

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction															
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)																	
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):		3. DATE RECEIVED BY STATE: 23-APR-13															
2b. APPLICATION ID: 13AC150057		4. DATE RECEIVED BY FEDERAL AGENCY: FEDERAL IDENTIFIER: 13WCHID0010001															
5. APPLICATION INFORMATION																	
LEGAL NAME: Blackfoot Community Center DUNS NUMBER: 801271607		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Ashlee Howell TELEPHONE NUMBER: (208) 785-3121 FAX NUMBER: INTERNET E-MAIL ADDRESS: ashleehowell@hotmail.com															
ADDRESS (give street address, city, state, zip code and county): 157 W Sexton St Blackfoot ID 83221 - 2722 County: Bingham																	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 331170044		7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Community-Based Organization															
8. TYPE OF APPLICATION (Check appropriate box). <input checked="" type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> 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: SRJH/BCC Consortium															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Snake River community, Blackfoot, Idaho/Bingham County		11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 08/07/13 END DATE: 08/06/14		14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="D 002"/> b.Program <input type="text" value="D 002"/>															
15. ESTIMATED FUNDING: Year #: 1		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 248,476.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 137,368.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 385,844.00</td> </tr> </table>		a. FEDERAL	\$ 248,476.00	b. APPLICANT	\$ 137,368.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 385,844.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
a. FEDERAL	\$ 248,476.00																
b. APPLICANT	\$ 137,368.00																
c. STATE	\$ 0.00																
d. LOCAL	\$ 0.00																
e. OTHER	\$ 0.00																
f. PROGRAM INCOME	\$ 0.00																
g. TOTAL	\$ 385,844.00																
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: Ashlee Howell		b. TITLE:	c. TELEPHONE NUMBER: (208) 785-3121														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:			e. DATE SIGNED: 07/18/13														

Narratives

Executive Summary

31 AmeriCorps members will serve in the classrooms and as facilitators for the implementation of the proposed strategies to support the academic engagement and improved academic performance of 280 7th and 8th grade students from Snake River Jr. High, according to the school's turnaround plan. By the end of the program year, August 2013-August 2014, SRJH students will show a measurable increase in academic achievement based on state standardized tests. This project will focus on the CNCS focus areas of: providing ongoing mechanisms for family and community engagement; establishing a school culture and environment that improves school safety, attendance, and discipline and addresses other nonacademic factors that impact student achievement; accelerating students acquisition of knowledge and skills; and supporting school implementation of increased learning time. The CNCS investment of \$250,582 will be matched with \$139,768. This is a good investment because CNCS dollars are being leveraged for the greatest impact, all parties are committed to the success of the project and Snake River, as one of the poorest districts in the country, has the most to gain from CNCS support.

Rationale and Approach

Program Design: Blackfoot Community Center (BCC), a 501c3 non-profit community-based organization, and Snake River Jr. High (SRJH), a priority SIG school, are submitting this application jointly in order to support the academic engagement and improved academic performance of 280 7th and 8th grade students from SRJH. With the objective that 100 % of students will have benefited from the service of the AmeriCorps volunteers, and least 80% will have participated directly in the Out-of-School time activities. This grant is necessary because these volunteers will fill a critical role in assisting us in accomplishing the goals of our School Improvement Grant and through this grant, we will be able to expand and enhance our Out of School Time learning opportunities to include afterschool programming, Friday programming, and allow us to serve more students more often in the summer. BCC will administer the grant and oversee the implementation of the project, including AmeriCorps member recruitment and supervision. SRJH administrative staff and leadership teams are committed to training members and aligning the project with the school's turnaround efforts. These efforts of the School Improvement Grant (SIG) include, but are not limited to: SRJH's Response to Intervention Project (RTI), a commitment to the Professional Learning Community (PLC) model, and the implementation of "Paths to Scholarships" curriculum. 1 AmeriCorps member will serve full-time as the AmeriCorps Team Leader, serving and supporting the other members in a

