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Application for Summer of Service [3]

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C. Institutional and Personnel Information

The following list highlights qualifications of key individuals and agency affiliation of the project team; resumes are included in Exhibit B.

Agency:	**Contact Person:**	**Qualifications of staff contact:**
Martha McCormick, Project Director	Iowa State University Extension	Development and management of innovative pilot project with a budget of $300,000. Has developed innovative programming for youth/children-at-risk for more than 20 years. Degrees: BA Elementary Education; MS Professional Studies in Education.
Des Moines Public Schools	Dr. Don Brubaker	Director of Elementary Education for 41 buildings for Des Moines Schools.
Department of Economic Development	JoAnn Callison	Bureau Chief for state programs. Supervises overall operations of grant programs. Responsible for supervision of employment training programs. BA and MPA, Drake University.
City of Des Moines Park and Recreation Department	Don Tripp	Director of Des Moines Park and Recreation Department for the last 2 1/2 years. Previously director of parks and recreation in Battle Creek, Michigan.
Tiny Tot Family Outreach Center	Michelle Pender	Head teacher for school-age child care program for inner city youth.

D. Budget

For *each* program (minimum of 50 participants) in the application, provide the following cost information and supporting explanations:

1. Participant Costs

# of participants		Federal min. wage		# of weeks (minimum 9.5)[1]		
84	x	$4.65 x 40/hrs./wk.	x	11 wks.		$ 185,956

x 8.2% for Social Security, workers comp. and unemployment

2.	**Project Leaders' Salaries**			$ 13,080
3.	**Other Supervisors'/Leaders' Salaries**			
				$ 59,280
4.	**Other Expenses[2]**			
	Local travel		4,725	
	Program supplies		25,200	
	Careers program for volunteers		1,200	
	Post-secondary school stipend (subcontract)		84,000	
	In-direct costs for administration		36,683	$ 151,808
5.	**National Training & Travel[3]**	Participants 84	112,728	
		Leaders/Supervisors 15 (#)	31,380	$ 144,108
	TOTAL FUNDS REQUESTED FROM THE COMMISSION			$ 554,232
6.	Matching Funds			$ - 0 -
7.	In-kind Contributions	School Facilities $192,000; Applicant indirect costs $110,115		$ 302,115
8.	Other Federal Funds	ES-USDA Youth At-Risk Grant #91-EYAR-1-0047		$ 32,240
Total Project Costs				**$888,587**

1 There must be a minimum of 8 weeks of service plus one week of national training and 2-1/2 days for conclusion summit.
2 Any other expenses should be included and briefly explained.
3 The travel for participants and project leaders/supervisors. Should be based on one trip to the West Coast and one summit trip to the East Coast (Washington, DC., area). Cost of travel should include airline or other transportation and per diem, calculated at $75 per day per participants or leader, the number of leaders/supervisors should be cited.

Budget Details: Summer of Service Application

Category	Grant Requested	In-Kind
1. Participants		
Wages: 84 participants X $4.65/hour X 40 hr/wk X 11 wks; 8.2 % for Social Security unempl. and workers comp.	$185,956	
2. Project leader salaries		
Director, M. McCormick, 13 wks	13,080	
Coordinator-Manager, M. Williams, 13 wks		$ 7,280
3. Other supervisors/leaders' salaries		
10 program leaders, 13 wks X 40/wk X $12/hr ($6,240 each); 3 middle managers X $14/hr ($7,280 each)	59,280	24,960
Subtotal - salaries/wages	$258,316	$32,240
4. Other expenses		
Local travel for supervision of program and local training, 15 staff X 500 mi/month X 3 months X $.21/mi ($315 per staff person)	$ 4,725	
Program expenses:		
Activity supplies for reading, writing & math	4,800	
Art supplies	6,000	
Science materials	6,000	
Recreation supplies	6,000	
Pagers ($15/mo. X 2 mo. X 27)	2,400	
Facilities usage (room rental & custodial services) $25/hr X 320/hr per site X 24 sites		192,000
Careers program & field trip for volunteers middle school age youth - includes bus transportation to ISU campus, food & lodging 24 youth + 6 parent chaperonnes X $40 each	1,200	
Subcontract - Post-secondary school stipend program, $1,000 X 84 participants	84,000	
Subtotal-Other	$115,125	$192,000

Category	Grant Requested	In-Kind
5. National Training & Travel		
West coast project director/supervisor: airfare @ $450; per diem @ $75/day X 4 days= $750 per trip.		
West coast leadership training: airfare @ $450; per diem @ $75/day X 5 days= $825 per trip.		
D.C. Summit: airfare @ $330; per diem at $75/day X 2.5 days= $517 per trip		
a. Participants		
Leadership Training: 84 X $825	$69,300	
Summit: 84 X $517	43,428	
b. Project director, middle managers & program leaders (15 staff)		
Project director training: $750 X 15	11,250	
Leadership training: $825 X 15	12,375	
Summit: $517 X 15	7,755	
Subtotal-National Training	$144,108	- 0 -
Total Direct Costs (TDC)	$517,549	$224,240
Modified direct costs (MDC): TDC less subcontract $ over $25,000=$458,549		
Indirect Costs-Commission, 8% MDC	36,683	
Indirect costs-Applicant: 13.5% of MDC grant + 21.5% TDC In-Kind		110,115
TOTALS	$554,232	$334,355

Exhibit A: Brochures of Collaborating Agencies

Selected brochures are:

- Iowa Corps (Department of Economic Development)
- Grand View College
- City of Des Moines, Park and Recreation Department Summer Offerings
- Bureau of Refugee Services
- Tiny Tot Family Outreach Center

Exhibit B: Resumes of Staff of Collaborating Agencies

Selected resumes of :

- Martha McCormick, ISU Extension
- Mary Williams, ISU Extension
- Michelle Pender, Tiny Tot Family Outreach Center
- Paulette R. Wiley, Willkie House, Inc.
- Carolyn Hudgens, Grand View College
- Dena M. (Raske) Gray-Fisher

Exhibit C: Letters of Endorsement

- Tom Harkin, United States Senator
- John P. Dorrian, Mayor of the city of Des Moines, Iowa
- Dena M. Gray-Fisher, Coordinator, Information Services and Special Projects, Bureau of Refugee Services

TOM HARKIN
IOWA

(202) 224-3254
TTY (202) 224-4633
COMMITTEES:
AGRICULTURE
APPROPRIATIONS
SMALL BUSINESS
LABOR AND HUMAN RESOURCES

United States Senate

WASHINGTON, DC 20510-1502

March 29, 1993

Commission on National and Community Service
529 14th St. Suite 452
Washington, DC 20045

Dear Sir or Madam,

I am writing to express my interest in an innovative idea proposed in response to the President's Summer of Service initiative.

