

# “Attachment B”

## COUNTY OF GLOUCESTER

### YOUTH SERVICES COMMISSION, DEPARTMENT OF HUMAN SERVICES

#### 2015 Application for the State Community Partnership Grant, Family Court Services Grant (YSC)

Service Category Applying For			
Incorporate Name of Applicant			
Type:	<input checked="" type="checkbox"/> Public School	<input type="checkbox"/> Local government	<input type="checkbox"/> Non-Profit
Federal I.D. Number:			
Address of Applicant:	7 Ruth Mancuso Lane		
	Glassboro, NJ 08028		
Address of Service(s):	Same as above		
Contact Person and Phone #:	Wanda Pichardo, Principal, 856-652-2700		
Total Dollar Amount Requested:	\$21,000		
Total Number of Unduplicated Clients to be Served:	60		
Email address of contact person (required): wpichardo@glassboroschools.us			
Brief Description of Proposed Services: After school program for boys and girls in grades 4, 5, 6			
Authorized Voucher Signature: Name/Title			
Signature:			

## PROGRAM DESCRIPTION -NARRATIVE SECTION

Please complete the Program Description Section by answering each of the elements listed. There is a "table" under each section. Add additional sheets as needed. Be sure to keep the number of the elements in the sequence outlined below as the score sheet is organized by this information.

### **I PROJECT/PROGRAM DESCRIPTION:**

#### **A.) Agency Overview**

1. Briefly describe the philosophy/mission of the agency Include information on its incorporation date and status.

Thomas E. Bowe School strives to be a diverse community built on mutual trust and respect. Our school endeavors to share responsibility for the education of each child by fostering open lines of communication between parents, teachers, and students, in a safe and nurturing environment. Each child will grow academically, socially, and emotionally by celebrating accomplishments, considering other perspectives, and cultivating self-esteem. At Thomas E. Bowe School, we value growth that evolves from inquiry, problem solving, and perseverance. We envision children who will become responsible citizens within the community, country, and world.

Thomas E. Bowe School's mission is to foster student achievement that considers and encompasses the concept of the "whole child". To that end, student achievement relies upon a hierarchy of support, guidance, and instruction aimed at facilitating a student's social, emotional, and academic growth as determined by observable and measurable outcomes.

- EMOTIONAL: aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.
- SOCIAL: attributes that contribute to an effective and productive community and the common good of all.
- ACADEMICS: knowledge and skills to be successful in school and life.

Thomas E. Bowe School believes that the child is a continuum and that student achievement is just that, one student taking another step towards his or her social, emotional, and academic potential.

2. Describe the agency's experience working with juveniles involved or at risk of involvement in Family Court and/or programs to prevent delinquency.

Our 6<sup>th</sup> graders participate in the DARE program each year. This is 12 week program presented by Glassboro Police Department geared toward drug awareness and prevention. We also have a Building Men program which encourages our 6<sup>th</sup> grade boys to demonstrate positive behavior, self-respect, and teaches responsibility. The Bowe School has also implemented a new behavior system, PBS. Positive Behavior Support is a function based approach to eliminate challenging behaviors and replace them with pro social skills. This program should help to alleviate some of the challenging behaviors that lead to loss of instructional time and suspensions.

3. Describe staff's level of knowledge and understanding of juvenile delinquency and familiarity with the processing of juvenile delinquency cases in Family Court.

This knowledge is very limited. Our School Resource Officers have made themselves available to us to address any issues that arise.

**B) Specific Project/Program**

Describe the service component for requested funds.

B.L.A.S.T. (Bowe's Lively After School Team) will incorporate the following: "Let Girls Be Girls", "Little Men's Den", "Dream Chasers", "Building Dreams", "Theatre Workshop", "Art & Crafts", and "Game Club", and "Cross Fitness". These will be the activities that consist of pro-social, emotional and mentoring support for our at-risk population, grades 4 through 6. The requested funds will provide for transportation, snacks, supervision, guest speakers/instructors and materials.

**C) Rationale/Mission of Project/Program**

Describe the need that is being addressed, the methods/ modalities to implement the program design and how it meets need(s) identified in the Gloucester County Comprehensive Youth Services Plan 2012-2014 (the Plan should be available off the Gloucester County web site from the Human Services Department's Youth Division).

