

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

1. TYPE OF SUBMISSION:

Application Non-Construction

2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):

3. DATE RECEIVED BY STATE:

13-JAN-12

STATE APPLICATION IDENTIFIER:

2b. APPLICATION ID:

12AC133931

4. DATE RECEIVED BY FEDERAL AGENCY:

FEDERAL IDENTIFIER:

12ACHIA0020001

5. APPLICATION INFORMATION

LEGAL NAME: Community Corrections Improvement Association

DUNS NUMBER: 051570922

ADDRESS (give street address, city, state, zip code and county):

Attn: Cathy Saddoris
951 29th Ave SW
Cedar Rapids IA 52404 - 3414
County: Linn

NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):

NAME: Jean Kuehl
TELEPHONE NUMBER: (319) 398-3675
FAX NUMBER: (319) 398-3684
INTERNET E-MAIL ADDRESS: jean.kuehl@iowa.gov

6. EMPLOYER IDENTIFICATION NUMBER (EIN):

421382341

7. TYPE OF APPLICANT:

7a. Non-Profit

7b. Community Action Agency/Community Action Program
Community-Based Organization

8. TYPE OF APPLICATION (Check appropriate box).

NEW NEW/PREVIOUS GRANTE
 CONTINUATION AMENDMENT

If Amendment, enter appropriate letter(s) in box(es):

A. AUGMENTATION B. BUDGET REVISION
C. NO COST EXTENSION D. OTHER (specify below):

9. NAME OF FEDERAL AGENCY:

Corporation for National and Community Service

10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006

10b. TITLE: AmeriCorps State

11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:

Each One Reach One AmeriCorps Project

12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):

Linn, Johnson and Tama Counties

11.b. CNCS PROGRAM INITIATIVE (IF ANY):

13. PROPOSED PROJECT: START DATE: 09/01/12 END DATE: 08/31/15

14. CONGRESSIONAL DISTRICT OF: a.Applicant b.Program

15. ESTIMATED FUNDING: Year #:

a. FEDERAL	\$ 460,435.00
b. APPLICANT	\$ 401,940.00
c. STATE	\$ 0.00
d. LOCAL	\$ 0.00
e. OTHER	\$ 0.00
f. PROGRAM INCOME	\$ 0.00
g. TOTAL	\$ 862,375.00

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:

DATE:

NO. PROGRAM IS NOT COVERED BY E.O. 12372

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?

YES if "Yes," attach an explanation. NO

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.

a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:

Sue Morgan

b. TITLE:

c. TELEPHONE NUMBER:

(319) 730-1167

d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:

e. DATE SIGNED:

04/27/12

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Executive Summary

34.65 AmeriCorps members in Linn, Johnson, and Tama counties in east central Iowa will leverage an additional 1,056 volunteers to provide mentoring and out of school time programming as a prevention strategy for youth who are at-risk of involvement or already involved in the juvenile justice system. Members will also provide mentoring for system involved adult offenders, particularly targeting veterans and families in the child welfare system for abuse and neglect. At the grant year end, youth will increase self-esteem and success in school; families in the child welfare system will be strengthened (re-abuse will be reduced); system involved offenders, including veterans, will receive services needed for stability (housing, financial literacy, education, workforce, mentoring, food, healthcare). This holistic design will focus on the CNCS focus area of Education, Healthy Futures, Veterans, and Economic Opportunity. The CNCS investment of \$460,435 will be matched with \$401,940.

Rationale and Approach

a. NEED/EVIDENCE OF IDENTIFIED PROBLEM:

Pew Charitable Trust 2008 research documented the fact that 1 in 31 people in the United States is under some form of correctional supervision, citing the new mass-incarceration society an enormous waste of dollars and human lives. Recognizing the tremendous economic and social costs to our community and its families when our youth get in serious trouble and offenders in the criminal justice system reoffend, the Community Corrections Improvement Association's Each One Reach One AmeriCorps program is doing more than just waiting for problems to happen. We network strategically across disciplines, systems, and jurisdictions to improve the lives of disadvantaged, at-risk and high risk youth, and offenders, particularly veterans and families in the child welfare system. The design is built on the principles and findings of comprehensive prevention science to work on the front end to prevent that next generation of offenders and the back end to integrate offenders productively into the community.

Service Area: Services to disadvantaged youth and system involved offenders living in urban high crime, high poverty neighborhoods in Linn and Johnson Counties are targeted because research points to an accumulation of risk factors which makes it difficult for people living there to be successful. For instance, crime and violence tend to be high in areas in which at least 20% of the residents are poor (Lamison, White, 1996). These areas are often characterized by high concentrations of poverty and unemployment, high levels of residential instability, family disruption, crowded housing, drug distribution networks, and low community participation (Tolan, Smith, & Henry, 2003). Expansion to Tama County, a rural area, targets only offenders. The design provides supports for these underserved

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people to enhance prospects for success.

At-Risk and High Risk Youth: The population of Linn and Johnson County is rapidly changing as evidenced by the transformations in our youth. 2010 Census data shows that Johnson County poverty rates rose 64% over the past decade for youth under 18 years of age; in Linn County, it rose 58%. At the same time that state funding has declined, 59% to 88.7% of students in the targeted neighborhood Title 1 elementary schools now qualify for Free and Reduced lunches (Cedar Rapids and Iowa City School District, Free and Reduced lunch data, 2010). The disadvantage of poverty is reflected by 2010 Cedar Rapids School District data: a gap of over 20% in reading proficiency between students who are eligible for free and reduced lunches and their peers from higher-income families; in 4th grade only 64% of low income students are proficient in reading. Individual elementary schools in our targeted neighborhoods estimate that 30% of their students come from homes where a significant adult is incarcerated (Johnson Elementary school, 2004).

The issues of poverty, race, and student success are the focus of increasing community concern. Alarming, 49.6% of African American families in Johnson County live in poverty (United Way, 2010). According to the 2010 Iowa Department of Education, Iowa City minority students are testing 30% to 57% not proficient on standardized tests and 28% in Cedar Rapids. This puts them at increased risk of not graduating with their same aged peers. 59% of all suspended students during the 2010-2011 school year were African Americans and 9.5 percent were Hispanic; however, they make up only 16% and 8.6% of the student population (Press Citizen Newspaper, Iowa City, Iowa 2010). African American youth arrest rates there rose from 32.5% in 2005 to 57% in 2009 (United Way, 2010). It was not surprising when the Casey Foundation 2011 Institutional Analysis raised the concern of institutionalized racism in systems and policies affecting minorities in both Linn and Johnson Counties.