Iowa State University's Extension Service would like to set up a series of literacy day camps for 600 low-income elementary students in Des Moines, Iowa. The need for these remedial services in central Iowa is undisputed. Education offers the best chance for at-risk students to break the cycle of poverty that paralyzes our inner-cities. I believe giving children a boost with literacy programs this summer can go a long way toward building an environment of educational and social opportunity.

I would appreciate your review of this proposal as part of President Clinton's summer program. Please contact my Cedar Rapids office if you have any questions or concerns about this.

Sincerely,

Tom Harkin

Tom Harkin
United States Senator

TH/kmm

210 WALNUT ST.
733 FEDERAL BLDG.
DES MOINES, IA 50309
(515) 284-4574

350 WEST 6TH ST.
315 FEDERAL BLDG.
DUBUQUE, IA 52001
(319) 582-2130

6TH AND BROADWAY, BOX H
317 FEDERAL BLDG.
COUNCIL BLUFFS, IA 51502
(712) 325-0036

BOX 74884
LINDALE MALL
CEDAR RAPIDS, IA 52407-4884
(319) 393-6374

131 E. 4TH ST.
314B FEDERAL BLDG.
DAVENPORT, IA 52801
(319) 322-1338

320 6TH ST.
110 FEDERAL BLDG.
SIOUX CITY, IA 51101
(712) 252-1550

CITY OF DES MOINES

MAYOR JOHN P. DORRIAN
CITY HALL
EAST FIRST AND LOCUST
DES MOINES, IOWA 50309
(515) 283-4944

ALL-AMERICA CITY 1949,1976,1981

March 29, 1993

Ms. Martha McCormick
Extension Field Specialist
ISU Extension, Polk County
5035 NE 14th Street
Des Moines, IA 50313

Dear Ms. McCormick:

I have reviewed your *Serving the Community Through Literacy Day Camps* program and believe the proposal is outstanding and will be of great benefit to the young people of our community.

The proposal has our full support. We will be pleased to provide additional letters or endorsements as may be required.

Please call if I can provide additional assistance.

Sincerely,

John P. Dorrian
Mayor

JPD/lf

STATE OF IOWA

TERRY E. BRANSTAD, GOVERNOR

DEPARTMENT OF HUMAN SERVICES
BUREAU OF REFUGEE SERVICES

CHARLES M. PALMER, DIRECTOR
WAYNE JOHNSON, CHIEF

March 24, 1993

Martha McCormick
Extension Field Specialist
ISU Extension, Polk County
5035 NE 14th Street
Des Moines, Iowa 50313

Dear Ms. McCormick:

The Bureau of Refugee Services is glad to support Iowa State University's proposal for the Summer of Service 4-H Literacy Day Camp Program.

We are most impressed with the proposal's goal of attracting cultural and linguistic minority students to participate in the program.

The target area is also the home for approximately 4,500 refugees and their family members who would benefit greatly from such a program.

We are confident in the applicant's abilities to accomplish the proposal's objectives and offer our support in their efforts.

Sincerely,

Dena M. Gray-Fisher
Coordinator, Information Services
And Special Projects

DMGF/tp

cc: Wayne Johnson
file

1200 UNIVERSITY AVENUE - SUITE D DES MOINES, IOWA 50314-2330 (515) 283-7999 FAX (515) 283-9224

END

APPENDIX C:
3. EXECUTIVE SUMMARY - FY 1992

1. **STATE:** IA

2. **FOCUS AREA:** READING AND SCIENCE LITERACY

3. **PROJECT TITLE:** MODEL CITY/WOODLAND WILLKIE LITERACY PROJECT

4. **STATE EXTENSION CONTACT:**
Sharon Query, Youth Development Specialist
33 Curtiss Hall
Iowa State University
Ames, Iowa 50011
(515)294-1557, FAX: 515-294-4715,
Internet: POLK@EXNET.IASTATE.EDU

5. **LOCAL EXTENSION CONTACT:**
MARTHA MC CORMICK, EXTENSION 4-H AGENT
5035 N.E. 14th Street
Des Moines, IA 50313
(515) 263-2660, FAX: (515)263-2704
Internet: POLK@EXNET.IASTATE.EDU

6. **PERIODS OF ACTUAL YOUTH PROGRAMMING:**

   June 15-August 6, 1993--Summer program
   September 13, 1993-May 20, 1994--School year program

7. **EXACT LOCATION OF SITE PROGRAMMING:**

   County: Polk; Township: Des Moines; Des Moines, capital of Iowa, population 327,000.

8. **PROJECT GEOGRAPHIC TYPE:**

   Model City and Woodland Willkie Prime Service Areas of inner city Des Moines

9. **PRIMARY TARGETED RISK INDICATORS:**

   *child poverty: 59%
   *single parent households: 57%
   *births to teens: 3.6% (Polk County)
   *infant death rate: 4%
   *teen violent deaths: 70.6 per 100,000 (Polk County)
   *high school graduation rate: 77% (Polk County)

10. OBJECTIVES/GOALS:

Outcome Objectives:

1. Enhance reading and math skills, scientific and technological literacy.
2. Employability of students will be increased, by enhancing problem solving skills and intellectual abilities; self esteem; self efficiency and personal responsibility; social and interpersonal skills.
3. Youth will develop on-going, positive relationships with peers and adults.
4. Develop protective factors of: positive school experiences; required helpfulness; belonging to a supportive community; bonding to family, school and other social institutions.

Process Objectives:

1. Utilize curricula that will supplement the school's reading, math and science curriculum with experiential activities, scientific methodology and hands-on learning methods.
2. Increase collaboration among agencies which provide services to the target population, helping to decrease duplication and increase the desired outcomes for the area.
3. Build a stable community coalition of youth serving agencies from the advisory group who can help insure funds after federal support ends.

11. AGES OF TARGETED YOUTH:

Age 6-14; First through Eighth Grades

12. NUMBER OF YOUTH SERVED: 400

13. NUMBER OF CONTACT HOURS PLANNED PER YOUTH:

* Middle school: 74 hours per youth
* Elementary: 379 hours per youth

14. NUMBER OF PARENTS/GUARDIANS INVOLVED:

* 150 parents in parent education and parent involvement

15. PARENTING EDUCATION PROGRAM:

* 25 parents for 32 hours each

16. VOLUNTEERS:

- * 15 students will volunteer 9 hours each in community service.
- * 80 local business persons and professionals volunteer 12 hours each to provide opportunities for young people to shadow them during their work.
- * 10 parents and other interested adults will assist with field trips and after school activities, with the goal of expanding their roles in the program.

