

Success

*Empire State Poverty Reduction Initiative
(ESPRI)*

Jamestown Public Schools

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Application Form

Project Name*

Success

Amount Requested*

\$120,174.57

Needs Assessment*

Please include:

- Purpose of the project
- Evidence of the need
- Description of the target population, including the challenges and barriers they face

The purpose of this project is to increase the percentage of students who successfully transition from HS to work or college, and to increase the earning potential of JHS graduates by 2022. According to the community needs assessment from the Center for Governmental Research, 43% of Jamestown children live below the poverty level. This is considerably higher than percentages reported for both Chautauqua County and New York State. Recent studies suggest concentrated high neighborhood poverty rates contribute to a range of poor outcomes for children, as they move into adulthood. These include high joblessness rates, social isolation, and a lack of positive adult and peer influences. (Poverty is Not Just an Indicator, Chaudry; Wimer, Academic Pediatrics, 2016)

Studies show that persistently poor children have less academic success than their counterparts who experience poverty but are not persistently poor. Specifically, persistently poor children are 13% less likely to complete high school by age 20, 29% less likely to enroll in postsecondary education by 25, 43% less likely to complete a four-year college degree by 25, and 37% less likely to be consistently employed as young adults than their counterparts. This highlights the substantial disadvantage for children from persistently poor families and is consistent with the fact that unemployment rates have historically been higher among lower-educated groups (Federal Reserve Bank of St. Louis, 2014). Overall, these statistics suggest that children who have a long and persistent exposure to poverty face significant challenges in their quest for educational achievement and employment, thus eroding employment prospects and wages throughout a lifetime. (Child Poverty and Adult Success, Urban Institute, Ratcliffe, Sept. 2015) While even a few years in poverty can have a significant impact on economic trajectories, the risks are particularly severe for the small number who experience many years of poverty. (Child Poverty and Intergenerational Mobility, Fass December 2009)

According to the US Department of Education, High School dropouts between the ages of 18 and 24 experienced a poverty rate of 30.8%, while those with at least a bachelor's degree had a poverty rate of 13.5%.

This proposal will focus on JHS students who are living at or below the poverty line and/or those who are at-risk of dropping out. Given the aforementioned negative outcomes for youth from poverty, this proposal is both timely and necessary. These students typically have few positive adult relationships and lack the resources to build connections with employers in the community. Targeted students will be those who need additional support and education to develop employability skills, and those identified as needing support in developing work experiences.

Project Description*

Click here to access a blank template for the Aim & Driver Diagram; complete the form, save the document to your computer, and upload that file (see below).

- Define specific activities that will be implemented to achieve the stated Aim.
- Explain how the project will benefit the target population and overcome barriers and challenges.
- Explain how data will be collected and used to assess effectiveness.
- Describe how existing evidence-based or effective practices will be used in the proposed project.
- Describe the collaborations that will be established or strengthened in the proposed project.
- Describe how the project leverages other funding sources and will be sustained beyond the project period.

Success AIM and Driver.pdf

Success is a program enhancement to the Jamestown High School Career Academies, providing incentives for school attendance and behavior, as well as skills development, volunteer opportunities and paid internships. The research is clear that students who graduate from high school are more likely to earn a sustainable wage (Federal Reserve Bank of St. Louis 2014). In addition, high school students who participate in Career Academy internships have higher future wage earnings than counterparts who do not (Career Academies: Long-Term Impacts on Labor, Kemple 2008).

Students who attend school regularly are more likely to graduate; conversely those who experience chronic absenteeism are more likely to drop out. In an effort to address student attendance rates, Success will work with Jamestown Renaissance Corporation (JRC) to develop partnerships with local businesses to increase donations of gift cards to JHS, which are awarded to students as an incentive for those who demonstrate good attendance and behavior each month. These may include discounts at local restaurants and/or venues within city limits.

JHS has fully launched the initial components of the effective academies design and is optimally positioned to add the evidence-based enhancement of work-based learning. Funding would allow JPS to pilot this vital and missing component, while addressing school drop out and increasing employability skills and opportunities. This program will add two new partners, Chautauqua Works and Jamestown Renaissance Corporation (JRC). With Chautauqua Works' vast experience in youth employment and job readiness the agency will adapt the summer employment model to the school year while focusing on skills development during the school day. To accomplish this, the agency will employ one full-time contractual employee, an Employment Coach (EC), who will be located primarily at JHS. The EC will work with academy advisors and other school staff to identify low-income 11th/12th graders who are poised for internships and other work based experiences. The EC will assist students with completing the US Department of Labor's, My Next Step; youth interest survey and skill assessment, utilizing the results to develop an individual plan.

