BLOCS
BUILDING A BETTER LIFE
FOR YOUNG PEOPLE
BLOCK BY BLOCK

A partnership between Louisville Metro Government, Jefferson County Public Schools, Metro United Way and the Louisville Alliance for Youth

**2017 Request for Proposals
OST Program Summer Learning Initiative Competitive Awards
To Help Prevent Summer Learning Loss**

ONLY AGENCIES THAT ARE *"BLOCStars"* ARE ELIGIBLE TO APPLY

Combined support is provided by the following partners:

Award amounts: up to $5,500

Proposals Due: April 14, 2017

BLOCS and its Partners:
BLOCS is a partnership of Louisville education, government, and community impact organizations striving to improve opportunities for youth. Its focus is out-of-school time (OST) programs because they are best positioned to positively impact the social-emotional development of young people. BLOCS specifically focuses on the quality, availability, access, and continuous improvement of OST programs. Its ultimate role is to create awareness of the important role OST programs can play in college and career readiness, set standards for program quality, incite provider participation, and motivate provider excellence in program performance- because the correlation between quality OST and youth success is undeniable.

We believe that what happens before and after school, on weekends, and during the summer matters. Out-of-school time programming has the power and ability to:
- Provide tremendous learning and developmental benefits for our youth
- Help them improve their performance in school now and in the future
- Prepare them for life and career by giving them real world opportunities to learn and explore

We believe that young people, particularly youngsters who are considered "at-risk", who actively participate in quality programs during out-of-school hours-including summer- are much more likely to:
- Stay in school
- Read on grade level
- Graduate from high school on time prepared for college, work and life

Metro United Way serves as the fiscal agent for this award process and will distribute to organizations via BLOCS branded letter. BLOCS partner organizations include: Louisville Metro Government, Metro United Way, the Louisville Alliance for Youth and Jefferson County Public Schools. *(**BLOCS partner organizations are not eligible to apply for this funding.**)*

Award Overview:
BLOCS Summer Learning Initiative awards will support best practices to help prevent summer learning loss in the areas of reading and math for young people (grades 3-12) participating in out-of-school-time programs in the Louisville area, as well as supporting programs that provide enrichment activities and exposure, access and engagement with visual, performing and other arts experiences in ways that promote their growth, learning and development.

Our goal is to strengthen existing youth services by addressing issues related to student academic and enrichment success. Student success is directly related to a continuous learning process. The long summer break from school interrupts the rhythm of instruction, leads to forgetting, and requires a significant amount of review of material when students return to school in the fall. Reading and mathematics knowledge and skills suffer during this summer break, with children from low socioeconomic status suffering larger gaps than children from middle income families (Cooper, 1996).

These awards are not intended to provide general operating support. These awards will support specific, stand-alone projects/programs that will make services more effective, and ultimately, provide children with better experiences to maintain, and ideally increase, their academic skills and enrichment opportunities.

Research shows:
- All young people experience learning losses when they do not engage in educational activities during the summer. Research spanning 100 years shows that students typically score lower on standardized tests at the end of summer vacation than they do on the same tests at the beginning of the summer (White, 1906; Entwisle & Alexander 1992; Cooper, 1996; Downey et al. 2004).
- Most students lose about two months of grade level equivalency in mathematical computation skills over the summer months. Low-income students also lose more than two months in reading achievement, despite the fact that their middle-class peers make slight gains (Cooper, 1996).
- About two-thirds of the ninth-grade achievement gap between lower and higher income youth can be explained by unequal access to summer learning opportunities during the elementary school years. As a result, low-income youth are less likely to graduate from high school or enter college (Alexander et al. 2007).
- Children lose more than academic knowledge over the summer. Most children—particularly children at high risk of obesity—gain weight more rapidly when they are out of school during summer break (von Hippel et al. 2007).
- Parents consistently cite summer as the most difficult time to ensure that their children have productive things to do (Duffett et al. 2004). Programs that meet parent childcare needs: full days and have highest dosage: minimum four weeks/four days per week have the most impact on reducing the summer slide.
- Successful summer learning programs focus on tapping into the types of environments and activities that kids naturally like to do: Think fewer lectures and classroom type activities and more hands on active learning opportunities.
- Research shows that exposure to the Arts can help young people develop many positive skills and capacities that are valued by leaders and employers, such as persistence, collaboration, creative thinking, problem solving, and motivation. In addition, studies demonstrate that Arts exposure can improve a teenager's confidence and academic performance. (*The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies*, 2012)

These awards will only support best practices that contribute to the prevention of summer learning loss. Program outcomes will reflect the overarching goal that participating students will demonstrate learning retention and enrichment over the summer. Awardees will be required to incorporate literacy program components and to participate in BLOCS data collection. Each agency will be required to maintain a current student roster in CASCADE during the summer 2017 and record daily attendance in CASCADE throughout the summer of youth participating in the supported program, as well. Preference will be given to programs that serve low-income students and are at least: four days a week, six hours a day and six weeks in duration.

Program planning, needs assessments, evaluation, board development or financial systems updates proposals are ineligible. These awards do not fund building campaigns, scholarships, endowments, lobbying, or awards to individuals. We also will not fund changes that simply expand the number of slots in a program.

Awarded funds may be spent on:
- Instructional materials, program resources
- Training, certification
- Recruitment efforts
- Rewards, incentives
- Professional services
- Staff—only if there is a direct connection to a youth outcome and that can be demonstrated (for example, new seasonal / summer employees, e.g. college students, who directly assist with the educational programs for youth)

Organizations must meet all criteria:
- Tax-exempt under Section 501 ©(3) of the Internal Revenue Code;
- Agencies must be financially healthy and not have ongoing financial instability.
- Only *BLOCStar* programs are eligible to apply. Organizations must have a signed *BLOCStar* Agreement on file with BLOCS, which states commitment to participate in the Youth Program Quality Intervention (YPQI) process,

the Survey of Academic and Youth Outcomes (SAYO), and tracking daily student program attendance in CASCADE.