17. DELIVERY METHODS:

X special interest, short-term program, and day camps
X individual learning, mentoring and family learning
X overnight camps (resident, primitive, or travel)
X school enrichment
X organized clubs
instructional TV/video
school age child care

18. CURRICULA:

- * SERIES (Science Experiences and Resources for Informal Educational Settings--California Center for Action)
- * Teaching Parenting (Sunrise, Inc.)
- * Parents and Kids Talk About Sex (ISU Extension)
- * Tackling Tough Stuff (Minnesota)
- * Children Are People, Too (Minnesota)
- * The Power to Choose
- * Cooperative Learning (ISU Extension)
- * Putting Your Best Foot Forward (ISU Extension)

19. EVALUATION:

- * Development of a portfolio analysis, both of the project and on each child
- * Case studies
- * Pre/post inventories on nutrition knowledge, self esteem, communication used in summer day camp
- * Focus groups with students, parents, faculty, agency personnel
- * Personal observation--attendance; changes in attitude; non-verbal behavior and skills demonstrated as reported by staff, teachers, parents and volunteers
- * Parent phone survey--progress in school; students' attitudes; friendships; locus of control
- * Student grades and attendance records

20. SPECIFIC COLLABORATORS IN THE COMMUNITY:

Advisory Committee--A core group of community representatives has been formed to oversee the project. It will be expanded and strengthened in FY 93.

Des Moines Public Schools--provide facilities at no cost; consultation; refer children and parents; custodial staff; assist in program development; provide breakfast and lunch for day camp participants and neighborhood children.

Des Moines Public Library--provide staff training; present programs for staff, parents and children; assist in program development; provide 500 books a month at day camp sites; advise in selection of appropriate books.

Des Moines Park and Recreation--provide facilities at no cost; recruit youth.

Department of Human Services--staff training.

Tiny Tot Family Outreach Center--facilitated the literacy curriculum on-site and as an integral part of their curriculum.

Willkie House Community Center--facilitated the literacy day camp curriculum in their regular school-age day care program.

First Lutheran Church--co-sponsored a day camp.

Highland Park Lutheran Church--provided free meeting facilities.

Grandview College Athletic Department--co-sponsored three free basketball clinics for all Callanan and Harding Middle School students each year; invited the Callanan 4-H Drill Team to perform at half time during basketball games.

Urban Dreams and KUCB radio--bussed ten kids to the Casady day camp from Homes of Oakridge; invited project staff to talk about the project on the radio several times; provided shadowing experiences.

EFNEP--Nutrition/food safety classes for youth

21. GENERAL CATEGORIES OF COLLABORATORS IN THE COMMUNITY:

schools churches government agencies
colleges/universities civic organizations

22. LAND-GRANT UNIVERSITY COLLABORATORS:

State University, 1862--

Extension Specialists--Project coordination. Partnerships with agencies. Leadership for training, evaluation, and curriculum development. Assistance with training, program delivery and volunteer training. Liaison with ES-USDA; assist with reports. Assemble criteria for evaluation; assist in analysis and interpretation of data. Produce video and other public relations materials.

County Extension Agent--Assist in managing the budget, securing supplies, supporting staff.

Department of Families and Consumer Sciences--Provide internships to assist in staffing the project.

23. USER FEES:

$1,550 day camp and career exploration program

24. RACIAL-ETHNIC COMPOSITION:

Hispanic: 1% Asian: 20% Black: 60%
American Indian: 2% White: 17%

4. NARRATIVE

A. Success in Meeting Objectives

1. The project will enhance reading and math skills, scientific and technological literacy:

Letter grades: In schools where data has been made available to project staff, we report the numbers and percentages of students who improved their grades in at least four subjects, those who stayed on the same level or improved in one to three subjects, and the total number of students tracked from fall, 1991 to spring, 1992.

School	**Improved, 4 subjects**		**Same level**		**Total**
Callanan	5	7%	33	49%	68
Harding	1	3%	19	53%	36
King-Perkins	8	44%	7	39%	18*

*5 of the 8 students who improved their grades at King-Perkins were tutored on a weekly basis by project staff.

Iowa Test of Basic Skills scores (Source: Des Moines Register):

School	**2nd grade, 1989**	**4th grade, 1992**
King-Perkins Elementary	30th percentile	71st percentile
Moulton Elementary	15th percentile	29th percentile
Rice-Monroe Elementary	83rd percentile	73rd percentile
Callanan Middle School	67th percentile	78th percentile
Harding Middle School	35th percentile	42nd percentile

Parent evaluations: (a telephone survey conducted in summer, 1992, n=20)

65% of parents surveyed responded "Yes," to the question, "Has your child improved their schoolwork this year?"

65% of these said 4-H had helped them improve.

Submission of written work by students: 48 of 48 career exploration participants at Harding Middle School completed their journals.

Four students produced original work for elementary school radio programs.

Students at two elementary schools spent 80 hours of their own time reading to prepare for their radio shows.

2. The project will improve the employability of students:

"Working Together" Test: (a self assessment given one time to students involved in Career Exploration, see Youth-at-Risk Program Evaluation and Summary, Summer 1992 p. 4)

Evidence of positive attitude toward going to a new job, answering questions, and having a job at home.

3. The youth involved in the project will develop on-going, positive relationships:

Parent Evaluations:

90% of parents surveyed said that their children had developed friendships through 4-H.

80% of these parents were happy about the friends their children developed through 4-H.

I AM Survey: (a survey given as a pre- post-test to day campers, summer, 1992)

On a scale of 1 (never) to 4 (most times), day campers responded as follows:

Statement	Pre-test	Post-test
I am a good friend to others	3.60	3.33
When I am happy I tell my parents	2.71	2.54
When I am sad I tell my family and friends	2.57	2.43
I feel that my parents listen to me	3.15	3.02
I feel that my teachers listen to me	3.14	2.87

Sixth Grade Evaluation: (Personal interviews conducted with a random sample of students involved in the Sixth Grade Bonding program)

"Parents were given as the most frequently talked to person (48%) when things are doing well for the student. . . Friends rated second, with 32 percent of students identifying them as the person they talk to. Teachers came in third at 13 percent. Siblings . . . were identified by six percent of the students. Two of the students said they didn't talked to 'nobody,' and another said 'anybody.'" "Parents were again mentioned as the most frequently talked to person when things aren't going well . . . (32%). Teachers and friends were identified equally as the second most frequently mentioned person . . . (19%). A sister was again identified . . . (10%). Finally, four students (13%) said they talk to no one. . ."

4. **The project will develop several protective factors: problem solving skills and intellectual abilities; self esteem; self efficiency and personal responsibility; social and interpersonal skills; close relationships with adults and peers; positive school experiences; required helpfullness; belonging to a supportive community; bonding to family, school and other social institutions:**

Progress is being made toward meeting these objectives.

5. **Utilize curricula that will supplement the school's reading, math and science curriculum with experiential activities, scientific methodology and hands-on learning methods.**

4-H Literacy Day Camps: Helga Reseland served in a volunteer consultant capacity to help implement hands-on methods for teaching in the summer day camps. Paraprofessional and summer staff reviewed the 1992 lesson plans, and made recommendations for 1993.