Youth who are not connecting with adults and lack skills and sufficient education will be either unable to earn a sufficient wage to lift them above the poverty level or incarcerated in the future. One neighborhood based Probation Officer summed it up, There are 200+ kids living here with nothing to do and few adults available to provide supervision or support...and some of the adults here are not modeling the right things...it's an accident waiting to happen (Kemp, 2009).

The Iowa Child and Family Policy Center Kids Count 2011 Special Report states that Iowa's communities of color - in particular African American and Latino -- grew fast in these two counties during the decade, and their child populations grew fastest of all. People of color in Iowa are more likely to be recent immigrants from other countries and other parts of the US. They are more likely to be young and to struggle economically. Further, white flight to the suburbs contributes to racial isolation. Concern is at a peak to reverse these trends. The design addresses the lack of pro-social adult guidance by providing these youth high quality, culturally competent out of school time mentoring supports and

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afterschool and summer time enrichment programming to engage them (before the gangs do) to become a part of the strong educational, cultural, and economic infrastructure in our community.

Offenders: 2011 Correctional Services data reveals there are 1,203 moderate to high risk offenders living in the targeted service area of Linn, Johnson, and Tama counties; this risk level means that they are likely to recidivate if the underlying factors contributing to their criminal behavior are not addressed. The costs of imprisoning one offender averages 31,287.80/year in Iowa (Department of Corrections, 2010). To reduce that cost, data was extracted from the Level of Service Inventory-Revised, a validated, evidence based individualized offender risk/needs assessment on offenders in the targeted service area. This data validated the top three risk/need factors contributing to their criminal behavior. The program design addresses these needs:

1) Access to Housing/Financial Literacy: According to the Iowa Ex-Offender Re-Entry Task Force Housing Subcommittee Report (June 18, 2010), of all the issues facing the 58,000 returning Iowa offenders, none is more immediate than the need to secure adequate housing as the success of other supports such as employment services, mentoring, mental health treatment, and substance abuse counseling is extremely limited in the absence of housing. In each community, housing assistance is capped and shelters are turning people away. The biggest issue is finding someone to rent to clients due to their criminal history. As well, most landlords want a credit rating of 650 or a co-signer; offenders have neither. Data was extracted from the Iowa Corrections Offender Network database in 2009 on housing stability. Offenders that moved three or more times in an 18 month period had more violations and were revoked at a higher rate. Furthermore, offenders with three address changes were more likely not to appear to office visits, had new arrests, and positive urinalysis and substance usage (Skinner, 2009). As a result, this design targets housing stability. Financial Literacy training is needed as, when offenders do have monies, they lack money management and financial planning skills so instability becomes a vicious cycle. Members will provide financial literacy training and also work one-on-one with offenders to increase their financial awareness and aptitude as well improve financial health and well-being.

2) Employment/Education: Locally, 39% are underemployed or unemployed and 20% of offenders are undereducated (Correctional Services, 2010). This is a concern as offenders with low levels of education face high unemployment rates and downward mobility which, in turn, is related to poverty, substance abuse, and homelessness, which are all linked to crime (Petersilia, 2003). These statistics are compelling as 75% of all replacement and new jobs will require education beyond a high school diploma, according to the 2010 Skills Technology Corridor (Linn/Johnson) Report. Unaddressed, they will have little/no access to labor markets.

3) Lack of Mentoring Support: The offenders targeted are unemployed or underemployed,

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undereducated, and also under socialized. They become overwhelmed by both large and small problems as they have few or no connections to positive social support networks available to help them figure out how to change their prospects in life. They often succumb to the pressures by using illegal substances. The federally funded Ready4Work program found that participants who met with a mentor at least once showed stronger outcomes than those who did not. (Public/Private Ventures, September, 2006). The design provides mentoring support.

Veterans in the correctional system are specifically targeted for services. According to the Iowa Department of Veteran's Affairs, an estimated 18,400 National Guard and Reserve soldiers from Iowa are serving. Don Tyne, Director of Linn County Veteran Affairs, stated that their office served 3,214 veterans through its food pantry last year and that many are homeless. In the eastern Iowa area, 600 Iowa National Guard soldiers, or 17% who returned from Afghanistan this past summer, are still unemployed (Eastern Iowa Government, 2011). There were 101 veterans on probation/parole caseloads in Linn, Johnson, and Tama counties in November, 2011. Staff report that veterans who penetrate the correctional system are challenged in finding employment as it is difficult for them to translate their military training into civilian employment needs. Further, they struggle to find connections to needed services and lack supportive adult connections. The need for mentoring support was validated by a 2009 report, *Employing Returning Combat Veterans*, which stated that returning veterans have trouble navigating the services so support, assistance, and mentoring was an identified need. Members will be trained to mentor and link veterans to services, including national service options.

Families in the Child Welfare System need specialized attention as Linn County ranks second in the State in child abuse and neglect (Prevent Child Abuse Iowa, 2008). Poverty is the single best predictor of child abuse and neglect. The majority of the families served in 2010 were at or below the poverty level. The ACES CDC Study elevates the importance of addressing this concern as stressful or traumatic childhood experiences such as abuse, neglect, witnessing domestic violence, or growing up with alcohol or other substance abuse, mental illness, parental discord, or crime in the home are a common pathway to social, emotional, and cognitive impairments that lead to increased risk of unhealthy behaviors, risk of violence or re-victimization, disease, disability and premature mortality. Abused/neglected children are 1.5 to 6 times as likely to be delinquent and 1.25 to 3 times as likely to be arrested as an adult (CDF, 2005). As a result, specialized mentoring services are incorporated in this design.

Complementary Mentoring Services: From July 1, 2010 through June 30, 2011, the 211 call center answered 56,210 calls; the most frequently requested assistance was for Housing/Shelter (52%), followed by Income/Support (29%), with Food and Health Care both at 9%. The 211 Call Center conducted a Health Needs Survey in late Fall 2010 and found that one in four callers were in need of dental care, eye care, or prescription assistance. According to the CDC and the US Census Bureau, more

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than 20,000 individuals in Linn County do not have health insurance. The Johnson County community food pantry visits increased in 2011 by 17%. Salvation Army reported that food requests have tripled in the last three years. The design builds capacity to respond to the needs for housing, food support/security, and healthcare.

b. VALUE ADDED - MEMBER ROLES HIGHLY EFFECTIVE SOLUTION:

The Each One Reach One AmeriCorps Program members are a highly effective means of providing the external educational supports needed for the targeted youth and system involved adults to be successful. Members will provide the intensive, long term support that professionals cannot (teachers, workforce, probation officers). Our partner nonprofit agencies rely upon the effective, low-cost assistance provided by members to meet the increased number and needs of struggling youth and adults. Members will provide the mentoring and out of school time afterschool and summer time programming and enrichment activities to ensure youth get the supports they need to be ready for school and to increase attendance and engagement in school.

