3-1 hour classes offered Mon-Wed-Fri and 3-1 hour classes reading remediation Tue-Thu

Outcome measurement: 90% of students particiapating
Outcome measurement: 40% of students gaining knowledge and skills necessary for employment
Outcome measurement: 10% of students interned with employers with possibility of employment

G. PRIOR RESULTS (For Continuation Projects Only)

1. Based on the objectives of the previous application, what were the measurable outcomes? List the previous subgrant's performance indicators with the actual results of each output and outcome measurement.

It was projected that 52 students would participate with 15 students completing the course and an additional 5 students to obtain internships.
Currently, 37 have participated by the 3rd qrtr, 11 have completed the course with 3 obtaining a GED, 8 of these interning with employers during 3rd quarter.
During the 3rd quarter 21 new admissions were added bringing the year total to 37 enrolled.
Of the 37 total students participating:
8 students were interned and hired for employment during the months of May/June/July.
1 student was hired by R.L.May Construction as a heavy equipment operator after obtaining his G.E.D and remained employed after discharge.
1 student was hired by Traid Builders and maintained employment for 3months,
1 student was admitted to the independent living program, obtained a student license for barbering but was arrested 3 months after discharge.
5 students voluntarily terminated the course.

2. Did the project work as expected? Explain.

The project is performing as expected. During the 3rd qrtr, 37 of the 52 estimated have participated. Students learn what employers expect and gain experience from associaition with employer/mentors. By rewarding students with a stipend-paycheck, they learn how to earn money and the importance of employment. As a result, 11 have gained job readiness skills and used them with employers.

3. Have the original goals and objectives been revised? ☐ YES ☒ NO
If Yes, describe the revised goals and measurable objectives and include what changes will be made in the continuation of this project. Explain the reason for the revision(s).

H. DEMOGRAPHICS

1. Type of Organization:

Applicant Agency	Implementing Agency
☒ Faith-based organization	☒ Faith-based organization
☐ Juvenile Justice	☐ Juvenile Justice
☒ Non-profit community-based organization	☒ Non-profit community-based organization
☐ Other community-based organization	☐ Other community-based organization
☐ Other government agency	☐ Other government agency
☐ Police/other law enforcement	☐ Police/other law enforcement
☒ School/Other education	☒ School/Other education
☐ Unit of Local Government	☐ Unit of Local Government

2. Geographical Area:

☐ Rural ☐ Suburban ☐ Urban ☐ Tribal ☒ Statewide

List the physical address(es) where service are provided:

901 S. Vienna Street
Ruston, Louisiana 71273

Describe the geographical area that the project serves:

Campus of Howard Educational Center domilciled at the Methodist Children's Home in Ruston, La at 901 S. Vienna Street
Referals are from following agencies:
the Office of Community Services
Office of Juvenile Justice
Students are from all corners of the State. Upon discharge, students are returned to their respective places of origin: Statewide.

If this is a Training Project, STOP HERE and complete D.2 - Training Projects.

3A. Provide an estimated number of how many juveniles will be served. The total amounts under Race and Gender must equal the estimated total juveniles to be served) **NOTE:** This data below must correlate with the objectives for **this** application.

☐ Youth population is not directly served by this project. This is a system improvement typed project.

Estimated Total Juveniles To Be Served	Age Range	Race: White	Black	Hispanic	Asian	Native American	Other	Gender: Male	Female
52	16 - 18	18	34		0	0	0	29	23

3B. Primary Status of Juveniles to be served (check all that apply):

Justice Related Criteria		Other
☒ At-Risk Population (no prior offense)	☐ Sex Offenders	☒ Mental Health
☒ First Time Offenders	☒ Status Offenders	☒ Substance Abuse
☒ Repeat Offenders	☐ Violent Offenders	☒ Truant/Dropout

J. EVALUATION AND DISSEMINATION OF REPORTING

A COPY OF YOUR EVALUATION FORMS USED FOR THIS PROJECT MUST BE INCLUDED.

1. From whom will the data be collected – what is the source?

Teachers

2. When will the data be collected?

summarized quarterly

3. Who will collect and analyze the data?

Darren Ambrose, Project Manager

4. Following evaluation of the project, who and how will updating or revising of the project's strategy be accomplished?

Darren Ambrose, Project Manager
Reassesment will be quarterly depending upon results
Evaluation form included

5. Name the recipients who will receive the project's results and the schedule of reporting (i.e. monthly, quarterly, yearly). Recipients MUST state the Louisiana Commission on Law Enforcement will receive Quarterly Progress Reports and expenditure reports quarterly/monthly as specified at award time. Recipients should also include, if applicable, board of directors, applicant agency (if different from implementing agency), courts with jurisdiction, etc.

