



Social Justice and Racial Equity Grant Submissions **FY21**



Organization	Amount	Past Year	Amount
Free Lunch Program	\$8,000.00	No	
Divine Media Group	\$15,000.00	No	
Sylvan Learning Center	\$16,000.00	No	
Open Heartland	\$14,749.00	No	
Sudanese Community Center	\$25,000.00	Yes FY20	\$13,520.00
National Alliance on Mental Illness Johnson County	\$25,000.00	No	
Johnson County Affordable Housing Coalition	\$25,000.00	Yes FY17	\$2,500.00
4Cs Community Coordinated Child Care	\$16,850.00	No	
Domestic Violence Intervention Program	\$2,430.00	No	
Food Pantry at Iowa	\$6,075.00	No	
Little Creations Academy	\$10,089.00	Yes FY20	\$7,360.00
Interdance	\$7,500.00	No	
Multicultural Development Center of Iowa	\$6,000.00	No	
Johnson County Interfaith Coalition	\$24,990.00	No	
IC Compassion	\$25,000.00	No	
Rotary Club of Iowa City (Noon)	\$10,000.00	No	
Corridor Community Action Network	\$24,692.38	No	
Iowa City Coralville Boxing Club	\$25,000.00	No	
Antelope Lending Library	\$15,405.00	Yes FY20	\$6,644.00
Refugee and Immigrant Association	\$8,000.00	Yes FY19	\$12,000.00
Shelter House	\$13,388.44	No FY18 FY19	\$10,600.00 \$5,000.00
Willowwind School	\$25,000.00	No	
University of Iowa Labor Center	\$20,000.00	Yes FY19 FY20	\$15,200.00 \$15,500.00
Bike Library	\$4,000.00	Yes FY17	\$3,250.00
Physicians for Social Responsibility (Iowa)	\$8,000.00	No	
University of Iowa Liberal Arts Beyond Bars	\$6,575.00	No	
Successful Living	\$25,000.00	Yes FY20	\$25,000.00
Sankofa Outreach Connection	\$15,000.00	Yes FY17	\$13,500.00
PromptPress	\$3,400.00	No	
Amount Available	\$75,000.00		
Total Amount Requested from all Organizations	\$431,143.82		

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

Free Lunch Program

Address *

Street Address

1105 Gilbert Court #100

Address Line 2

City

Iowa city

Postal / Zip Code

52245

State / Province / Region

Iowa

Country

Johnson

Phone Number *

319-337-6283

Email *

icfreelunch@gmail.com

Website Address

iowacityfreelunch.org

Contact Person

Name *

Ronda Lipsius

Title *

C0-Director

Phone Number *

319-337-6283

Email *

icfreelunch@gmail.org

Organization's Mission Statement *

The Free Lunch Program provides a noon meal Monday through Saturday to whomever comes to dine, An open door, a full plate, no questions asked.

How many years has the organization been in operation? *

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Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

The Free Lunch meal is the only service we provide. We don't have projects. We provide food to anyone in the community who desires a free meal. This service has been going on since 1983.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

In 1983 a group of Iowa City social workers saw a need for a free meal for the homeless. They started serving a soup lunch one day a week which over time expanded to 6 days a week. The meal was served at the Wesley House up until 2015 when the program moved to Gilbert Court in our current location.

What is the program, service, or activity? *

The Free Lunch Program serve a free noon meal six days a week to anyone desiring a free meal. We serve homeless, low income and anyone who comes through our door for a meal.

How does the program, service or activity advance social justice and racial equity? Be specific. *

We advance social justice and racial equity by providing a service to any and all individuals. particularly those in greatest need.

How does the program, service or activity address one or more of the six priority areas? *

The priority area we address is health. By addressing hunger and providing food we are promoting better health.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need. *

We fulfill the need for food to satisfy hunger. Many of the homeless and other guests who reside at the Shelter House, tenants who live at Cross Park apartments and homeless staying at the day shelter as well as area homeless come to Free Lunch for a daily meal.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration. *

We work with Table To Table to secure supplemental food for meals. United Way helps us secure containers and masks for our meals and guests. Area restaurants donate food at times from events.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income). *

We serve a free meal to anyone who comes to us. We do not document our guests. We serve men, women, children all all races, gay, straight or other and any income level. Most of our guests are homeless or very low income.

How many community members are estimated to be served by this program, service or activity and over what period of time? *

In 2019 we served 38,685 meals. As of the first half of this fiscal year we served \$17,052 meals.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

There is no charge. The meal is free.

What are the outcomes and performance measures for the program, service or activity? *

The outcomes and performance measures are: Number of meals served, number of volunteers and how many hours they volunteer and how many fruits and vegetable options are served at each meal.

What indicators or metrics have been identified to measure outcomes and performance? **

We have a sign in sheet for each meal that volunteers sign in and enter their hours worked, the food served at each meal is listed so we can identify the fruits and vegetables served and the total meal count is tallied.