Member support builds our system's capacity to change the overall approach to working with offenders from one of enforcement and punishment to prevention and rehabilitation. The literature suggests that it takes a minimum of two years to exit poverty. Members are effective because they have time to form mentoring relationships that motivate individuals to engage in a change process over time. They help them believe they are worthy, help them find their strengths, build a vision for a future, and provide the daily or weekly in depth services and support they need to succeed. They take the time to sit down with them to develop a resume, tutor them in learning a new skill, and help them navigate complex systems for services. On their own, they simply give up. They empower those in need to troubleshoot barriers such as transportation and child care. Members develop ways to recognize their baby steps, providing the continued support over time to keep them engaged. With institutionalized racism as an underlying issue, members advocate for these populations. They also provide capacity to recruit and train other willing community volunteers.

What Members Will Do And How Many Will Do It: 49 AmeriCorps members (34.65 MSY) will provide direct services and engage volunteers to dramatically improve opportunities and outcomes for our targeted populations. Specifically, they will perform the following tasks:

Provide Out of School Time Supports to At-risk/High Risk Youth: 21 members (13 FT, 2 HT, 6 QT summer) will provide one on one or small group mentoring, after school and summertime enrichment programming, complemented by family activities. Partnering with programs such as Children of Promise and the Neighborhood Centers of Johnson County, they will link youth with healthy adult role models to increase the youths' assets and help them overcome the personal and external challenges and risks posed by their environment. Growing evidence suggests that youth with access to supportive

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resources and positive relationships are less likely to experience school failure, substance abuse, and delinquency, thereby breaking the cycle of crime.

51 Families in the Child Welfare System: 3 FT members will facilitate Family Team Meetings, a nationally recognized best practice which connects high risk parents with services, informal mentoring and ensures accountability of both the families AND the service providers. Mentoring support is necessary as parents lack self-worth and confidence to complete the steps without assistance.

Veterans: 3 (1 FT, 2 HT) members will specialize in services to veterans. Members will help them navigate services and provide mentoring support, including a national service option.

System Involved Offenders: Overall, 18 members will connect offenders to pro-social mentoring support and/or other life skill development services so they succeed in work and life. Staff completes validated assessments pointing to the underlying issues contributing to the criminal behavior. All members are responsible to recruit volunteers. Members and volunteers are trained to provide the in depth, long term support needed to assist them in the day to day change process. Specifically, members will provide the following services:

3 FT and 2 HT members will provide Housing, Financial Literacy, and Workforce services: Housing services will include interviewing offenders and determining if they are eligible for low-income housing, computing housing payments, and analyzing the offenders' financial circumstances for the best possible housing scenario, followed by assistance to advocate and connect them to safe and affordable housing. Members will provide financial literacy training and also work one-on-one with offenders to assist them to develop and monitor a realistic budget. Members will provide workforce services; some will be provided in a classroom setting: employment interest assessment; computer classes; online job seeking/retention tutorials; resume writing; and mock interviews. Because offenders often need long term, in depth assistance to find and retain jobs, job coaching will focus on preparing offenders to receive the National Career Readiness Certificate. Out placed members will serve un/underemployed residents to keep them from penetrating the system.

3 FT members will provide one-on-one or group Mentoring: By connecting offenders with this support, they receive the level of daily or weekly support and encouragement to increase their motivation and involvement in treatment. Types of assistance mentors provide range from educational tutoring to helping them navigate the paperwork to get into college. They help develop resumes and budgets. They provide transportation to search for housing. They mentor them in conflict resolution, appropriate use of leisure time, and assist them to hurdle barriers to participation such as childcare and transportation. They help them with mental health issues such as depression simply by providing frequent contact. Group mentoring addresses common issues like anger management using a research proven cognitive/behavioral curriculum.

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6 HT and 4 QT (summertime) members will provide Experiential Job Skills Training while supervising offenders to repair harm to victims and communities through the completion of community service learning projects. Offenders gain soft and hard job skills training (painting, carpentry, building homes, landscaping). Projects respond to community needs, such as growing food and neighborhood cleanup and restoration. Offenders work alongside community members to strengthen community and create a sense of belonging to their community.

Services Complementary to Mentoring: 4 members (2 FT, 2 HT) will assist agencies such as Public Health, Salvation Army, Consultation of Inter-Religious Communities, and the North Liberty Food to expand capacity to help provide food stability/security and health care.

Member Slots/Types Align With Program Design and Activities: The design addresses community needs while providing flexibility in service options which leads to a more inclusive program. The current design offers 25 full time, 14 half time and 10 quarter time slots. QT slots are utilized for summer time programming. HT slots provide flexible options for retired baby boomers and people with disabilities to serve fewer hours. Retired people do not want to lose benefits. Overall, 21 slots are dedicated to youth; 3 slots support families in the child welfare system; 3 slots connect veterans with services; 18 slots assist offenders to succeed in school, work, and life; and 4 slots target wrap around supports like food and healthcare.

c. EVIDENCE BASED INTERVENTIONS WILL HAVE MEASUREABLE IMPACT

Youth Practice: Children living in poverty in a high crime neighborhood, combined with a lack of parental supervision and attitudes in the community or family that condones criminal activity, increase the probability of negative outcomes. There are five key developmental outcomes (competence, confidence, connection to family/community, character, and caring) that can only be achieved with significant support from the entire community -- family, friends, schools, and other community institutions (Mentoring Resource Center Fact Sheet #13, 2007). At-risk youth, particularly children of prisoners, who come from environments that are unhealthy, unsafe, or lacking opportunities, are often missing the supports in their environment necessary to acquire the attitudes, competencies, values, and social skills they need to become healthier, more socially competent, contributing adults. Children living in a low support neighborhood are less likely to have opportunities to form important connections in other contexts (Neighborhood Support and Children's Connectedness, February, 2008). Children who have a parent incarcerated are more likely to become involved in the juvenile and adult criminal justice systems (BJS, Incarcerated Parents and Their Children, 2000). Members are trained to provide mentoring supports and quality out of school time enrichment programming. Impact will be demonstrated by increased: self-esteem; social/emotional readiness for school; school attendance/engagement/achievement.