Louisiana Commission on Law Enforcement/JJDP
Quarterly
Board of Directors/Methodist Children's Home
Quarterly

K. COLLABORATION AND/OR PARTICIPATING AGENCIES

Describe how the project activities will be coordinated with other juvenile justice system agencies and providers in the community. A letter of support from the local Children & Youth Planning Board or other stakeholder collaborative is strongly recommended.

Students are clients of Office of Juvenile Justice and Office of Community Support and domiciled at the Methodist Children's Home where classes and training are offered.

Name the key leaders who are supportive of this project and describe their contributions to this project. **Attach original, current letters of support and/or written cooperative agreements identifying gaps in services, and indicating awareness and cooperation with this project.**

Patty Newman: Office of Juvenile Justice
Kurt Taylor: Sheriffs Office of Juvenile Justice
Diane Sim: Office of Community Support

L. RESOURCES

Describe the facilities and additional resources available to the subgrantee for the project. Include the physical facilit(ies), where service is provided. If applicable, list other resources available to project, i.e., equipment, supplies, staff, and/or volunteers.

Classes are domiciled at 203 East Vaughn Street in an 11,000 square foot, state-of-art building designed, equipped with Pre-GED, GED, Computer lab, construction/welding shop, and a State approved Barber College.

M. CONTINUATION OF PROGRAM

☒YES ☐NO Do you plan to continue this project at the conclusion of federal support?
Since continued JJDP funding is limited and not assured, alternate funding sources should be sought. **Name the sources and potential sources of continued funding for this project at the conclusion of federal support.**

Public, private, corporate grants, etc.

N. AUDIT REQUIREMENTS

All applicants **must** check one.

☒ This organization/agency expends $500,000 or more in federal funds (during the fiscal year of the organization/agency from any and all sources including the amount of this application) **AND MUST SUBMIT THE FOLLOWING INFORMATION:**

1.	Date of last audit:	12/31/2009
2.	Dates covered by last audit:	12/31/2009
3.	Date of next audit:	12/31/2010
4.	Dates to be covered by next audit:	12/31/2010
5.	Date next audit will be forwarded to LCLE:	04/01/2011

☐ This organization/agency expends less than $500,000 in federal funds from all sources during the fiscal year of the organization/agency.

Kathy Guidry

From: Kathy Guidry
Sent: Monday, November 01, 2010 8:49 AM
To: 'Sybilann'; 'Jeremy Edwards'; 'Ken Walker'
Cc: 'Darren Ambrose'
Subject: J10-1-001, Job Readiness/Skills Retention

Mr. Darren Ambrose
LA United Methodist Children's & Family Services, Inc.
c/o Northwest LEPD, Inc.
615 Main St.
Pineville, LA 71360-6935

Re: J10-1-001, Job Readiness/Skills Retention

Dear Mr. Ambrose:

This office has received the revisions for the above application. The following issues must be addressed and resolved by close of business (5:00 p.m.) on November 12, 2010.

1. Pg. 8, Section 400 Equipment –
   a. The sole source request must be completed and submitted. **The sole source must be presented at the November meetings.**

2. Pg. 13, Section 800 Other Direct Costs – The calculated amounts do not equal the requested amount

3. Pg. 16, D. Activities – Please expand on all the activities that this project will provide to achieve the goals and objectives. It does not include the activities that equipment purchased with the previous subgrant. This application must tied into the previous subgrant.

4. Pg. 18, E. Methods – It states that the project is provided only during regular school session. The organization has youth year-round. This project is funded for 12 months and services must be provided year round. Please include how a student would be removed from this project.

5. Pg. 19, F. Performance Measurements – Please refer to the previous application and list the OJJDP performance measurements. For example: You only need to state this - #9 Number of Youth Served.

6. Pg. 20, G. Prior Results
   a. #1 – The OJJDP performance statements with the results must be included along with any other additional information. For example using the performance measurement in question 5 above #9 – 37 youth served.

7. Pg. 23, J. Evaluation & Dissemination of Reporting –
   a. #5 - You must stated LCLE would receive quarterly progress reports and expenditures as required.
   b. A copy of your evaluation forms is required.

8. Organizational chart is required.

Please MAIL the correct application with the above information as directed to the District Office. All pages resubmitted must be complete in all aspects, including signatures, initials, dates, and responses. This information is due to LCLE **by November 12, 2010.** Please contact me at (225) 925-4980 or kathy.guidry@lcle.la.gov if you have any questions pertaining to this letter.

Katherine C. Guidry
Federal Programs Section Manager
LA Commission on Law Enforcement
1885 Wooddale Blvd., Room 1230
Baton Rouge, LA 70806-1555
P: (225) 925-4980
C: (225) 241-5978
F: (225) 925-6649
Email: kathy.guidry@lcle.la.gov

SAVE THE DATE!! APRIL 27-29, 2011

31ST GOVERNOR'S CONFERENCE ON
JUVENILE JUSTICE & DELINQUENCY PREVENTION
NEW ORLEANS, LA