According to the Gloucester County Comprehensive Youth Services Plan 2012-2014, "*unsupervised youth are most at-risk after school. Not only is child care needed, but positive activities to enhance protective social and life skills are needed. A safe place for academic and emotional support is vital for healthy development*".

BLAST will provide students with social and emotional outlets that will help them to gain success and confidence. The Bowe staff believes that young people who have the proper support systems in place throughout all stages in their human development will be solid, healthy, productive, and well-rounded individuals who give back and sustain their community. The program provides caring adults from within the school and community that will mentor and encourage students to achieve more. BLAST will provide activities that will help students to build self-esteem, work through socialization challenges, manage self-image battles as well as peer connections and establish a relationship with a caring adult that will assist in the navigation of challenging issues. The students will participate in a variety of activities within this program, they are listed below.

**Let Girls Be Girls and Little Men's Den**

Here at the Thomas E. Bowe School, we hope to expand the *Let Girls Be Girls* program to more than just 6<sup>th</sup> grade girls, and to implement a new boys program, *Little Men's Den*. We intend to address the needs of our students by focusing on gender specific programs. According to the Prevention portion of the VISION for Gloucester County, gender specific programming for all schools is a service deemed necessary "to increase the likelihood that youth will remain free from initial involvement with the formal or informal juvenile justice system." (Taken from PREVENTION description – GCYSP 2015-2017, p 67). The goal of these programs is to provide students with adult support systems, teach students to be responsible for their actions, and prepare students to choose the path that leads to success.

### Dream Chasers

The BLAST Program will enter a partnership with Jubilee Entertainment Mentoring Programs. Our students will participate in their Dream Chasers Program as a mentoring / empowerment program with a mission to inspire, develop and empower children and pre-teens to reach their full potential. It consists of students who have expressed a desire to discover how to plan and pursue their dreams. This program consists of monthly meetings with open forums focusing on leadership, critical thinking and strategies on how to identify and achieve dream.

### Dream Chaser's Goal

- Equip and develop students to overcome their obstacles and dysfunction
- Improve current academic performance
- Develop leadership abilities
- Develop personal and professional etiquette
- Develop ability to identify students' gifts and talents
- Develop knowledge on how to pursue and attain one's dream
- Develop peer mentors for underclassmen/students

### Building Dreams

The short-term goals of Building Dreams will be to allow students that aren't in "Gifted and Talented" the ability to construct creative masterpieces using LEGO's while strengthening peer relationships, building teamwork skills, and elevating self-esteem. This program will also allow students to embrace their creative side and expose them to potential career interests for the future. Through working on projects in the Building Dreams program students will discover the need for Core Subjects Areas such as: Science, Technology, Engineering, and Mathematics. Our district currently has a "STEM Academy" in the upper grades which are geared towards higher achieving students. At-risk youth usually don't feel as though they're ready to take on this type of challenge, but Building Dreams will encourage those students to try and will provide some background knowledge to help them succeed.

### Theatre Workshop

The goal of Theatre Workshop is to make live theater accessible to our children, to enable young people to gain an appreciation for the arts, and to increase self-confidence, self-esteem, and a sense of *responsibility* by providing an opportunity for children to participate in dramatic activities. The Theatre Workshop is a fun outlet that will not only increase confidence, but will also improve reading comprehension, teach responsibility and teamwork and hone public speaking skills.

### Team Sports and Fitness

The students will participate in physical activity which will help them to succeed in school. They will be instructed in team sports, conflict resolution, healthy living and discipline. In addition to having fun and staying healthy and strong, the physical activity will increase concentration and focus, improve classroom attendance and behavior, and boost academic performance.

## **D) Cultural issues in the program design**

Describe capability of this project to meet the cultural needs of clients to be served.

BLAST will provide students with an environment that acknowledges the value and diversity of our

students. Through the program activities, we will help students to address issues, build confidence, acknowledge and celebrate differences.

## **E) Goals, Objectives and Program Evaluation**

Using the Attachment C Program Profile form, outline the purpose of the project/program design and identify quantifiable goals, objectives and outcomes and evaluation methods.