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Offender Practice is Evidence Based: Research and experience have shown that children's wellbeing is inextricably linked to family wellbeing (parenting capacity and economic security). The Center for Disease Control Adverse Childhood Experience research states that supporting the two generations (or more) within a high stress family is an important avenue for ensuring children's healthy development and school success. Family Team Meetings as best practice was validated by an August 2010 federal government Child and Family Services Review which stated that these meetings are an effective use to assess needs of families, engage key partners and wrap services around families. Employment remains one of the most potent vehicles for hastening an individual's desistance from crime (Peterselia, 2003). The financial education curriculum, Money Smart, is designed to help low and moderate income individuals (Federal Deposit Insurance Company, 2011). The National Career Readiness Certificate is a nationally recognized portable, evidence based credential that certifies essential workplace skills and is a reliable predictor of workplace success (ACT, 2011). The National Reentry Network, 2010, validated that providing housing assistance and pro social mentoring support is a best practice. Renewing Communities, Restoring Hope, Transforming Lives, U.S. Dept. of Labor, 2008, research validated the importance of family structure, educational achievement, and involvement in work related activities in eliminating law breaking behavior. 2009 meta-analysis establishes Motivational Interviewing as an evidence based caring, empowerment approach to encouraging change (Journal of Clinical Psychology, Vol 65). Members receive intensive training to provide these services. Research supports the fact that high risk offenders need multiple, intensive services provided over time to produce dramatic outcomes (Psychology of Criminal Conduct, Andrews and Bonta, 2010). Competencies are built over time and one successful experience can lead to another, culminating in a longer term outcome (educational degree, job, crime free). As a result of the services offenders receive to transition productively into the community, impact will be demonstrated by job, financial, and housing stability achieved over time; experience will establish benchmarks for realistic outcomes.

d. POWERFUL MEMBER SERVICE EXPERIENCE:

The comprehensive nature of the design, exposure to other national service programs, and training provides members a powerful service experience as they see the big picture and interconnected nature of problems experienced by disadvantaged people. Structured methods guide member reflection and promote a lifelong ethic of service and civic responsibility:

1) Monthly member meetings incorporate opportunities for reflection: Members reflect verbally on successes, rewards, benefits; Great Story of the Month Award is read and presented to uplift learning; A Gobstopper award reinforces examples of service ethic/responsibility; Experiential training is a component of each meeting; Former members share how service guided their continued community stewardship; Community impact (performance measures) is reviewed to help make the connection that

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the things they are getting done help strengthen the community.

2) Empowerment is emphasized as members select, organize, perform, find resources, and evaluate two required Service Projects; several optional service projects are organized each year; members invite congressional representatives to a service project/site to promote service.

3) Site Visits and two Performance Reviews engage members in dialogue about their learning.

4) Members write great stories each month reflecting on their learning which promotes dialogue with Supervisors and staff. Each Supervisor writes a Great Story reflecting their member's investment and internalization of ethic of service and civic responsibility.

5) A book of Great Stories is compiled and shared with members.

6) Members present at Board and other community meetings.

7) Members participate in regional/state leadership and nonprofit training where they interact with members statewide.

8) The diversity of our membership promotes cultural competency as members serve alongside other members who are trying to improve their lives (ex-offenders, low income members).

9) The program fosters a sense of connection and identity with the AmeriCorps brand by having members: a) Wear their gear and post a sign at their site; b) Practice introducing themselves, their direct service, the Each One Reach One program; c) Do community presentations.

10) The Community Corrections Improvement Association, the program sponsor, also hosts a Green AmeriCorps, VISTA, and Foster Grandparent program. Members from these and other local AmeriCorps programs are invited to, and attend, our trainings. Members provide leadership at the community level in coordinating joint service projects and events.

11) Skills gained through service often lead to employment at sites/within the community.

Overall, by working with/alongside at-risk populations, AmeriCorps members change their perspectives on poverty, crime, its causes and what works. They see firsthand how each one, reach one service as a strategy will improve lives and strengthen the community.

e. OVERALL PICTURE OF NEED:

For youth and adults to be successful in school, work, and life, the barriers to success such as educational achievement, employment, financial literacy, and lack of mentoring support must be addressed at the grassroots level as they are not, and cannot, be provided by professionals.

Intervention: By providing mentoring and supportive services for 510 vulnerable youth and 536 disadvantaged, system involved adults, people build a vision for their future and get the continued support over time necessary for them to achieve success in school, work, and life. Other services will address basic needs for stability: housing, jobs, food, financial literacy, and health care. 1,036 additional volunteers will help as they see the value in reaching out to support their neighbors.

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Members Well Suited: People, not programs, change lives. Members chose service as they care and want to make a difference. Members will provide the intensive level of support that is necessary to address the barriers to change. Staff cannot provide this day to day assistance. By tapping into faith based and community partners to help, members build the capacity to reach out to these underserved populations and build a comprehensive service delivery model which provides supports and opportunities to these disadvantaged and underserved populations.

Outcomes and Impacts: Youth will increase self-esteem and attendance, readiness and engagement in school. Offenders, veterans, and families in the child welfare system will experience increased pro-social mentoring support resulting in increased life skills and stability in the areas of housing, financial literacy, education, employment, and strengthened family relationships resulting in decreased child abuse/neglect. They will receive food support/security and healthcare. By stabilizing offenders in the community, prison costs will be reduced.

f. AMERICORPS MEMBER SELECTION, TRAINING, AND SUPERVISION

Recruitment: Strategies for recruiting members include speaking engagements and outreach to: existing faith and community partners; current pool of volunteers; internal/external websites; newsletters; local neighborhood groups and associations; other CNCS programs; partners working in the targeted neighborhoods; high schools; community colleges and two state universities; retired staff; area service clubs and organizations; staff outreach (asking them to utilize their networks, email distribution lists and other collaboration networks); ads; newspaper articles; statewide volunteer match service; and the national recruitment system. We attend recruitment fairs, including those targeting people with disabilities. Partners distribute flyers door to door in low income neighborhoods. Position descriptions for each direct service position provide specific qualifications, characteristics, and background criteria used to select members.

Selection: For the past 5 grant years, we intentionally selected underrepresented populations; with a retention rate above 92%. Having a diverse corps is desired as the populations we serve are diverse and because diversity enriches member development. Working with leaders from the minority communities and our Cultural Competency Advisory Committee, we have developed a listing of agencies, organizations, churches, and civic groups to recruit minorities. We select low income members from the neighborhoods/communities served. Those members gain needed job and leadership skills to improve their employability and continue to serve their communities post service. We select ex-offenders who have sustained a lifestyle change to help inspire a belief one can overcome obstacles and change. We seek gender balance and intergenerational diversity. Our goal is to recruit/select 10% of members who are retired baby boomers, veterans and people with disabilities as life experience is a great fit with mentoring. The Program Coordinator has extensive training in engaging persons with disabilities and is

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planning outreach to veterans.

