

**Guidelines and Grant Application
School-Based Youth Services Programs
Under
Chapter 66, Iowa Code**

**Bureau of Federal School Improvement
Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146**

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DEPARTMENT OF EDUCATION
Grimes State Office Building
Des Moines, Iowa 50319-0146

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Guidelines and Application

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SCHOOL-BASED YOUTH SERVICE PROGRAMS (SBYSP)

Descriptive Information and Procedures

Overview

House File (H.F.) 535 Section 76(1)(c), "Programs for At-Risk Children", 1989 Acts of Iowa, provides \$800,000 to develop school-based youth service programs. Rules for the legislation are attached for your information and use for program development.

The purpose of SBYSP is to develop centers located in or near middle or high schools that would increase the potential of community service providers to deliver services coordinated with education. Specific goals for the programs include: impacting district or areas with high rates of at-risk teens, increasing the ability of service providers to deliver services, improving the coordination between schools and other service providers, increasing utilization of economic resources by schools to improve the employment and productivity of students leaving school, and increasing voluntary use of available services by middle and high school students.

Target groups include in-school middle and/or high school aged children who need assistance to succeed including teen parents, pregnant teens, unemployed and unemployable teens, teens with suicidal tendencies and other mental health problems, substance users and abusers, chronic health problem teens, abused and homeless children, minority students, those with sudden negative changes in school performance due to trauma and those with language barriers and disabilities. Dropouts are also a target group.

School districts in cooperation with other service providers are the eligible recipients. Multiple school districts (in a joint agreement) in cooperation with other service providers are also eligible. The management of a program may be by the school district or a nonprofit service organization.

School districts will, by March 30, 1990, submit 6 copies of their application to the Department of Education in response to this request. Applications will be reviewed by a 6 member board (Education, Job Service, Economic Development, Mental Health, Health care, and Child/Family Services) and notifications of approval will be made by April 30, 1990. Only districts submitting proposals in cooperation with other service providers will be considered. At minimum, mental health, job training and employment, and health services must be involved. Day care, recreation, juvenile treatment, substance abuse treatment and other services should be considered.

Grants will be approved for a maximum of \$200,000 per year with no less than a four year commitment. Annual approvals will be made based on monitoring, year-end evaluations of existing programs and written commitment of the district and service agencies to continue. A twenty percent (20%) local contribution in cash or in-kind services is required. Grant funds must be utilized to supplement existing services or add new services. Funds cannot be used to supplant or duplicate existing services.

Letters of support for the youth service program must be provided from the local teachers' association; parent-teacher organization; nonprofit agencies providing human services, mental health, health and job services; community organizations; and the area private industry council.

Advisory councils are required and at minimum must include a representative from the private industry council, parents of children in the youth service program or school district, a teacher recommended by the local teachers' association, representatives from health and mental health services, students recommended by the school government, a representative of a nonprofit service provider, and a representative from the juvenile court system.

Program Information to Consider in Planning

A substantial number of Iowa teenagers experience multiple problems that require different support services. Even though these services may be available in the community, they are too often not known or easily accessed by teenagers, categorically narrow in scope, unattractively labeled, and not linked to one another. Teenagers find that going to multiple agencies and providing the same information many times to receive help is complicated. Some services rely too heavily on informal referral arrangements and, even when provided, lack adequate case management or follow up after services have been initially provided. Additionally, services for teenagers don't always address the root causes of many problems that are found in family relationships.

To address the aforementioned teenage problems and enhance the service delivery system, SBYSP will support employment, health, and social services in a comprehensive "one-stop shopping" manner at the most accessible location for teenagers--the public secondary school. Consolidating services in or near schools provides access to the majority of a community's teenagers on a regular and continuing basis. This approach will serve:

- o To increase the ability of agencies to address the multiple problems of teenagers;
- o To create an environment in which agencies are in day-to-day contact with one another, thereby fostering and coordinating services;
- o To provide an accessible, attractive location for teenagers in or near schools; and
- o To facilitate joint planning and make the most economic and innovative use of limited resources.

Applicants are encouraged to seek input from students to determine needs and elements in a program that would be most helpful. Some of the following ideas represent possibilities that can be verified by students in local communities:

- o Twenty-four hour hotline/crisis line
- o A center available after school, evenings, weekends, and during summer breaks
- o Day care for children of teenage mothers

- o Recreational and vocational activities that reflect the adolescents' interest including: music, dance, theater, field trips, and sports
- o A comfortable center
- o Non-school related adult professional staff who are able to relate to the problems of adolescents -- someone available to talk to
- o Job counseling
- o Job placement
- o Job training
- o Life skills training
- o Summer and part-time work opportunities
- o Vocational assessment
- o Individual counseling/therapy
- o Family counseling/therapy
- o Physical exams
- o Immunizations
- o Hearing and vision exams
- o Family planning (Family planning may be provided as a local option) SBYSP funds cannot be used to pay for contraceptives and abortion services
- o Drug and alcohol counseling/treatment
- o Nutrition counseling & related services
- o Housing
- o Meals
- o Clothing
- o School supplies
- o Transportation

The ultimate goal of the program is to help assure that teenagers graduate, be employable, and be healthy and drug free. To reach this goal there are a number of objectives that must be achieved. These include:

1. The identification of teenagers who want and need services;
2. Resource development from a number of sources such as JTPA, foundations, corporations, and federal and state governments;
3. The creation of a public and private initiative that will integrate a range of service providers with adolescents in a center located in or near secondary schools;
4. Development of a plan to attract teenagers to use the center's services;
5. Coordination of services both in and out of the school setting thereby helping to guarantee that the sum of the services offered in youth services programs are greater than the parts presently offered in schools and the community.

Use of Funds

Grant funds under the SBYSP may be used to support all cost categories identified in the "Uniform Financial Accounting System for Public School Districts and Area Education Agencies", Department of Education, Revised April 1, 1988. The system identifies six primary cost categories including salaries, employee benefits, purchased services, supplies, capital outlay and other expenses. Questionable costs or costs not addressed clearly via this system should be gauged against the following cost restrictions to determine whether or not they are acceptable.

Cost restrictions include:

- a) No grant funds can be used to construct a new facility
- b) No grant funds may be used to provide abortion counseling or dispense contraceptives
- c) Up to 10% of grant funds may be used to renovate an existing structure
- d) Up to 10% of grant funds may be used to provide day care, transportation and recreation
- e) Grant funds can be used to pay liability insurance to cover services provided by the program
- f) Grant funds must be used to supplement existing levels of service via expansion or development of new services
- g) Matching funds may include new building costs or renovations and may include funds from other state or federal resources obtained and managed locally for improvement of local services. Linkages with Title V - Maternal and Child Health administered by the Department of Health is a good example.

- h) Matching funds may be in the form of "cash" or "in-kind" and equal 20% or more of the total program costs including local and grant funds.

Managing agencies must be able to account for all SBYSP funds (local and grant) via a separate budget or designated line items within an existing management system. Agencies must furthermore be able to demonstrate/identify the utilization of funds for SYBSP services only.

Eligibility

In order to apply and become eligible for a grant in this program a school district must represent a broad coalition of local voluntary and public agencies. The application itself must be jointly submitted by the school district and one or more community nonprofit or public service organizations. The school district should designate one of the aforementioned groups to serve as the managing agency for the proposed project or designate itself to be the manager. Joint partnerships are encouraged.