Narratives

leadership role. This position will assist the Programs Manager in coordinating the efforts of the other members, ensuring collaboration and communication, overall alignment between initiatives, and the general success of the project. 8 full-time and 16 half-time AmeriCorps "TEAM" members will serve alongside regular classroom teachers, special education educators, and ELL specialists during the regular school day, implementing focused strategies to accelerate students' acquisition of skills across all academic curriculums and identifying early warning signs of student failure. TEAM members will also facilitate enriching Out-of-School Time (OST) extended-learning programs that focus on academic excellence, service-learning, career exploration and college readiness, creating an alignment between the school day and OST programming. Programs will take place at SRJH and other school facilities, as well as the Snake River Community Library Monday through Thursday. Friday activities will be held at BCC and in the community. Summer program activities will be held at SRJH, Snake River Community Library, BCC, and in the community. 4 half-time AmeriCorps CWR (Community Resource Worker) members will: serve as coordinators for the implementation of the Paths to scholarships curriculum, serve as family and community engagement coordinators/ community resource workers, and serve alongside the school resource officer to implement strategies to improve student attendance and discipline. 2 half-time AmeriCorps RTI (Response to Intervention) members will serve in assisting the Chief Turnaround Officer, building principal, and district superintendent in implementing the RTI process and the Professional Learning Communities model. By the end of the project, at least 100 students targeted by the program will demonstrate increased academic performance on state standardized tests. Activities will take place at the school and within the community. The project will begin August 7, 2013 with the training of AmeriCorps members, and will be implemented as outlined beginning August 14th, the first day of the 2013-2014 school year. This is a good investment because SRJH administrators and leadership teams are committed to making dramatic changes to improve student achievement. SRJH has already demonstrated the greatest need for the funds (Priority SIG School). Additionally, Snake River School District is one of the poorest districts in the country. Historically, Idaho has one of the lowest taxable values per student in the country (bottom five) and, according to the "Idaho Public School Funding Report", Snake River is ranked the lowest in the state (pg. 12). With the recent changes in administration, SRJH has the strongest commitment to use the funds to substantially raise the achievement of students, and BCC, with a history as a successful 21st Century Community Learning Center, is committed to assisting the school in doing just that. AmeriCorps Members as Highly Effective Means to Support and Sustain School Turnaround Efforts The AmeriCorps members will serve as a highly effective means to

Narratives

supporting and sustaining many of the required activities of SRJH's School Improvement Grant, allowing for the greatest impact. The first, in the area of Teachers and Leaders, is the implementation of a rigorous, transparent, and equitable evaluation system for teachers and principals which will be developed with staff and use student growth as a significant indicator. The Proposed Practice for this activity is that each teacher will establish a goal for student growth as part of their Professional Growth plan. AmeriCorps TEAM members will serve alongside classroom teachers to assist in establishing a goal for each student, writing their Professional Growth Plan, implementing strategies for student growth, and assessing student achievement. Needs identified in the Instructional and Support Strategies include the use of data to select and implement an instructional program that is research-based and vertically aligned to each grade and state standards. The School Improvement Team has selected three main research based intervention/practices that will be implemented to close the achievement gap in four areas of improvement: English Language Learners (ELL) students, Low Social-Economic Status (SES) students, Hispanic students and making Annual Yearly Progress (AYP) as a school. These interventions are the Sheltered Instruction Observation Protocol (SOIP), Total Instructional Alignment (TIA) and Response to Intervention (RTI). AmeriCorps TEAM members will participate in the proposed practices, receiving training alongside school day teachers in these interventions and providing consistency in the classroom while teachers are participating in peer observations, a critical piece of this strategy. Another required activity in this area of need is to ensure the continuous use of data to inform and differentiate instruction to meet the academic needs of individual students. The AmeriCorps TEAM members serve by assisting in the proposed practice of providing AIMSweb screening for all students three times per year. They will collect and prepare a variety of data about student learning, work with teachers to teach students how to examine their own data and set learning goals, assist in providing students with feedback that is timely, specific, well formatted, and constructive. Members will meet with teacher teams to discuss data and allow for dedicated structured time for staff collaboration. Members will receive AIMSweb training through the district. The AmeriCorps RTI members will work with the school's turnaround officer/ building principal to implement a required school-wide "Response to Intervention" (RTI) model. These members will assist in the management of the RTI system of intervention and will be trained to train and work with core leaders in the schools. AmeriCorps TEAM members will also be used to provide additional supports to teachers to support students with disabilities and limited English proficiency. Members will be trained on the ELD standards and will work with the school day teachers to use the standards to meet the needs of the ELL students. Members will also be trained to use and integrate