1. What are the short-term goals and outcomes of this program and how will they be measured?

Our short term goals

- To provide a safe afterschool outlet
- Increase positive students to student and student to adult interactions
- Have students regularly attend the program
- Decrease amount of behavioral referrals during the school day

2. What are the intermediate goals and outcomes of this program and how will they be measured?

Our intermediate goals

- To provide a safe afterschool outlet
- Increase positive students to student and student to adult interactions
- Have students regularly attend the program
- Decrease amount of behavioral referrals during the school day

3. What are the long-term goals and outcomes of this program and how will they be measured?

The desired outcome is for all students to have an adult mentor, to have a safe place for social and emotional outlets, and to motivate students to dream big and stay out of trouble. After continuous visits to BLAST, students will have interacted with appropriate role models who will teach good decision making and model positive social interactions. Along with consistent mentoring, students will also gain a stable environment that will provide fun and support.

The long-term goals

- To expand the program and increase the number of students supported
- Monitor student attendance during this afterschool program to ensure that the selected students are participating
- Decrease students behavioral referrals and suspensions
- Decrease loss of instructional time because of misbehaviors
- Survey the students on the interest of activities offered and application of skills learned through mentoring

## **F. JUSTIFICATION**

1. What data supports funding this program or service?

Mentoring programs help young people by providing supports for them beyond classroom and home. The program also gives students an opportunity to work with peers and adults who share common goals and understandings. The activities provide alternative paths for students

to engage in, at times keeping them off streets and away from negative influences that they confront when left unsupervised for long stretches of time. When students engage in questionable activities outside of school, often these behaviors come into the school setting resulting in higher suspension rates as were experienced at Bowe School last year and subsequent loss of academic instructional time.

Students who regularly meet with their mentors are 52% less likely than their peers to skip a day of school and 37% less likely to skip a class (Public/Private Venture Study Of Big Brothers Big Sisters). Students who meet regularly with their mentors are 46% less likely that their peers to start using illegal drugs and 27% less likely to start drinking. (Public/Private Venture Study Of Big Brothers Big Sisters).

Mentors help young people relate to all kinds of people and help them strengthen communication skills which are essential in life. Most of all mentors offer hope where there was little or none before, inspire young people to greater purposes, improve their self-esteem, and help them along stable pathways that help chart their future.

2. Why is this program important to youth?

At risk youth, especially those who are involved in Family Court, may not have the resources that most individuals need to succeed through life. Life skills and support are extremely important in the development of youth into adulthood. BLAST will teach problem solving techniques, accompanied by team building skills with the end result being that of gaining independence.

3. Why is this program important to the community?

The students will know how to create meaningful relationships. BLAST will allow students to be exposed to problem solving techniques, which are essential for everyday life. Students who complete this program will be more likely to finish high school and have an interest in college; which will be a positive attribute to the community by having more college and job ready individuals. BLAST will teach and encourage lifelong skills that will surpass the school walls. Positive interactions founded in the philosophy of helping one another and being helped will benefit the students, but in the long run benefit those in their lives in the community.

**II. PROJECT/PROGRAM ADMINISTRATION / STAFFING**

A) Detail the supervision lines of this project/program in relationship to overall agency operation.

Mrs. Wanda Pichardo, Bowe School's Principal, will be overseeing the program entirely. Scheduling, facility, student participants, and budget issues will all be approved by her. Bowe School teachers will oversee the individual programs and will provide supervision during the workshops provided by outside agencies.

B) Include organizational chart (with personnel and positions completed)

Wanda Pichardo – Principal  
Ron Ferraro – Vice Principal  
Mike Sharkey, Teacher – Team Sports & Fitness, Little Men’s Den  
Jason Clark, Teacher - Team Sports & Fitness, Little Men’s Den  
Rich Brattelli, Teacher - Team Sports & Fitness  
Steve Hempel, Teacher – Theatre Workshop  
Andrea LoCastro, Teacher – Theatre Workshop  
Kara Belmonte, Teacher – Building Dreams  
Marissa Johnston, Teacher – Building Dreams  
Jennifer Kennedy, Teacher – Arts & Crafts

C) Identify dedicated staff and their respective functions to implement this program. Identify staff supervision, reporting structure and who is responsible for each program component.