Cooperation and a commitment by schools, community groups, nonprofit agencies, businesses, teachers, parents, and government to establish a comprehensive program of services in or near to school can be demonstrated via:

- o A written commitment by the administrator and school board that the school will work to coordinate and integrate existing school services and activities with the center.
- o Support for the application from local teachers union, parent/teacher organizations, community organizations, nonprofit agencies providing social services, and the area private industry council.
- o Plans to integrate the services of other organizations or agencies with the activities of the project, including activities of applicant agencies.
- o Letters committing services, space, or financial backing of the project.
- o Signed assurances by the school and managing agency.
- o Joint commitment indicated on the front of the application.

Applications that represent the cooperation of multiple districts can demonstrate the involvement through letters of support and/or through one collective agreement signed by all authorized persons from the districts. However, one district must assume the responsibility of submitting the application.

Administration/Management/Staff

Management can be a shared responsibility between local organizations. However, a designated manager must be identified who will coordinate or administer funds, staff, staff development, contract arrangements, referral services, student identification, record keeping, facilities, equipment and material, program evaluation, advisory committee, and public relations. Management responsibilities will vary by site but primary responsibilities are identified in Chapter 66, Iowa Administrative Code, "School-Based Youth Services Programs" which are attached in Appendix B of this application packet. Specific management responsibilities are identified in 66.4(3-16) and 66.5.

It is recognized that staff arrangements will vary locally, but the following position descriptions are defined to help program planners consider key responsibilities and needed staff. The descriptions are intended to be examples only.

o Project Manager

The Project Manager is responsible for the overall supervision of the project. This individual's functions would also include administering contracts, coordinating the provision of various service components, supervising staff, arranging for client referrals, directing community education and information activities, recruiting participants (including the outreach effort to assist dropouts), and assuring the receipt of parental/family consent and the involvement of families with the project.

Additionally, this individual is responsible for coordinating the activities of the school-based program with relevant school and community programs and local volunteer services as well as school administrators, teachers, and staff.

o Employment Specialist

The Employment Specialist is responsible for assessments of client skills and vocational interests, identification of appropriate job training programs, coordination with employment programs, including participation in the Business and Industry Services Unit, assistance in job search, and development of local employment opportunities (e.g., part-time jobs, internships, work study programs).

o Nurse/Part-Time Physician

The nurse provides routine and periodic health assessments and examinations, serves as case manager for clients with health problems, conducts referrals to appropriate providers for treatment, and provides primary health care. The part-time physician is responsible for diagnosing and treating adolescents on-site as well as making referrals to specialty care.

o Human Services Coordinator/Social Worker

The Human Services Coordinator coordinates activities with school guidance counselors, teachers, other social workers and personnel, and conducts social service needs assessments and makes necessary referrals to public welfare agencies, local social service organizations, mental health providers, etc., as appropriate.

This individual also provides case management services and follow up. Thus, the Human Services Coordinator will assure that the troubled teen actually receives the services that are needed. Finally, this person provides individual and group counseling and makes referrals where long term therapy is indicated.

o Mental Health Family Specialist

The Mental Health and Family Specialist establishes and maintains a communication system between SBYSP and parents including letters, personal contacts by phone and home visits. Also, this person develops and maintains individual and group therapy, family therapy, parenting training, and helps parents in participating in attendance at school affairs and volunteer assistance. Moreover, this person establishes a system to involve parents in an advisory capacity including decision making processes, development of goals and evaluation of the program.

o Alcohol and Drug Abuse Specialist

The Alcohol and Drug Abuse Specialist establishes and maintains educational drug abuse prevention programs, provides individual counseling and arrangements for specialized help, organizes transition programs for phasing into full participation in school after and during treatment, and organizes student volunteer assistance and peer helping programs.

o Teen Center Coordinator

The Teen Center Coordinator organizes/coordinates day care services for teen parents; establishes parenting training and counseling services on parent/child relations, provides for basic needs assistance such as housing, meals, clothing and transportation; organizes recreation and social events to involve students; and establishes volunteer assistance activities to involve students in community affairs and social structures.

Review Process and Selection Criteria

Applications will be reviewed by a team of no less than 6 members who represent six different agencies including Education, Economic Development, Child and Family Services, Job Services, Health, and Mental Health and other human services. Applications will be ranked and selected by way of a point system. Review members/agencies will make recommendations to the Department of Education for selection. The decisions of the review team will be considered final by the Department of Education. The Department of Education will negotiate budgets to accommodate the obligation of all funds.

All applicants will receive a letter of notice of receipt, a letter of approval/disapproval for funding, and a review synopsis identifying the specific strengths and weaknesses of their application. Unsuccessful applicants will be submitted to the legislature for consideration for additional funds to support all proposed activity in 1991. The Department of Education in cooperation with other agencies and the F.I.N.E. Foundation will seek out other avenues of support to assist unsuccessful applicants to develop local programs.

Applicants may appeal decisions of the review team based on a contention that the process was conducted outside of statutory authority; violated state or federal law, policy or rule; did not provide adequate public notice or was altered without adequate public notice, or involved conflict of interest by staff members. The appeal can be made in the form of a letter to the Director of the Department of Education within 10 days of the notice of the review team. The Director will notify the review team of the appeal, seek information with regard to the appeal and issue a decision within 45 days of receipt of the appeal.

Selection Criteria are weighted by points (300 possible) and largely based on legislative mandates found in House File 535 Section 76(3) which defined SBYSP programs and identified priorities for programs, evaluation criteria, and responsible agencies and organizations. The criteria and points are as follows:

- Need 0-40 pts
- a) Student populations characterized by high rates of a number of the following: school dropouts and absenteeism, teenage pregnancy, juvenile court involvement, unemployment, teenage suicide, teenage mental health problems, substance abuse, and health problems.
 - b) Comparison of need to existing resources. c) Identification of staff needs for training. d) Existing coordination between school and agencies.
- Objectives 0-30 pts
- a) At minimum, three primary services (Health, Mental Health, and Job/Employment Services) are provided. b) Accommodations in the school program for services to be provided to students are identified. c) Parent involvement. d) Location of center. e) Access to the program during days, weekends, summer. f) Provision of no less than a minimum academic program defined in Iowa Code 256.11.
- Schedule 0-20 pts
- a) Timeline for implementation. b) Explanation of how services will be provided in context with the education program. c) Descriptions of partnerships between public and private sectors to provide employment and training opportunities.
- Description of In-School Support Services 0-20 pts
- Services including speech and language, psychological testing, social work, school nurse, audiology, occupational therapy, physical therapy and food services.