Depending on needs, students will participate in individual or group skills sessions utilizing the evidence-based curriculum ARISE. Lessons will assist students in developing employment skills and will cover building a support system, interviewing, finding jobs, and include lessons on money management, opening a bank account and more. Additional sessions will focus on employment skills such as, calling in absent, personal hygiene, and interview attire. After completion of sessions, students will be assessed for readiness to participate in paid internships, volunteer opportunities, or other work related experiences.

Students who are work ready will be invited to participate in paid internship opportunities. Students who need additional coaching will be invited to participate in volunteer opportunities to better hone their skills, and students who lack the initial capacity to enter into a work related position will be coached by the EC to build the skills necessary to advance to volunteer/paid positions.

The volunteer positions will be provided through a unique and new partnership with JRC and will consist of opportunities for students to enhance skills with onsite instruction and support. Students from each academy, will volunteer at city events by assisting with set up, clean up, crowd control, and communication with vendors/attendees, as well as event coordination, PR, and management. JRC staff will provide students with on site supervision and coaching, offering feedback to the EC about individual student performance and commitment. Additionally, volunteer opportunities will be created for students interested in arts, manufacturing, and engineering to participate in a community wide project crafting and painting two large chair replicas of furniture built in Jamestown in the 30's to be placed in front of downtown businesses. Additional linkages between ongoing JRC revitalization and community enhancement projects and JHS academies will be fostered and developed in an effort to give students additional volunteer opportunities and influence student community pride.

Paid internships will be organized and managed by the EC with assistance from the JRC in recruiting local businesses to provide the internship opportunities. The EC will orientate the local employers to the program and assist supervisors with developing strategies to coach students through common youth employment pitfalls. Utilizing the information from the previous assessment, and the targeted students academy of choice, the EC will assist the student in determining a best-fit internship placement. Once placed, the EC will provide on-going coaching and support to the student interns, as well as the supervisors to ensure that both students and employers are getting the most out of the experience.

Data will be collected on individual students throughout the program to assist the EC in developing individualized coaching sessions and to determine which lessons may need to be repeated or reemphasized. Once students are placed in an internship/volunteer position, each employer will meet with the EC within the first two weeks and then once every 6 weeks to complete an Employability Profile report. The rubric will assess attendance, punctuality, appearance, initiative and additional workplace skills.

Should this pilot prove successful, funding could be supported by district general fund dollars. The district is committed to seeking funds and to providing financial support to programs that prove to be successful in helping improve student outcomes related to school attendance, graduation rates and work readiness.

Evaluation and Project Improvement*

- Identify baseline measures that will be tracked throughout the project. The baseline must align with the proposed project Aim and associated Drivers.
- Describe the process and frequency for how the measures will be collected.
- Describe how the use of PDSA cycles will be used to modify service delivery throughout the project.

The aim is to increase the average monthly earnings of low-income high school graduates by 2022. Given that graduates earn more than non-graduates, a primary driver is to increase graduation rates. The 2017 5 year graduation rate for JHS was 78%, below the state average of 82%. The goal; increase the graduation rate to 82% by 2019. The EC with the help of school administration will monitor progress toward reaching objective on a quarterly basis looking at secondary drivers such as grades, attendance, behavior, and credit accumulation to determine students needing additional support.

Those with poor attendance are less likely to graduate. Last year, 40% of all students were chronically absent (missing 10% or more of days enrolled). The long term goal is to reduce this to 30% by 2019. Ideally, participation in enhanced academy experiences and the availability of additional attendance incentives will assist us in reaching this target.

The third primary driver is to increase student participation in volunteer/paid work experiences that offer ongoing support to youth/employer. Last year 170 JHS special education students participated in CDOS; (program for students who will not graduate with a Regents Diploma); and 56 JHS students participated in Chautauqua Works Youth Summer Internship. The goal; 60 student participants in Skills Development Sessions, 40 participants in volunteer experience and 22 students participants in paid work experience.

Knowing that local employers report the need for soft skills, the last primary driver is to increase employability skills of participants. Of the students with paid/volunteer experiences, 80% will score a 3 or above on the Employability Profile Rubric. Of all student participants, 75% will show an increase in a pre-post employability skills survey.