Wanda Pichardo – Principal  
Ron Ferraro – Vice Principal  
Mike Sharkey, Teacher – Team Sports & Fitness, Little Men’s Den  
Jason Clark, Teacher - Team Sports & Fitness, Little Men’s Den  
Rich Brattelli, Teacher - Team Sports & Fitness  
Steve Hempel, Teacher – Theatre Workshop  
Andrea LoCastro, Teacher – Theatre Workshop  
Kara Belmonte, Teacher – Building Dreams  
Marissa Johnston, Teacher – Building Dreams  
Jennifer Kennedy, Teacher – Arts & Crafts

D) Provide job descriptions and resumes of staff indicating their qualifications, i.e. experience and capabilities.

Every member holds a NJ Teaching License. They are all full time teachers at the Thomas E. Bowe School and deal with students in grades 4 through 6 regularly. These teachers are familiar with dealing with students with disabilities, including those with IEP’s and 504’s.

E) Describe policy for staff growth and development in addition to evaluation of staff performance.

All teachers in NJ are required to accumulate a minimum of 20 hours of professional development each year. In addition, each teacher is formally evaluated at least 3 times during a school year in the areas of planning and preparation, classroom management, instruction, and professional responsibilities.

F) Is your staff required to undergo a criminal background check prior to employment?

All teachers in Glassboro Public Schools have undergone a successful criminal background check as a requirement for employment.

**III. PROJECT DURATION:**

**A) Identify program funding period.**

January 1, 2015 – December 31, 2015

B) Complete attached Implementation Timeline chart. (attached)

C) Specify whether the program anticipates a startup delay.

There will be a brief start up delay as students are chosen for participation. After initial paperwork is submitted, students will be notified within a week regarding participation.

**IV. TARGET POPULATION/ELIGIBILITY:**

A) Describe who will be served (including age, gender, etc.) Discuss limitations (if any) of program to accept referrals-is this a "no eject, no reject" program?

BLAST will service students who have been identified by teachers or administrators as at risk for behavioral and social reasons. We will do everything in our power to incorporate all of the students who are recommended as the budget permits. No students will be removed or ejected from this program.

B) List eligibility criteria.

The students accepted must be recommended by teacher or administrator based on behavior and negative social interactions with peers.

C) Describe geographic service area for this project/program.

BLAST will be offered to Bowe students at the Thomas E. Bowe Elementary School in Glassboro, NJ in Gloucester County.

**V. ADMISSION CRITERIA:**

A) Describe referral/enrollment process and include client's initial financial obligation, if any (e.g. deposit needed for evaluation, then returned at time of appointment).

There is no financial obligation for this program. Students who are referred by teachers and administrators will be accepted.

B) Describe maintenance of a waiting list.

In the event that too many students are recommended for the program, the School Principal will maintain an updated waiting list. If a student no longer wishes to participate in the program or transfers to another



school district, the principal will select a student from the waiting list to fill that spot.

C) Describe method for prioritization of intake requests.

In the event that too many students are recommended for the program, the School Principal will maintain an updated waiting list. If a student no longer wishes to participate in the program or transfers to another school district, the principal will select a student from the waiting list to fill that spot.

D) What is the anticipated length of time from referral to acceptance/ admission?

Once all of the referrals had been accepted, the students will be notified within a week.

E) Attach reports/forms/documents needed for referral/admission - if an evaluation instrument is used as part of the intake process, please specify, and include rationale for its use. (e.g. industry standard, best practice, etc)

Referral form is attached.

**VI. HOURS OF SERVICE/PROGRAM ACCESSIBILITY:**

A) Specify location of program and hours of service provision.

Thomas E. Bowe School  
7 Ruth Mancuso Lane  
Glassboro, NJ 08028

The program will run from 3:00 to 4:15 on scheduled days.

B) Indicate whether the program has an after school and summer component

BLAST will take place after school on scheduled days, but will not take place during the summer months.

C) Explain accessibility for target population, including availability of transportation.

BLAST will be accessible for all members of the target population, and transportation will be provided as a part of the grant.

D) Identify barriers to access.

There are no barriers to access.

E) Describe how applicant would accommodate persons with disabilities.

As with our students during the school day, all accommodations identified in a student's IEP or 504 Plan will be followed.

F) List program service days/holiday schedule on attached Calendar of Service Days chart.

See attached.