- Roles and Responsibilities of Staff** 0-20 pts
Responsibilities tied to objectives, monitoring and reporting, identification and referral, staff development and family involvement.
- Qualifications of Staff** 0-10 pts
Qualifications are commensurate with involvement in providing services.
- Staff Utilization** 0-10 pts
a) Time for SBYSP staff and school staff to coordinate, plan, learn together via in-service. b) Designated coordinator for overall coordination with reasonable time to do job. c) School Administration involvement.
- Staff Development** 0-10 pts
a) Designated number of days. b) Orientation program for school staff and other services staff. c) Public Relations program. d) Budget for training.
- Facilities** 0-10 pts
a) Accessible center. b) Attractive center. c) Near or in a school. d) Provided without the use of grant funds or no more than 10% of budget.
- Non-discrimination Measures** 0-10 pts
Specific procedures identified to ensure non-discrimination.
- Budget** 0-20 pts
a) Total budget is provided with supporting documentation for staff and in-kind match. b) Requested grant dollars is \$200,000, or less. c) Twenty percent match or better is provided. d) No grant funds used for new buildings or abortion counseling or disbursement of contraceptives. e) Evaluation of financial support.
- Letters of Support** 0-30 pts
Local teachers association, Parent-Teacher organization, Health Services, Human Services (Mental Health and substance abuse), Job Services, community organizations, private industry council, and commitment of schools.
- Evaluation and Record Keeping** 0-30 pts
a) System established to identify numbers and characteristics of students, type and magnitude of services provided, improved school attendance and performance, increased potential for placement in employment, improved health, improved social interaction and behavior, increased high school completion rates, improved coordination between schools and other service providers, improved ability of agencies/organizations to deliver services, improved utilization of resources to improve employment and productivity of students leaving school. b) System coincides with objectives. c) Record keeping system identifies requests for assistance and services provided.

Assurances

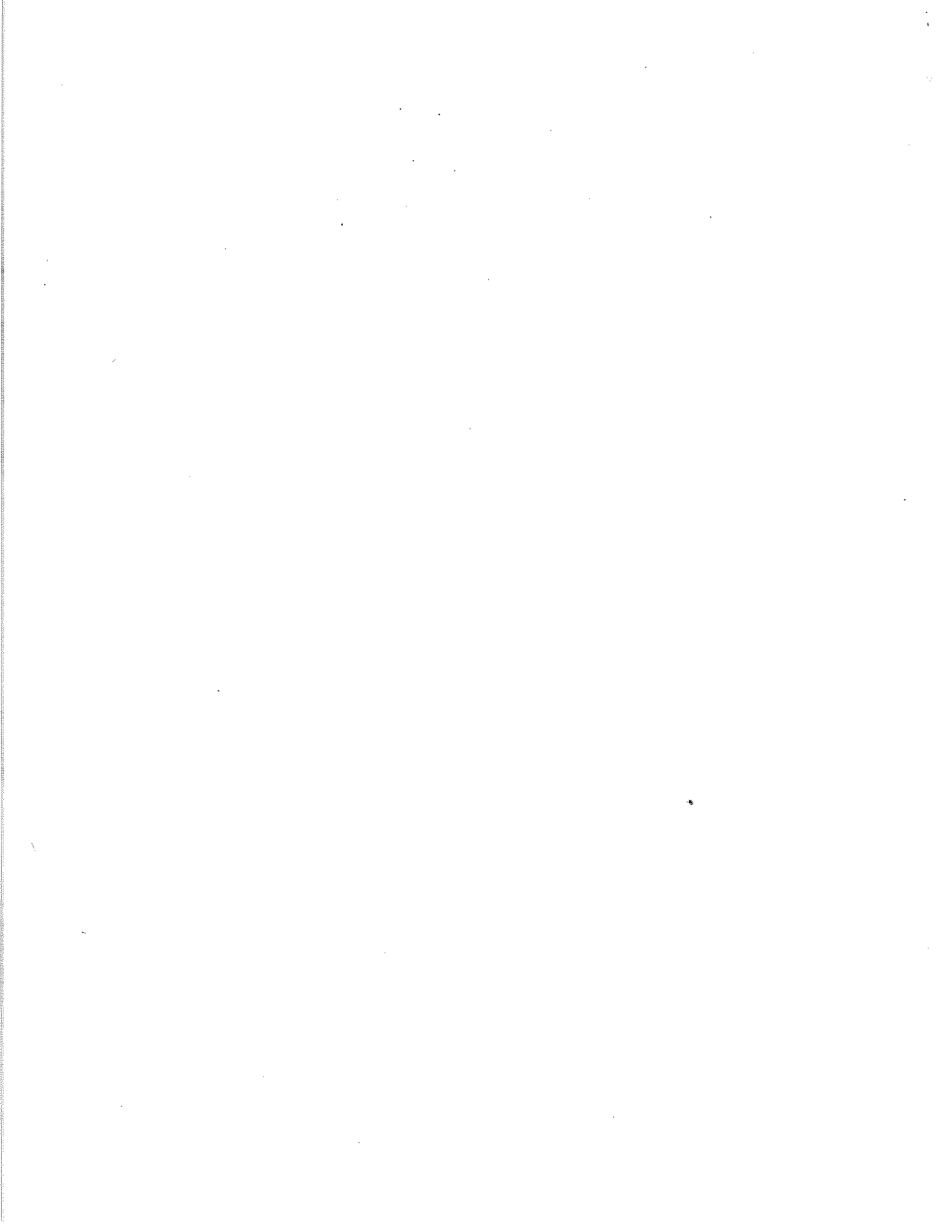
0-20 pts

Submitted. Signed appropriately. Incorporated into program descriptions.

Advisory Committee

0-20 pts

a) Representatives from private industry council, parents, teachers, health services, mental health services, students school support services, juvenile court system, substance abuse. b) Plan of action. c) Timeline.



Grant Application
School-Based Youth Services Program
(SBYSP)

Date of Submission
(Month, Day, Year)

Managing Agency Name:

School District Name:

Address:

Address:

Contact Person:

Contact Person:

(Name) (Title)

(Name) (Title)

Telephone:

Telephone:

Total
Grant Amount Requested

Total Match

Total Program Cost

\$ _____

\$ _____

\$ _____

Target Grades for SBYSP:

Middle School _____ High School _____
(Check one or both)

Send 6 copies of Grant to: Bureau of Federal School Improvement
Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

Program Elements

(Check those components that are included in your SBYSP)

- A. Preventative and Primary Health Care
 - Preventative Care
 - Maintenance Services
 - Diagnosis
 - Care Plan
 - Treatment
 - Referral - for special health problems
 - Case Management
 - Health Supervision
 - Health Teaching
- B. Mental Health & Family Counseling
 - Evaluation & Diagnostic Services
 - Individual Treatment Plans
 - Individual Therapy
 - In Home Outside Home
 - Group Therapy
 - In Home Outside Home
 - Referral
 - Parent Education on Parenting Skills
- C. Day Care
- D. Parent & Family Involvement Assistance
 - Communication System
 - Assistance for individual and/or group participation
 - Involvement in decision making, program evaluation, and program development
- E. Outreach to Adolescents not Attending School
- F. Recreation
- G. Job Training and Employment Services
 - Assessment
 - Exploration
 - Support Services for Training
 - Work Experiences
 - On-the-Job Training
 - Apprenticeship
 - Follow-up to ensure continuation in employment
 - Post-Secondary Career Planning
 - Job Placement Services (Post School)
- H. Basic Needs Assistance
 - Housing
 - Meals
 - Clothing
 - Transportation
 - Other _____
- I. Rehabilitation Services
- J. Teen Parent Training
- K. Juvenile Treatment Services
- L. Other (Please List) _____

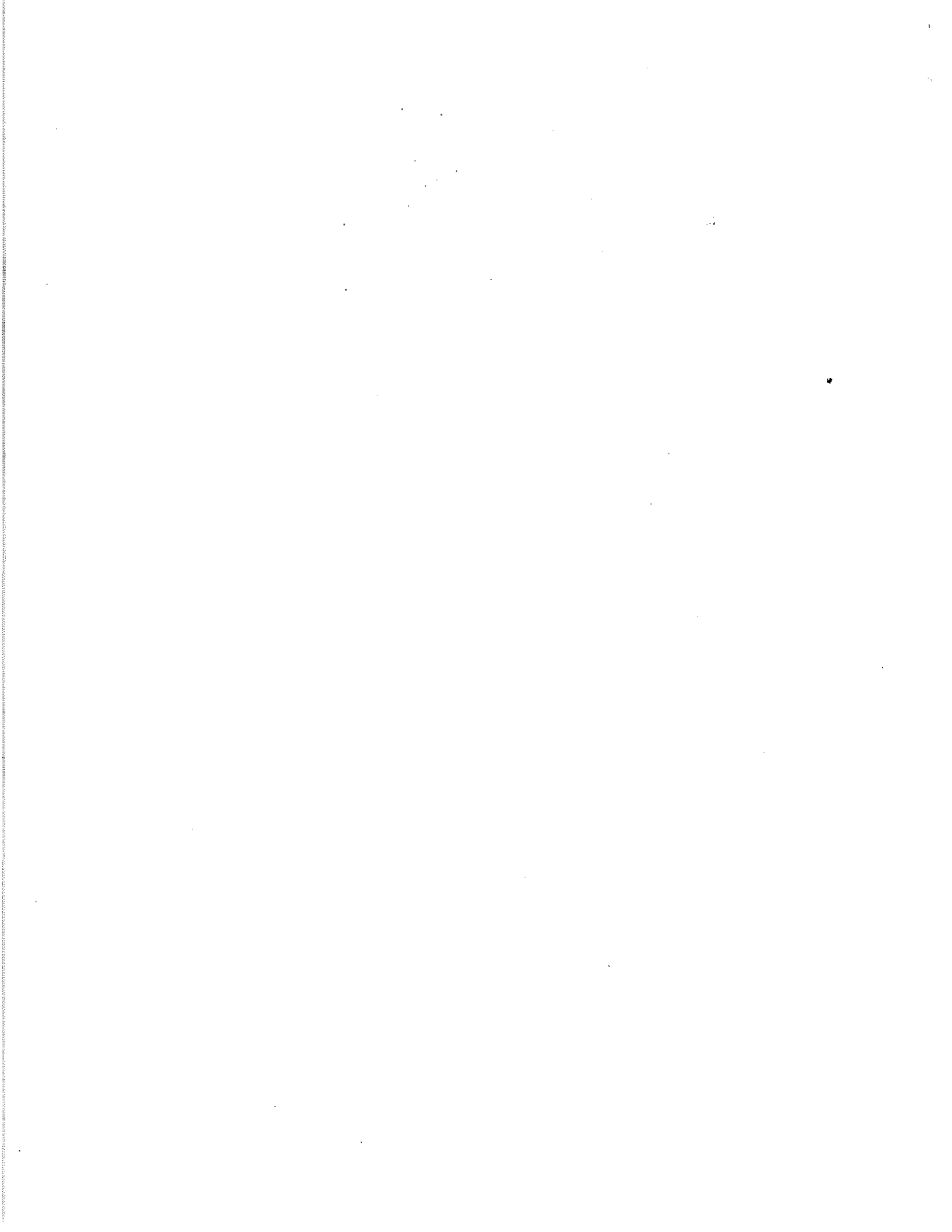
Letters of Support

Letters of support from the following organizations and agencies are required. Place a check mark by those included and list additional agencies that provided letters of support.

- Local Teachers Association
- Parent-Teacher Organization
- Mental Health Agency
- Human Services Agency
- Health Services (Public and/or Private)
- Community Organizations
- Private Industry Council
- Others (Please List) _____

* Note - A written commitment must be provided from the school principal and the board of directors of the school board that the school will work to cooperate and integrate existing school services and activities with the program. This can be completed via letter, incorporated into the program description within the application or both.

* Letters of support should be placed in the application directly following this summary-check page.



Assurances

General Program Administration

The School-Based Youth Services Program (SBYSP) described in this application has been reviewed and approved by the local school district Board of Directors.

Youth services shall include in-school as well as out-of-school middle and high school age children.

Abortion counseling and the dispensing of contraceptives is not part of the SBYSP.

All children, including those at-risk, will be encouraged to utilize SBYSP services.

The facilities and equipment utilized for SBYSP are accessible to disabled youth and adults.

Parental/guardianship consent will be pursued for each teen to use the services of SBYSP.

Managing Agency _____ School District _____
(Authorized Signature) (Authorized Signature)

Nondiscrimination

Youth, family members, and staff of School-Based Youth Services Programs will not be discriminated against on the bases of race, religion, national origin, gender, age, or disability.

Student Data will be collected, processed and analyzed with regard to age, disability, gender, and race.

Specific steps will be taken to encourage student involvement when population patterns such as a lack of minority or female/male student involvement become apparent.

The hiring of staff will be completed with consideration given to the minority make-up of the community and the need for certain role models and cultural understanding.

The staff hiring process will be free of discrimination on the basis of race, religion, national origin, gender, age or disability.

Efforts will be made to implement public relations activities in all parts of the community including homeless populations and minority neighborhoods.

Material utilized for training and public relations will be screened for bias.

Staff development and training will include elements to assist staff to implement non-discriminatory practices.

Managing Agency _____ School District _____
(Authorized Signature) (Authorized Signature)

Budget

All grant funds, local contributions, and funds from other sources identified in the budget for SBYSP will be used for the development and implementation of SBYSP.

All grant funds will be used to develop new services and/or to supplement existing services.

No SBYSP grant funds will be used to construct new facilities to house SBYSP services.

Managing Agency _____ School District _____
(Authorized Signature) (Authorized Signature)

Total Budget
 (Cost categories represent those in the Uniform Financial
 Accounting System for Public School Districts and
 Area Education Agencies, Revised Edition, 1988)

Identify Source of Local and Other funds for each category	Budget Categories	Dollar Amounts				Total Budget
		Grant Funds	Local Match		Other State or Federal Funding Sources	
			Cash	In-Kind		
	Salaries					
	Professional					
	Other					
	Employee Benefits					
	Purchased Services					
	Travel					
	Other					
	Supplies					
	Capital Outlay					
	Other Expenses					
TOTAL OPERATING BUDGET						

* All grant funds must be used to develop new services and/or to supplement existing services.

* Grant funds should not exceed \$200,000 (the maximum state appropriation level) and must only be used to support SBYSP.

* Local contributions of at least 20% of the total costs of the program are required. Other state and federal funds can be used to generate local match, providing the funds are directed at establishing and maintaining the SBYSP.

* Some funds must be targeted for training staff that are implementing SBYSP and for staff responsible for coordinating services with SBYSP.

* Grant funds cannot be used to dispense contraceptives or provide abortion counseling.

* Grant funds cannot be used to build new facilities. Local funds used to build new facilities to house the SBYSP can be used as matching funds.

* No more than 10% of the grant funds can be used to renovate existing structures.

* Up to 10% of the total grant funds can be used for each of the following: Child Care, Transportation and Recreation.

* Equipment purchased with grant funds must be tagged (assigned a number) and placed on an inventory for no less than three years. A specific format will be provided to document and report equipment purchases and will be part of year-end evaluation reports.

* Equipment and material resources used as an in-kind contribution must be listed and pro-rated using the most recent available figures for fair market value. Utilize the "Equipment and Resources Format" for documentation.

* Sources of local and other funds can be identified by title, the following code or both if necessary. Local School District = A; local business = B; private donors other than business = C; private foundations = D; community service organizations = G; churches = H; other State grants = I; other Federal grants = J; hospitals = K; public health clinics = L; private health clinics = M; local fund raising, i.e., lottery, gaming, sales, recreation events, etc. = N; special levy of local taxes = O.

State and Federal funding sources other than SBYSP should be identified by title as well as code, if codes are used. Examples of Federal titles include Maternal and Child Health Block Grant (Title V), Federal Vocational Education, and JTPA 8% Discretionary funds. Examples of State titles include Allowable Growth for Dropout Prevention, Supplemental Weighting for Education, and Summer Youth Employment.

If none of the codes apply to a funding source that will be used, please identify the source by title.

Justification of Staff/Personnel

School-Based Youth Services Programs
(Include new and existing staff)

Position Title	No. of Staff	Working Hours Per Month	Salary	Fringe	TOTAL
TOTAL					

Format for Value Estimates of
Equipment and Resources

Utilized for Generating Local Match
(Use this format only if material and/or
equipment is used to generate local match)

Materials/Equipment Title/Model Label or Description	Projected Market Value	Number of Items	TOTAL Value
			TOTAL

* Fair market value should be judged using local information and/or that provided by representatives of companies servicing the area.

Program Narrative/Description

The program description should sequentially follow the format described below. Each section of the narrative should include but not be limited to the areas defined.

- A. Program Summary or Abstract
- B. Need statements - Identify problems of adolescents in the school district/s or area to be served by the projects. Appendix A provides statewide statistics that should be used if local problems are compared to statewide trends. Refer to 66.4(1) of the rules (Appendix B) for potential teenage problems that may need to be addressed as well as other areas of need that can be emphasized.
- C. Objectives - All applications must include minimum program objectives identified in 66.4(2) of the rules. Also 66.4(6) identifies potential program implementation and outcomes that imply direction for objectives.
- D. Evaluation - All applications must address those areas identified in 66.4(6) of the rules. Evaluation should coincide with the objectives and needs of the SBYSP. The methods used to monitor progress should be identified. Refer to 66.4(6) and 66.4(7) of the rules.
- E. Roles and Responsibilities of Staff - Staff rules and responsibilities should be closely tied to the objectives and management activities indicated in the narrative.

Applicants may use the following format to organize and align objectives, timelines, evaluation and staff roles and responsibilities. The format could help local planning and monitoring.

Objective	Timeline	Method of Evaluation	Person(s) Responsible
-----------	----------	----------------------	-----------------------

- F. Schedule and Components - Identify the services and develop a schedule for the youth services program as defined in 66.4(3) of the rules.
- G. In-School Support Services - A description of in-school support services as defined in the rules (66.2) and offered to students in the SBYSP must be provided.
- H. Parent Involvement - A complete plan of parent-family involvement must be provided and shall contain the minimum activities defined in 66.4(5) of the rules.
- I. Student Identification - Specify provisions for ongoing identification of students as identified in 66.4(12) of the rules.

- J. Staff Development - Specify staff development plans. A training component must be established to update youth services program staff, school staff, other service provider staff and the community. Minimum provisions are identified in 66.4(11) of the rules.
- K. Facilities and Equipment - The minimum provisions in 66.4(13) of the rules must be included.
- L. Advisory Council - An advisory council must be identified by providing individual names, titles, and addresses. Refer to 66.4(16) for specific representatives that must be included.
- M. Letters of Support - Letters of support must be provided from the local teachers association, parent-teacher organization, non-profit agencies, community organizations, and the private industry council. As well, a written commitment must be provided from the school principal and local school board of directors that the school will work to cooperate and integrate existing school services and activities with the program.

Appendix A

Resource Data to Assist Local Planners in
Statements of Need

Statistics are provided in this guideline for comparing local situations to statewide situations. Utilize the statistics whenever comparisons of local and state are used to depict the magnitude of local problems.

Sample problems delaying or preventing the development of productive individuals	Statewide Statistics and Sources (percentages and rate per thousand)
<u>Teen Births/Parents</u> Vital Statistics, Iowa Dept. of Public Health, 1987	9.3% of all births are to teens 36.4% of teen births are out of wedlock
<u>Infant Death rates - Teenage Parents for 1986-1988</u> Vital Statistics, Iowa Dept. of Public Health Oct. 12, 1989	Fetal death rates compared against all births - Fetal deaths account for .67% of total births, Rate = 6.7 - Fetal deaths account for .73% of total births to mothers under age 16, Rate = 7.3 - .91% ages 16-17, Rate = 9.1 - .88% ages 18-19, Rate = 8.8
	Neonatal death rates compared against live birth - .54% of live births result in neonatal death, Rate = 5.4 - 1.84% of live births to mothers under age 16 result in neonatal death, Rate = 18.4 - .82% ages 16-17, Rate = 8.2 - .71% ages 18-19, Rate = 7.1
	Perinatal death rates compared against live births - 1.2% of live births result in terminated deaths, Rate = 12.0 - 2.57% of live births to mothers under age 16 result in perinatal death, Rate = 25.5 - 1.74% ages 16-17, Rate = 17.2 - 1.59% ages 18-19, Rate = 15.8

Appendix A

Sample problems delaying or preventing the development of productive individuals	Statewide Statistics and Sources
<p><u>Prenatal Care</u> Who Speaks for the Children? Children's Defense Fund, 1987 Vital Statistics, Iowa Dept. of Public Health, 1986-88</p> <p>(Total live births and Percent of births by various maternal and infant criteria), printed Oct. 12, 1989.</p>	<p>1 in 7 (14%) Iowa babies are born to mothers who do not receive early prenatal care</p> <p>Of the total live births 84.4% of the babies are born to mothers who received prenatal care in the 1st trimester</p> <p>14% of the babies are born to mothers who receive prenatal health care after the 1st trimester</p> <p>15.6% of the babies born are to mothers aged 18 and under, who receive six or less prenatal visits throughout their pregnancy</p> <p>4.3% with less than 3 prenatal health care visits.</p>
<p><u>Alcohol and Drug Use and Abuse 1987-88</u> Iowa Study of Alcohol and Drug Attitudes and Behaviors Among Youth, Dept. of Education 1989</p>	<p>Regular use of alcohol</p> <ul style="list-style-type: none">11.4% of grade 825.9% of grade 1038.3% of grade 12. <p>Heavy use of alcohol</p> <ul style="list-style-type: none">2.2% of grade 86.8% of grade 1011.7% of grade 12 <p>Regular use of tobacco</p> <ul style="list-style-type: none">1.5% of grade 82.9% of grade 103.5% of grade 12 <p>Heavy use of tobacco</p> <ul style="list-style-type: none">3.5% of grade 810.3% of grade 1012.2% of grade 12 <p>Regular use of marijuana</p> <ul style="list-style-type: none">1.0% of grade 83.8% of grade 103.3% of grade 12 <p>Heavy use of marijuana</p> <ul style="list-style-type: none">1.5% of grade 83.5% of grade 104.9% of grade 12

Appendix A

Sample problems delaying or preventing the development of productive individuals	Statewide Statistics and Sources
	<p>Regular use of other drugs .8% of grade 8 2.0% of grade 10 1.4% of grade 12</p> <p>Heavy use of other drugs .5% of grade 8 1.6% of grade 10 1.1% of grade 12</p>
<p><u>Dropouts</u> Iowa Guidance Surveys: The Dropout, 1988, Iowa Dept. of Education</p>	<p>Grade 7 = .10% 8 = .22% 9 = 3.61% 10 = 3.73% 11 = 3.81% 12 = 3.27%</p> <p>Other = 1.52% TOTAL = 2.48%</p> <p>Approximately 15% of Iowa students entering 9th grade do not graduate four years later.</p>
<p><u>Mental Illness</u> Iowa Comprehensive State Plan for Mental Health Mental Retardation and Developmental Disabilities: Fiscal years 1990-02, Iowa Dept. of Human Services, 1989</p>	<p>Chronic Mental Illness Ages 13-17 = 10% 18-20 = 7%</p> <p>Serious Mental Health Problems 12% of the children and adolescents (ages 0-18)</p> <p>Teen Suicide 13.52 per 100,000 or .0135%</p> <p>Child Abuse 24.5% of reported cases are founded</p>

Appendix A

Sample problems delaying or preventing the development of productive individuals	Statewide Statistics and Sources
<u>Employment and Education</u> Labor Supply/Demand Analysis: Year Ending Sept. 30, 1989, Dept. of Employment Services, 1989	1.4% of job service applicants have a 7th Iowa grade education or less 20.5% have an education equal to grade 8-11 21.99% have less than a 4 year high school education 3% of job service applicants are under age 15 11.9% are aged 16-19 93% of job service applicants are white 4.1% are black 1.5% are Hispanic .5% are American Indian .9% are Asian/Pacific Islander 55% of job service applicants are male 45% are female Unemployment across all age groups = 4.2%
Geographic Profile of Employment and Unemployment, 1988, Dept. of Employment Services	Unemployment in age group 16-19 = 15.2%

Iowa Demographics

<u>Socio-Demographics</u>	<u>Numbers</u>			<u>State Percentages</u>		
	Male	Female	Total	M	F	T
Age Group						
0-14	315513	301630	617143	22.6	20.6	21.6
15-25	224788	219305	444093	16.1	15.0	15.5

Source (County Health Planning Initiative Project, Socio-Demographic Profile, 1987)

Population by race (Statewide percentages)

White = 96.56% Black = 1.43% White of Spanish Origin = .88%

American Indian = .18% Other = .94%

Source (General Population Characteristics of Iowa, Census of Population)

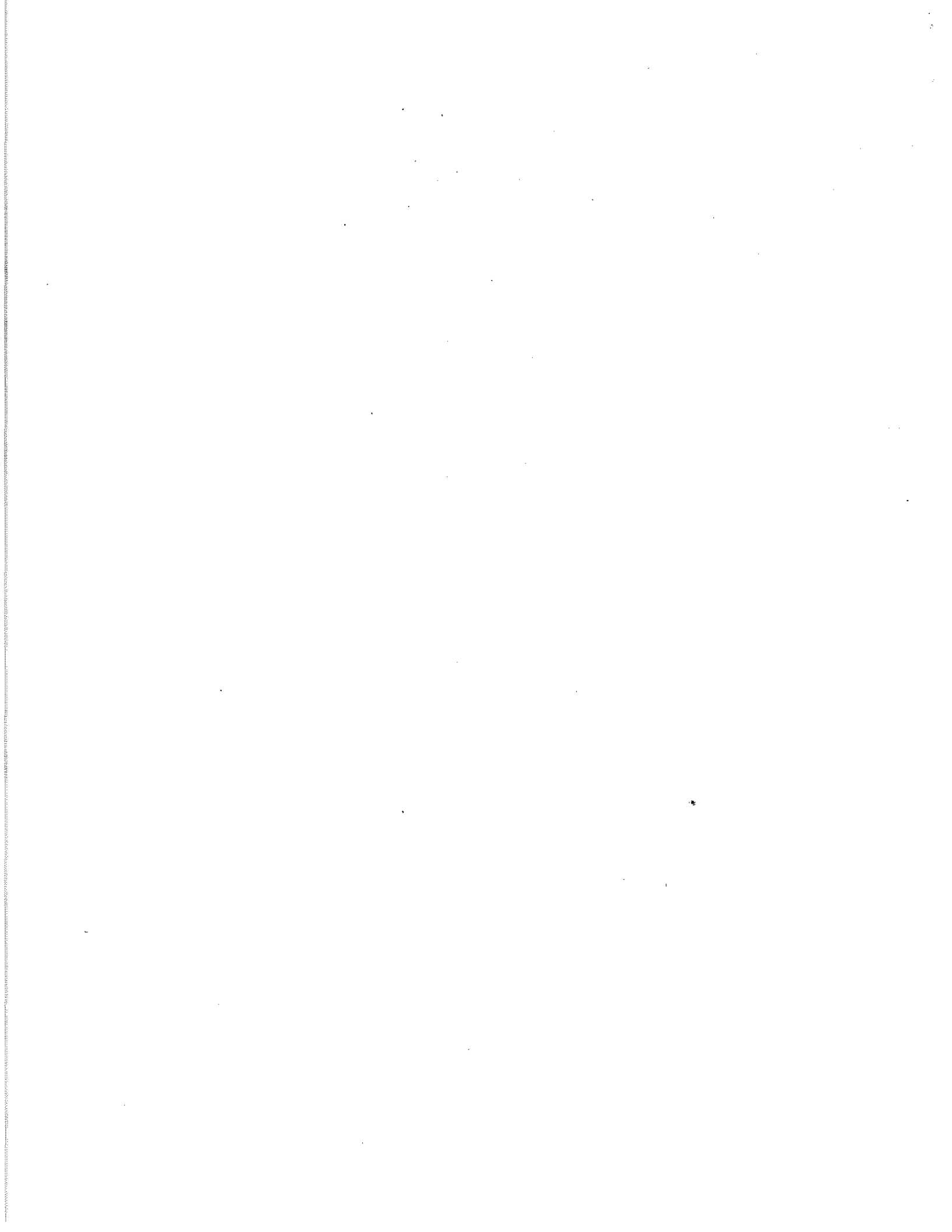
There are 773,000 children under age 18 in Iowa - 215,000 under age 5 and 558,000 ages 5-17. Children make up 26.9% or one in four of the state's citizens.

14.6% or one in seven of all children live below the poverty line. 17.2%, or one in six, children under age 5 live below the poverty line.

10.1% or one in ten children live in a family headed by a single mother.

66% of mothers with children ages 6 to 17 work outside the home in Iowa.

Source: Who Speaks for the Children? Children's Defense Fund, 1987



Appendix B

CHAPTER 66
SCHOOL-BASED YOUTH SERVICES PROGRAMS

281--66.1(256) Scope, Purpose and General Principles.

66.1(1) Scope. These rules apply to the provision of school-based youth services authorized in 1989 Iowa Acts, Chapter 135, H.F. 535, Section 76 "Programs for At-Risk Children."

66.1(2) Purpose. The purpose of the school-based youth services education program is to enable adolescents, especially those with problems, to complete their education and to obtain skills that lead to employment, additional education, and to a mentally and physically healthy life.

66.1(3) General Principles. School-based youth services programs (SBYSP), at a minimum, may be made available at the middle or high school level, or both, to offer job training and employment services, mental health and family counseling services and preventive and primary health care services in the context of the educational needs of the students. Only school districts in cooperation with other service providers can apply for funds to support such programs. The management of the programs may be by the school district or by a nonprofit service organization. All programs must be provided in or near schools to make services accessible to teenagers. Moreover, all programs must be designed for implementation over no less than a four year period. The inclusion of abortion counseling or the dispensing of contraceptives with these programs is prohibited by 1989 Iowa Acts, Chapter 135, Section 76(3). Budgets for proposed programs will be funded by the state to a maximum of \$200,000 per year. Local contributions of at least 20% of the total costs of the program are required.

281--66.2(256) Definitions. For the purpose of this chapter the following definitions apply.

"Contributions" means in-kind services plus gifts and cash donations from private and public sources that are directed at establishing and maintaining the youth service program.

"In-kind services" means existing person power, equipment, facilities, materials, tools, and other local resources owned or maintained by a school district, other service providers; nonprofit service organizations or local private organizations that contribute to carrying out the goals of the youth service program.

"In-school support services" means services provided by the school district, area education agency or other education agencies in a contractual arrangement with the school district. At minimum, these services should include school social work, school psychology, school nurse, and school guidance services. Other services may include but are not limited to audiology, speech and language pathology, occupational therapy, physical therapy and food services.

"Job training and employment services" means preparing and assisting students to enter employment on a competitive or noncompetitive basis including, but not limited to assessment and exploration of skills, abilities and aptitudes for work; support services to access available vocational classes; work experiences; on-the-job training; assistance in locating and securing employment and follow-up services to ensure continuation in employment.

"Mental health and family counseling" means evaluation and diagnostic services, the development of individual treatment plans, individual and group therapy in and outside the home, parent education on parenting skills and referral to other legitimate services identified through evaluation, guidance services and training.

"Middle school and high school age children" means those enrolled in school in any of grades 6 to 12 or those aged 11 to 21.

"Nonprofit service organization" means public service organization conducted not for profit or supported by public tax dollars including but not limited to recreational services, job services, human services, civic services, juvenile treatment services and rehabilitation services.

"Other education agencies" means all in-state as well as out-of-state public or private education agencies not covered in the definition of "school district."

"Other service providers" means all public human and health service providers apart from education including but not limited to recreational services; employment services; civic services; juvenile treatment services; mental health services; maternal and child health services; woman, infant and child nutrition services; child health specialty clinic services and substance abuse prevention and treatment services.

"Preventive and primary health care services" means services which include but are not limited to preventive care, maintenance services, diagnosis, care plan, treatment, referral, case management, health supervision, and health teaching. These services are delivered by degreed, licensed or certified providers such as physicians, dentists, registered nurses, nutritionists, social workers, psychologists, dental hygienists, physical or occupational therapists, and respiratory therapists. Youth with complex health needs may require referral to specially trained and skilled health care providers.

"School-based youth services" means job training and employment services; human services, including mental health and family counseling; primary health care services, day care, transportation; recreation services; teen parenting education; rehabilitation services and other services designed to assist school-age children to be able to succeed in school and be productive citizens upon leaving school.

"School district" means a public school district directly supported in whole or in part by tax dollars as defined in Iowa Code section 280.2 and with the power and jurisdiction provided by Iowa Code section 274.1.

281--66.3(256) Development of a program plan. For the purpose of seeking approval for funding youth service programs, school districts must submit plans approved by their board of directors to the department of education on a request for proposal (RFP) basis. RFPs will be issued within

the limits of available funds during the school year preceding the year for which implementation is planned.

281--66.4(256) Program Plan. The following areas shall be included in a program plan developed by a school district in response to a RFP issued by the department of education.

66.4(1) Identifying the need for the program. An explanation shall be provided which identifies the significant youth concerns that exist in the district. This explanation may include but not be limited to:

- a. High rates of adolescent problems compared to average state rates including school dropouts; teen pregnancy; teen parents, juvenile offenders; unemployment; teen suicide; mental health problems; substance use and abuse; homelessness; and language, gender and disability barriers.

b. Indications of poverty including such areas as the percentage of parents in the district qualifying for the economic eligibility requirements established under the federal National School Lunch and Child Nutrition Act, 42 U.S.C. Section 1751-1785, for free or reduced price lunches and census economic data that can be seen as a proxy for other youth concerns.

c. Percentages of school age children needing additional assistance to succeed in the middle and high school education program and for whom appropriate services are not being provided.

d. Comparisons of existing resources and demands for services in mental health, employment, child care, health care, and in-school support services.

e. Identification of existing staff needs for training to improve services.

f. Description of problems in existing arrangements to coordinate school and other service providers.

66.4(2) Identifying objectives. The following objectives shall be included in the program plan.

a. The establishment of a youth services education program located in or near a middle or high school that integrates multiple service providers with middle or high school age adolescents in need of services to assist them to succeed in education programs, complete high school and be productive workers and contributors to the community.

b. Provisions for no less than the minimum education program as defined in Iowa Code section 256.11 and Iowa Administrative Code rule 281--12.5.

c. Flexibility of the education program to accommodate and integrate other community-based services such as mental health therapy, substance abuse treatment, health care, etc.

d. Job training and employment services.

e. Mental health and family counseling.

f. Preventive and primary health care services.

. Other non-educational services considered necessary to achieve the program plan.

66.4(3) Identification of the components and development of a schedule for the youth services program. At minimum, the following shall be included:

a. Description of the job training and employment services, mental health and family counseling services and preventive and primary health care services in the context of how these services and others will be provided in conjunction with the education program.

b. A schedule or timeline for the operation of the program taking into consideration day and evening accessibility, the number of days per week and the number of months per year the program will operate.

c. If applicable, descriptions of partnerships between public and private sectors to provide employment and training opportunities.

66.4(4) In-school support services. A description of in-school support services as defined in these rules and offered to students in the youth services program must be provided.

66.4(5) Parent and family involvement. A complete plan of parent-family involvement must be included and shall, at a minimum, contain:

a. The parent communication system to be used which may include letters, checklists, personal contacts by phone and home visits.

b. In-service provisions for individual and group participation which may include parent/family counseling, assistance at home, attendance in school affairs, parent training and volunteer assistance.

c. Involvement in the development of program goals, decision making processes and the evaluation of program services.

66.4(6) Evaluation procedures to be used in monitoring program objectives and student outcomes. A system to monitor and report program implementation and outcomes must be established to identify:

- a. Numbers and characteristics of students served and type and magnitude of services provided.
- b. Improved school attendance and performance.
- c. Increased potential for placement in employment.
- d. Improved health.
- e. Improved social interaction and behavior.
- f. Increased high school completion rates.
- g. Improved coordination between schools and other service providers.
- h. Increased ability of "other service providers" to deliver services.
- i. Utilization of economic resources to improve employment and productivity of students leaving school.

Evaluation shall coincide with the objectives of the youth services program. The methods that are used to monitor progress shall be identified. Monitoring and testing instruments shall be kept on file within the school district or managing agency.