With information gathered from the intake, the EC develops a plan to address needs and administer skills sessions (do). The EC will consistently evaluate students to determine readiness to move into internship/volunteer opportunity. The EC will use the Employability Profile to assess student needs (study). The EC will coach employer and students in dealing with common pit-falls of youth employment including communication, and punctuality and provide additional individual sessions to students, and develop additional skills needed to successfully complete the internship/volunteer position (act).

Overall, the program will utilize ongoing evaluation of data to ascertain program changes necessary to ensure success. The school district has access to data to monitor student attendance, grades, credit accumulation and behavior. This information will enable the program to monitor progress toward reaching outcomes and develop program changes. While an advisory committee of JHS academy staff already exists,

monthly meetings with grant partners will help to monitor the intervention process and progress towards outcomes and discuss program adaptations.

Organizational Information*

- Outline how capacity will be expanded to deliver proposed project.
- Explain how the oversight for the proposed project will occur.
- Upload Profit & Loss and Statement of Financial Position for the organization.

profit and loss.pdf

Success will be implemented with existing staff from within the JPS district and agency partners, as well as adding a new full-time position (Employment Coach) through a contract with Chautauqua Works. The direct supervisor for the EC will be Katie Geise who will offer support and monitor daily work activities. Dr. Mike McElrath will be the lead contact for JHS, connecting the EC with the academies staff and ensuring collaboration between school staff and grant partners.

Zach Agett will be the lead contact for JRC and will work closely with the EC to coordinate the volunteer opportunities for students. McElrath will recruit the teachers to work the additional after school hours and connect them with Agett who will help to implement the chair project. Kristie Kathman will be the lead business recruiter working with McElrath and the EC to build relationships with local businesses to seek businesses to provide incentive gift cards and paid work experiences.

The EC, with the support of McElrath, will ensure the advisory committee meets monthly with the academy leads and business partners. The EC will collect and input process data. Additionally with guidance and support from the school district's office of Data and Accountability, the EC will monitor process measures, progress and outcome results.

Project Budget*

Click here to access a blank template for the project budget; complete the form, save the document to your computer and upload that file.

ESPRI Budget cover.pdf

Budget Narrative*

- Provide a narrative that explains the amount requested for each line of the budget.
- It should specifically describe how each item will support the achievement of the proposed project aim.
- Do not use the Budget Narrative to expand the Project Description.

The total cost for this proposal is \$120,174.57. Salaries are a small portion of the grant and include the cost of 4 teachers at the contractual teacher rate of \$35.17 an hour for 4 hours a week over 6 weeks to assist with the chair projects afterschool. This is a total salary cost of \$3,376.32. Fringe is based off of the percentage FICA and Workman's comp and TRS retirement for a total of \$615.84 in fringe.

Supplies for this proposal are \$1,200 used for wood, hardware and paint per chair times 2 chairs for a total of \$2,400. Added in supplies is the cost of shirts, distributed to students for safety and identification while volunteering at events, at a cost of \$7 per student times 52 students equaling \$416. The supply line total is \$2,816.

JHS will provide the EC space on-site as an in-kind contribution and there are no other occupancy costs. Additionally there are not equipment, travel or professional development costs accrued by the lead for this proposal.

For this proposal the student payment or stipend will be awarded through a contract with Chautauqua Works is for the direct payment and benefits to students for paid work experiences. This includes the cost of 20 youth at 15 hours a week for 12 weeks paid at a rate of \$10.40 and hr. and 2 students to work in fast food at a rate of \$11.75 an hour for 15 hours per week for 12 weeks. For a total of awards to equal \$47,086.90.

Under other is the additional contracts an additional one for Chautauqua Works to cover the coordination of the EC including the position, oversight, equipment and supplies necessary to complete the objectives outlined in the grant and equals a total of \$54,192.00. A small contract will be to Chautauqua Striders is to provide Life Skills Education Certification Training to the EC at \$300.00. The last contractual component is for JRC this contract will cover the cost of oversight of the volunteer placement and on-sight coaching for students, as well as oversight of the chairs project and to cover costs associated with recruitment of businesses for attendance incentives and placements for students. The total associated expenses for 5% of Agett, 2% of Kathman's salary and supplies and oversight comes to \$9,895.00. The total combined contractual amount equals \$64,387.

The Indirect cost rate applied to programs within the district is a rate of 1.6% and equals \$1,892.51.