**VII. LEVEL OF SERVICE:**

A) What is the definition of Unit of Service?

The unit of service is one after school session. The students will be involved in BLAST 5 to 8 sessions per month. Each session will be approximately 1.25 hours after the school day.

B) What is the expected Level of Service (LOS) for each unit?

Each student will receive the same level of service. The student mentor ratio will be approximately 15:1.

C) What is the direct LOS (hours of service to the client)?

The students will be involved in BLAST 5 to 8 sessions per month. Each session will be approximately 1.25 hours after the school day.

D) What is the indirect LOS (hours of activity for and about the client)?

NA

E) Indicate the number of unduplicated juveniles/families to be served.

Sixty students will be serviced through this program.

F) Specify the Unit of Service Cost.

Approximately \$254

G) Will a sliding scale for services be used in serving clients, and if so, who will decide this and how will this be determined?

Students will not be charged.

**VIII. DATA COLLECTION**

A) Describe client record keeping system.

Attendance will be taken at the beginning of each session. We will monitor student progress through discipline referrals, suspensions, and social issues as reported by the school counselor.

B) Describe client data to be recorded, the use of the data by the applicant, the means of maintaining confidentiality of client records, and the retention schedule.

All student records are confidential and will be maintained within the students file (except for program attendance).

C) Describe how your agency will address the mandatory requirements of the Juvenile Automated Management System (JAMS) for online reporting including intake/discharge and quarterly reporting.

NA

**IX. CLIENT SERVICE PLANNING:**

A) Describe how a plan will be developed to meet needs of youth from time of admission to discharge.

NA

B) Describe the outreach to the youth's parent(s)/guardian(s) and how they will be involved in the program

The parents will receive a letter describing the BLAST Program and inviting their child to enroll.

C) What are the timeframes for evaluating the status of the plan?

The program will be evaluated for student interest and the effectiveness of the mentoring program on student behavior and socialization in June of 2015. It will be re-evaluated in December of 2015.

D) Specify staff responsible for the plan.

Wanda Pichardo, Brandi Sheridan, Ron Ferraro

E) Describe applicants established linkages with community resources that include juvenile justice, family court, children's mental health services, adolescent substance abuse treatment, child protection, schools and law enforcement in Gloucester County.

The Thomas E. Bowe Elementary School is a public school in Gloucester County and has reached out to the following resources as needed to benefit our students:  
Glassboro Police Department, DCP, Danellie Counseling Services, the Glassboro Municipal Court System for truancy.

F) Provide detailed information on any services requested under the consultant line item in budget section.

NA

**X. DISCHARGE PLANNING/PROGRAM COMPLETION:**

A) Describe the procedure for discharge/program completion.

The students will remain in the program until they are promoted to the 7<sup>th</sup> grade at the Glassboro Intermediate School.

B) Specify the criteria for a positive discharge/program completion.

NA

C) Specify the criteria for a negative discharge/program non-completion and follow-up to referral sources.

NA

D) Identify the staff responsible for discharge planning.

NA

**XI. AFTERCARE / TRANSITIONAL SERVICES / TRACKING / FOLLOW UP:**

A) Describe the project's role in aftercare planning / transitional services for when the youth is discharged.

NA

B) Describe the system for tracking / collection of follow -up data and timeframes.

Student discipline and referral and suspension reports, attendance reports, and social skills counseling report will be submitted to the principal for monthly monitoring.

C) Will follow-up data be used in program evaluation?

Yes.

**GLOUCESTER COUNTY \* YOUTH SERVICES COMMISSION  
DEPARTMENT OF HUMAN SERVICES  
CALENDAR OF SERVICE DAYS**

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Service will be provided as follows: (fill in times)

**Site Location** \_\_\_\_\_ Thomas E. Bowe School, Glassboro, NJ \_\_\_\_\_

SUNDAY \_\_\_\_\_ MONDAY \_\_\_\_\_ TUESDAY \_\_\_\_\_ X \_\_\_\_\_

WEDNESDAY \_\_\_\_\_ X \_\_\_\_\_ THURSDAY \_\_\_\_\_ FRIDAY \_\_\_\_\_

SATURDAY \_\_\_\_\_

**Emergency Provisions:** Emergency forms will be submitted by each participant. These will specify individual medical needs as well as provide emergency contact information.