Elementary school programs: Helga Reseland's materials are being used with children who are having trouble learning to read to provide a phonics-based, hands-on supplement to classroom teaching. Revised lesson plans for after school programs in art and nutrition. Developed plans for a multi-cultural reading series and creative writing. Implemented the SERIES curriculum in after school programs.

Project manager and field specialist received training in the "Teaching Parenting" curriculum in October. It will be utilized with parent support groups in January.

Middle school programs: Reviewed and refined lesson plans for six-week insight groups. Set up training for staff in January for "Parents and Kids Talk About Sex." Implemented the SERIES curriculum in the 6th-8th grade ESL and MD classes.

6. **Increase collaboration among agencies which provide services to the target population, helping to decrease duplication and increase the desired outcomes for the area.**

Three staff each from Willkie House and Tiny Tot Family Outreach Center received 33 hours of training in April and May to prepare them to facilitate the literacy day camp curriculum in their day care programs. Kids enrolled in these programs used materials from the project, corresponded with pen pals at other literacy project sites and participated in the Olympics.

Staff journal excerpt:

Today I noticed that when I pointed to a word or letter, Frederick always moved his eyes to the left of where I had my finger. I asked him if he saw clear lines of the letters on the worksheet. He said everything was a blur. I asked him if he ever had his vision checked. He said no, but his mother was supposed to get him some glasses. Frederick's teacher was quite surprised and set up an appointment with the school nurse.--October, 1992

7. **Build a stable community coalition of youth serving agencies from the advisory group who can help insure funds after federal support ends.**

Cost sharing report, as of 9/30/91:

Des Moines Schools administrative staff: 115 hours of service valued at $1,411. Des Moines Schools student services staff: 113 hours valued at $1,575. Other agency staff: 2,037 hours of service valued at $13,504. Des Moines Schools provides office space for the project at Monroe-Rice, Callanan, and Harding schools. Classroom space, gymnasiums, cafeterias, libraries, Success department conference rooms are available on an as-needed basis for project needs.

Meeting space is provided by Highland Park Lutheran Church, Tiny Tot Family Outreach Center and Des Moines Public Libraries on a regular basis.

Des Moines Public Library supplied over 500 books for day camps in 1992.

B. Linkage to Research Base

The proposed project builds on research findings related to risk factors and youth-at-risk. Bogenschneider, Small and Riley of the University of Wisconsin-Extension (1990) identified poor parental monitoring; distant, uninvolved and inconsistent parenting; and unclear family rules, expectations and rewards as risk factors that can be offset by a close relationship with at least one person. They say that school transitions and academic failure can be turned around by positive school experiences, academic or extra-curricular. At the community level, children can be protected from the effects of low socio-economic status and high mobility by belonging to a supportive community and bonding to family, school and other social institutions.

Bonnie Benard (1986) states that "Effective reform will only result from the active collaboration of [parents, students, individual schools, local communities, universities, social service and mental health professionals] in developing a long-range plan."

Current youth research indicates that academic achievement and acquisition of basic education are not only based on classroom teaching methods, but also on the climate of the home, school and community; the social skills of the child; and the child's attitude toward education. Young people who believe they are capable, who take responsibility for their actions, impact their families, schools and communities in positive ways; and have meaningful relationships with others are more likely to succeed in school. The risk of students becoming delinquent, abusing alcohol or drugs, becoming pregnant or commiting suicide decrease when young people are viewed as resources, when they are treated with respect, when positive discipline practices are utilized, and when they are empowered to take control over their lives. (Glenn,1987)

An effort will be made through this program to help schools and other youth organizations serving the target population to increase their skills and commitment to providing "at least one faculty/staff person in a school to whom my child could relate; that there be at least one classroom/school experience that would give my child a feeling of inspiration and success; and that there be at least one learning experience that could try my child's soul without overwhelming odds that he/she would be emotionally crippled as a result." (Paul Plvisaker, Harvard University, Lipsitz, 1984)

The consensus among experts on youth-at-risk is that parents can and do have a profound effect on students' success in school and in life. Estimates of the percentage of dysfunctional families in our society are as high as 93% (Gelnn, 1990). It is the premise of this proposal that parents want to help their children, but simply lack the skills and resources to do so. The parent education component of this proposal will address this concern.

The proposed project builds on previous 4-H programming for at-risk youth in the Des Moines area. The rationale for the literacy project is drawn from the work of William Lofquist (1983), H. Stephen Glenn (1987), Joan Kipsitz (1984) and others. The programs outlined here have been developed with extensive input and collaboration from youth, educators and agency staff in the community. People representing at least thirty (30) organizations have given input at meetings or individually to develop this proposal. The proposed project uses a variety of educational methods, with emphasis on small group experiences, and a large proportion of one-on-one attention to youth. Direct services will be provided to the target population over a year's time, with varied approaches for different age groups and various times of the year.

C. Plans for Local Project Design and Implementation for Multiple Year Funding

In years three, four, and five, the program will be delivered through the same basic methods as in the first two years. The components of summer day camps, school year programs for elementary and middle school students will continue. The total number of youth reached will be approximately 400. Elementary age children will receive approximately 379 hours of contact; middle school about 74. The rest of this section is organized by general delivery method.

SUMMER DAY CAMPS

At-risk youth who are positively impacted during the school year in academics lose that progress and may even regress over the summer. The Summer Day Camp component of this project is designed to offset that loss for about 220 youth at six sites, and provide means of progress through experiential learning, positive relationships with adults and peers, and empowerment of youth.

Only four summer program assistants will be hired in FY93. Additional staff will be interns from ISU or other colleges and universities. Two of the camps will be run by project-trained staff at Tiny Tot Family Resource Center and Willkie House. In FY94 and FY95, college interns will play an increasing role in facilitating day camps. The training will be expanded to include staff from other agencies, so that the methods being tested in this project will be utilized for youth in broader areas of the community. In FY93, a concerted effort will be made to involve other community agencies, such as Des Moines Tutoring Center in program delivery at day camps.

SCHEDULE:

8:30	Breakfast/Learning Centers
	Small Group Sharing/Social Skills
9:30	Learning Centers/Journals
12:00	Lunch/Recess
	Group Reading
12:45 - 2:30	Main Activity: Art, Science, Communities, Talent

Games

Snack/Nutrition Lesson

Warm Fuzzies

Helga Reseland will continue to assist the project in developing experiential methods for teaching reading in learning centers. Her book, Pattern Approach to Learning with Manipulatives, is a resource for a hands-on approach to teaching reading. Children at beginning reading levels work individually or in small groups on reading, writing and math skills with learning games. Children with more advanced skills illustrate stories, organize book clubs, and write in journals.

WEEKS ONE AND TWO: ART: Discuss the art fair. The main activities for this two weeks are art projects, such as badges, plaster masks, jewelry, kites. On the 2nd Friday campers will display all their projects and invite parents, siblings and friends to come visit.