Membership diversity last year: All but 4 lived in the community served; 5 ex-offenders; 5 people of color (higher % than demographics); 12 males; 28 females; 2 veterans; 1 person w/disabilities; 37 w/some college; 3 diploma/GED serving to access educational opportunities; and 3 retired boomers for intergenerational diversity.

First Week is Orientation to AmeriCorps provided by the Program Coordinator: Members receive group training to prepare them for overall service: Overview of AmeriCorps Program; Policies and Prohibited Activities; Performance Measurement/Record Keeping; Time Management training to prepare them for the multiple demands of service. Members learn about the sponsor organization, the overall program design, the community, service recipient needs, community capacity building (how to recruit volunteers), safety, and the restorative justice philosophy. Awareness of prohibited activities is also incorporated in the Member Service Agreement at sign up, at monthly meetings, as well as reviewed in on site visits.

Second to Eight Weeks is Direct Service Training at the Placement Site: Each Site Supervisor prepares a site specific service training plan/checklist which the Program Coordinator and exiting members approve to ensure comprehensiveness. It includes such topics as: placement site history, philosophy, vision and mission, policies and procedures, resources, orientation to the neighborhood/community served, client needs, evidence-based practices, local resources, and includes job shadowing. Specialized skills training are provided: Youth Worker Methods; Offender Workforce Development Specialist certification, Motivational Interviewing, Family team meeting, Housing Services, Veteran Services, and cognitive skills training.

Ongoing Training Includes Monthly Member Meetings: The agenda includes reminders on Prohibited Practices, embeds opportunities for reflection, and incorporates five of the eight core training modules: Cultural Competency; Volunteer Management; Active Citizenship; Disability Inclusion; Life after AmeriCorps. Stewardship is woven into how to plan, implement, and evaluate the 2 required service projects (MLK Day and during AmeriCorps week).

Ongoing Training and Service Projects: Three of the other eight core training modules are scheduled at other times as they are longer modules: Communication; Conflict Resolution; and Safety/disaster response. An ongoing training plan is implemented by the Site Supervisor in conjunction with the Coordinator. Members access many optional service projects and trainings (Ex: Bridges Out of Poverty, Prisoner Re-entry Simulation, Poverty Simulation, prison tours).

Member Support Plan: Non-traditional members have been matched with mentors to ensure a positive member experience. We have assisted with barriers to participation by providing childcare and transportation to meetings. We paid for childcare for a member to attend the State sponsored leadership

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training. To ensure that members receive adequate support and guidance throughout their term, other methods have been put in place: Supervisor Time: The Supervisor is selected based on coaching skills and availability to provide day to day training/support which is put in writing. Of 19 Site Supervisors, 15 have AmeriCorps experience. Supervisor Training and Support: Prior to program start, the Director trains all Site Supervisors: overview of the AmeriCorps Program, policies and procedures; prohibited practices; staff roles and responsibilities; their role, emphasizing member development. At least two other Supervisor meetings target retention/coaching, program impact, sustainability, and include reminders on prohibited practices. Supervisors meet with member(s) weekly, at minimum, but sometimes daily, depending on the complexity of service.

Oversight of Supervisor Support for Member Development: Members complete a confidential customer satisfaction survey in the first three months to ensure a good start. They also provide feedback at monthly meetings. At minimum, site visits occur twice/year and become a substantive review of support/adherence to design and policies (new sites are prioritized). Ongoing monitoring includes review of the direct service training checklist, timesheets, great stories, and performance measures. At midterm, members complete a confidential reverse evaluation of their Site Supervisor. The Coordinator participates in the mid and end term evaluation, which includes an assessment of how involved the Supervisor is in coaching and mentoring their members. Where challenges, problems, or issues are identified, an action plan is implemented and monitored weekly to address the concerns.

g. PERFORMANCE MEASURES OUTCOME:

Members will provide out of school time mentoring and enrichment activities that constructively occupy 510 disadvantaged youth leading to increased self-esteem, increased social/emotional readiness, and improved attendance/engagement/achievement in school. 51 families in the child welfare system will receive mentoring and supportive services resulting in increased family stability and reduced child abuse and neglect. 80 Veterans will receive specialized services. The services provided to veterans and offenders will lead to increased stability and success. 80 will receive housing assistance leading to 48 transitioned into safe and affordable housing. 70 will receive financial literacy education. 80 will receive job training and other skill development services; 30 will be placed in jobs. 250 will receive experiential job training in the process of completing 320 community service projects resulting in strengthening and building community. 75 will receive one-on-one or group mentoring. Services complementary to mentoring will address the need for food support by providing 3,200 food boxes and 48,500 meals, 90 families will receive education in food security, and 175 disadvantaged individuals will enroll in health care benefit programs. Members will recruit and train 1,036 community volunteers to build capacity to support these services. The effectiveness of this approach will be evidenced by a dramatically reduced area tax burden (11.6 million for Linn/Johnson counties); comparable jurisdictions range from 19.6 to

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70.8 million (National Justice Mapping Center, 2008).

h. VOLUNTEER GENERATION:

The Each One Reach One philosophy works well. Significant volunteer involvement is evidenced by the 1,649 volunteers recruited and trained during the past grant year. The design requires each member to recruit a specified number of community volunteers, depending on the type of service. Members receive training in Volunteer recruitment. Members recruit, train, and support volunteers to help meet the identified community needs by mentoring children, families, or offenders for future success. Volunteers also support episodic and/or onetime events such as Job Fairs or events. Those volunteers help to expand the reach of the program in the community.

Organizational Capability

A. ORGANIZATION EXPERIENCE, STAFFING, AND MANAGEMENT STRUCTURE:

The Community Corrections Improvement Association is a 501(c) 3, nonprofit foundation incorporated in 1991 as a bootstrap foundation to the 6th Judicial District Department of Correctional Services to build solutions for safer communities. The mission is to support community based corrections with community involvement, acceptance, and financial resources in order to develop strategies and establish proactive programs that address complex social conditions which influence crime and break the cycle of dysfunction for the family. This foundation is the first of its kind in the nation, and is a leader in national, state, and local corrections issues. In 1998, it was a finalist of AMERICA'S Best Innovation Awards by the Council of State Governments. It is uniquely positioned to build community capacity to respond to these identified community needs, with 167+ unduplicated, diverse community representatives and citizens serving on nine community advisory committees. The foundation was developed to guide public policy and implement innovative solutions to address issues that impact corrections.

Grant Contacts: The primary is Jean Kuehl and secondary is Monica Gilkison.