Narratives

technology-based supports and interventions in the classroom. Members will assist in the management and implementation of PLATO Learning Environment, particularly as an intervention tool for at-risk students. In the area of need in relation to Learning Time and Supports, AmeriCorps TEAM members will be critical components in establishing schedules and strategies that provide increased learning time, specifically, out-of-school extended learning programs after-school, Fridays, and in the summer. AmeriCorps CWR Members will also be critical in providing ongoing mechanisms for family and community involvement. Specifically, they will assist the school in forming a Parent Advisory Committee, holding regular Hispanic parent meetings, increasing parent volunteer opportunities at the school, hosting family education nights, and overall improving communication between the school and families. AmeriCorps CWR members will work directly with the school counselor and resource officer to provide appropriate social-emotional and community-oriented services and support for students. These members will serve as community resource workers, connecting at-risk students and families to local resources. These members will also assist in the Paths to Scholarships curriculum implementation. This focused intervention will also address student absenteeism. AmeriCorps TEAM members will work alongside regular school day teachers to assist in the implementation of the outlined activity to add time for advisors to build relationships with students. This permissible activity provides an advisory time for teachers and members to monitor grades, assist in the completion of assignments, and provide encouragement to students. It also serves as a time for focused learning activities based on identified needs. AmeriCorps members are critical to accomplishing these objectives that cannot otherwise be accomplished through existing staff, especially without concern for "repetitive change syndrome." Eric Abrahamson, *Change without Pain*, has given a name to an epidemic that has plagued education for years, "repetitive change syndrome (p.2)". It has two symptoms: 1. "initiative overload...the tendency of organizations to launch more change initiatives than anyone could ever reasonably handle (p.3)", and 2. Change-related chaos...the continuous state of upheaval that results when so many waves of initiatives have washed through the organization that hardly anyone knows which change they are implementing or why (p.3)." Therefore, in addition to having the AmeriCorps members serve directly in the planning and implementation of focused learning activities during the school day and in the critical role of planning and implementing the Out of School Time programs (programs that could not be offered otherwise), the AmeriCorps members will provide the additional supports needed to sustain our staff during these aggressive changes, avoiding the effects of repetitive change syndrome. We believe AmeriCorps members are imperative to the success of our SIG grant initiatives and that with their help, the SIG

Narratives

grant activities will have a greater impact for our students and our community.

Evidence-Informed and Measurable Impact: We will use AIMSweb to screen and monitor students' progress, as well as progress reports, grades, and Common Core State Standardized test scores as a tool for teachers and members to make data-informed decisions. We are implementing a school-wide Response to Intervention model. RTI is an initiative of the State Department of Education and is one of the most well researched programs for increasing student achievement and meeting the needs of all students. The research on the Sheltered Instruction Observation Protocol (SIOP) is clear that it increases student growth for ELL students. The district is also implementing a new evaluation process based on Charlotte Danielson's Framework for Teaching. The district has purchased the walk-through program from Pearson Learning that aligns SIOP with the Charlotte Danielson Model. This will give the principal a tool to systematically assess the progress of teachers. The evidence for the Professional Learning Communities model is based on the research of William Saunders of Pearson. The Paths to Scholarships curriculum is an internationally recognized seven-unit English/ESOL curricula with an emphasis on critical thinking and reasoning for students. It incorporates metacognitive, cognitive, and social/affective learning strategies. Integrated within this English/ESOL curriculum are character and health education with career, college, and scholarship planning. This English/ESOL curriculum is aligned to state and national Common Core English/Language Arts Standards and international standards for the TOEFL, with an emphasis on listening, speaking, reading, and writing. In an effort to implement each of these innovations with fidelity to produce the research based/intended results, the district will use Dr. Dean Fixsen and the National Implementation Research Network's Stages of Implementation. This approach will be successful and is more promising because the out-of-school (OST) extended learning programs and activities are also based on scientifically-based research by the Community Network on Youth Development (www.cnyd.org). CNYD research is based on the Youth Development Framework for Practice through the Community Action for Youth Project (CAYP). CAYP is a cooperative project of Gambone & Associates and the Institute for Research and Reform in Education. The OST program activities are challenging and engaging learning experiences that build skills and support growth. These learning experiences will allow the young people participating in our program to expand their understanding and knowledge of themselves and their environment and master specific new concepts and skills. In addition to these challenging and engaging learning experiences, our program activities focus on the other key experiences for healthy development that young people must experience in order to develop into healthy adults. These include physical and emotional safety, multiple supportive relationships, meaningful participation, and community