WEEKS THREE AND FOUR: SCIENCE: The culminating activity for this two-week session is a Science Fair. The children display and demonstrate experiments with plants, bacteria, ants, crystals, human anatomy, and the elements. Plans for FY 93 include expanding this emphasis, to include SERIES curricula.

WEEKS FIVE AND SIX: COMMUNITIES: Olympic Day is the culminating activity for the communities session of day camp. Children participate in activities such as "What makes a good neighbor?;" creating a newspaper and shopping center; "Community Coat of Arms;" "Tower Building; "Consensus Game;" and "Community

Concerns." Games and snacks from other cultures are introduced to the children each day.

WEEKS SEVEN AND EIGHT: TALENT: In small groups, staff introduces the idea of putting on a talent show for families and friends. The day camp group discuss the different skills they will learn between now and then--magic, juggling, dance, face painting, card tricks. Do they have other talents they might like to share? If they want to create a dance, sing, do gymnastics or Tae Kwon Do, they will have a chance to practice during this session.

SCHOOL YEAR, ELEMENTARY SCHOOL

Two paraprofessional staff members will continue to work with about 60 students in four elementary school buildings. Since September, 1991 they have established after school groups, homework clubs, tutoring sessions, classroom assistance, and a weekly radio program. All of these program delivery methods will be continued.

The after school groups include material from the SERIES science program, nutrition education, cultural diversity, art, drama, and rocketry.

Homework clubs allow the children time to complete class assignments in a quiet atmosphere with help available. For children who do not have homework to do, books and other learning materials are provided for independent reading. In FY93-95, efforts will be made to increase these programs by involving other agencies in the schools the project is reaching.

The material covered in tutoring sessions may be from social studies, math or language arts school curricula. Staff work one-on-one with the students, helping them understand difficult concepts, or drilling them on the basics. Children who are having trouble with reading work with the "Helga manipulatives" in one-on-one's.

Staff assist classroom teachers in giving more individual and small group attention to student needs. Teachers schedule time for project staff to be in the classroom, supervising children who are doing seat work, giving individual help and providing discipline. Basic social skills are taught to students using the "Boys' Town" curriculum.

As part of the after school program, the students produce a weekly radio program during spring semester, 1992. The programs include interviews, radio plays, interpretive readings, reading of their own work, and music.

Parents are encouraged to become more involved in their children's schoolwork through parent-child activities, individual consultation and workshops. The parent involvement component of the project has been primarily concerned with increasing parents' comfort level with school and project staff through parent-child lunches at school; library night; home visits and tip sheets; family nights and holiday make-and-takes. In the winter of 1992-93, staff will co-facilitate support groups with parents, utilizing the curriculum, "Teaching Parenting," by Lynn Lott and Jane Nelsen, from Sunrise, Inc. Support groups established in

FY92 will be expanded in FY93, with parents as facilitators. In the last three years of the project, other delivery methods for parent education, such as newsletters and a video library will be explored.

SCHOOL YEAR, MIDDLE SCHOOL

In her book, Successful Schools for Young Adolescents, Joan Lipsitz (1984) identifies the following seven (7) areas that summarize the developmental needs of middle school students: competence and achievement; self-exploration and definition; social interaction with peers and adults; physical activity; meaningful participation in school and community; routine; limits and structure; diversity. This aspect of the project will address competence and achievement; self-exploration and definition; social interaction with peers and adults; social interaction with peers and adults; meaningful participation in school and community; limits and structure.

These are addressed through career education for seventh graders; improved transition for new students through after school groups, insight groups, one-on-one toring and mentoring, parent involvement; school enrichment; and an eighth grade program on responsibility.

Career exploration includes ten small group sessions, centered around trust building, goal setting, decision making, types of jobs, journaling, personal reflection and sharing. Participants take a field trip. After identifying personal areas of career interest, each participant spends two afternoons shadowing a volunteer. The culminating activity is a two-day trip to Iowa State University and the Iowa 4-H Environmental Education Center.

Topics for after school groups include attitude and social skills; art; beginning babysitting; nutrition; football; drill team and basketball.

Insight groups are facilitated with small groups of students who concentrate on a specific issue for a six-week period. The sexuality curriculum will be rewritten in FY93 by extension field specialists, to include material from "Parents and Kids Talk about Sex" and resources from Iowa Methodist Medical Center education program. It currently is based on "Family Information Services," "The Power to Choose" videotape, and Domestic Abuse Intervention Project, Duluth, Minnesota.

Alcohol and drug abuse curriculum is based on materials from "Children are People, Too!" and the twelve step programs, Alcoholics Anonymous and Alateen. Other curricula include leadership, social skills, responsibility and conflict resolution.

Middle school faculty has involved project staff heavily in making one-on-one contact with students through tutoring and mentoring during the school day, especially at Callanan. Faculty are very supportive of the work the project staff has done there, and encourage the flexibility of the project to continue that work in years three, four and five. Students identify the areas they need additional help in. Project staff meet with individual students at lunch, after school and throughout the school day to touch bases, and offer encouragement.

Home visits, advocacy with school administration, transportation to conferences and family banquets comprise the parent involvement component of the middle school program at Callanan.

English as a Second Language, School within a School, and learning disability teachers at Harding Middle School have requested school enrichment programs in nutrition, art and SERIES science. The involvement of the project staff helps not only in terms of the subject matter covered, but in language development.

In FY93, a program to teach responsibility to eighth graders will be designed in response to a need identified by students and staff of the "I Have a Dream Foundation." The program will include community service as a requirement.

D. Plans for Sustained Delivery of Program

Working closely with school staff is necessary to insure continued investment in the project. All schools have expressed support and a strong request to continue the program. Des Moines Schools provide facilities for literacy day camps and after school programs. Callanan, Harding and Monroe-Rice Schools provide office space and phone service for Youth-at-Risk staff full time. Free breakfast and lunch programs are provided for day camp participants at literacy project sites by the schools. Faculty in target schools make referrals and promote the program with youth, faculty and parents. Both middle schools have contributed $200-300 a year for the career exploration field trips to Iowa State University. Youth fees and donations from the community fund the balance of these trips.

The principal of North Alternative High School (Casady) has expressed interest in working cooperatively with the project in community outreach.

In 1992, an Urban 4-H committee was formed to formalize relationships in the community. This committee has met to provide input on the restructuring of extension, and has provided informal input to the project. Membership includes a school board member, and members of the local business community.

Three staff each from Willkie House and Tiny Tot Family Outreach Center received 33 hours of training in April-May, 1992 to prepare them to facilitate the literacy day camp curriculum in their day care programs. Children enrolled in these programs used activities and materials from the project, corresponded with pen pals at other literacy project sites and participated in the Olympics. Future plans will include these two agencies at this level of involvement.