Prior Grant Experience: The foundation has successfully managed numerous federal, state, and private grants. The present Fiscal Officer has experience in managing grant funds from the Corporation for National and Community Service. The organization successfully managed an AmeriCorps grant from 1995 to 2000. 22 members participated and stated outcomes were achieved. Based on experiences gained, many members were hired locally and continue to serve the community. The Each One Reach One AmeriCorps grant was awarded in 2007.

Funding Sources: The current AmeriCorps project represents 16% of our budget. Total funding coming from the Corporation is 28%. Other funding sources are: Federal: Department of Justice (Second Chance, Project Safe Neighborhoods); Corporation for National & Community Service (VISTA Project Support and Operational Grant, Foster Grandparent Program). State: Department of Public

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Health, Department of Human Services, 6th Judicial District Department of Correctional Services. Other: Greater Cedar Rapids and Johnson County Community Foundations, United Way of East Central Iowa. An independent audit is conducted annually.

Experience Fundraising to Support Initiatives: A review of organizational funding sources provides evidence of our ability to secure funding for our comprehensive approach to systemic change. Various local, state, and private funding sources support the following initiatives: Children of Promise Program; Partnership for Safe Families; VISTA; Partnership for Safe Neighborhoods. They have been important components of an integrated approach to supporting children, offenders, and families in troubled neighborhoods to improve their lives. Funding has been secured from private community foundations on behalf of partners (start up, match support, expansion). Pro golfer Zach Johnson, and a local business, AEGON, raised \$150,000 for Children of Promise program sustainability. Correctional Services has been successful in adding two state funded positions to support service learning work with offenders. Faith communities have funded training and supported recognition for members. Partners have extensive community networks which have been accessed for in kind support. The Advisory Boards are instrumental in providing contacts to leverage monies and resources at the local and State levels.

Staffing/Management Structure Include Well Defined Roles for: Board: The foundation is overseen by a 20 member Board of Directors composed of community leaders representing business, public/private education, citizens, and legislators. They develop policy and provide community input into strategic direction, provide community contacts, business acumen, and help leverage resources and contacts that assist in sustainability.

Administrators: The Correctional Services administrative team articulated how AmeriCorps support could expand their organization's capacity to stabilize offenders in the community as well as work with at-risk and high risk youth (particularly children with a parent in the correctional system) on the front end to prevent that next generation of offenders. They worked with Advisory committees to develop a plan to address those need. They helped identify faith and community based partners who would provide leadership and support. Staff and community partners support member development and training. Staff selected as Site Supervisors provide the daily supervision of members on site. Management develops the needed resources, troubleshoots as needed, and evaluates the outcomes.

Key Program Staff: Director: Jean Kuehl, Primary contact, 5% time: Provides overall program/fiscal oversight. Supervises program staff and works with Site Supervisors, Partners and Boards to continue implementation and sustainability planning. EXPERIENCE: Corrections Assistant Director, former VISTA, 35 years' experience in corrections, coalition building, community organizing, capacity building, grant writing, and program development.

Coordinator: Monica Gilkison, Secondary contact, 100% time: Responsible for day to day program

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and member development support. Experience: MSW, former AmeriCorps member.

Fiscal Officer: Cathy Saddoris, 5% time: Experience: 35 years of financial experience.

2 Program Assistants: Sue Morgan and Sharee Lind, 5% time and 25 hours/week: Provide administrative support. Experience: 16 years executive level administrative support.

2 Community Work Crew Site Supervisors: 30% time: Supervise, train, and mentor members who supervise offenders in the completion of community service.

18 (15 experienced) Site Supervisors: 2.5% to 10% time: Supervise, train, mentor members.

b. SUSTAINABILITY:

This comprehensive social justice model has involved a wide range of 167+ stakeholders, 11 partners, and volunteers who help to diversify funding sources and build support for sustaining the project once funding ends. Community volunteers have increased from 564 in Year 1 to 1,649 in Year 4. This establishes a sound core of trained, well established volunteers who have sustained their involvement over time which demonstrates their investment and commitment to this program. This builds capacity to sustain the project when the grant ends.

Community Stakeholders are represented through nine foundation and Correctional Services advisory committees who assist in defining emerging community needs, identifying and providing resources, and sustainability planning.

Partners who have a long, successful history of providing support to at-risk children, families, and community building are intentionally recruited or invited by partners to build capacity to deliver supports and services that address the unmet needs targeted by this design. Our program builds on strong, pre-existing collaborations with over 30 faith and 11 community based partners. The 6th Judicial District Department of Correctional Services has been a solid partner from the start. An example of a faith community partner is the Council of Inter-Religious Communities. Partners serving communities most in need include neighborhood based nonprofit organizations such as the Neighborhood Centers of Johnson County. Other partners include broad based grassroots coalitions such as the North Liberty Unity Coalition. The Partnership for Safe Families, a community collaboration, is dedicated to serving families in the child welfare system. The Salvation Army and Public Health provide services complementary to mentoring (food, housing, and health care). Partners are involved in community needs assessment, implementation and sustainability planning through site visits and quarterly meetings.

c. COMPLIANCE AND ACCOUNTABILITY:

The Program Director is responsible for overall monitoring of program and fiscal compliance. She provides extensive training for the Program Coordinator and continues to meet with her weekly, at minimum, to monitor member development and satisfaction and ensure day to day program

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compliance. Program compliance is assessed through informal communication and by review of a variety of formal tools designed to ensure compliance with the design as well as gather feedback from members, Site Supervisors, and partners: Great Stories, Timesheets, Performance Measurement monthly reports, Pre/Post Civic Survey, Site Visit Monitoring, Member and Supervisor Satisfaction Surveys and Mid/End term evaluations, Training Evaluations, Service Project Evaluations, and Partner End of Year Surveys. Results inform needed program changes. Member Surveys inquire about Prohibited Activities. In situations where risk or noncompliance is identified, there is immediate communication with the State Program Officer. The Director trains all Site Supervisors prior to start. The Director periodically visits each site, observes member meetings/trainings, monitors corrective action plans for compliance, reviews financial and program progress with Site Supervisors and partners 3 times/year, and provides training and technical assistance, as needed.

The Program Coordinator is responsible for Member Development and monitoring day to day compliance. She ensures that activities align to design and performance measurements are met. She conducts site visits twice/year, unless additional visits are necessitated. The first visit occurs in the first three months to ensure members are off to a good start. A member satisfaction survey is completed in advance to focus onsite support. The training checklist is reviewed for completion at that time.

The Program Assistant develops tracking tools, aggregates performance measures, and monitors paperwork compliance, reporting to the Director.

e. ENROLLMENT AND RETENTION:

100% enrolled all five years. 92.5% retention rate last year. Two members moved out of state (one to get a job in his home state and the other to secure specialized services for her special needs child).