Narratives

involvement, as covered in our Program Logic Model and Schedule of Operations. Our OST programs have been developed based on resiliency research. These studies demonstrated that "young people who succeeded had the advantage of three critical elements in their lives: caring relationships; high, clear, and fair expectations; and opportunities for participation and contribution"(www.cnyd.org). It also states that young people's healthy development and learning fares best when these three elements are experienced in all the settings in their lives: home, school, and the larger community. These three key elements were also associated with lower levels of problem behaviors regardless of other risk factors. We are the link to strengthening the natural support systems for our participants in all three settings, thus helping the students meet the state and local academic achievement standards and reducing delinquency.

AmeriCorps Member Recruitment: There are many people interested in this opportunity. Idaho State University had 105 applicants for 10 AmeriCorps openings. As an active community partner, the Blackfoot Community Center will work with local service agencies (ISU Career Center, Partners for Prosperity, Latino Economic and Development Center, Community Council of Idaho, the Department of Veteran's Affairs, Department of Labor, Indian Affairs in Fort Hall) to recruit members from the community that are traditionally underrepresented. BCC has a history of collaboration and networking with these organizations. BCC's current staff population reflects this commitment. The Program Director, Programs Manager, Snake River Superintendent, and the SIG Chief Turnaround Officer will work together to select AmeriCorps members through an initial hiring event. The program will recruit and select AmeriCorps members that have the relevant experience, qualifications and/or skills to provide the service activities in which they will be engaged. BCC has a history of recruiting such personnel as a 21st Century Community Learning Center. As a LEA, Snake River School District has a history of hiring such personnel as paraprofessionals.

AmeriCorps Member Training: BCC, in partnership with Idaho State University, will provide the initial AmeriCorps orientation and overview regarding their service in the implementation of the program as outlined in this application. The AmeriCorps Team Leader will facilitate a one hour morning meeting weekly and BCC will facilitate regular member meetings twice per month for opportunities to share best practices and lessons learned throughout the duration of the program. Snake River School District will provide the initial training for the specific intervention strategies mentioned in the application. Members will work with school leadership and staff throughout the year to coordinate alignment and will be included in any professional development opportunities offered to the regular school day staff in regards to the application activities. Members will also receive

Narratives

instruction on what things they are not to do in relation to their service in this program. Members will be required to pass a criminal history background check administered through the district. They will also receive first aid/ CPR certification. All members and staff will attend the 2014 Serve Idaho Conference in Post Falls, Idaho. AmeriCorps Member Supervision One AmeriCorps member (1 FTE) will be hired as the Program Team Leader. The AmeriCorps Program Team Leader will serve and support the other members in a supervisory role. The BCC Program Manager will provide direct service and support to the Program Team Leader and the other members as needed. The Program Director will ensure the successful administration and implementation of the grant, facilitating collaborations of all parties involved and with community partners. BCC administrators, District administrators and personnel, as well as the school principal are dedicated to the success of this program and are committed to ensuring the AmeriCorps members receive adequate support and guidance throughout the program year, as demonstrated in our Organizational Capability letters of support.

Member Experience: We will foster an AmeriCorps identity for our members by identifying our AmeriCorps members to community members, partners, and the general public through branding on apparel, publications, press releases, etc. We would like to give members an opportunity at the end of their service year to reflect and share publicly their understanding and connection to the school turnaround efforts around the nation and how this experience has influenced their perspective. As an active member and community-based organization, BCC will also ensure and support opportunities for public recognition, representation, and networking at Chamber of Commerce and other service and civic organizations' luncheons, such as Rotary, Lions, Soroptimists, Zonta, etc. These connections and relationships, as well as the service-learning experiences the members will have through the program, will likely promote a lifelong ethic of service and continued civic participation amongst AmeriCorps members.