Efforts will be made in FY93 to involve more agency staff in such training. The Children-at-Risk Planning Council, and Youth-at-Risk Coalition assist in program development. All of these coalitions provide linkages with resources in the community.

The Des Moines Register, KCCI TV and Iowa Parent Magazine have recognized project staff as resources on education in the community. A Register reporter serves on the 4-H Urban Committee in an ex officio capacity. The Register included the literacy project in a list of opportunities for involvement in education in the community.

Several community organizations assist with training for project Staff: Des Moines Public Library; National Council on Alcoholism. Des Moines Public Library supplied over 500 books for day camps in 1992. Meeting space is provided by Highland Park Lutheran Church, Tiny Tot Family Outreach Center and Des Moines Public Libraries on a regular basis.

About 100 people give two to four afternoons a year to teach young people about their work, and to motivate them to continue in school. The Staff Development Director at Iowa Methodist Medical Center has coordinated volunteers and hospital staff to provide tours for career exploration students for the last four years. She also serves on the Urban 4-H committee, and as an advisor to the project and a link to other educational institutions.

ISU Extension, Polk County has provided, and will continue to provide office space for the project manager and one program assistant. Bookkeeping has been, and will continue to be provided by the county. Project staff have been involved in county functions, and will continue to make regular reports to governing bodies.

E. Long Range Impact

Portfolio evaluation: Will include evaluative data, grades, attendance, curriculum outlines, photographs, examples of students' work, journal excerpts, training schedules, publicity.

Case studies: Based on personal observation of staff, teachers, parents and volunteers, case studies will be written about students who have progressed with the help of the project.

Pre-/Post- Inventories: Day camp participants will complete a pre- and post inventory on nutrition knowledge, developed by ISUE. The will also complete an "I AM" Survey to assess self esteem and communication skills at the beginning and end of day camp.

Focus groups: Will be facilitated on a regular basis with community representatives, students, parents, faculty.

Parent Phone Survey: Will be conducted in late summer each year to gather parent impressions of their children's progress in school; attitudes; friendships and perception of locus of control.

F. Plans for Staffing Patterns

The project manager will be responsible for coordinating activities with appropriate school and community agencies and local volunteers. Other duties will include arranging for client referrals, recruiting participants, and assuring the parental/ family consent for children to benefit from services.

Four program assistants (paraprofessionals) will continue to be employed full-time to carry out programs in two elementary schools and two at middle schools. All four program assistants will work in the summer day camp program. An additional group of four temporary staff will be hired hourly to implement the day camp program in FY93. Four interns will be sought for FY93, and eight each in FY94 and FY95.

1. Salaried Staff:

* Martha McCormick, Extension Field Specialist, Youth Educational Design, 20%: Local community and resource development; leadership for evaluation; curriculum design.

* Mary Williams, YAR Project manager, 100%: will supervise paraprofessional staff; conduct community needs assessment; develop partnerships with agencies; complete quarterly reports.

* Ober Anderson, County Extension Education Director, 15%: Budget oversight; assist in local resource development; supply management.

* Sheilah Manley, Extension Field Specialist, Youth Development, 15%: Leadership for parent education; staff training in career exploration.

* Sharon Query, State Specialist, Youth and 4-H, 10%: State contact; assistance with report preparation; staff and agency training; oversight of day camps; parent education; career exploration.

* Steve Padgitt, Professor of Sociology, 10%: Technical assistance for evaluation design and carry out.

* Norm Riggs, Extension Field Specialist, Communities, 8%: Assistance with community development; advisory group.

* Susan Klein, Extension Field Specialist, Nutrition and Health, 5%: Nutrition training for staff; technical assistance in nutrition and health.

* Chuck Morris
State Specialist, Youth and 4-H, 5%: Assistance for curriculum design and evaluation; staff and agency training.

* Kate Lee, Extension Field Specialist, Volunteer Development, 5%: Leadership for implementation of volunteer management; primary contact with Volunteer Bureau; technical assistance with curriculum for youth volunteers.

* Sharon Mays, Extension Field Specialist, Family Life, 5%: Assistance in parent education and involvement.

Sherry Meier (sp?)
* E-SET Coordinator, 5%: Technical assistance in science curriculum and training.

* Lynn Jones, Professor, Agriculture Education, 5%: Technical assistance in evaluation.

* Don Goering, State Specialist, Youth and 4-H, 5%: Technical assistance in involvement of youth and adult volunteers in teaching science and other experiential learning.

Jessica Lamker
* Communication Specialist, 5%: Develop 10 minute video for use in developing community support and resources.

* Melva Berkland, Communication Specialist, 5%: Develop printed material for use in developing community support and resources.

C/o Wendy Brock
* Cooperative Learning Staff Trainer: 60 hours: Train agency and project staff in cooperative learning.

2. Volunteer Staff

* Volunteer shadowers: 80 volunteers will each spend four to twelve hours each with 100 youth in career exploration.

* Consultant: Helga Reseland and Tjella Piper will advise the staff on involving youth in hands-on methods of teaching reading.

3. Paraprofessionals

Four full-time paraprofessionals will be hired and trained to provide educational programs to children and parents.

Four summer program assistants will be hired and trained to facilitate the summer day camp program with youth. Youth will be involved for 200 hours during the summer.

5. BUDGET FORM AND NARRATIVE

The majority of the budget is allocated to salary ($190,965 grant and in-kind) because of the emphasis on direct educational services. Summer staff has been decreased to allow for inflation in permanent staff salaries. Interns will be recruited to help staff day camps. Benefits ($62,646) are figured as a percentage of the salary. Polk County Agricultural Extension District will pay secretarial benefits in FY93.

Travel has been increased to $6,654 (including in-kind) for FY 93. The FY 93 budget again includes funds to send three staff to training in Chevy Chase, Maryland in May, 1992. Transportation for two field trips ($2,100) to ISU will be provided by the schools and user fees.

The budget for supplies has been decreased from $8,800 to $2,603 because the county extension council is committed to assisting with the purchase of supplies. The "match" includes building facilities rental donated by schools and agencies in the amount of over $38,000 annually.