The grand total of request for this proposal is \$120,174.57

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Application Files

Applicant File Uploads

- Success AIM and Driver.pdf
- profit and loss.pdf
- ESPRI Budget cover.pdf

Supporting Documents

No files were uploaded

Agency Name: Jamestown Public Schools

Date: 9/29/17

Program Name: Success

AIM

Increase JHS graduates earnings by the year 2022

PRIMARY DRIVER

Increase the 5 year graduation rate to 82% by 2019. Current rate is 78%

Reduce Chronic Absenteeism rate at JHS to 30% by 2019. Current rate is 40%

Increase the number of students participating in volunteer/paid work experiences by 23%. Currently 226 participate

Increase employability skills of participants as measured on a pre-post test evaluation

SECONDARY DRIVER

Quarterly grades

Behavior reports

Credit accumulation

Incentives for attendance

Participation in enhanced academy incentives

Employment Coach

JRC volunteer experiences

Paid Work Experiences

JRC recruitment of businesses

Skills development sessions

Employability plan

Employability pre/post survey

**JAMESTOWN CITY SCHOOL DISTRICT
STATEMENT OF NET POSITION
AS OF JUNE 30, 2016**

Schedule 1

Page 10

	2016	2015
Assets		
Cash	\$ 6,241,571	\$ 2,592,331
Unrestricted	3,795,662	2,595,537
Restricted		
Receivables	4,400,002	5,314,117
State and federal aid	20,919	14,205
Other receivables	1,972,772	1,864,222
Due from other governments	383,547	686,499
Due from fiduciary funds	123,750	211,718
Inventories and prepaid expenses	830,276	841,396
Property taxes receivable	21,971,731	23,861,567
Net pension asset - NYS Teachers' Retirement System	9,267,999	1,963,633
Cash to be used for capital assets	101,520,912	97,281,471
Capital assets, net	150,529,141	137,226,696
Total assets		
Deferred Outflows of Resources		
Deferred outflows related to pensions	9,228,473	6,670,415
Total assets and deferred outflows of resources	<u>\$ 159,757,614</u>	<u>\$ 143,897,111</u>
Liabilities		
Current liabilities		
Accounts payable	\$ 2,504,949	\$ 1,207,747
Accrued liabilities	300,476	844,123
Accrued interest	191,000	279,000
Due to other governments	16,000	-
Due to retirement systems	4,742,504	6,258,166
Unearned revenue	86,948	75,714
Bond anticipation notes payable	37,075,000	23,240,000
Long-term liabilities		
Portion due or payable within one year		
Bonds payable	5,275,000	4,850,000
Capital lease	484,878	476,485
Workers' compensation	403,000	347,900
Retirement incentive	-	33,221
Compensated absences	391,000	437,000
Portion due or payable after one year		
Bonds payable	39,786,090	39,603,130
Net pension liability - NYS Employees' Retirement System	4,883,753	1,058,170
Capital lease	695,131	1,180,009
Workers' compensation	969,528	756,349
Compensated absences	1,380,408	994,649
Other post-employment benefits	887,330	1,125,571
Total liabilities	<u>100,072,995</u>	<u>82,767,234</u>
Deferred Inflows of Resources		
Deferred inflows related to pensions	8,155,508	16,378,086
Net Position		
Net investment in capital assets	27,148,117	29,588,557
Restricted	3,795,662	2,595,537
Unrestricted	20,585,332	12,567,697
Total net position	<u>51,529,111</u>	<u>44,751,791</u>
Total liabilities, deferred inflows of resources, and net position	<u>\$ 159,757,614</u>	<u>\$ 143,897,111</u>

See accompanying independent auditor's report and notes to financial statements.

ESPRI PROJECT BUDGET

AGENCY Jamestown Public Schools

PROPOSED PROJECT Success

AMOUNT REQUESTED \$120,174.57

REVENUE

Grants	\$ 120,174.57
Program Service Fees	\$ 0.00
Investment Income	\$ 0.00
Miscellaneous Revenue	\$ 0.00
	\$ 0.00
	\$ 0.00
Total Revenue	\$ 120,174.57

EXPENSES

Salaries	\$ 3,376.32
Fringe	\$ 615.84
Supplies	\$ 2,816.00
Occupancy	\$ 0.00
Equipment	\$ 0.00
Travel	\$ 0.00
Professional Development	\$ 0.00
Awards, Grants or Stipends	\$ 47,086.90
Other	\$ 64,387.00
Indirect Rate 1.6%	\$ 1,892.51
	\$ 0.00
Total Expenses	\$ 120,174.57
Surplus (Deficit)	\$ 0.00