**Holiday Schedule** - Service will not be provided on the following:

<u>Occasion</u>	<u>Dates</u>
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**PROGRAM IMPLEMENTATION TIMELINE**

The Program/Project Implementation Timeline is an outline of the known tasks, which must be completed by the dates indicated in order to remain in programmatic compliance with the contract.

<i>Month 1</i> January: Referrals submitted by staff, invite letters sent to parents, classes begin
<i>Month 2</i> February:
<i>Month 3</i> March:
<i>Month 4</i> April:
<i>Month 5</i> May:
<i>Month 6</i> June: Evaluate program activities, interest, and effectiveness
<i>Month 7</i> July:
<i>Month 8</i> August:
<i>Month 9</i> September: Accept incoming 4 <sup>th</sup> grade students
<i>Month 10</i> October:
<i>Month 11</i> November:
<i>Month 12</i> December: Re-evaluation and final report on program effectiveness

\*\* Funds may not be “carried over” into the next year without express written permission from the County of Gloucester. .

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**Attach Resumes if available**

Attachment C \* Budget  
COUNTY OF GLOUCESTER \* YOUTH SERVICES COMMISSION  
\* DEPARTMENT OF HUMAN SERVICES  
YSC 2015 APPLICATION

Cover Sheet

**Please complete the Budget Section in the sequence outlined below.**

- I. BUDGET EXPENSE SUMMARY
- II. BUDGET JUSTIFICATION
- III. BUDGET EXPENSE DETAIL PERSONNEL
- IV. BUDGET EXPENSE DETAIL OTHER THAN PERSONNEL
- V. COST OF EQUIPMENT
- VI. RELATED ORGANIZATION/ SUBCONTRACTEES/ CONSULTANTS
- VII. REVENUE
- VIII. ADDITIONAL BUDGET QUESTIONS



**Gloucester County Youth Services Commission /**  
**Department of Human Services**

**I. BUDGET EXPENSE SUMMARY**

**AGENCY NAME:** \_\_\_\_\_ Thomas E. Bowe School \_\_\_\_\_ **TIME-FRAME 1/1/15 –12/31/15**

<b>BUDGET CATEGORY</b>	<b>COMBINED TOTAL</b>	<b>STATE COMMUNITY (SCPG)</b>	<b>FAMILY COURT</b>	<b>OTHER - PLEASE SPECIFY</b>
PERSONNEL A. Salary B. Fringe	7488			
B. Consultant / Professional Fees	3852			
C. Materials / Supplies	4040			
D. Facility Costs				
E. Specific Assistance to Clients (transportation)	3020			
F. Other (snacks)	2600			
G. GEN. & ADM. (G&A) Cost Allocation				
H. Total Operating Costs	21,000			
I. Equipment				
J. Total Costs	21,000			
K. Revenue (Deduct)				
L. Funding Request	21,000			

## II. BUDGET JUSTIFICATION

**(Explain Categories A through G and I as needed)**

### **A) Personnel**

Our staff members, who will run the activities or who will assist with supervision during activities provided by outside agencies or consultants, will be paid per session (\$36 per session).

### **B) Consultant**

We will be utilizing Dream Chasers and a Fitness consultant to enhance our program. Dream Chasers will cost \$400 for each of the 9 sessions. Our Fitness consultant will be paid \$36 a session, for 7 sessions.

### **C) Material / Supplies**

These will be determined by each activity advisor and approved by the building principal.

### **D) Facility**

There is no cost to utilize the school.

### **E) Client Assistance**

Transportation will be provided at the conclusion of each session by two Glassboro busses, totaling approximately \$60 per session.

### **F) Other**

Snacks will be provided each session, costing no more than \$50 per session.

### **G) General & Administrative**

There are no administrative costs involved.

### **H) Equipment**

This is to be determined by each activity advisor and approved by the building principal.