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

None

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

Social service agencies in the area all promote our service. We are listed in all social service listings for our area in directories and online. Guests tell others about our service.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support. *

Yes, The Free Lunch Program will continue into the future. We apply annually for grants from Unite Way, City of Iowa City, Johnson County and Community Foundation of Johnson County as well as some random grant opportunities that arise. We receive donations from businesses, churches and individuals.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals. *

No fees or professional services

Funding Amount Request

Amount of Funding Requested *

\$ 8,000.00

How will the funding be utilized *

All funding will be used for operational expenses such as rent which includes all utilities, payroll for the co-directors overseeing the program and meals, custodial payroll for Saturday meals, program costs such as food, milk and supplies for the meals.

What is the organizations annual budget? *

Our fiscal budget is January - December. The 2020 budget was \$77,523.00

2021 and 2022 Proposed Budget

Revenue

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Grants	\$ 42,200.00	\$ 5,800.00	\$ 15,200.00
Other Revenue	\$ 21,000.00	\$ 5,350.00	\$ 19,300.00

Expenses

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Supplies	\$ 3,450.00	\$ 1,268.00	\$ 3,322.00
Food	\$ 6,300.00	\$ 820.00	\$ 2,375.00
Rent	\$ 24,000.00	\$ 8,000.00	\$ 14,000.00
misc expenses	\$ 43,773.00	\$ 8,396.00	\$ 28,458.00

Provide a timeline for the program, service, or activity. *

The free meal is served all year long and will continue that way.

Provide a timeline for how grant money would be spent over the next year. *

We use grant funds as needed all year long.

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much? *

The City of Iowa City grants us funds on a yearly basis which is usually around \$16,000

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding? *

We annually receive grant funding from Johnson County (\$2-3,000), Community Foundation of Johnson County (usually \$6-8,000), United Way of Johnson and Washington Counties (usually \$6-8,000). We receive funds from businesses and individuals.

Does the organization plan to apply for additional funding for this program, service or activity? *

We apply annually for grant funds from area organizations and will continue to do so.

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding? *

We are not dependent on receiving funding. We have a budget that we have the funds for. Any funds we receive help to provide a better service to our guests.

Can the project be completed with less funding? *

Yes No

Please Explain:

We appreciate any funding we receive. We have a set budget and operate within the budget. We have savings to survive on if needed.

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *

The image shows a rectangular box containing a cursive electronic signature that reads "Ronda Lipsius".

Date *

12/1/2020

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

Divine Media Group LLC

Address *

Street Address

923 Crosspark Ave Apt F

Address Line 2

City

Iowa City

Postal / Zip Code

52240

State / Province / Region

Iowa

Country

United States

Phone Number *

319 471 5747

Email *

divinemedi53@gmail.com

Website Address

Contact Person

Name *

Marques Brooks

Title *

Owner/Cinematographer

Phone Number *

319 471 5747

Email *

divinemedi53@gmail.com

Organization's Mission Statement *

Divine Media Group aims to inspire those that have a vision through artistic expression, capturing value and developing innovation using multimedia.

How many years has the organization been in operation? *

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Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

Divine Media Group has created innovative installation art titled "Be" Sessions which inspires women to "Be" themselves no matter what position they carry in their lives. Being true to self and remaining genuine captures truth within a person. The collection captures 10 women in model form, possessing, beauty, fashion, and great energy.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

Divine Media Group was established by Marques Brooks, owner of DMG, evolving from music and entertainment. DMG became a platform to express artistic views through media, and from those that had a vision or idea, ranging from Music to Advertising.

What is the program, service, or activity? *

Divine Media Group is a multimedia platform for artists. DMG provides creative vision for artists and other entities, bringing out their skills and talents through film.

How does the program, service or activity advance social justice and racial equity? Be specific. *

Divine Media group advances social justice in terms of the distribution of wealth, opportunities, and privileges within a society. Divine Media Group displays Racial Equity as giving equal opportunity to all artists no matter their ethnicity.

How does the program, service or activity address one or more of the six priority areas? *

Divine Media Group addresses education by showing those that are inspired how to create a artistic and professional content through film and production. The goal is full and equal participation of all groups and individuals in a society that is mutually shaped to meet their needs to help them reach their full potential, and limit/decrease barriers.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need. *

Divine Media Group fulfills multimedia service for all entities interested. Creating artistic content, advertising, marketing, and entertainment for many audiences.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration. *

Divine Media Group includes partnerships and collaborations with other brands, and organizations to expand creative endeavors, and opportunities. A detailed description of partnerships and collaboration would be working with other artists in the community such as a music artist. Creating a music video or short film capturing their life story to display to audiences that are interested in this type of art.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income). *

The projected demographics of community members, will range from youth, age 9 to age 50 through other entities and programs. Race will be all ethnicities, both male and female genders, and low income families to more fortunate income families, middle to higher incomes.