UNITED STATES DEPARTMENT OF AGRICULTURE
EXTENSION SERVICE

BUDGET

Institution: Iowa State University Cooperative Extension			**Project No.:** 91-EYAR-1-0047	
Project Title: Model City/Woodland Willkie Literacy			**Period of Time:** From: 04/01/93 Through: 03/31/94	
Project Director(s) Martha McCormick			**Program Code:** YAR	
A. Salaries and Wages:	FULL-TIME EQUIVALENTS (FTE)	FEDERAL FUNDS	NON-FEDERAL MATCHING FUNDS	TOTAL
Professional: Project Director(s)	.2		8,116	8,116
Other Associates	3.1	22,260	73,368	95,628
Other Personnel: Paraprofessionals	4.12	78,720	660	79,380
Secretarial and Clerical		7,831		7,831
Technical, Shop, and Other				
Total Salaries and Wages:				
B. Fringe Benefits: *(If not included above)*		32,720	28,390	61,110
C. Total Salaries, Wages, and Fringe Benefits: *(A plus B)*		141,531	110,534	252,065
D. Nonexpendable Equipment: *(Attach supporting data. List items and dollar amounts for each item.)*				
E. Materials and Supplies:		2,603		2,603
F. Travel: Domestic *(Including Canada/Mexico.)*		5,800	1,400	7,200
G. Publication/Printing Costs:				
H. Computer (ADPE) Costs:				
I. All Other Costs: *(Attach supporting data. List items and dollar amounts. Details of subcontracts, including work statements and budget, should be explained in full in proposal. Report all in-kind matching contributions and specifically identify the source.)*				
Building Facilities Rental			38,000	38,000
J. Total Cost		149,934	149,934	299,868
K. Carryover				
L. GRAND TOTAL		149,934	149,934	299,868

CES BUSINESS/FISCAL OFFICER : (Signature and date)
Bill Boyer 11/24/92

Approved for ISU: Richard E. Hasbrook, Contracts and Grants Officer: (Signature and date)
Richard E. Hasbrook 11-22-92

APPROVED:	SIGNATURE:	DATE:
State Extension Director/Administrator:	Bill Boyer for Robert Anderson	11/24/92
Administrator, Extension Service, USDA:		

Form CFD-2102 (8/92)

UNITED STATES DEPARTMENT OF AGRICULTURE
EXTENSION SERVICE

REVISED
2/20/92

BUDGET

Institution: Iowa State University Cooperative Extension			**Project No.:**	
Project Title: Model City/Woodland Willkie Literacy			**Period of Time:** From: 4/1/92 Through: 3/31/93	
Project Director(s): Martha McCormick			**Program Area/Code:** YAR - FY '92	

A. Salaries and Wages:	FULL-TIME EQUIVALENTS (FTE)	FEDERAL FUNDS	STATE MATCHING FUNDS	TOTAL
Professional:				
Project Director(s)	.25		8,750	8,750
Other Associates	2.78	21,000	72,050	93,050
Other Personnel:				
Paraprofessionals		65,561		65,561
Students		20,160		20,160
Secretarial and Clerical		7,382		7,382
Technical, Shop, and Other				
Total Salaries and Wages:		114,103	80,800	194,903
B. Fringe Benefits: *(If not included above)*		29,849	23,351	53,200
C. Total Salaries, Wages, and Fringe Benefits: *(A plus B)*				
D. Nonexpendable Equipment: *(Attach supporting data. List items and dollar amounts for each item.)*				
E. Materials and Supplies:		2,482	0	2,482
F. Travel: Domestic *(Including Canada.)*		3,500	2,100	5,600
Foreign *(Attach list of destination and amount for each trip.)*				
G. Publication/Printing Costs:				
H. Computer (ADPE) Costs:				
I. All Other Costs: *(Attach supporting data. If necessary, list items and dollar amounts. Details of subcontracts, including work statements and budget, should be explained in full in proposal.)*				
Building facilities, etc.			43,683	43,683
J. TOTAL		$149,934	$149,934	$299,868

APPROVED:	SIGNATURE:	DATE:
State Extension Director/Administrator:	R Anderson by Bill Boan	2/20/92
Administrator, Extension Service, USDA:	[signature]	2-20-92
	ISU Contracts and Grants Officer	31 MAR 1992

Form CFO-2102 (8/91)

Ellen Ext. Coop ... REVISED ~~2/20/92~~ 3/2/92

FAX: 202-401-4225

EXHIBIT A: DETAILED BUDGET - FY'92

	ES-USDA Grant Requested	Cooperating Agencies Match
Salary		
Area and State Extension staff and ISU Faculty		$56,800
20 other agency staff (includes school teachers, counselors, recreation dept. staff) x 120 hrs. each at avg. $10/hr.		24,000
Project Coordinator, 1 FTE	$21,000	
Secretary, 20 hrs/wk x 52 wks x $7.10/hr.	7,382	
Program Assistants, 4 FTE:		
Career Ed. Program 1,520 hrs.		
Sixth Grade Bonding 1,520 hrs.		
After School Program/ Enrichment 3,040 hrs.		
Summer Day Camp 2,240 hrs.		
T=8,320 hrs x $7.88/hr.	65,561	
Summer camp hourly college students 35 hrs/wk x 14 wks x 8 staff x $6.00/hr	20,160	
Subtotal	$114,103	$80,800
Benefits		
Extension and other agency staff, 28.9%		$23,351
Project coordinator, 28.9%	$ 6,069	
Secretary, 32.6%	2,407	
Program Assistants, 32.6%	21,373	
Subtotal	$29,849	$23,351
Travel		
National Training conf., 3 staff X $666.66 each	$2,000	
In-service training in Ames for staff	1,500	
Bus transportation to Ames/Natural Resources for 3 groups, at $700 each		$2,100*
Subtotal	$3,500	$2,100
Supplies		
Supplies for Day Camp	$1,200	
Art supplies, paper, etc. for after-school program, enrichment, careers, parent ed.	1,282	
Subtotal	$2,482	-0-
Other		
Building Facilities Rental:		
School gyms for summer day camps (4 sites for 301 hours each at $10/hr.)		$12,040
Custodial services for day camps (4 sites for approximately ~~280~~ 301 hours each at $10.40/hr.)		~~11,653~~ 12,522
School gyms for after school programs 30 (~~16~~ hours/wk. x ~~30~~ wks. at $10/hr.) (actual) 28.6		~~4,800~~ 8,586
School lunches for summer day camps (250 students x 5 days/wk. x 9 wks. x $1.35/student)		15,188
Subtotal	-0-	$43,683
TOTAL DIRECT COSTS	$149,934	$149,934

*Funds raised from private sector and grants.

**Local business people including accountant; veterinarian, architects, doctor, hairdresser, police, military, recreation director, lawyer, teacher, child care provider, agriculturist, and others.