**COUNTY OF GLOUCESTER \* YOUTH SERVICES COMMISSION**  
**DEPARTMENT OF HUMAN SERVICES**

**III. BUDGET EXPENSE DETAIL - PERSONNEL**

AGENCY NAME: \_\_\_\_\_ Thomas E. Bowe School \_\_\_\_\_ TIME-FRAME 1/1/15 -12/31/15

If you need another row, just go to the last cell in the table and press "tab"

PERSONNEL Position & title name of employee	DATE EMPLOYED	HRS/ MONTH	COMBINED TOTAL	SCPG	Family Court	Other – please specify
Mike Sharkey, Teacher, (Fitness / Games, Little Men's Den)	1/1/15 to 12/31/2015	3	Salary \$108			This will vary depending on days of sessions per month.
Rich Brattelli, Teacher, (Fitness / Games)	1/1/15 to 12/31/2015	2	Salary \$72			This will vary depending on days of sessions per month.
Jason Clark, Teacher, (Fitness / Games, Little Men's Den)	1/1/15 to 12/31/2015	3	Salary \$108			This will vary depending on days of sessions per month.
Steve Hempel, LA Coach, (Dramatic Effect)	1/1/15 to 12/31/2015	2	Salary \$72			This will vary depending on days of sessions per month.
Andrea LoCastro, Teacher, (Dramatic Effect)	1/1/15 to 12/31/2015	2	Salary \$72			This will vary depending on days of sessions per month.
Kara Belmonte, Teacher, (Building Dreams)	1/1/15 to 12/31/2015	2	Salary \$72			This will vary depending on days of sessions per month.
Marissa Johnston, Teacher, (Building Dreams)	1/1/15 to 12/31/2015	2	Salary \$72			This will vary depending on days of sessions per month.
Jennifer Kennedy, Teacher, (Arts & Crafts)	1/1/15 to 12/31/2015	2	Salary \$72			This will vary depending on days of sessions per month.
Cyndi Wiggins, Teacher, (Let Girls be Girls)	1/1/15 to 12/31/2015	1	Salary \$36			This will vary depending on days of sessions per month.
Lisa Rencher, Teacher, (Let Girls be Girls)	1/1/15 to 12/31/2015	1	Salary \$36			This will vary depending on days of sessions per month.
Supervision during Karate and Dream Chasers, various teachers	1/1/15 to 12/31/2015	6	Salary \$216			This will vary depending on days of sessions per month.

**IV. BUDGET EXPENSE DETAIL - OTHER THAN PERSONNEL**

Specify the budget category line item	Itemization of cost	Combined Total	SCPG	Family Court	Other please specify

**V. COST OF EQUIPMENT**

Item Type & description	Itemization of Cost	Combined Total	SCPG	Family Court	Other please specify

**VI. RELATED ORGANIZATION / SUBCONTRACTEES / CONSULTANTS**

Name & address of related organizations	Types of services facilitates and/or supplies furnished by the related organization	Explain relationship	Cost	Name of program and column charged
<b>Jubilee Children’s Entertainment (PO Box 1413, Burlington, NJ 08016) “Dream Chasers”</b>	<b>Mentoring / empowerment program (9 workshops related to providing support, improving character, and life skills).</b>	<b>Outside agency contracted to mentor our students in this program.</b>	<b>\$400 per workshop (9 x \$400 = \$3600)</b>	
<b>Karate – Instructor is yet to be determined</b>			<b>\$36 per session (7 x \$36 = \$252)</b>	

**VII. REVENUE (Use Only If Applicable)**

**Please indicate the sources of revenue in the columns below**

Description	Total	Source	Source	Source

**VIII. ADDITIONAL BUDGET QUESTIONS**

1. Describe the agency’s ability to manage the fiscal aspects of the program / project.

An account will be set up through the District’s Business Office. All payroll and spending will be documented through receipts and time sheets. These will be approved by the building principal and will be submitted to the Accounting Supervisor for payment.

2. Indicate the resources, space, facilities and equipment available to the program/project.

The Thomas E. Bowe School’s cafeteria and gym will be used to house the whole group activities, including: Dream Chasers, Karate, and Team Sports and Fitness. The school’s existing Physical Education equipment will be made available. Individual classrooms will be used to accommodate smaller group activities, including: Let Girls Be Girls, Little Men’s Den, Dramatic Effect, Building Dreams, and Arts & Crafts.

3. Specify the ratio of general and administrative costs to total costs.

There will be no administrative costs related to this program.

4. Describe the agency’s fiscal commitment to the proposed program/project.

We intend to commit to this program for the entire year, and we look forward to applying for this grant for the maximum years possible.