Organizational Commitment to AmeriCorps Identification

We would be proud of our affiliation with the AmeriCorps brand and would readily agree to add the AmeriCorps logo to our websites, social media outlets, brochures and other marketing materials. We would be honored to add the AmeriCorps logo to our own logo on service members' professional attire. Any AmeriCorps banners or promotional materials provided would gladly be made visible at all affiliated service locations.

Organizational Capability

Organizational Background and Staffing: Our mission at the Blackfoot Community Center is to

Narratives

empower children, youth, and families in our community by promoting opportunities for healthy emotional, social, physical, and cognitive growth. Blackfoot Community Center is working jointly with Snake River Junior High and the Snake River School District to plan, implement, manage, and evaluate the program. BCC has demonstrated the ability to provide program and fiscal compliance oversight as a 21st Century Community Learning Center (21st CCLC), successfully operating two 21st CCLC grant funded programs serving six Blackfoot elementary schools, Blackfoot Sixth Grade School, and two middle schools. BCC has the administrative staff and management structure in place to plan, implement, and evaluate the proposed project as mentioned in the AmeriCorps Member Supervision section of this grant. BCC's Executive Director has nearly 15 years' experience in Education and six years' experience in her current position. Her qualifications include early-childhood education, special-education and elementary classroom instruction experience; experience in non-profit development and management, program development, community development, grant writing, curriculum development, business ownership, leadership development, data collection, and event planning. The Programs Manager, a key personnel role, has a Bachelors degree in Juvenile Justice and three years' experience in her current role. Her responsibilities include management and supervision of staff, program compliance, programmatic oversight, program alignment to objectives, and day-to-day operational support. BCC has experience in administering local, state, and federal funds of similar dollar value and has proven fiduciary responsibility as a recipient of multiple 21st Century Community Learning Center grants. BCC will be responsible for administering funds to the program and overseeing fiscal operations. An annual financial audit, as well as the monthly review and approval of accounts by the BCC Board of Directors' Governance and Finance Committee, which includes a Certified Public Account, ensure Federal compliance. As a public school, SRJH also has previous experience administering local, state, and federal funds of similar dollar value and have proven fiduciary responsibility. SRJH will provide oversight and will review the budget and evaluate revenues and expenditures, as necessary. Sustainability The SRJH Leadership Team, including the District Superintendent, is extremely involved in the alignment of this application with the School Improvement Grant strategic plan. The eligible school and LEA leadership are involved in and committed to the implementation of the grant as outlined, as is evident in the letters of support. SRJH and District leadership agree to an active role in the training of and collaboration with AmeriCorps members for the success of this proposal and what it will mean for the academic achievement of their students. Both parties have plans for building stronger partnerships and continued service beyond the grant period as is demonstrated in each party's commitment to the Professional Learning

Narratives

Communities model. Due to the dire situation of the District, we are confident in our ability to secure school and community support for the project. These are intense initiatives and we feel strongly that once they are successfully implemented, with the critical and highly effective efforts of AmeriCorps members, school turnaround efforts will prove effective and the results will be sustainable. The school will be in a position to continue progressing towards Common Core Standards. Teachers will become comfortable with the strategies, integrating them naturally into the regular school day, and we will have avoided the effects of Repetitive Change Syndrome. BCC has a track record of raising funds to support similar service activities and initiatives, as is demonstrated in the growth of the organization and the expansion of programs and services to meet the needs of the community. BCC's SHARK after-school and summer day camp program is the only one of its kind. Without a YMCA or Boys and Girls Club, this was a population previously underserved. BCC is also the only community-based non-profit organization offering early childhood education and learning programs for infant and toddlers from low-income families. BCC has secured over \$123,500 in the last six years from foundations, corporation, and non-federal dollars to support such initiatives. BCC has secured a total of \$1,633,710 federal dollars for Out of School Time programming. Our current operational budget is \$521,450. When awarded, this grant would represent 32% of our budget.

