

2010-2011 CDBG/HOME APPLICANT QUESTIONS AND RESPONSES

Name of Organization:	Davis Bridge Educational Foundation
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Project Title:	After School Program
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1.

Question	Answer
<p>Please provide a summary of the results (assuming the evaluation is lengthy) from the recently completed independent evaluation.</p>	<p>The full evaluation is available for review in a 66 page document. The conclusion is stated below:</p> <p>Davis Bridge is highly regarded by its staff and by members of the Davis JUSD community who know about the program. In spite of its rapid expansion with additional organizational demands on its staff over the past few years, DB appears to be having a positive impact on the struggling students it serves. DB is a promising after school program with the potential to become a national model.</p> <p>Davis Bridge is addressing its mission by serving mostly Latino students in schools showing rapid ethnic shifts: Korematsu, Montgomery, Patwin and Harper. Latino students, as the third largest ethnic population in the DJUSD, continue to perform poorly on the CST when compared with White and Asian students. They are the struggling students who are receiving DB's after school homework and mentoring services.</p> <p>In the past two years, Davis Bridge has doubled the number of schools, tutors, and students it serves without a concurrent increase in office support.</p> <p>Parents are pleased with DB's homework support program. They want DB to expand the number of days the program is offered, and to offer more continuity with the tutors.</p> <p>The tutors and site supervisors agree that they have had a positive impact on the students they serve including: students completing their homework on time, being more motivated, feeling better about themselves, and attending DB more regularly. The tutors and site supervisors also agree that DB has positively affected them in terms of building professional networks, developing support systems, building a sense of community, and developing job skills.</p> <p>Because DB expanded so quickly, data for attendance, homework, behavior, and student performance were not systematically</p>

	<p>collected and saved. Although the student numbers were small, DB student performance (Montgomery and Harper combined) on the CELDT showed progressive improvement over the past three years.</p> <p>“Overseers” – principals, DB Board members, DJUSD leaders – agreed overall with 50 statements about DB’s: Vision, Training Processes, Sustainability, Partnerships, Parent and Family Outreach, District and DSB Alignment, Program Design, and Program Effectiveness. High numbers of respondents marked “Did Not Know” on statements about DB’s vision and goals, the nature of DB-DJUSD alignment, and DB’s training processes. Specific areas of disagreement concerned statements about whether: DB processes ensured positive communication, DB decision-making processes were articulated and understood, conversations among partners happened regularly, and DB’s needs were considered high priority by the District.</p> <p>Teachers were positive about DB and the impact it was having on students in terms of completing homework, improving behavior, and improving attitudes toward school. Finding ways to provide after school access to computers and rooms is a challenge for school leaders and DB staff. Lack of time makes collaboration on homework accountability a challenge for DB staff and teachers.</p> <p>Students were positive about their interactions with the UCD tutors, and how they felt about completing their homework. They least liked homework and snacks. On a scale of 1-5 (5 = best), the students stated they were better at completing homework (Elementary = 4.68; Harper = 4.13), more confident in school (Elementary = 4.33; Harper = 3.88), highly valued the help they received (Elementary = 4.63; Harper = 4.50), and highly valued the DB experience (Elementary = 4.37; Harper = 4.63). Fifty-eight of the 59 student respondents said they planned to attend college.</p> <p>Behavioral data and grades from Montgomery and Harper show that a handful of DB participants were receiving the majority of low grades and most number of discipline referrals.</p> <p>The core values embedded in DB – creating a family-like community, and fostering close mentoring bonds with students – created a supportive community that helped students face issues such as bias and discrimination.</p>
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2.

Question	Answer
Does Davis Bridge partner with the Yolo County Office of Education STEPS Program that also	Davis Bridge partners closely with the Davis Joint Unified School District but provides all backpacks and schools

provides school supplies to income qualified students?	supplies to students in its program. We have not partnered with STEPS, but would be interested in pursuing any type of partnership.
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3.

Question	Answer
Please explain which Critical Need(s) the project meets and how it addresses each need.	<p>Child abuse prevention – Afterschool programs provide a point of entry for at-risk students to be identified for additional social service needs including access to nutrition, health screenings and resource and referrals to other partner agencies. In addition to supporting the academic achievement for its low-income students who are lagging behind in the educational system, Davis Bridge provides youth with a safe place during after school hours and reduces the number of children left in latch-key situations while parents work multiple jobs to make ends meet. The unique part of Davis Bridge is their ability to bridge the language barrier between families who speak no English and students and their teachers. Davis Bridge provides additional information and support to families as part of their programming.</p> <p>Youth drug & alcohol prevention – Involvement in after school programs reduces a youth’s opportunity to engage in drugs and alcohol during the critical after school hours between 3 pm and 6 pm when students may be left alone and tend to get into trouble with the juvenile justice system. The program also serves as a early deterrent and intervention to gang involvement in Davis.</p> <p>Socialization for disabled youth – Davis Bridge provides an opportunity for disabled youth to engage one-on-one with qualified tutors and have the opportunity to integrate with other students and after school enrichment activities. This may not occur for some of these students in their regular school day. Since after school services are free to all participants, this is especially beneficial for special needs children and their parents who cannot afford specialized after school care.</p>

4.