Improvement: Since we recruit members with barriers to success, we plan for member identified needs at sign up and provide heightened supervision and monitoring. In several instances, the plan included finding and matching them with mentoring support.

f. PERFORMANCE TARGETS AND DEMONSTRATED COMPLIANCE:

All performance targets (except one measure last year which was simply met) were exceeded each grant year. State developed program management measures have been met. Monthly financial claims are filed. The State Program Officer rated last year's grant financial risk level low and programmatic risk level medium. Programmatic risk was addressed with refresher training and by hiring an administrative assistant for routine paper compliance monitoring. Problem sites are dropped when repeated efforts do not produce needed improvements. Two partners have been dropped in the past for repeated non-compliance.

g. PROPOSED MEMBER SERVICE SITES:

A total of 49 members (25 FT, 14 HT, and 10 QT) will serve in various community based organizations.

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7 members will serve at the applicant organization and 42 at local service sites. 21 members will serve in Linn County, 26 members in Johnson County, and 2 in Tama County.

Multi-Site Selection Process: Partners apply each year to be a host site. Selection is based on: past compliance; mission of aiding people in need; outreach to distressed community members; evidence based practice OR innovation coupled with sound theory of change; history of sustaining programs; reputation for quality programming; demonstrated leadership; history of collaboration and community involvement; and resource/fiscal capacity to support members.

Current/Previous Program and Funding Relationships with Sites: Each partner is expected to train, supervise, and provide cash match and in kind support for their members. Each partner is involved in evaluation, implementation, and sustainability planning efforts.

h. SPECIAL CIRCUMSTANCES: NA

Cost Effectiveness and Budget Adequacy

a. COST EFFECTIVENESS

MSY rate: \$13,288

Program has Obtained Diverse Resources for Implementation: Partners cash match commitments of \$177,616 obtained to date provides support for the member living allowance. Partners have committed \$148,018 in kind support from non-corporation sources to sustain the project which includes member training, recognition, and direct service related needs. Additional Plan: Once the economy rebounds, grant data will make the case to tap diversified funding sources: Private/City funding for youth development positions; State funding for Education and Workforce positions; Business/donations for cash and in-kind support. Donations are solicited and a plan is in process to charge for experiential community service.

b. PROGRAM IS INCREASING SHARE OF COST - BROADER REACH:

Our overall cash match is 47% (\$177,616.00) which is above the required 34% match. In addition to increasing our share of the costs, the project continues to exceed goals each year.

c. Special Circumstances NA

d. BUDGET SUPPORTS THE DESIGN AND ACTIVITIES AS IT SUPPORTS:

A full time Program Coordinator provides day to day member management and support. \$2,000.00 is allocated for the Coordinator's training and attendance at a national CNCS conference. As the number of members has increased, 25 hours/week of administrative support has been added to provide administrative support for compliance monitoring. The budget provides \$3,675.00 for member service gear and includes \$18.00 per member costs for database support and \$50 per member for criminal history background and fingerprint checks. It also includes 5% for Administrative support and State commission support, along with \$3,654.00 for program materials, office supplies, and postage/printing.

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\$6,230 is allocated to support member training, hotel, and travel costs which cannot be provided in kind. The budget adds \$2,340.00 for 6 cell phones for Coordinator responsiveness and members outplaced in the community. Overall, the cost effectiveness of our program is directly connected to the high number of volunteers, primarily recruited through existing partnerships with faith and community based organizations and partners. Partners provide extensive in kind support.

Budget is Linked to Outputs: It supports the development and training of 34.65 MSY or 49 members and the 1,036 community volunteers they recruit to provide direct services. The budget supports members who build capacity to deliver mentoring and educational supports to 510 youth, 536 offenders and families in the child welfare system, and 80 veterans. It also provides healthcare enrollment to 175 people and housing support to 80 people, and food supports to address unmet needs. It increases community building in targeted neighborhoods and communities through the completion of 320 community service projects.

Outcomes: Members help build the capacity of volunteers to increase the supports for at-risk children, high risk youth, and system involved offenders living in troubled neighborhoods to enhance their prospects for future success. Volunteers let them know the community is invested in their success. Positive relationships with volunteers increase offender attachment to the community. Increased attachment to family and community results in fewer victims and safer communities as young people, offenders, and families improve their lives. Volunteer involvement puts the community back into community corrections and enhances public safety at a reduced cost. As lives are improved, the taxpayer burden/correctional costs are reduced.

Evaluation Summary or Plan

An internal evaluation of 2010-2011 member training and quality of experience was completed. Ten out of twelve of the program sponsored trainings received a very valuable rating by 75% + of members surveyed. 97% of members surveyed rated their Each One Reach One AmeriCorps Experience Excellent or Good. Full summary is attached.

Amendment Justification

NA

Clarification Summary

12AC133931 Community Corrections Improvement Association This application is under consideration for a grant in the amount of \$460,435; for 34.65 Member Service Years (MSY's) and 49 member positions.

The application narrative states that almost all performance targets were exceeded in the previous year.

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Describe how the program set targets in this application and whether targets were changed to more realistically reflect the outcomes of the program.

Each year each program site updates their performance measures. They set their targets based on review of National Performance measure expectations and whether they can collect/verify information needed. The AmeriCorps Program Director reviews their projections and discusses any concerns with the site if she believes the measure is unrealistic. Together, as we gain knowledge each year, performance targets are adjusted to reflect realistic outcomes for the next program year. Targets set in this grant reflect realistic outcomes.

Performance Measure ED21, ED23, ED24 -- 3 Full-Time Early Childhood Education

Describe the school readiness intervention to be provided and how many members will be involved; it was not clear from the application narrative that the program would serve pre-school students. Include specifics of frequency, intensity and duration of the intervention.

* Johnson County Neighborhood Centers - 2 full time members provide year round early childhood education, targeting 3-5 year olds, Monday-Friday, 9:00am -- 3:00pm, minimum 28 hours/week, year long

* YPN -- 1 full time member provides 40 sessions - 90 minutes per session - for 40 weeks

For ED21, explain how the program defines "completion" for purposes of counting the number of students who complete participation in the intervention.

* Measured by attendance records

* Must attend 70% of the time to complete the program.

For ED23, restate the target so that it captures a change in social and emotional development rather than participation.

* The number of children who often or very often exhibit positive social behaviors when interacting with their peers.

For ED24, The results statement measures students participating in the program rather than those who have completed the program which will align with the output. Please restate the target so that it captures the change in school readiness rather than participation.

