

**Application Cover Page
21st Century Community Learning Centers**

**Iowa Department of Education
Grimes State Office Building
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Des Moines, Iowa 50319**

Mail Applications to:

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APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)
Tanager Place

County: Linn		Amount Requested: \$150,000 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Okpara Rice		Grant Contact/Project Director: John C. Tursi	
Agency Name: YouthPort		Agency Name: YouthPort	
Address: 2309 C Street SW		Address: 2309 C Street SW	
City: Cedar Rapids	Zip: 52404	City: Cedar Rapids	Zip: 52404
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Email: orice@tanagerplace.org		Email: jtursi@bgccr.org	

DUNS Number:

Data Collection and Evaluation Contact: John Tursi		Fiscal Contact: Okpara Rice	
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City: Cedar Rapids	Zip: 52404	City: Cedar Rapids	Zip: 52404
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BEFORE YOU APPLY

These steps should be completed **before** you begin writing your application. Please submit this form with your application.

- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: <https://www.educateiowa.gov/documents/building-level/2015/12/2015-16-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated December 31, 2015, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):
 - Site/Building Name: South East Junior High School
 - Free and Reduced Lunch Rate Percentage: 45.7%
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
- **When will the program run?** (Check or highlight applicable option(s) below):
 - Summer School Only
 - Afterschool Only
 - Before and Afterschool
 - Before and Afterschool and Summer School
 - Afterschool and Summer School
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY17 Request for Applications):
 - 100 number of children x 175 days x \$7.50 per day = \$131,250 (total funding request for before and after school programs)

Summer School Formula

- 100 children x 55 of days = (minimum 30 days) x \$10.00 = (total funding amount for summer) \$55,000
- Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.

Funding Request for Year One: \$150,000
Funding Request total for Three Years: \$450,000
Number of Children Served in Year One: 100
Number of Children Served in Three Years: 300

LEGAL STATUS OF APPLICANT

(Check one box below and provide appropriate agency identification information)

- City or City Agency
- County or County Agency
- State or Federal Agency
- State College or University
- Community College
- County Office of Education
- School District
- Tribal Council
- Military Installation
- Private Nonprofit Organization-
Number of years in operation 136
- Private For-Profit Organization
Number of years in operation _____

Enter Federal Employer ID Number:
42-0688079 **OR**
Enter School District Code

(If applicable) Enter Child Care License #:

REQUEST FOR COMPETITIVE PRIORITY

It is the responsibility of the applicant to request and provide documentation of competitive priority in scoring of applications. Below, please check the boxes for priority you are requesting and provide explanation of the documentation provided to substantiate your request. Examples of documentation are provided.

- Application proposes to serve children and youth in ***schools designated "Priority" or "Needs Improvement" on the Iowa School Report Card. 5 additional points awarded***

Documentation: SINA List from the Iowa Department of Education website available at www.educateiowa.gov

Example of documentation: Look up your school on the Iowa School Report Card online at <http://reports.educateiowa.gov/schoolreportcard>.

- Application is ***jointly submitted*** as a collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity. *5 additional points awarded*

Documentation: See attached MOU's

Examples of documentation: Original signatures of joint applicants or MOUs recognizing joint submission.

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PROPOSAL ABSTRACT

Project Title: South East Junior High Teen Program Initiative (SEJH TPI)

Request for Application Cycle: FY 2017-2018

Identity of Applicant Agency or Organization: YouthPort (*Tanager Place, Fiscal Agent*)

Student Needs: a recent Student Needs assessment of youth in Iowa City showed:

- High level of poverty and need for support in at-risk neighborhoods identified below:
 - In 2016 48.2% of the students that attend South East Junior High (SEJH) qualify for the Government Free or Reduced Lunch Program (FRLP).
 - South East Junior High is a SINA schools
 - Reading proficiencies of 8th grade students at SEJH is 64.23
 - Math proficiencies of 8th grade students at SEJH is 63.48%
 - Science proficiencies of 8th grade students at SEJH is 70.35%

Project: SEJH TPI

- Expands and enhances existing programs while incorporating new, innovative activities
- Serves youth and families most in need
- Contributes to all four areas for positive youth development
- Has all elements of quality before and after-school programs
- Aligns with student needs, the Comprehensive School Improvement Plan (CSIP) plan, and all of the eligible activities

Research Base: Programming will meet the needs of students based on research of the program's four major components:

Power Hour/MobyMax/Orton-Gillingham

- Three components: homework help, tutoring, and educational enhancements
- Helps students improve grades and become self-directed learners
- Increases reading, math, and science proficiencies

Triple Play

- Improves overall health of youth by increasing daily physical activity, teaches proper nutrition, and develops healthy relationships
- Research shows that weight corresponds to academic performance in young children

G! World

- Improves mental health outcomes for young women of color by assessing current needs and connecting them with the necessary program and supports

Art Therapy and Electronic Music Workshop

- Techniques include music, creative writing, visual arts, drama
- Uses expressive arts to help children connect to their personal struggles, gives voice to emotions, boosts communication and helps create new coping techniques
- Children's individuality and self-esteem are supported and enhanced

Management Plan: SEJH TPI will consist of the following staffing and support:

- **SEJH TPI Advisory Group** - will include principals, staff and students of participating schools, Program Site Directors, volunteers and representatives from each of the partner agencies. This group will make program decisions and provide guidance and counsel relating to program development, implementation, and evaluation.
- **SEJH TPI Program Unit Directors (PUD)** will plan and lead daily programs and activities.
- **Youth Program Assistants (YPA)** will be teachers from identified schools as well as students from area colleges will be recruited to provide direct program services to youth and families.
- **Volunteers** Phi Kappa Psi has a partnership with Boys & Girls Clubs of America. The University of Iowa chapter has pledged over 2,000 hours of volunteer service. Members of the fraternity will provide program support by assisting youth with homework and helping with enrichment activities. They are committed to recruiting other Fraternities and Sororities volunteer time.

Communication Plan: The SEJH TPI will have multiple avenues of communication through the following mediums:

- Newsletters
- Face to face communication
- Program presentations
- Surveys
- Questionnaires
- Email
- Press Releases

Partnerships: The following core partners will be actively involved in program development, implementation, and evaluation and will also have representation on the SEJH TPI Advisory Council.

- **YouthPort** is a collaborative effort between three non-profits, Boys & Girls Clubs of Cedar Rapids, Young Parents Network, and Tanager Place. These organizations developed a model of outreach to be duplicated in at-risk neighborhoods providing: shelter and safety, nutritious meals, academic support, parenting education, opportunities to boost parental engagement and mental health counseling.
- **Boys & Girls Clubs of Cedar Rapids (BGCCR)** provides academic and enrichment activities, employs the Program Site Directors and shares in the employment of the Youth Program Assistants at each program site.
- **Iowa City Community School District (ICCS)** provides program site at South East Junior High School; collects and shares data regarding students' grades and attendance; and provides information regarding students in need of SEJH TPI.
- **Neighborhood Centers of Johnson County (NCJC)** provides programs teen based academic, enrichment and personal growth programs specifically for young women of color
- **Young Parents Network (YPN)** provides enrichment and family activities through the 40 Developmental Assets. YPN's expertise in the area of parent development and support will be used to offer classes and workshops centered for parent involvement as it connects to academic success and social/emotional growth for youth.
- **Tanager Place** serves youth and their families who struggle with mental and behavioral health needs. They provide counseling support that aligns with the Iowa City Community School District's Community School Comprehensive School Improvement Plan (CSIP) and introduce youth to art therapy through expressive art exploration and acts as the fiscal agent for SEJH TPI.
- **United Action for Youth (UAY)** serves youth who struggle with mental and behavioral needs. Through Electronic Music Workshops youth will gain the necessary assets to create, grow and lead

Evaluation: The following is a partial list of data that will be collected:

- Members attendance to SEJH TPI program will be tracked
- Various programs attendance within SEJH TPI will be tracked
- Completed Youth Program Quality Assessment tools, one time each year – *a best practice tool*
- Completed Youth Development surveys pre and post programming – *best practice*
- ICCSD will compile data on SEJH TPI students including grades, reading, math and science comprehension data, tardies and attendance

STUDENT NEEDS ASSESSMENT

2.1 School & Community Evaluation: The neighborhoods served by SEJH are some of the most impoverished areas of Iowa City. As a way to meet community needs for safety and extended educational opportunities beyond the school day. The SEJH TPI will be offered at SEJH, to help fill the needs of at-risk neighborhoods.