Question	Answer
Please explain the link between the beneficiaries (program participants) and the staff positions proposed to be supported by this grant, i.e., what position(s) will this grant support/fund?	This grant will help to support the positions of the ED and Assistant ED who each provides direct services daily at all program sites. The ED is responsible for the outreach, recruitment, supervision and reporting & grading of activities for each tutor recruited each quarter from UC Davis (175 per year) as well as assisting with daily issues at four program sites and working to meet the needs of families. She also coordinates all enrichment activities and field trips and conducts presentations, outreach and development of collaborative partners. The Assistant ED provides program support and supervision at each after school club site, working with staff, tutors, children and families. She assists the ED as necessary with other direct services.

5.

Question	Answer
Please explain how the proposed project addresses your stated critical need of Child Abuse Prevention?	Explained in Question #3.

6.

Question	Answer
Your budget line item for grant writing lists \$10,000 for 09/10. Do you anticipate this same cost next year and subsequent year? Why or why not?	Davis Bridge estimates that number for the 09/10 year. Based on the amount of donations and grants received, however, this amount can be significantly less by June 30th. We anticipate this cost for fund development to be reduced each year as the program diversifies and is able to engage more long-term funding sources and gain sustainability. In addition, our fund development consultant has recently reduced her hourly rate by 34% in an effort to help Davis Bridge reduce its costs and sustain existing after school services during these difficult economic times.

7.

Question	Answer
Are you coordinating efforts with the City's Youth Services Program? If so how? If not, why Not?	The program has spent a great deal of time outreaching this year to new community partners to create an awareness of the needs of Davis Bridge

	students. We will certainly outreach to the Youth Services Program to see what partnership can be developed. We did meet with the City of Davis (Connie Flopiano) to partner with the new Teen Activity Specialists at our Harper Junior High Site and coordinator summer activities with the City of Davis.
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8.

Question	Answer
Will the proposal fund part of the entire operation or a specific sub-project? For example, Will the proposed funds flow into the general budget or are they exclusively earmarked for a specific, discreet sub-function?	All grant funds are exclusively earmarked by the proposed budget submitted herein and spent accordingly for those purposes.

9.

Question	Answer
If the information is available, what is the total projected cost of the project in Fiscal Year (FY) 2009-2010?	The total anticipated budget for the 2009/10 year is \$160,658.99.

10.

Question	Answer
If the request for funding is approved, what will be the total cost of the project in FY 2010-2011?	We anticipate the costs to be similar to this year. We are attempting to sustain our services at the current level.

11.

Question	Answer
How many individuals are projected to be served by the project in FY 2009-2010?	200 students and 175 tutors at 4 after school homework club sites.

12.

Question	Answer
If the information is available, what is the projected cost of project services per individual served in FY 2009-2010?	Davis Bridge estimates the cost per individual at \$75.00 for this CDBG request.

13.

Question	Answer
If applicable, what additional measurable criteria are used by the project to evaluate effectiveness? Please	Davis Bridge evaluates its effectiveness through: improved test scores, improved grades and improved

limit criteria to three or less. For example, the services might be measured in number of meals served, bed-nights or therapy sessions provided.	behaviors (socialization, attendance and grade completion).
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14.

Question	Answer
If the information is available, provide the total projected cost per unit of measurable service in FY 2009-2010.	Including the cost paid by UC Davis for tutors, we would divide 375 (students & tutors) by \$330,658.99 for a cost of \$881.76 per student served. With just the Davis Bridge portion of the budget, \$428.43 per student.

15.

Question	Answer
Provide the total projected cost per unit of measurable service in FY 2010-2011.	We would expect this to remain the same as 2009-10.

16.

Question	Answer
With the number of applications and the small amount of funding available for public service grants, the city is having to make difficult funding decisions. What is the minimum grant amount that your organization could use and still maintain the service your grant application describes? Or is there a crucial component of your application that requires this funding and how much is the cost of that component?	Davis Bridge will be very pleased and grateful with any size public service grant that the City deems appropriate. An award provided herein will help Davis Bridge leverage these dollars to other outside partners for possible matching awards and grants. The City of Davis would serve as a valuable community partner in helping Davis Bridge in their mission to create a greater awareness of the educational needs of low-income children, particularly Hispanic/Latino children, in Davis schools.

Responses are due **NO LATER THAN MARCH 8th**. The responses must be submitted as a Word document using the above format. The responses should include both the questions and answers. Responses must be submitted via e-mail. E-mail should be addressed to dmerschat@cityofdavis.org. Responses should not be mailed.

DEADLINE: MARCH 8, 2010 at 5:00 P.M.