EXHIBIT A: DETAILED BUDGET - FY93

	ES-USDA Grant Requested	Cooperating Agencies Match
Salary		
Extension staff and ISU Faculty		$57,484
20 other agency staff (includes school teachers, counselors, recreation dept. staff) X 120 hours each at avg. $10/hr.		24,000
Project Manager, 1FTE	$22,260	
Secretary, 20 hrs/wk X 52 wks X $7.53/hr	7,831	
Program Assistants, 4FTE: T=8,321 hrs X $8.35/hr	69,480	660
Summer camp hourly college students 35 hrs/wk X 11 wks X 4 staff X $6/hr	9,240	
Subtotal	$108,811	$82,144
Benefits		
Extension and other agency staff, 30.8%		$25,301
Project manager, 30.8%	$6,856	
Secretary, 39.45%		3,089
Program Assistants, 39.45%	27,410	
Subtotal	$34,266	$28,390
Travel		
National Training conference, 3 staff X $600 each	$1,800	
In-service training and travel between sites and office	2,454	
Transportation to Ames/Natural Resources for 2 groups, at $700 each		$1,400
Subtotal	$4,254	$1,400
Supplies		
Supplies for Day Camp	$1,603	
Supplies for school year program	1,000	
Subtotal	$2,603	$0
Other		
Building Facilities Rental: School gyms for summer day camps (6 sites for 320 hours each at $10/hr)		$19,200
Custodial services for day camps (6 sites for 320 hours each at $9.00/hr)		17,280
Classroom/office space (76 hours X $5/hours X 4 rooms)		1,520
Subtotal	$0	$38,000
TOTAL DIRECT COSTS	**$149,934**	**$149,934**

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY
University Extension

Office of the Vice Provost
315 Beardshear Hall
Ames, Iowa 50011-2020
515 294-0192
FAX 515 294-8844
EXNET vpforext

DATE: November 23, 1992

TO: USDA/Extension Service
Cooperative Management Staff
Cooperative Funds Division
Cotton Annex, 2nd Floor Mez
Washington, D.C. 20250-0900

Bill Boyd
From: Dr. Robert M. Anderson
RA Vice Provost for Extension

Wendy L. Brock
Wendy Brock
Director for Youth

RE: Renewal Application for "Model City/Woodland Willkie Literacy"
Project Number: #91-EYAR-1-0047

Please find enclosed three (3) copies of the referenced renewal application. This application requests funding for Year 3 project activities at a total cost of $299,868, $149,934 from ES-USDA and a state match of $149,934. The goal of this project is to enhance reading and math skills, scientific and technological literacy of at-risk youth in two neighborhoods of Des Moines. The project targets first through seventh grade students. Most youth participants qualify for free or reduced meals, and many are from minority groups. An administrative assessment follows. A copy of the approved budget from FY'92 is attached.

Administrative Assessment

The need to improve science and literacy in the Woodland Willkie and Model City service areas of Des Moines continues to be great. About 50% of the youth population in these areas are living at or below poverty level; 24% of households are headed by a single mother. Street gangs continue. The high school drop out rate is the highest in the district (10%). The infant morality rate is reported at 36.7 per 1000.

Strategies used in this project are realizing positive results:

- Students in three schools showed improvements in letter grades. More than half of the participating students who improved grades at one school were tutored on a weekly basis by project staff.

- Of the parent surveyed, 65% responded that they believe their child has improved in school work during the past year.
- Students who used a self-assessment evaluation indicated evidence of a positive attitude toward answering questions, going to a new job, and having a job at home.
- Two local organizations adopted the summer day camp curriculum developed through this project and received 33 hours of staff in-service training.
- Local support and recognition of the project has grown as indicated in media articles and in-kind contributions. For example, the Des Moines Public Library supplied over 500 books for day camps in 1992.

ISU Extension is committed to helping support the project. As explained in the renewal application, we are committing 1.4 FTE of Extension specialists' time to the project. Other agencies are contributing about 1.1 FTE of professional staff time to the project. Administrators of cooperating agencies have started meeting to develop strategies for continuing the project as ES-USDA grant dollars decrease and end after Year 5. A priority is to develop a clear direction for the project's future that can be operationalized with local community support.

The socio-economic environment and family structures are not likely to change over time in these two service areas of Des Moines. However, the project goals of improving literacy and self-concept for the students and enhancing protective factors within participating families are likely to positively influence the life chances for students who are reached.

attachment: approved budget for FY'92

enclosures: renewal application (1 original and 2 copies)

cc: Jon Irby
YAR Team Leader
ES-USDA, Room 3860-South
Washington D.C. 20250-0900

10. LETTERS OF SUPPORT

UNITED STATES DEPARTMENT OF AGRICULTURE
EXTENSION SERVICE

CERTIFICATION REGARDING LOBBYING

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement;

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Iowa State University — Organization Name

#91-EYAR-1-0047 — Award Number or Project Name

Richard E. Hasbrook, Contracts and Grants Officer — Name and Title of Authorized Representative

Richard E. Hasbrook — Signature

11-23-92 — Date

EXHIBIT A: DETAILED BUDGET - FY94

	ES-USDA Grant Requested	Cooperating Agencies Match
Salary		
Extension staff and ISU Faculty		$40,575
20 other agency staff (includes school teachers, counselors, recreation dept. staff) X 120 hours each at avg. $10/hr.		24,000
Project Manager, 1FTE	$23,596	
Secretary, 20 hrs/wk X 52 wks X $7.98		8,301
Program Assistants, 4FTE: T=8,321 hrs X $8.73/hr	72,649	
Subtotal	$96,245	$72,876
Benefits		
Extension and other agency staff, 30.8%		$19,900
Project manager, 30.8%		7,268
Program Assistants, 39.45%	$28,660	
Subtotal	$28,660	$27,168
Travel		
National Training conference, 3 staff X $666 each		$2,000
In-service training and travel between sites and office		5,000
Transportation to Ames/Natural Resources for 2 groups, at $800 each		1,600
Subtotal	$0 $	$8,600
Supplies		
Supplies for Day Camp	$1,500	
Supplies for school year program	1,039	
Subtotal	$2,539	$0
Other		
Building Facilities Rental:		
Custodial services for day camps (6 sites for 320 hours each at $9.00/hr)		$17,280
Classroom/office space (76 hours X $5/hours X 4 rooms)		1,520
Subtotal	$0	$18,800
TOTAL DIRECT COSTS	**$127,444**	**$127,444**

61,722

12,646

Travel

EXHIBIT A: DETAILED BUDGET - FY95

	ES-USDA Grant Requested	Cooperating Agencies Match
Salary		
Extension staff and ISU Faculty		$20,000
20 other agency staff (includes school teachers, counselors, recreation dept. staff) X 120 hours each at avg. $10/hr.		20,000
Project Manager, 1FTE		25,011
Program Assistants, 4FTE: T=8,321 hrs X $9.38/hr	$58,551	19,517
Subtotal	$58,551	$84,528
Benefits		
Extension and other agency staff, 30.8%		$12,320
Project manager, 30.8%	$7,703	
Program Assistants, 39.45%	30,798	
Subtotal	$38,501	$12,320
Travel		
National Training conference, 3 staff X $666 each		$2,000
In-service training and travel between sites and office		6,106
Subtotal	- 0 -	$8,106
Supplies		
Supplies for Day Camp	$4,602	
Supplies for school year program	3,300	
Subtotal	$7,902	$0
TOTAL DIRECT COSTS	**$104,954**	**$104,954**

CES:
Salary Benefits
52,477
County/City
Salary Benefits
44,371
Travel
8100
~~[illegible]~~ 7466.00