* The number of children who almost always demonstrate book knowledge and appreciation at kindergarten entry. (YPN measure)

* % of children almost always recognizing the relationships between letters and sounds at kindergarten entry (NCJC measure)

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Describe the instruments proposed for ED23 and ED24. What do they measure? How much improvement is necessary to be counted? Are these pre/post instruments? What evidence supports their reliability and validity?

- * Social/Emotional: Both sites administer pre/post Ages and Stages Social Emotional Tool which measures social/emotional development; the child actually receives a numeric score; all increases in scores are counted.

- * Ages and Stages--Social/Emotional Questionnaires: By Jane Squires, Ph.D., Diane Bricker, Ph.D., & Elizabeth Twombly, M.S. The ASQ:SE offers an easy to use tool with an exclusive focus on children's social and emotional behavior. It has been field-tested by professionals with thousands of families. It is a research-validated screening system that helps educators assess children's social and emotional development and determine young children at risk for social and/or emotional difficulties and identify behaviors of concern. Reliability is 94%; validity is between 75% and 89%.

- * Literacy -- A pre and post assessment using the Creative Curriculum Teaching Strategies GOLD measures all aspects of development, with literacy as one piece. All improvement is counted--it's computerized and gives a solid print-out of where the child is 'at.'

- * Teaching Strategies GOLD was created following an extensive, literature-based research review of some of the most recent works in the field of early childhood education: the Child Trends School Readiness Predictors Research (2006), the work of the National Early Literacy Panel (2009), the Pathways Mapping Initiative (2007), and many individual research studies describing predictors of school success. Additionally, each of the 38 objectives contained in Teaching Strategies GOLD were selected based on further review and to answer the following two questions: 1) Is this a key predictor of school success? and 2) Is this an outcome valued in most state early learning standards? Teaching Strategies GOLD has undergone an extensive research review and field testing, including a content review by 20 national early childhood experts, two instrument review pilots in Baton Rouge, LA, and Fairfax, VA, and a field test of more than 2,000 children in Head Start programs, child care programs, laboratory school, and public schools across the country. A recently released technical report based on this extensive research and conducted by The Center for Educational Measurement and Evaluation (CEME) concludes that the Teaching Strategies GOLD assessment system is highly valid and reliable.

Explain why only 20 children are expected to make gains in literacy.

- * Only one of the two sites included in this measure had submitted a performance measurement of literacy with their Host Site application. The other site was consulted in this clarification process and they also are doing work on literacy skills so they are now included.

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- * 83%, or 100 children out of 120 children will demonstrate improvement.

Provide the evidence basis for all students being expected to make gains in social and emotional development.

- * This was a mistake -- it should have said that 120 (the "1" was not inserted before the 20) will start an Early Childhood Education program and 100 will complete

- * More and more children are living in poverty and subjected to other risk factors that increase their likelihood of depression, anxiety, and antisocial behavior. The Adverse Childhood Experiences study (www.cdc.gov/nccdphp/ace/) documents: "These common stressful and traumatic exposures affect the (neuro) development of children: growing up in households affected by alcohol abuse, experiencing abuse (emotional, physical, sexual) or neglect (emotional, physical), witnessing domestic violence, and growing up with parental substance abuse, mental illness, discord, or crime in the home"...and are considered a "common pathway to social, emotional, and cognitive impairments that lead to increased risk of unhealthy behaviors, risk of violence or re-victimization, disease, disability and premature mortality."

Describe the design, frequency and duration of the out of school time and summer enrichment activities to be provided.

- * Sites serve: 1st-8th grade
- * Afterschool: 3:00 -- 6:00, M-F, 15 hours/week minimum (3 days focus on academics and 2 days focus on enrichment; some focus on ½ each day), 28 weeks out of the academic year
- * Summer School: 8:00 -- 5:00 OR 8:00 -- 3:30, M-F, 35-45 hours/week (Morning-- academic and Afternoon-- enrichment), 7 weeks of the summer

NCJC:

- * Afterschool: 3:00 -- 5:00, M-TH, 2 hours+/day, 8 hours/week minimum; 28 weeks out of the academic year.
- * Summer school: 9:00 -- 3:00, M-TH, 5+ hours per day; 24 hours per week, 7 weeks of the summer

Enrichment activities examples: Art, music, drama, dance; it can be fun educational and recreational field trips and activities to generate excitement and keep kids engaged, which makes accomplishing the program's goals possible.

How does the program define "completion" for purposes of counting the number of students who

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complete participation in the intervention?

Completion is measured by tracking of daily group attendance:

- * Afterschool completion: Youth attend 3 days/week - September through end of May
- * Summer completion: Youth attend 3 days/week for 7 week session.

Please explain what dimensions of academic engagement the program will measure. Refer to the performance measures instructions for the definition of academic engagement, which specifies acceptable changes in behavior or attitude that may be measured.

For purposes of the national measurement, we will include the performance measures that all sites measure:

Increased school attendance: as measured by pre/post increase in days attended; any increase is counted as positive change (missing one less day than the previous year/semester).

Increased Interest in school: as measured by pre/post survey each semester;

Jane Boyd and Neighborhood Centers of Johnson County measure:

- * Increased school attendance
- * Decreased behavioral referrals
- * Improved self confidence
- * Increased interest in school

IC schools measure:

- * Turning in homework more often
- * Increased Interest in school
- * Increased attendance
- * Improved self-confidence -- their perception of how they are doing
- * Parent and student surveys are done at beginning and end of year, were developed by the schools in conjunction with 21st Century grant, to measure reliable and valid attitudinal factors: increased interest in school and increased attachment to school; they also ask for student perception of how they are doing (self-confidence)

Describe the instruments that will be used to measure improved academic engagement. What dimensions of engagement do instruments measure? How much improvement is necessary to be counted? Is the proposed teacher survey a pre-post instrument? Are they reliable and valid?)

The East Central Iowa Positive Youth Development survey, a tool developed by United Way based on the

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National Research Center's Youth Outcomes Toolkit was chosen as they are evidence-based, reliable and valid measures. Pre/post is administered every six months and measures all the indicators listed above. Increase is measured as improvement in the scores on the survey - or decrease, in the case of disciplinary referrals. As well, if the youth is not deteriorating on any measure, the student is counted as having demonstrated improved academic engagement.

Johnson County - 21st Century Profile and Performance Information and Collection System developed by US Department of Education, 2003 Measures of academic improvement (math, english, not proficient to proficient), teacher reported improvement in homework completion and class participation and/or behavior.

Continuation Changes

NA

Required Documents

Document Name

Status

Evaluation

Sent

Labor Union Concurrence

Sent