Compliance and Accountability: Both parties will ensure compliance with AmeriCorps rules and regulations, including those related to prohibited activities at the grantee, sub-grantee, and service location level. These prohibited activities include but are not limited to religious or political activism on AmeriCorps time or with AmeriCorps dollars, as well as activities that benefit for-profit entities or labor unions, just to name a few. BCC will ensure this compliance by having the rules and regulations reviewed and signed off by the Governance Committee of the Board of Directors and presented and recorded in the minutes of the Board Meeting immediately following the notification of receiving the award. The District will ensure similar compliance and accountability at the following school board meeting upon notification of the award. Both the Program Director and the Superintendent will be held responsible for providing the professional development necessary to ensure program staff and AmeriCorps members are properly trained in program compliance. Meeting minutes and training materials will be filed in the business office. If instances of risk or noncompliance are identified, a strict staff discipline policy will be followed and member contracts may be terminated.

Continuous Improvement: We will use AIMSweb and the RTI process to continually screen, monitor, and assess student performance. This approach uses technology to track student data and allows for periodic assessment of progress. This will permit opportunities for ongoing corrections and re-

Narratives

alignment to the intended outcomes as necessary. The school and the district, collectively, will continue to evaluate their "system" to determine their success in accomplishing the goal of preparing students for life beyond their "system". Those success measures include ACT and Advanced Placement exam scores, graduation rates, college placement, college readiness, and college completion.

Cost Effectiveness and Budget Adequacy

Cost Effectiveness: This is the most cost effective approach given these are intense initiatives, directed at turning around a whole school population for a school that has been identified as a Priority. The scope of the project is multi-faceted, to address the whole needs of the children- social, emotional, physical, and academic while also addressing the multiple needs of the school itself. This application is also cost-effective because the value of the project is much greater than the requested grant amount. Due to the significant match of Snake River School District and the Blackfoot Community Center, and the support of the SIG grant, there are an impressive amount of resources being dedicated to the project. These resources will be used in collaboration with SIG funding, but will not replace or supplant those funds as outlined. The SIG funds will be used as they were written, particularly for trainings and tools to educate staff and now members alike. These funds will be used to supplement those SIG dollars, especially in the area of OST programming. The letters of support identify this school's unique needs and why it is a resource-poor community. In spite of these dire circumstances, this is still a cost-effective application and we are able to provide the equivalent of 91 full school days for less than \$13,300 per MSY.

Budget Adequacy: The budget includes sufficient funding allocated for personnel, such as salary and fringe benefits (including health care). The Program Director and Program Manager are also paid through BCC, and therefore there is sufficient budget for these positions. These positions directly relate to the operation of the AmeriCorps project and all positions are fully described in the narrative.

Sufficient funds have been allocated for staff and member travel to the 2014 Serve Idaho Conference in Post Falls. Busing will be required to transport staff and members from Blackfoot, Idaho to Boise, Idaho, where they will then fly to Spokane, Washington and then drive from Spokane to Post Falls, Idaho. Any unforeseen travel expenses will be absorbed by BCC and/or the district. It also includes adequate funds for resource materials, supplies, and equipment needed to implement the activities because BCC and SRJH both have equipment readily available to implement a program. We are proposing a budget for the purchase of Google Chrome Books. These have been identified by the Chief Turnaround Officer as necessary supplies for the implementation of the focused learning activities mentioned in the project design. They will also be used in after school, Friday, and summer

Narratives

programming. They are relevant the scope of the work, necessary for the intervention strategies of the grant, and reasonable in cost. Snacks will be distributed at no cost from the Idaho Food Bank. Community partners, such as the Blackfoot Swimming Pool and Starlite Bowling Alley are also providing services at half the cost to our program participants. A reasonable monthly expenditure amount has been budgeted for both categories. Although the actual cost of the consultant fees relating to the project are more than the maximum federal daily rates of \$750, only the maximum rate of \$750 is counted towards the match. Similarly, the evaluation tools are also included in SIG funding (AIMsweb and ISAT testing) or will be done internally at no cost to the project. All living allowances meet the CNCS guidelines and FICA has been calculated for all positions receiving a cost of living allowance. FICA, worker's compensation and health care are included in the budget for all full time AmeriCorps members. Half time members will be covered with an Occupational Accident, Death or Dismemberment policy. Unemployment insurance is not required for AmeriCorps members in our state.

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable