

GRANT APPLICATION COVER PAGE (Attachment A)

Name of Applicant Organization: Red Oak Community School District/RO High School

Address: 902 Broad Street, Red Oak, Iowa 51566

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Board of Directors Chairperson of Applicant: Charla Schmid, Board President

Is your organization X Public School

Tax Exempt Status [e. 501 C (3)]: _____

Federal ID#: 42-6038403

Name of Project: Red Oak CSD Dropout Prevention Program

Target Population of Project: High School Students who are "at-risk" to dropout

New Project

Total amount requested from Boost4Families \$38,202

InKind Contributions/10% match \$ 4,245

Other funding secured for this project \$0

TOTAL PROGRAM COST \$42,447

Title

I certify that I am duly authorized to commit any assurances for the applicant, and therefore agree to comply with all the provisions of the Request for Proposal, and to the best of my knowledge, the information contained in this application is correct and complete.

Signature of authorized Officer/Director of Applicant Date

Attachment B
BOOST4FAMILIES
CASS/MILLS/MONTGOMERY
Prevention, Early Intervention, and Family Well-Being Project
FY10 Request for Application

Proposal Check List

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Applicant Name: Red Oak CSD Dropout Prevention Program

With Waubonsie Mental Health Center
R5
Project Porchlight

Red Oak High School Dropout Prevention Project

This initiative will help at-risk students graduate from Red Oak HS. By lowering the dropout rate, ROHS decreases the need for future outside social services that could potentially be more restrictive in nature. We will accomplish this by systematically building positive relationships within the high school. This will keep students in school and help them graduate from Red Oak High School. The project is really driven by four organizations working as a coalition to prevent high school students from dropping out:

- **Red Oak High School** is located here in Red Oak, Iowa and is dedicated to making a difference in the lives of at-risk students. Administration and faculty will work in conjunction with two regional organizations, **Waubonsie Mental Health Center** and **R5**.
- **WMHC** is a mental health services organization located throughout southwestern Iowa and is willing to provide a licensed therapist who would be stationed in a satellite office here at **Red Oak High School**.
- **R5** is an organization based in Omaha whose primary focus is to present motivational assemblies to adolescents, but tailored to the needs of the school district.
- The fourth entity in this coalition is a not-for-profit organization, **Project Porchlight**, dedicated to making a difference in the lives of the students of Red Oak. **Project Porchlight** has a governing board that meets twice per month and focuses on acquiring the funding to educate students on issues that really impact those at-risk for dropping out or self-medicating. This year, **Project Porchlight** has funded/coordinated two **R5** programs, one school-based and one church-based, as well as a special community assembly by the Power Team held in the evening at the high school.

The fiscal agent for this project will be the Red Oak Community School District. On behalf of the dropout prevention coalition, Red Oak Community School District is requesting **\$38,202**. This will in turn be matched with **\$4,245** from Red Oak CSD. The total funding for this project will be **\$42,447**. The mission of the **Red Oak High School Dropout Prevention Project** is to lower our dropout rate for the district through therapeutic counseling and leadership activities/programs.

Currently, the Iowa Department of Education has embraced a nationally recognized framework for the reform of Iowa's high schools. This framework is research-based and focuses on the concepts of "**Rigor, Relevance, and Relationships.**" Here at **Red Oak High School**, we have a system that makes academics both rigorous and relevant for the students. However, one thing that is not systematically embedded in our high school is a culture of building relationships. Time and again, schools have grand plans to educate the students at high levels but forget the fundamentally important key to unleashing the students' academic abilities, and that key is the relationship established between the school and student. Through the efforts of this special coalition, we believe that we can develop a culture that systematically builds relationships with the at-risk students through two main functions: systemic therapeutic counseling and quarterly motivational activities that develop leadership skills.

Systemic Therapeutic Counseling

Traditionally, any counseling provided to students and families in Red Oak could only be accessed through a satellite clinic located in the Montgomery County Hospital. The first barrier created by this arrangement was the fact that parents had to bring their children and/or family for mental health services after school hours. The second barrier was financial in nature; these services would require payment either through insurance programs or out-of-pocket. The only "free" services were to individuals who were on Title 19.

To break down these barriers, **Waubonsie MHC** applied for a one-year grant for 2008-09 that enabled students in Red Oak High School to receive student and family counseling in the school building during the day for two days per week; it cost nothing to the student. But after this year, the funding runs out and the barriers will come back up unless we can receive the funding through a different source. If we received this grant, WMHC and Red Oak CSD could share a contract for a licensed therapist to be stationed in our high school building. Students and families would then be able to easily access therapy during the day at the building and it would cost nothing.

Motivational Assemblies

Mental health therapy alone will not build relationships. Through the assistance of **R5**, our high school can offer custom-tailored assemblies that teach students about leadership and motivate students to get involved in programs that are designed to help fellow students.

At the beginning of the year, **R5** will create a kickoff assembly that will promote a special leadership program. This program will subliminally unite successful students with at-risk students. These small student-led groups (monitored by the therapist or HS faculty) will work semimonthly on developing educational assemblies in conjunction with **R5**. The assembly topics will focus on success in school, drugs and alcohol, relationships, and depression and suicide. This kickoff activity will encourage students to work in small groups with the licensed therapist from **WMHC** and/or **ROHS** faculty.

Through the student-led assembly programs and licensed therapy, the whole student body would be impacted, but most importantly, at-risk students. Through this educational program, at-risk students would develop leadership skills, build relationships with other students and faculty, and in the end stay in school.

These two strategies (systemic counseling/leadership assemblies) will help kids to stay in school and be successful.

This initiative will develop internal capacity. After one year, the principal, dean of students, and two HS guidance counselors will have worked with students regularly in small groups. The R5 leadership activities will create a more positive culture in the building; it will give the student services team more ideas for the future in terms of possible leadership activities. If this program is decreased after year one, we will have developed a sustainable curriculum of at-risk leadership activities (or at least have laid down a framework) and a better understanding of counseling strategies. Our program could be partially funded; it would just mean cutting back on assemblies and hours for the therapist.

By the beginning of the year, our coalition team will have identified at-risk students throughout the four grade levels. These at-risk factors include grades, attendance, participation in school activities, and discipline. In addition, we will use at-risk data drawn from a longitudinal research project (Project Prosper) conducted by the University of Iowa in which Red Oak students have participated for the last seven years. We will then monitor these individuals by seeing how the at-risk data changes for those involved in the regular counseling and leadership programs. By knowing this data before our project, we can review the change in the data to determine the success of the project at the end of the first year. Finally, if we lower the actual number of dropouts, then we have been successful

Detailed Budget Sample (Attachment C)

Description of Expenses	Proposal Request	Other Funding
Salaries: 0.6 Licensed Therapist from Waubonsie Mental Health Center	Subtotals \$26,000*	From High School Bldg Budget \$ 2,600
	\$26,000	
Benefits: Health Insurance Retirement Fund FICA Mileage	\$ 3,240** \$ 1,260 \$ 1,927 \$ 2,520	From High School Bldg Budget \$ 895
	\$ 8,947	
Program Materials: R5 Leadership Assemblies	\$ 7,500***	From High School Bldg Budget \$ 750
	\$ 7,500	

Total: \$42,447

\$

4,245

\$42,447 Proposal Request Total
\$ 4,245 10% Match from HS

Budget

\$38,202 Funding Requested

*** This represents .6 of the licensed therapist’s salary from WMHC. This salary at a full-time rate would be \$43,333. Please keep in mind that we are requesting that she works 3 out of a 5 day work week. This is how we arrived at a .6 FTE.**

****All of these benefits are prorated to 0.6 of a 1.0 FTE position. The licensed therapist’s benefits include medical insurance, retirement program, and social security (FICA). This therapist lives in Clarinda. The therapist’s travel is reimbursed according to the contract and the general rate is approximately \$70 per week.**

*****R5 tailors each assembly to the needs of the school district. Their usual fee for the assembly is \$1,200. If we do one kickoff assembly and then four subsequent assemblies, the total would be \$6,000. R5 would meet with the “coalition” on professional development days, once per quarter. They would review the data of the at-risk students and also use this time for planning for subsequent assemblies. That is why we would like to budget and additional \$1,500 over the cost of five assemblies for the simple fact that we will need planning time prior to each assembly.**