- Agencies awarded funding will be required to track, measure and share program attendance data, as well as meet with other funded agencies to share learning and best practices. A JCPS representative is available to train program staff on how to keep their student roster maintained and daily attendance logged in CASCADE.

Proposals must include the following:

- Proposal Cover Sheet – All contact information and appropriate signatures are required for consideration in this award process.
- Vision & Overview – A brief overview and vision of the entire project, including information about the number of students to be served and the planned activities that will take place.
- Needs Assessment –Why is your program needed? Provide a description of the target population: age range, geographic concentration-what neighborhood(s) do they come from, do they walk to the program, their education issues and challenges the program seeks to address as well as the rational for the strategies that will be used. Present quantitative and qualitative data.
- Program Design Components – Describe the components of the proposal that meet the need of the target population and their parents. What strategies and learning opportunities will be provided to youth? Does it include literacy/numeracy component, project-based learning, arts and/or enrichment learning activities?
- Project Outcomes – Describe how your summer learning program will lead to greater improvement in student learning and success. State what the project hopes to accomplish. Clearly state goals, outcomes, milestones, and how they will be measured.
- Program Dosage – State the exact planned duration of your summer program: Number of weeks offered, number of days per week offered and number of hours per day offered. What is your ideal participation for your youth who register (attendance goal)?
- Organizational Capacity – Describe how the proposed project fits within your mission and discuss the management team and staff in place to implement the project.
- Budget & Narrative – Provide a detailed line-item budget for the total project and the amount requested accompanied by a budget narrative explaining how the funds requested will be used.

Attachments – Provide a copy of the following:

- Tax exempt status letter
- Most recent IRS Form 990

Proposal Instructions:

BLOCS is now accepting completed proposals by email only at rebecca.dejarnatt@louisvilleky.gov. Proposals including supporting materials should be no more than ten pages. The deadline to submit proposals is **April 14, 2017 at 5:00 P.M. EST**.

For specific questions regarding the grant application, you may contact Rebecca DeJarnatt at 574-0854 or rebecca.dejarnatt@louisvilleky.gov.

2017 BLOCS Summer Learning Initiative Competitive Awards
To Help Prevent Summer Learning Loss
Application

PROPOSAL – COVER SHEET

1.   Applicant Project Title: _____

Applicant Agency Name: _____

Street Address:_____

City/State/Zip: _____

Telephone: _____ Fax: _____ e-mail: _____

Name and Title of Agency Head: _____

Name and Title of Individual Preparing Budget: _____

Name and Title of Program Contact Person: _____

Street Address for where your summer program will be held (if different from above):

_____

City/State/Zip: _____

Telephone: _____ Fax: _____ e-mail: _____

Is your agency a BLOCStar? _____

CERTIFICATION

I do hereby certify that all facts, figures and representations made in this application are true and correct. Furthermore, all applicable state statutes, regulations, assurances, procedures for program compliance and fiscal control will be implemented to ensure proper accountability of grant funds. I certify that the funds requested in this application will not supplant funds that would otherwise be used for the purposes set forth in this program. The filing of this application has been authorized by the grant applicant and I have been duly authorized to act as the representative of the grantee in connection with this application.

_____   _____
Authorized Signature   Date   Typed Authorized Name   Date

_____   _____
Telephone Number   FEDERAL TAX IDENTIFICATION NUMBER

    A. Project Title:

    B. Agency Name:

    C. Provide a brief description of your program.

    D. Target Age Group:

    E. Program Capacity:

    F. Total Number to Receive Services During Grant Period:

    G. Explain the fee structure for the program: Is there a charge to the participants, of any kind, for summer programming or field trips? If yes, how much and what are the funds used for?

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SECTION IV
Project Outcomes– State what the project hopes to accomplish. Describe how the summer learning program will lead to greater improvement in student learning and success. Clearly state the program's goals, outcomes, milestones, and how each goal will be measured. Indicate what data source(s) could be used to determine if the goal/outcome has been achieved. MAXIMUM 250 WORDS

SECTION V
Program Dosage- State the exact duration of the summer program for which funds are being requested: number of weeks offered, number of days per week offered, and number of hours per day offered. What is the ideal participation level/amount for each youth who registers (attendance goal)? How do you plan to achieve this attendance goal? MAXIMUM 250 WORDS

SECTION VI
Organizational Capacity – Describe how the proposed project fits within your organization's mission and discuss the management team and staff in place to implement the project.   MAXIMUM 250 WORDS

SECTION VII
Budget Summary- _This page is an essential component of the application and must be completed in its entirety. Round amounts to the nearest dollar. If a budget category is not needed, indicate by marking $0. It is generally a good practice to complete the budget narrative before completing the budget summary section._

Budget Category	A. Funds Requested	B. In-Kind Match* (Cash and Support)	C. Total Program Funding (Column A + B)
1. Personnel Total			
Salary			
Fringe			
2. Travel			
3. Contractual Services			
4. Office Space and Utilities			
5. Consumable Supplies			
6. Miscellaneous			
TOTAL PROGRAM COSTS			

SECTION VIII
Budget Narrative– _Provide a description for each line item in the budget. Clearly describe each budget category expense, how it was configured, as well as in-kind (cash and support) match._

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