SEJH report a total of 825 students of which 385 are eligible for Free or Reduced Priced Lunches (FRPL). The following chart shows the number of total SEJH students enrolled and the students that we have designated for TPI, the percentage of youth who are eligible for FRPL, and low Socio Economic Status (SES) at both schools:

	2016/2017 TOTAL ENROLLMENT	% RECEIVING FREE/ REDUCED PRICE LUNCH	% LOW SOCIO ECONOMIC STATUS
SEJH	825	48%	48%
TPI	100	88%	88%

The SEJH TPI impacts the neighborhood by providing safe program options for children, parenting support and education, and supervised sessions improving academic goals. Recreational outlets for children and families are also within the model, as well as opportunities for community engagement, mentoring, and instruction by community volunteers. A key indicator of this model's success is the fact that programming is ongoing and long-term. This is crucial for trust building and sustained growth and development. This program boosts the neighborhood with sound principles and outcomes that are measurable and attainable. Some of the needs identified in these at-risk areas include:

- SEJH neighborhoods are very unique. According to the Iowa City, Iowa Poverty Rate Data map <http://www.city-data.com/poverty/poverty-Iowa-City-Iowa.html> SEJH is a urban site with poverty levels as follows:
 - In six of the neighborhood sections directly connected to the school the lowest Median household income is \$11,382 and the area with the highest percentage of residence with income below the poverty level reached 100%.

Neighborhood Area Description	Household Income	Residence with income below poverty level
C Street & Muscatine	\$14,548	46%
South 7 th Avenue & Dearborn Street	\$11,382	71.9%
Rundell Street & Dearborn Street	\$12,799	63.3%
Ridgewood Drive & Rundell Street	\$14,184	100%
Muscatine Avenue & Wales Street	\$17,951	52.5%
Ridgewood Avenue & Wales Street	\$23,715	38.6%

According the Iowa Department of Education's website, SEJH and five of the Elementary feeder schools (to SEJH) are identified as a school in need of assistance (SINA). Research by United Way Worldwide (UWW) has shown that third grade reading proficiency rates are closely related to many other vital education milestones in a child's life. Some of the milestones associated with third grade reading proficiencies include: higher eighth grade reading, lower absenteeism in ninth grade, lower course failures in ninth grade, higher GPAs in ninth grade, greater high school graduation, and a greater probability of attending college.

The number of 7th and 8th grade students at SEJH that are proficient in reading, math, and science is as follows:

	2015-2016 Reading Proficiency	2015-2016 Math Proficiency	2015-2016 Science Proficiency
8 th Grade	64.23%	63.48%	70.35%
7 th Grade	72.12%	74.94%	71.25%

Youth Needs Assessment: The staff at SEJH completed a youth needs assessment in November 2016 and had 478 responses from the 6th – 8th grade students. The assessment was designed by the staff to measure areas of student needs, strengths, and weaknesses in the following categories: connecting, leading, and learning. When statistically combined, the findings of these needs assessments indicated:

- 46% of the current after school activities interested them
- 33% participated in activities not located at the school
- 17% do not participate because they do not have transportation home
- Largest % of participants were school sponsored sports

Tanager Place's research on Mental Health among area youth has found that one in five youth have diagnosable mental illness and 64% of those children receive the diagnosis before the age of 14. When Mental Health treatment is received by children and their families, a child's ability to be successful can drastically increase. Failure to intervene early leaves kids and adolescents at a higher risk for academic failure, school dropout, alcohol and substance abuse, entering the juvenile justice system or committing suicide. More than 70% of youth in juvenile justice settings meet criteria for a psychiatric diagnosis, and the cost of lost productivity and crime spending related to mental illness in Americans under 24 is a staggering \$202 billion.

Parent Needs Assessment: The most recent parent needs assessment was completed in fall, 2015. Out of nine identified challenges, emotional distress and transportation were identified as the first and second highest challenges. Since SEJH TPI is a neighborhood site-based model of programming, all families have access to on-site counseling services and transportation is not a barrier for families to participate because they are within walking distance of the site. If further assistance is needed with transportation, we will work with families on a case-by-case basis. Additional findings from the parent assessment indicated:

- Need access to after school programs
- Need for transportation from after school and summer program
- Need family activities
- Need access to continuing education

SEJH TPI addresses these concerns by offering workshops, focus groups, feedback opportunities, quarterly family fun nights, and a family literacy component. SEJH TPI will comprehensively support youth and families.

Community Needs Assessment: A larger community needs assessment on education was completed by the United Way of Johnson and Washington County (UWJWC). The following educational goals were identified: From 2010 to 2020, increase the reading proficiency in 4th graders from 74.7% to 83%. Increase the graduation rate from 91.3% to 94.2% and finally increase the number of high school graduates with post-secondary aspirations from 87.2% to 91.5%. The goal is guided by the following principle: All children will have cognitive and social-emotional supports and opportunities needed to succeed in work, school, and life.

The following key findings from a report compiled by UWJWC supporting the need for expanded and enhanced before and after school programming in our community:

While proficiency percentages in the State of Iowa have increased over the past several years, data from Johnson and Washington County shows a significant drop in proficiency rates, and no overall improvement. There is a persistent achievement gap between low-income students and their higher income peers, specifically in early literacy skills, and reading and math proficiency rates

SEJH TPI will meet the identified needs by offering a safe and caring environment for youth to learn and thrive. The program will address the academic needs of youth by focusing on math, reading, science, and other core areas of study while enrichment programming will address the whole child. Enrichment activities, done in partnerships with SEJH TPI agencies and other community-based organizations, will focus on the eligible federal guidelines while addressing community concerns identified in the needs assessments.

2.2 Engagement of Variety of Stakeholders:

Youth: SEJH TPI has engaged youth through interviews and surveys to gather input and information regarding their out of school time experiences. This information has driven SEJH TPI agencies to develop and modify existing programs to meet the needs of youth and provide a better comprehensive educational experience. Additionally, youth members will continue to be engaged with stakeholders by attending Advisory Board meetings once each quarter.

Parents /Families: Successful youth development programming has a strong parent/family component. Parents from the SEJH Neighborhoods have been engaged with NCJC & UAY for many years. This partnership and open communication will continue to be an integral part of SEJH TPI through quarterly parent input meetings.

Community/Neighborhood: SEJH TPI focuses on the needs of the community, students and residents who live in the SEJH neighborhood. By bringing neighborhood stakeholders, partners, and parents together to meet neighborhood needs, desires, interests, and program development.

School/Educators: SEJH TPI agencies will work closely with the principals at South East Junior High to better understand where help is needed.

Partners: SEJH TPI organizations and the ICCSD have the following goals: 1) Offer after school and summer programs to SEJH neighborhood children, 2) Create networks of support and programming for young parents and their families, and 3) Make available professional guidance and counseling to families in need. New partners joining SEJH

TPI will align with these goals, the ICCSD’s Comprehensive School Improvement Plan (CSIP), and the eligible federal guidelines, to provide innovative activities for youth.

PROJECT

3.1 Link to Student Need:

The SEJH TPI will serve students from South East Junior High, which is identified as a SINA school. UWJWC’s community needs assessment stated that there is a persistent achievement gap between low-income students and their higher income peers, specifically in early literacy skills, and reading and math proficiency rates. These findings support the need for expanded and enhanced after school and summer programs in our community. SEJH TPI will impact families through various activities as outlined below.

Academics: Based on the youth needs assessment, proficiency scores showed a need for remedial activities in the areas of reading, math, and science. SEJH TPI agency BGCCR currently provides assistance through the following remedial activities: Power Hour, MobyMax, Orton-Gillingham and STEM learning.

Enrichments: Based on the youth needs assessment, findings indicated that youth lack the skills, resources, and ability to problem solve without violence or partake in risky behavior. To combat this need, SEJH TPI will offer the following enrichments to assist in these areas: Torch Club, Expressive Arts & Behavioral Therapy, G!World, Electronic Music Workshops, and Smart Moves. Findings also indicated a need for positive role models; SEJH TPI currently provides volunteers from Phi Kappa Psi, area corporations and retirement communities to provide a positive influence for our youth members.

Family Literacy: Findings from the parent’s needs assessment indicated a lack of family activities and a need for continuing education. Based on this information and the need for improvement of proficiency scores, YPN developed the Ready to Read program.

3.2 Academic, Enrichment and Family Literacy Services:

SEJH TPI Activity	Academic/Enrichment/Family Literacy	Alignment with Federal Activity
MobyMax	Academic & Enrichment	Remedial Ed, Tutoring, Literacy, ESL, Technology
Power Hour	Academic	Tutoring, Remedial Ed, Literacy, ESL
Orton-Gillingham	Academic	Remedial Ed, Tutoring, Literacy
STEM Activities	Academic & Enrichment	STEM, Technology, ESL
Ready to Read	Academic & Family Literacy	Literacy, Parental Involvement, ESL
Expressive Arts & Behavioral Therapy Electronic Music Workshops	Enrichment	Arts & Music Activities and Character & Behavioral
Torch Club	Enrichment	Field Trips, Service Learning, Entrepreneurial Education
G! World	Enrichment	Character & Leadership Development
Smart Moves	Enrichment	Drug & Violence Prevention
Triple Play	Enrichment	Recreational Activities, Physical Fitness & Healthy Lifestyles

Nutrition: Free afternoon snacks and a hot, nutritious meal will be served each evening after school and during the summer. Before SEJH TPI was implemented, lunch was often the last meal of the day for many children in the SEJH neighborhoods. The addition of the food program allows children to go home with a full stomach each night, which then allows for a better night’s sleep. All youth enrolled in the SEJH TPI can take advantage of this opportunity at no cost to the family. BGCCR is the largest provider of hot meals in Linn County. In fact, during fiscal year 2015 BGCCR served more than 51,100 hot meals to the 300 youth who attend the Club each day. This grant will provide 100 members with a free hot meal daily.

3.3 Goal & Objectives

	Goal	Objective
Academic MobyMax (MM) Power Hour (PH) Orton-Gillingham (OG) STEM Learning	Provide academic support through afterschool programming	MM & PH: 75% of youth engaged in MobyMax will show documented progress in meeting or exceeding grade level proficiency standards STEM: 100% of youth enrolled in STEM programming will receive hands-on learning through STEM activities
Enrichment Expressive Arts & Behavioral Therapy (EABT) Torch Club (TC) Smart Moves (SM) Triple Play (TP) Collaborative Training (CT) Relationship Enhancement 40 Developmental Assets	Introduce youth to concepts of service learning and enrichment activities enhancing social, emotional and behavioral development Train, coach and mentor program staff	EABT: 85% of SEJH TPI members in EABT will show progress in development on 1 or more survey items when comparing pre and post-test scores TC: Youth will engage in a minimum of 2 volunteer and 2 career development activities to foster leadership skills SM: Youth will participate in group discussions and activities to help prevent risky behaviors TP: Youth will engage in physical activity daily and receive nutritional education to promote a healthy lifestyle CT: 80% of staff will report an increase in knowledge post-training
Family Literacy Ready to Read (RR)	Trained volunteers will work with the whole family to instruct on literacy building skills, incorporate peer modeling, and include an activity connected to the story to improve cognitive connections	RR: Parents will increase or maintain knowledge of literacy skills at a rate of 80%

Curriculum of programs:

MobyMax an online educational tool provides a battery of assessments aligning with the Iowa Core Standards. Teachers and SEJH TPI staff can assign individualized curriculum for members for continued educational improvement.

Power Hour is a supervised and structured homework and educational enrichment time.

Orton-Gillingham is an educational tool specifically designed to help students that have a hard time with reading. The program works on connecting the sound with letters and continues to build the connections.

STEM Learning, using the Imagination Foundation model, prepares members to be next-generation innovators and problem-solvers. STEM activities help develop creativity and 21st Century skills and entrepreneurial thinking and innovation attitudes. This curriculum also uses Pitsco Educational Products to help students excel with a variety of STEM classroom solutions that are age-appropriate, student-centered K-12 learning solutions and are composed of Iowa Core Standards, relevant hands-on activities delivered via a student-focused learning process.

Ready to Read is a literacy building model based on research conducted at the University of Ohio that focuses on print knowledge, phonological awareness, vocabulary, and narrative to improve reading skills.

EABT is an evidence-based treatment practice led by registered therapists using visual arts and music to aid in expression. The goals are to increase self-awareness, communication skills, and coping techniques.

SMART Moves: SMART (Skills Mastery and Resistance Training) Moves program incorporates the latest information and approaches that Boys & Girls Clubs of America (BGCA) has learned about effective prevention. Participants will participate in various activities designed to hone their decision-making and critical-thinking skills, as well as learn how to avoid and/or resist alcohol, tobacco, other drugs and premature sexual activity.

Triple Play: Triple Play, a program developed by BGCA, is a comprehensive health and wellness initiative that strives to improve the overall health of youth by increasing their daily physical activity, teaching them good nutrition

and helping them develop healthy relationships. Since the Triple Play initiative was introduced in 2005, more than one million Club members have participated in fun fitness activities. The Triple Play initiative nurtures the minds, bodies and souls of Club members.

3.4 Alignment with School Day and ICCSD Comprehensive School Improvement Plan (CSIP):

The ICCSD CSIP identifies various goals and steps to ensure that the ICCSD is showing improvement. The SEJH TPI is setup to aid in the process of meeting these goals through collaboration of relationships with school-day staff while in alignment with the District’s CSIP. Listed below are various agency specific programs that the SEJH TPI has set up in order to help achieve these goals.

SEJH TPI	Alignment with CSIP	Collaboration
STEM	Goal: Improve curricular & structural science practices	Utilize teachers as staff for STEM activities to mimic school day instruction
Moby Max/Power Hour	Goal: Improve mathematics in grades 3-5 as measured by the Iowa Assessment standard score	SEJH TPI staff and teachers collaborate to develop an individualized lesson plan for SEJH TPI members
Orton-Gillingham Ready to Read	Goal: Improve reading skills as measured by the Iowa Assessment standard score	SEJH TPI staff and teachers collaborate to develop reading material and activities that support in school work.
Round Table Discussions	Positive Behavior and Intervention Strategies (PBIS)	SEJH TPI staff , school teachers & staff meet monthly in a round table format to discuss school-wide intervention strategies
Collaborative Trainings	PBIS & Professional Development	SEJH TPI staff collaborate with district staff to set up agency specific trainings school wide for professional development purposes

3.5 Organizational Experience: Each SEJH TPI agency has specific and unique experience in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students. The SEJH TPI agencies have more than 230 years of experience successfully educating and empowering children and families through these programs. SEJH TPI will allow for a continuation of these services while also allowing for an increase in the number of children and families served through these comprehensive services.

RESEARCH BASE

4. Research of Activities: Power Hour, a BGCA program, has proven to help youth improve grades in school and become self-directed learners through homework help, tutoring, and educational enhancement. According to the National Partnership for Quality Afterschool Learning, research indicates students who complete homework have higher grades than those who do not complete homework. Power Hour includes educational enhancement materials designed to take advantage of young people's curiosity and help them become self-directed learners.

MobyMax creates an individualized education plan for each student. Statistics show that in Math and Language, students who had access to MobyMax increased an average of 1.5 grade levels with just 40 hours of practice. SEJH TPI members will have access to MobyMax during the school day and during after-school programing.

(<http://www.mobymax.com/>)

Orton-Gillingham is nationally recognized as the first program designed for struggling readers. It focuses on breaking down reading and spelling into smaller skills that connect sounds and letters and then continues to build these skills over time. It is considered the gold standard for teaching children with dyslexia as it pioneered the "multisensory" approach to teaching reading. (<http://ogmn.org/>)

STEM activities are based on the following research by the Partnership for 21st Century Skills (P21), "There is a profound gap between the knowledge and skills most students learn in school and the knowledge and skills they need in 21st century communities and workplaces." To realign educational priorities, P21 recommends fusing more traditional content knowledge with the "4 C's": critical thinking; communication; collaboration; and creativity and innovation. (<http://www.p21.org>)

40 Developmental Assets is a framework for helping kids become healthy, successful and productive adults. Developed by the Search Institute in Minneapolis, Minnesota, the Assets have been highly researched and are connected to national youth development initiatives like America's Promise. Search Institute's research shows that the more assets young people have, the less likely they are to engage in risky behaviors. Numerous findings have emerged about the importance of these assets: 1) Promote academic success. 2) Divert youth from risky behaviors and increase civic engagement. 3) Give young people the strengths they need to make positive choices in life.

www.searchinstitute.org

Ready to Read, an early literacy project involving families was developed by YPN. Ready to Read includes individualized skill building done with parents and children by a trained volunteer and book incentives. Statistics show that when a family has books in the home, they are more likely to read to their children and that when books are paired with an activity, a stronger cognitive connection is made. <http://teacher.scholastic.com/products/face/UUPDF/research-compendium/access-to-books.UUPDF>

Triple Play, a physical fitness and overall health and wellness program created by BGCA, strives to improve overall health of youth by increasing daily physical activity, teaching good nutrition, and helping develop healthy relationships. A study presented at the American Heart Association's 2010 Conference on Nutrition, Physical Activity and Metabolism (Science Daily,

www.sciencedaily.com) found a link between physical fitness and academic performance in children. Findings showed 1) Youth who were fit throughout a two-year study scored highest on standardized tests, 2) Youth who lost fitness levels, showed a decrease in test scores, 3) Youth not physically fit at any point over the two years scored the lowest.

Expressive Arts and Electronic Music Therapy has shown to help children cope with behavioral disorders as well as anger and control issues through techniques such as music and visual arts. Expressive arts therapy uses art to help children connect to their personal struggles, giving them a voice; increasing communication and helping them learn new coping techniques.

(www.growingupeasier.org.) Expressive Arts Therapy has helped youth cope with the following issues: Anxiety, ADD, ADHD, Depression, Migraine Headaches and Rage.

MANAGEMENT PLAN

5.1 Effective Staffing

High-Qualified Staff: SEJH TPI will run the program as outlined below.

- **SEJH TPI Advisory Group** – The SEJH TPI Advisory Group includes principals and school staff, parents, students, Program Directors, volunteers and representatives from partner agencies. The SEJH TPI Advisory Group will be responsible for making program decisions, provide guidance related to program development, implementation, and evaluation.
- **Unit Program Director (UPD)** - The UPD will ensure the process of providing a seamless transition of resources between all agencies and management of the referral system. This will be done through monthly leadership meetings between agency staff and uplifting any needs or action items to the SEJH TPI advisory group, along with the respective Directors of each agency. The UPD will attend meetings during the school day and after school at SEJH to maintain alignment with school day instruction.
- **Youth Program Assistants (YPA)** – These newly created positions will provide program enhancements and continuity between school days and SEJH TPI. The principal responsibilities of these roles include but are not limited to: providing direct program services to youth and families and attend meetings monthly with the UPD's and ICCSD staff. Multiple trainings will be made available to YPAs to ensure a seamless transition from the school day to SEJH TPI programming.
- **Phi Kappa Psi & Other Volunteers** – SEJH TPI will utilize Phi Kappa Psi volunteers specifically for Power Hour, MobyMax, Orton-Gillingham and STEM initiatives. SEJH TPI will also recruit volunteers from service clubs, volunteer fairs and area colleges throughout Iowa City. Additionally, SEJH TPI will blend the volunteer base of all agencies involved with this 21st Century Learning Center grant. All volunteers will be required to apply for and undergo a screening with full background checks to ensure the safety of all youth. Volunteers will be actively engaged with the students to ensure high retention.

Professional Development: Professional Development activities include extensive, ongoing staff development at the program level. UPD & YPA's will participate in 10 hours of mandatory pre-service orientation each fall and four educational trainings throughout the school year. Each summer an additional 10 hours of pre-service orientation will be required prior to summer programming. Both orientations will integrate basic knowledge of youth development with essential areas for developing effective programs. Staff trainings will be led by the UPD and will include content from the following areas: 21st Century Learning Center grant expectations, the Search Institute's 40 Developmental Assets, data requirements, and program specific information related to academic and social-behavioral curriculum and strategies. In addition, the UPD and YPA will attend two 21st Century Community Learning Center meetings, the State of Iowa conference and the national conference in Washington DC. Both conferences will ensure programming is running properly. Other professional development will include weekly meetings and/or staff training for support staff and volunteers. These sessions will provide time for support staff and volunteers to discuss problems and learn best practices to better assist with the daily activities.

Effective Leadership: The SEJH TPI currently utilizes a model to ensure effective communication across all SEJH TPI agencies. SEJH TPI developed a leadership team that consists of staff from all agencies that meets monthly. Within the leadership team are sub-committees that also meet monthly and whose role is report out at the leadership meetings about their specific committee. The committees are as follows: Evaluation and tracking, effective training, and marketing and development. This creates an environment for SEJH TPI staff to discuss new and current trends, UPD needs, and apply these needs to create new initiatives or enhance current ones. The UPD position serves as the top-tier and is responsible for ensuring seamless transitions between agencies and is responsible for attending all committee and leadership meetings for effective leadership purposes. The UPD is also responsible for communication to all 3 agency Directors. The UPD and Directors meet weekly to ensure that the SEJH TPI is staying current with the existing needs of the neighborhoods and schools it occupies. The SEJH TPI leadership model paired with highly qualified staff creates an environment where leadership is evident and successful.

Recruitment & Retention of Qualified Staff: Existing teachers or paraprofessionals within SEJH will be recruited for SEJH TPI, ensuring alignment with school day instruction. To create a sense of ownership and increase retention rates, UPDs will meet weekly with YPAs to gather their feedback on program activities. A questionnaire measuring staff satisfaction will be utilized to allow for input regarding enhancements to the program. Each partner agency will provide professional development trainings for staff covering topics such as relationship enhancement, 40 developmental assets, youth development, etc.

5.2 Transportation, Translation, Disabilities & Inclusivity:

Transportation: Youth who require transportation will be picked up by van or bus and dropped off safely to their SEJH TPI or home destination. ICCSD has access to multiple vans and busses; all are fully equipped with seat belts and safety equipment. All drivers are required to have a chauffeur driver's license. If a SEJH TPI member does not have a safe ride home, a meeting with the Program Director will be set to discuss transportation options.

Translation: SEJH TPI will be open to students without regard to race or ethnicity. The overall number of English Language Learners (ELL) at SEJH is small percentage of the student population. To serve this need SEJH TPI will work with the ICCSD to identify who at the District level can be used to help with any problems.

Students with Disabilities and Inclusivity Policy: SEJH TPI will be open to students of all physical and learning abilities. All schools are all accessible for students with physical disabilities. Extra help will be available for students with learning disabilities, which will be determined on an as needed basis. When needed, a special meeting will take place to discuss the particular need of the student and his or her specific learning disability and how best to help that student.

Safe Facilities: Students are checked in and out daily by a front desk staff person. All entrances and exits are monitored by staff and policies and procedures are in place in the event of a fire, tornado, intruder, or to respond to custodial issues. SEJH TPI site is located in a school which is equipped with accessibility features.

5.3 Development & Engagement of SEJH TPI Advisory Group

The program leadership structure will consist of the following: Executive Directors (ED) from SEJH TPI, UPD and YPA. This group will be responsible to identify and recruit individuals for the SEJH TPI Advisory Group from the following sectors: 1) Principals and staff from participating schools, 2) Parents and students from participating schools, 3) Program Directors and representatives from each of the partner agencies, and 4) Program volunteers. Each month the ED's will review the SEJH TPI Advisory Group's meeting attendance and minutes. This will ensure stakeholders are engaged and activities align with the following goals: 1) Evaluate outcomes, timelines, and align program with ICCSD and 21st CCLC standards; 2) Provision of technical support and leadership opportunities; 3) Represent the best interests of the neighborhood families; 4) Monitor students and parents' participation; and 5) Provide guidance relating to program development, implementation and evaluation.

Recruitment for the SEJH TPI Advisory Group will be done through current staff that will identify and recruit parents who have expressed interest in providing input related to programming opportunities. Staff will additionally recruit volunteers based on current network of relationships with professional and civic groups. Newly hired staff of each partner agency will receive a questionnaire allowing them to express interest if desired in being part of the SEJH TPI Advisory Group. The UPD will work directly with the ICCSD staff, to identify individuals to be part of the SEJH TPI Advisory Group. In service opportunities will be offered twice each year to keep the SEJH TPI Advisory Group engaged and to identify new areas of opportunity.

5.4 Program Improvement, Sustainability & Use of Public Funds

Continuous Program Improvement: SEJH TPI Program Directors and the UPD will commit to a continuous quality improvement plan that includes the Youth Program Quality Assessment tool (YPQA), a recommended evaluation tool by the Iowa Afterschool Alliance, which will be conducted at each site once a year. The SEJH TPI Advisory Council, with follow up assistance from an YPQA trained evaluator, will determine the necessary steps to ensure improvement, program quality, staff compatibility and connectedness; all of which are measured in a YPQA assessment. In addition, each fall and spring the United Way of East Central Iowa's (UWECI) Positive Youth Development Survey (ECIPYD) will be administered to youth members to assess the effectiveness of the program. This feedback will be instrumental in establishing new, or improving existing services.

Sustainability: The SEJH TPI agencies have a long history of implementing and sustaining prevention-based services. This is evident with strategic partners in an ongoing attempt to secure funding to support quality youth programming in our community. Iowa City, Iowa is faced with an elevated number of youth who are unaccounted for during out of school time, and SEJH TPI agencies have been a part of broad based community conversations to respond to this need. The establishment of a successful 21st Century program, along with SEJH TPI's many existing resources and community partnerships, will account for the sustainability of the project.

Public Use of Funds: SEJH TPI combines an array of community partners and services to make the best use of public resources. All agencies have excellent track records of sustaining successful programming through grants, fundraising, and unrestricted contributions from community businesses and individuals. A central referral process has been established for youth and families for access to service and only refers youth for elevated services when appropriate. A review of available services is conducted before uses of public funds are initiated and ensures non-duplication of services.

COMMUNICATION PLAN

6.1 Community Outreach Strategies: The SEJH TPI will consist of multiple avenues of communication.

STRATEGY	TARGET AUDIENCE	METHOD OF OUTREACH	EXPECTED IMPACT/OUTCOME
Notify media when the grant is awarded (Spring 2016)	Eastern Iowa Corridor	Press Release	Gain community support/volunteers
Hold orientation (Spring 2016)	Parents	Face to face conversation	Parents support the education of their children
Learn where students need help through preprogramming assessment (Spring 2016)	Youth	Questionnaire	Tailor the SEJH TPI to our youths' interests to better serve them
Communicate at 3,6,9 & 12 months and/or when projects have been completed	Parents	Newsletter highlighting student projects	Understand what their children are learning
Gather student input (Months 3, 6, 9 & 12)	Youth	Survey	Receive feedback about the impact of the SEJH TPI to share with staff & volunteers at 3, 6, 9 & 12 month meetings
Receive feedback from each of the partners (Months 3, 6, 9 & 12)	Collaborating Partners	Meetings	Continue partnership
Show volunteer impact (Months 3, 6, 9 & 12)	Volunteers	E-newsletter Updates	Retain SEJH TPI program volunteers
Seek out students' teachers weekly (Ongoing)	Teachers	Face to face conversation	Receive feedback on the progress students are making with their grades
Share success of SEJH TPI Program with area businesses (Fall 2016)	Iowa City Businesses	Presentation to area businesses	Financial Support for our programming
Send information to the Eastern Iowa Corridor	Eastern Iowa Corridor	Press Release	Gain additional support for our activities
Greet parents daily as they pick up their children (Ongoing)	Parents	Face to face conversation	Receive feedback on how they perceive the progress their children are making
Develop advocates within the school board (Ongoing)	Iowa City School Board Members	Presentation at School Board Meeting	Gain additional support from the school district

PARTNERSHIPS

7.1 Programmatic Partnerships

As a way to meet community needs, an innovative collaboration called YouthPort between Boys & Girls BGCCR, YPN and Tanager Place supports programming to area families. The goal of the partnership is to offer a safe haven for at-risk neighborhoods and provide education and supportive services.

YouthPort collaborating with new partners NCJC and UAY to make SEJH TPI partners now combine over 200 years of experience and demonstrate strength and expertise working collaboratively in managing and providing youth programming. Each partner agency has a long commitment to providing quality youth development services and clearly understands the importance of developing the future workforce and strong community citizens. A top executive from each collaborative partner and school administration from SEJH and ICCSD will serve on the SEJH TPI Advisory Council.

Communication and learning from the school day will continue once youth walk through the doors at the SEJH TPI site. A safe, caring environment will allow youth to thrive as programming aligns with both the Iowa City Community School's CSIP plan as well as answers criteria identified by the Iowa Department of Education as eligible activities.

Boys & Girls Clubs of Cedar Rapids will lead SEJH TPI through program oversight. BGCCR has provided quality youth development programming in Linn County for 22 years and currently serves approximately 300 youth members each day at five sites located in the metro area. BGCCR has been successful in Cedar Rapids because it provides a positive place for youth to go after school and during the summer to keep them off the streets and out of trouble.

BGCCR will be responsible for the delivery and oversight of the academic success of youth through the Power Hour program, which aligns with the District's CSIP plan. They will also be responsible for incorporating Boys & Girls Clubs of America's Triple Play program for physical fitness and total health of youth. Additional programs offered to youth include but are not limited to: tutoring, technologies, fine arts, life skills enrichments, STEM programming, physical fitness, and prevention programming aligns with 10 of the 14 eligible activities.

Young Parents Network has become a vital community resource with expertise in providing multiple prevention-based programs to children, youth, and families over the last 30 years. YPN Youth Development staff are trained and certified in the 40 Developmental Assets Framework from the Search Institute, a nationally recognized leader in the field of Youth Development, based in Minnesota. Developmental Asset programming has been implemented in both classroom and out-of-school sites with great success for the past ten years and will be the cornerstone of enrichment programming for SEJH TPI. During FY 2015 YPN served approximately 2,200 unduplicated children and families through classroom presentations, center-based activities, weekly parent meetings and home visits.

Asset Development, collaborative training, and literacy expertise offered by YPN for SEJH TPI aligns with both the District's CSIP plan and 3 of the 14 eligible activities. Additionally, YPN's expertise in the area of parent development and support will be used to offer classes and workshops on the importance of parent involvement.

Tanager Place was founded in 1879 and has maintained a focus on providing professional services to children and their families struggling with mental and behavioral issues. Their three pillars of service include prevention, treatment, and research. With a 250-member team, Tanager Place provides services that directly impact more than 5,000 children and their families annually. A comprehensive approach to mental health with individualized treatment plans provides state of the art evidence-based practices.

Tanager Place will serve the mental and behavioral health needs for youth and families of SEJH TPI. They will provide counseling support that aligns with the ICCSD's CSIP plan and 3 of the 14 eligible activities. They will introduce youth to expressive art therapy. They will also serve as the fiscal agent of this grant.

Neighborhood Centers of Johnson County is a community-based, family-center human service agency. They have two centers in Iowa City and provide outreach and programs to an additional five targeted neighborhoods and a dozen schools. The program reaches 400 youth and 200 adults daily. Teen programming includes academic, enrichment, personal growth; help prepare for employment and college preparation.

G! World improves outcomes for young women of color (ages 12 – 18) through skill development and social connectedness. G! World also improves outcomes for young women of color who have been the victims of crimes. It will assess the current needs of the participants, follow up, coordinate and connect the young women and families with the proper organizations that can help!

United Action for Youth was established in 1970 and provides youth development and counseling services to teens and families. The Jim Swain Youth Center is located in downtown Iowa City however provides services in Solon, Tiffin, West Branch and Wellman.

Electronic Music Workshops will provide youth to express themselves through creating music by utilizing the use of professional music software and support from UAY professional artistic staff. The focus will be on teaching youth

how to utilize music technology to create music, work as a group to create music and learn some basic songwriting skills.

Iowa City Community School District will play a vital role in SEJH TPI. Throughout the program the ICCSD will provide space at SEJH as the program site; collect and share data regarding students' grades, attendance, and Iowa assessment data; and provide information regarding students in need from all participating schools.

7.2 Engaging Partners

SEJH TPI agencies have been involved in sustaining programming through fluctuating economic conditions over the course of many years. The SEJH TPI Advisory Group, composed of representatives from each SEJH TPI partner agency, will assume responsibility for long-term sustainability planning. This will include short and long term plans for recruiting new partners, maintaining current relationships within the project, and engaging families and youth for long-term success. Recruitment of partners will be done through collaborative efforts between SEJH TPI agencies and their Board of Directors, volunteers, local rotaries and so forth. SEJH TPI has the general capacity to provide all the services/activities described and will seek additional funding to maintain services/activities at this current level and to promote growth as identified through participant surveys. The SEJH TPI Advisory Group will work together to leverage additional funding through federal, state or local grants and fundraising efforts. SEJH TPI agencies have excellent track records of sustaining successful programming through grants, fundraising and unrestricted contributions from community businesses and individuals.

The SEJH TPI program is critical to the health and well-being of at-risk neighborhoods as it answers the basic needs of families, educational enhancement, daily nutrition needs, parental education interventions and mental health support. This program can be duplicated in a variety of settings and has structural oversight by actively involved SEJH TPI Advisory Group members. Funding streams for this program have been secured to date through private donations, special events, and grants. The commitment of the SEJH TPI Advisory Group provides a foundation of concrete financial and mission driven support.

EVALUATION

8.1 Experienced Evaluator: SEJH TPI will evaluate programming annually using the Youth Program Quality Assessment (YPQA) tool developed by the High/Scope Educational Foundation. The YPQA evaluates the effectiveness of a youth program's quality in the following areas: safe environment, supportive environment, youth interaction, and youth engagement while also assisting staff in the development of an engagement plan. Research shows that youth involved with YPQA-based programs achieve the highest level of youth engagement. Crystal Hall, who has been a trained YPQA evaluator for eight years, will evaluate SEJH TPI each spring. She has extensive experience administering the assessment and following up on the results of the YPQA so results can be reported at the local level as well as in cooperation with the Iowa Department of Education.

In addition to the overall program assessment, SEJH TPI will evaluate the program based on student needs and improvements. The ICCSD has agreed to release assessment data of the students involved in SEJH TPI. The UPD will coordinate all elements of the project's evaluation plan, including collecting data from the ICCSD, evaluating data to monitor success and reporting data to the SEJH TPI Advisory Council and the community at large. All collected data for SEJH TPI will be reported to the state, as required, in a collaborative effort by the UPD, Project Evaluator, and Fiscal Manager.

Data to be collected will include:

- Student data from standardized assessment results on proficiency levels in reading and math
- Student data from SEJH for school attendance, tardiness and office referrals
- Student level data regarding attendance in and feedback on SEJH TPI after-school and summer enrichment activities
- Student level data regarding attendance in the SEJH TPI program
- Completed YPQA assessments, once a year – *considered a best practice tool*
- Completed United Way of East Central Iowa's Positive Youth Development Survey (ECIPYD) pre and post programming – *best practice*
- Student level data from the Developmental Asset Profile tool
- Teacher Feedback and Tracking Tool
- Parent attendance and feedback on parent learning activities

ECIPYD Survey has been modified from and implemented by the Ready by 21 local chapter. Both BGCCR and YPN Youth Development staff have experience implementing and utilizing this highly effective tool, which is designed to capture a child's experiences directly related to programming while showing attitude and behavioral changes. This tool will measure pre and post program level of 21st Century Skills, youth connection to the site, positive youth-adult relationships, perception of academic success and cultural competence levels.

The SEJH TPI Family Survey and feedback forms will be developed and implemented for all the enhancement activities and family activities conducted in the SEJH TPI as a way of measuring anecdotal needs and moment-in-time feedback.

The collective use of these evaluation tools will provide comprehensive information regarding program success to ensure ongoing program improvement and adequate reporting to the State Department of Education.

8.2 TIMELINE OF EVALUATION

DATE	ACTIVITY	RESPONSIBLE PARTY	FOLLOW UP/DESIRED OUTCOME
Fall 2017	Documentation of baseline ITBS scores, attendance, tardiness, office referrals and grades	BGCCR	Information sharing with partner agencies and their BODs
	Pre-test evaluation using ECIPYD Survey and the DAP tools	YPN	Incorporation of data into the sustainability plan
	Conduct school staff and parent meetings as orientation to the program	SEJH TPI Program Director in partnership with agencies and community stakeholders	Publication of results to bolster community support.
	Assess the site using YPQA	YPN	
3, 6, 9, and 12	Continued assessment of programming	SEJH TPI Program	Tweak programming as needed for best

<p>month marks AND/OR at the completion of a project within the program</p>	<p>to ensure alignment with student needs, CSIP, family needs, 14 eligible activities, and youth interests</p> <p>Conduct staff and volunteer reviews to ensure retention and development</p> <p>Hold SEJH TPI Advisory Group meetings for discussion and outcome</p> <p>Conduct school staff, School Board, and parent meetings as part of an ongoing communication plan for the program</p>	<p>Director, Partner Agencies and community stakeholders as indicated</p>	<p>possible outcome for youth.</p>
<p>Summer 2018</p>	<p>Conduct annual assessments to compare with baseline data</p> <p>Share information with the community</p>	<p>SEJH TPI Advisory Group Members</p>	<p>Evaluate the success of the program, develop a plan for year 2, incorporate findings into the sustainability plan of the project, deliver data to the state and publicize according to the Communication Plan</p>

BUDGET NARRATIVE

9.1 Application Detailed Justification

Personnel: SEJH TPI will be staffed in direct relation to programming and personnel needs. Cost estimated as follows:

Program Unit Director: FTE dedicated to SEJH site with annual salary of \$35,000. Benefits are factored at 25% (\$8,750) and include health, dental, long-term disability, FICA, Social Security, unemployment and workers comp.

Program Unit Director Totals: \$43,750

BGCCR Part-Time Employees

Summer Program: 1 to 15 ratio @ \$10 an hour. PTE 5 x 9 hours a day x 35 days

Total: \$15,750

ICCSD In-Kind off set ratios **\$48,405**

School Program: 1 to 15 ratio @ \$10 an hour. PTE 9 x 4 hours a day x 175 days

Total: \$46,750

BGCCR In-Kind **\$32,385**

Contracted services from SEJH TPI

NCJC: **\$15,000** 2 facilitators to run G! World

UAY: **\$4,385** 2 facilitators to run Electronic Music Workshops

Tanager Place: **\$6,000** \$30 an hour for 200 hours for Art Therapy

YPN: **\$5,000** \$25 an hour for 125 hours for Ready to Read and family night activities

Other enrichments: **\$2,500**

Total Personnel: \$185,040

Total Grant: \$109,000

Total In-Kind: \$76,040

Staff Travel: Staff travel calculated at current state rate of .39 and included as an in-kind expense by each organization.

Total Staff Travel Costs: \$4,200

Materials: The budget has some reserved funds for expendables related to day-to-day programming. These materials include activity supplies, homework supplies, and any other necessary items used in programming. Each partner will provide a portion of materials.

Total Material Costs: \$4,600

OTHER EXPENSES

Professional Development: The UUPD and UPD will attend the 21st Century prescribed conferences in Washington DC and Des Moines. Resource materials such as curriculum and training manuals for the enrichment programs will be accounted for in this line item as well.

Professional Development Total: \$6,000

Student Access Transportation: Funds will be used to cover the expenses such as fuel, staff mileage for transport, and repairs related to program access. Boys & Girls Club and its partners have access to a fleet of three vans and one 30-passenger bus that will be used to transport youth for any off-site activities.

Total Student Transportation: \$9,000

Evaluation: The necessary funds have been designated to data collection, data analysis, and the creation of any of the necessary reporting documents. Program data and evaluation will be ongoing in this program to ensure that programming is continuously adjusting to meet the needs of the youth and that the highest quality of programming is being achieved. Data will be reported to the Advisory Council and all requested documentation will be submitted to the Department of Education in a timely fashion. As referenced earlier, YPQA and DAP will be used for outside program evaluation. The CRCSD will provide information related to math and reading proficiency and attendance. Tanager Place will provide framework for more extensive evaluation through Tanager Place Research Center. BGCCR will track STRIPES program attendance throughout the school year.

Total Evaluation: \$6,000

Administrative: Administrative cost include printing, telephone, liability insurance, accounts payable services, and all other indirect cost associated with employment of program staff as well as all of the vendor contracts necessary to ensure the quality of the project.

Total Administrative: \$12,000
Total Yearly Projected Budget: \$231,040
Total Yearly Projected In-kind: \$81,040
Total Yearly Request: \$150,000

9.2 Application Program seeks to supplement not supplant: SEJH TPI does not currently exist at South East Junior High. This is a brand new Initiative. BGCCR is going to pilot a test Unit from January 19, 2017 – June 1, 2017. The findings will help guide the newly created SEJH TPI. BGCCR does not plan on having a site at South East Junior High in the Fall of 2017 unless the SEJH TPI is approved.

Appendix A: Required Forms

Forms should be reproduced, completed in full, and submitted with the application. Any redesign, alterations, changes, or modifications will warrant disqualification from the grant review process and eligibility.

FORM A: SITE INFORMATION

*Please fill out this section for **each site** you plan to operate under the grant.*

21CCLC Site Name: South East Junior High School		
Site Address: 2501 Bradford Dr		
City, State, Zip: Iowa City, IA 52240		
Phone : 319-688-1070		
Site Contact Person : Michelle Cook		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone :		
Site Contact Person :		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone :		
Site Contact Person :		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone :		
Site Contact Person :		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program

(If more sites are included in the application, please duplicate this form.)

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will comply with federal and state laws which prohibit discrimination on the basis of gender, race, national origin, disability, age, and religion in educational programs. Multicultural, gender fair approaches will be used in planning and implementing request for applications programs. Programs will provide accommodations to students learning English as a second language.

Part B: Use of Funds

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I school wide eligible programs and their families.

Part C: Supplement, not Supplant

As the designated applicant agency representative, I certify that funds from 21st Century Community Learning Centers Program will supplement, not supplant, existing services and funds.

I further certify that funds under this program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.

Part D: Fiscal Control and Accounting Procedures

As the designated applicant agency representative, I certify that an annual fiscal audit will be conducted and adequate, accurate attendance records will be kept for the 21st Century Community Learning Centers Program. I further certify that the collaborative will 1) submit periodic program and fiscal reports as required by the state fiscal agent, including but not limited to, the number of pupils served, and expenditure of funds for which they were granted; 2) maintain records and provide access to those records when requested by the state fiscal agent; 3) maintain all supporting documentation of the status and results of the initiative for up to three years following completion of the 21CCLC award period.

Part E: Control of Funds

As the designated applicant agency representative, I certify that it assumes responsibility for the control of funds received under this request for applications. It is acceptable to subcontract with another agency for fiscal management of the grant funds.

Part F: Program Accountability

The request for applications program manager or fiscal agent is responsible to notify the Iowa Department of Education immediately any time a deviation occurs or necessity arises to alter any of the goals, program elements, budget or other sections as stated in the request for applications. Program agrees to provide a minimum of 60 hours contact time a month and 30 days of summer school (if applicable).

Part G: Evaluation and Data Collection

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program agrees to collect additional data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by the Iowa Department of Education and the U.S. Department of Education, if requested.

Part H: Program Site

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will take place in a safe and easily accessible facility. The program site selected is either an elementary or secondary school-site setting or another location that is at least as available and accessible as the school site.

Part I: Collaboration with Schools

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program was developed and will be carried out in active collaboration with the schools the students attend. Effective integration of the 21CCLC with the regular school day requires that there be a dedicated effort to achieve ongoing communication and articulation of issues between regular school and before and after school staff. Such efforts might include, but are not limited to, combining meetings or training opportunities, identifying preferred methods of communication (e.g., a note in the school mailbox, e-mail, etc.), or case conferencing regarding individual students.

Part J: Notice to the Community

As the designated applicant agency representative, I certify that the community to be served by the 21st Century Community Learning Centers Program was given prior notice of this applicant's intent to submit an application.

Part K: Public Review of the Application

As the designated applicant agency representative, I certify that this application and any waiver requested have been made available for public review.

Part L: Parent Consent

As the designated Applicant Agency, I certify that a process will be put in place to obtain parent consent from the parents of students who participate in the proposed Community Learning Center program for the purpose of transferring records between the participant students schools and the proposed program. The Applicant agrees to meet with project staff at the Iowa Department of Education upon request.

Part M: Private and Public School Consultation

As the designated Applicant Agency, I certify that I have consulted with the private and public school(s) within the boundaries of the school(s) that this application proposes to serve. I certify that the proposal meets the requirement that grantees must provide comparable opportunities for the participation of both public- and private-school students in the areas served by the grant. Include names, dates, and signatures on the separate form.

Part N: Grant Termination (Additional conditions in Appendix D)

Grantees are subject to annual progress review by the Iowa Department of Education. The department may terminate a grant with a 10 day notice as a result of a non-compliance issue(s).

Certification: As the authorized representative of the Applicant Agency, and on behalf of the 21st Century Community Learning Centers Program, I agree to fulfill all of the above agreements and conditions.

Signature of Applicant Agency Representative on behalf of the 21 st Century Community Learning Centers Program	Applicant Agency Name
Okpara Rice	YouthPort

Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement data, attendance and other requested data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by the Iowa Department of Education.

Signature of Local Education Agency Superintendent	Local Education Agency Name
Stephan F. Murley	Iowa City Community School District
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
Michelle Cook	South East Junior High School

FORM C: COLLABORATIVE SIGNATURES

Every 21CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector.

Applications only allowed up to five (5) additional pages for signatures.

Name/Signature	Agency Affiliation	
Name/Title John Tursi/Executive Director	Agency Boys & Girls Clubs of Cedar rapids	
Signature John Tursi	Address 420 6 th Street SE, Suite 240	
	City/Zip Cedar Rapids 52401	Phone 319-363-5766
Name/Title Okpara Rice/Chief Executive Officer	Agency Tanager Place	
Signature Okpara Rice	Address 2309 C Street SW	
	City/Zip Cedar Rapids 52404	Phone 319-365-9164
Name/Title Brian Stutzman/Executive Director	Agency Young Parents Network	
Signature Brian Stutzman	Address 420 6 th Street SE, Suite 260	
	City/Zip Cedar Rapids 52401	Phone 319-364-8909
Name/Title Michelle Cook/Principal	Agency South East Junior High School	
Signature Michelle Cook	Address 2501 Bradford Drive	
	City/Zip Iowa City 52240	Phone 319-688-1070
Name/Title Brian Loring/Executive Director	Agency Neighborhood Centers of Johnson County	
Signature Brian Loring	Address 2651 Roberts Road	
	City/Zip Iowa City 52246	Phone 319-354-2886
Name/Title Stu Mullins//Executive Director	Agency United Action for Youth	
Signature Stu Mullins	Address 1700 South 1 st Avenue #14	
	City/Zip Iowa City 52240	Phone 319-338-7518
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites for one year):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
<u>1</u>	<u>100</u>	<u>\$150,000</u>	<u>\$450,000</u>

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.					
Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
South East Junior High	\$150,000	\$150,000	\$150,000	\$450,000	100
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 100

FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET

Applicant Agency: YouthPort

Site: South East Junior High School

Directions: Provide a proposed budget for each proposed program site. Totals are to be listed on Form D1.