66.4(7) Record keeping. Each school based youth services program shall keep records of all requests for assistance from children making use of the program and, where appropriate, maintain a confidential case file for children. Records shall be maintained to enable complete reporting as prescribed by the Department of Education. Records must yield numbers and characteristics of students served, services provided, and indicators of impact/behavior change.

66.4(8) Identify the roles and responsibilities of staff. A list of school and other service provider staff involved in the youth service program and their responsibilities related to program objectives, monitoring and reporting, identification of and referral of students to the program, staff development, and family involvement must be provided.

66.4(9) Qualifications of program personnel. All staff involved in the youth service program shall have preservice or inservice training that is commensurate with their involvement in providing services.

66.4(10) Staff utilization plan. Staff shall be assigned and managed to ensure a quality program by employing the following procedures:

- a. A designated school or other service agency person shall be responsible for the overall coordination of the youth services program including coordination between the schools and other service providers.
- b. Time shall be made available for youth services program staff and regular school staff to coordinate and carry out professional responsibilities.
- c. Time shall be made available to youth service program staff and regular school staff for inservice training.
- d. School administration staff and nonprofit agency personnel must assume some responsibility for coordination even if another service agency assumes the major responsibility of management of the youth service program.

66.4(11) Specifying staff development plans. A training component must be established to update youth service program staff, school staff, other service provider staff, and the community. At minimum the following provisions shall be included:

- a. Designated number of days (not less than one) for training for youth service program staff.
- b. At least one program to orient all school staff or other service provider staff on the youth service program.
- c. At least one public relations program to orient community members to the youth service program.

d. A specific budget to support training.

66.4(12) Specifying provisions for ongoing identification of students. Students shall be referred and served in accordance with the following:

- a. Services shall include in-school as well as out-of-school middle and high school age children.
- b. All children will be encouraged to utilize youth services.
- c. School personnel and other service providers may refer children to the program via a counseling approach encouraging free choice.

66.4(13) Facilities. The following information concerning facilities shall be included in the program plan:

- a. Identify facilities and equipment to be used. An accessible and attractive center in or near a middle or high school that is most likely to be used by middle or high school age children must be identified and provided without the utilization of grant funds to build a new facility and utilizing no more than 10 percent of the grant funds to renovate an existing structure.
- b. Equipment and resources used to provide services and used as an in-kind contribution must be listed and prorated using the most recent available figures for fair market value.
- c. Assurances that the facilities are accessible and equipment is appropriate for the population to be served must be provided.

66.4(14) Measures that will be taken to assure nondiscrimination in the provision of services. Specific procedures must be identified to assure that children and family members and employees are not discriminated against on the basis of race, religion, national origin, gender, age or disability. At minimum, the following measures must be followed:

- a. Student data (participation and progress) will be collected, processed and analyzed with regard to age, disability, gender, and race.
- b. Specific steps will be taken to encourage student involvement when discriminatory patterns become apparent such as a lack of minority or female/male student involvement.
- c. The hiring of staff will be completed giving consideration to the minority makeup of the community, and the need for certain role models and cultural understanding.
- d. The staff hiring process will be free of discrimination on the basis of race, religion, national origin, gender, age or disability.
- e. Efforts will be made to implement public relations activities in all parts of the community including homeless populations and minority neighborhoods.
- f. Materials utilized for training and public relations will be screened for bias.
- g. Staff development and training will include elements to assist staff to implement nondiscriminatory practices.

66.4(15) Budget. School districts must identify a separate budget for the youth service program and be able to account for all expenditures directly related to the program. The following limits shall apply to the budget:

- a. All expenditure items identified in the Uniform Financial Accounting System for Public School Districts and Area Education Agencies are allowable.
- b. The maximum grant dollars allowable for a youth services program is two hundred thousand (\$200,000). The total local budget may exceed \$200,000.
- c. At least 20% of the total costs of the program must be provided locally using in-kind services and cash contributions.
- d. Up to 10% of the grant funds may be used to renovate an existing structure for a youth services program.
- e. Up to 10% of the grant funds in addition to the 10% for renovation may be used for each of the following service categories: day care, transportation, and recreation.

- f. No grant funds may be used to construct a new facility.
- g. All grant funds must be used to develop new services and to supplement existing services.
- h. All grant funds and local contributions must be used to implement the youth services program.

66.4(16) Advisory council. An advisory council shall be identified and utilized for the youth services program. At minimum, membership of the council must include:

- a. A representative from the private industry council.
- b. Parents of children in the school district.
- c. A teacher recommended by the local teacher's association.
- d. Representatives from health and mental health.
- e. Students enrolled in the youth services program or school recommended by the school student government.
- f. A representative of a nonprofit service provider.
- g. A representative from the juvenile court system.
- h. A representative from a community-based substance abuse provider.
- i. Representative/s from in-school support services providers.

A plan of action for the council shall be included in the written application for grant funds. The plan of action shall include the utilization of advisory members on an individual as well as group basis and indicate group meetings no less than two times annually.

66.4(17) Letters of support. Letters of support for the youth services program must be provided from:

- a. The local teachers association.
- b. Parent-teacher organization.
- c. Nonprofit agencies providing human services (mental health and substance abuse), health services and job services.
- d. Community organizations.
- e. The area private industry council.

66.4(18) Commitment of schools. A written commitment must be provided from the school principal and the board of directors of the school board that the school will work to cooperate and integrate existing school services and activities with the program.

281--66.5(256) Evaluation of Financial Support. Evaluation of Financial Support. A specific evaluation of necessary financial support and how it can be generated must be developed at the conclusion of each four year period.

281--66.6(256) Responsibilities of area education agencies. Area Education Agencies are responsible for assisting school districts in developing program plans and budgets for school-based youth services programs. Assistance may include, but is not limited to:

66.6(1) Providing person power to coordinate planning between districts and other service providers and in writing grants.

66.6(2) Gathering and providing information for completion of program plans.

66.6(3) Identifying staff development resources and organize staff training.

66.6(4) Identifying resources for establishing a 20% local contribution.

66.6(5) Participating in the advisory council.

66.6(6) Helping develop and implement recording procedures for evaluation data and analysis of results.

66.6(7) Providing in-school support services to the extent possible with existing resources and to the extent services are supplemented or expanded by contractual arrangements with local school districts and other sources.

66.6(8) Assisting with implementation of nondiscrimination measures.

281--66.7(256) Responsibilities of the department of education. The department of education shall:

66.7(1) Provide guidelines and forms to school districts for submitting program plans.

66.7(2) Provide technical assistance to school districts, other education agencies and service providers in the development of plans.

66.7(3) Perform reviews and approval of written plans.

66.7(4) Develop and administer a format for evaluation. An annual evaluation report shall be filed with the department of education by school districts following the close of each school year.

66.7(5) Provide technical assistance to school districts and other service providers in designing preservice and inservice training.

66.7(6) Consult with the departments of human services, public health, and economic development (division of job training and entrepreneurship assistance) and the division of job services to develop rules and administer programs.

66.7(7) Establish assistance through the F.I.N.E. Foundation and other foundations and public and private agencies in evaluating programs under these rules and to provide support to school districts in implementing the funded programs.

66.7(8) Receive assistance from the youth 2000 coordinating council in providing oversight and assistance to the SBYSF.

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