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions. **Number of Students Served:** 100

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel In-Kind	\$104,000 \$81,040	\$5,000	\$104,000 \$81,040	\$5,000	\$104,000 \$81,040	\$5,000	\$327,000 \$243,120
Staff Travel	\$3,200	\$1,000	\$3,200	\$1,000	\$3,200	\$1,000	\$12,600
Materials In-Kind	\$3,200 \$3,000	\$600 \$500	\$4,000 \$3,000	\$600 \$500	\$4,000 \$3,000	\$600 \$500	\$13,800 \$10,500
Professional Development (minimum 4% per year)	\$5,500	\$500	\$5,500	\$500	\$5,500	\$500	\$18,000
Student Access, Transportation etc. (maximum 8% per year)	\$8,000	\$1,000	\$8,000	\$1,000	\$8,000	\$1,000	\$27,000
Evaluation (about 4% per year)	\$5,500	\$500	\$5,500	\$500	\$5,500	\$500	\$18,000
Administrative/ Indirect Costs (maximum 8% per year)	\$11,000	\$1,000	\$11,000	\$1,000	\$11,000	\$1,000	\$36,000
Totals In-Kind	\$140,400 \$84,0404	\$9,600 \$550	\$140,400 \$84,0404	\$9,600 \$550	\$140,400 \$84,0404	\$9,600 \$550	\$450,000 \$253,770

Required: One form D2 per site. Please reproduce this page for each site included in the application.

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

It is recommended that each applicant, including school districts, public entities, or government agencies, possess sufficient fiscal resources in order to start up and operate the program being requested for a period of up to three months.

Check this box if you are a public entity, (e.g., a local education agency, state college or university, community college, or a governmental entity), and identify your agency's funding source within your organization (e.g., budget line item number, account number, or any other applicable reference,) that will be used to start up and operate the program for up to three months.

X Check this box if you are a private nonprofit organization, private for profit organization, community-based organization, or Tribal Council. In this section, list and describe fiscal resources (cash, line of credit, emergency loans, etc) the agency has or can access to cover initial startup and operating costs, or as may be necessary for program operation. Fiscal resource information should be specific (e.g., bank or lender names; name of the holder of the account.)*

* Note: If you do not have the financial resources available equal to the amount of funding you are requesting, you do not have the financial capacity for this project.

Agencies that do not have adequate fiscal resources on hand are eligible to participate in the application process. However, the applicant must describe in this section the agency's plan to secure the necessary fiscal resources for this program application.

* Note: Agencies must validate their resources before any award can be made.

FORM E: MINORITY IMPACT STATEMENT

Pursuant to 2008 Iowa Acts, HF 2393, Iowa Code Section 8.11, all grant applications submitted to the State of Iowa which are due beginning January 1, 2009 shall include a Minority Impact Statement. This is the state's mechanism to require grant applicants to consider the potential impact of the grant project's proposed programs or policies on minority groups.

Please choose the statement(s) that pertains to this grant application. Complete all the information requested for the chosen statement(s).

The proposed grant project programs or policies could have a disproportionate or unique **positive** impact on minority persons. Describe the positive impact expected from this project:

Indicate which group is impacted:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Women | <input type="checkbox"/> American Indians |
| <input type="checkbox"/> Asians | <input checked="" type="checkbox"/> Latinos |
| <input type="checkbox"/> Persons with a Disability | <input type="checkbox"/> Alaskan Native Americans |
| <input type="checkbox"/> Pacific Islanders | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Blacks | |

The proposed grant project programs or policies could have a disproportionate or unique **negative** impact on minority persons. Describe the negative impact expected from this project:

Present the rationale for the existence of the proposed program or policy:

Provide evidence of consultation of representatives of the minority groups impacted:

Indicate which group is impacted:

- | | |
|--|---|
| <input type="checkbox"/> Women | <input type="checkbox"/> American Indians |
| <input type="checkbox"/> Asians | <input type="checkbox"/> Latinos |
| <input type="checkbox"/> Persons with a Disability | <input type="checkbox"/> Alaskan Native Americans |
| <input type="checkbox"/> Pacific Islanders | <input type="checkbox"/> Other |
| <input type="checkbox"/> Blacks | |

The proposed grant project programs or policies are **not expected to have** a disproportionate or unique impact on minority persons. Present the rationale for determining no impact:

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge:

Name: John C. Tursi

Title: Executive Director

Definitions

"Minority Persons", as defined in Iowa Code Section 8.11, mean individuals who are women, persons with a disability, Blacks, Latinos, Asians or Pacific Islanders, American Indians, and Alaskan Native Americans.

"Disability", as defined in Iowa Code Section 15.102, subsection 5, paragraph "b", subparagraph (1):b. As used in this subsection:

(1) *"Disability"* means, with respect to an individual, a physical or mental impairment that substantially limits one or more of the major life activities of the individual, a record of physical or mental impairment that substantially limits one or more of the major life activities of the individual, or being regarded as an individual with a physical or mental impairment that substantially limits one or more of the major life activities of the individual.

"Disability" does not include any of the following:

(a) Homosexuality or bisexuality.

(b) Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.

(c) Compulsive gambling, kleptomania, or pyromania.

(d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.

"State Agency", as defined in Iowa Code Section 8.11, means a department, board, bureau, commission, or other agency or authority of the State of Iowa.

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

Equitable Participation of Private, Non-Public School Students: Students, teachers, and other educational personnel are eligible to participate in 21CCLC programs on an equitable basis, which is determined by a pre-application consultation. A public school or other public or private entity that is awarded a grant must provide equitable services to private, non-public school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both private and public school students in the area served by the grant. Given this requirement, a private school that is awarded a grant must provide equitable services to the public school students and families and vice versa.

Grantees must consult with private and non-public school officials during the design and development of the 21CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological. Consultation involves communication and discussions between LEAs and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers, and other education personnel in *ESEA/ESSA* programs. Consultation with non-public schools should occur within the first month of preparing an application for funding. Applications must provide a log of communications in Appendix A that includes contacts, meeting dates and times, and outcomes.

The required form included in Appendix A provides a template for outreach and documentation of consultation with non-public entities. Meaningful consultation provides a genuine opportunity for all parties to express their views, to have their views seriously considered, and to discuss viable options for ensuring equitable participation of private school students, teachers, and other education personnel. Adequate notice of such consultation is critical in ensuring meaningful consultation and the likelihood that those involved will be well prepared with the necessary information and data for decision-making. Consultations should take place in September or October.

Private schools may apply for this grant and are likewise held to the standard requirements of equitable participation and timely and meaningful consultation. Private school grantees must provide equitable access to the program for all public school students and their families who reside in the geographic area of the private school. Private schools, where applicable, must consult with public schools.

To include in Form F: contact names, phone numbers, email addresses and dates of consultation. Include more information than less.

Note: Outcomes for your consultation: A) Services will be provided, name site, and number of children to be served, B) Services were declined.

Consultation Procedures John Tursi 5 Minutes		
<u>Discussion:</u> I would inform Glenn by email if we received the grant. Otherwise left my contact information if he had more questions.		

<u>Conclusions:</u> _____		

<u>Action Items:</u>	Person responsible:	Deadline:
_____	_____	_____
Questions All Staff 5 Minutes		
<u>Discussion:</u> _____		

<u>Conclusions:</u> _____		

<u>Action Items:</u>	Person responsible:	Deadline:
_____	_____	_____

Outcome of Consultation Participation (check the appropriate box)	The private school <u>will</u> participate.	The private school <u>will not</u> participate.
	Yes	

Other Information

Resource persons:	John Tursi
Special notes:	None

Note: This is not an official U.S. Department of Education document. Adapted with permission from NCLB *Private School Services, Local Education Agency Resource Guide, A Handbook for District Administrators*, Orange County, Calif., Department of Education, 2006.

Note: Outcomes for your consultation: A) Services will be provided, name site, and number of children to be served, B) Services were declined.