How many community members are estimated to be served by this program, service or activity and over what period of time? *

Community members are estimated to be served are in the several thousands, events, private screenings, premieres, and educational programs, expanding ones knowledge and expertise within multimedia and art.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

There will be a charge to participate in educational multimedia learning programs, for outside community members. There will be free tutorials for youth through school administrations throughout the community.

What are the outcomes and performance measures for the program, service or activity? *

Outcomes will be increasing in employment opportunities for services needed within media production

What indicators or metrics have been identified to measure outcomes and performance? **

Indicators include Education, Skill and Production literacy, Event planning, and artistic development.

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

Processes and tools created will be educational projects for those wanting to pursue artistic endeavors through multimedia and activity will be displayed by allowing youth to learn hands on skills to evolve within multimedia.

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

Goods and services will be shared through various social platforms and art events, that allow audiences to engage in a more personal experience with the art and artists.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support. *

Yes, the program will be expanded after the SJRE Grant funding ends. The goal is to maximize fund spending in the correct places within the Divine Media Group multimedia program, gaining more opportunities and support from the community and outside sources as well.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals. *

Fees for professional services will be catered to those requesting bigger projects that require team participation, and development. Fees for professional services builds experience in preparation of clients that need service.

Funding Amount Request

Amount of Funding Requested *

\$ 15,000.00

How will the funding be utilized *

Funding will be utilized,by purchasing up to date equipment and programs to maximize artistic approach, through producing short films, and other media projects marketing campaigns, and bigger artistic projects and collaborations. Funding will also create educational opportunities for youth and those interested in learning the skills of media production.

What is the organizations annual budget? *

Divine Media Group has a low annual budget due to lack of funding for projects. Divine Media Group has went into the negative of revenue earning, thus leading to DMG creating free project creations, and internships.

2021 and 2022 Proposed Budget

Revenue

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Fees	\$ 700.00	\$	\$

Expenses

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Equipment/Hardware/Traveling	\$ 2,000.00	\$	\$

Provide a timeline for the program,service, or activity.*

Funding will help with development of projects and hiring of production team to create filming projects and events, aiming to engage community into art and multimedia.

Provide a timeline for how grant money would be spent over the next year.*

A timeline will consist of 6 months to a 1 year, hiring a production team to help with programming, and setting up special events for the community to engage in. Funding will help with development of projects, purchasing equipment and hiring of production team to create filming projects and events.

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much?*

Within the last 5 years, Divine Media Group has not received any funding from the City of Iowa City. Marques Brooks owner of Divine Media Group has solely funded his own projects and purchasing of equipment. Divine Media Group has had difficulty expanding as a business and creating opportunities throughout the community due to lack of funding resulting into many free given projects to expand networking and contacts. Divine Media Group has paid out more expenses, than receiving revenue from projects creating consistent revenue losses. Thus leading to outdated equipment and limitations through film and production due to lack funding and help with expanding the brand.

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding?*

Within the last 5 years Divine Media Group has not received funding for any programs, thus leading to self funding for projects and revenue losses.

Does the organization plan to apply for additional funding for this program, service or activity?*

Divine Media Group has applied for additional funding for this program, through small business loans, concluding to being ineligible for funding.

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding?*

15k to 20k will be needed for funding Divine Media Group programs, creating educational programs, renting space for multimedia programs, and development of multimedia projects and paying members of Divine Media Production team.

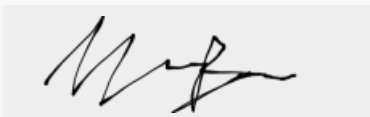
Can the project be completed with less funding?*

Yes No

Authorization*

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature*



Date*

12/4/2020

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

Sylvan Learning of Iowa

Address *

Street Address

1100 5th Street

Address Line 2

Suite 105

City

Coralville

Postal / Zip Code

52241

State / Province / Region

Iowa

Country

United States

Phone Number *

319-351-9343

Email *

coralville@iowa-sylvan.com

Website Address

www.sylvanlearning.com/coralvilleia

Contact Person

Name *

Dr. Sheri Senter

Title *

Director of Community Outreach

Phone Number *

515-705-8065

Email *

sheri.senter@iowa-sylvan.com

Organization's Mission Statement *

At Sylvan Learning of Iowa, our mission is to build the lasting skills, habits and attitudes students need to succeed in school and life. Sylvan focuses on building academic confidence, igniting intellectual curiosity and inspiring a love for learning.

Sylvan Learning of Iowa strives to include students who are academically at-risk for academic failure, by offering personalized instruction and small group instruction, with classes taught either virtually or in-person at Sylvan Learning of Iowa Centers of Coralville, Cedar Rapids, Ames and Johnston. For purposes of the Racial Equity and Social Injustice Grant, educational services will be offered both virtually or in-person at Sylvan of Coralville, under the "Foundations for Success" program.

How many years has the organization been in operation? *

30

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

Sylvan Learning of Iowa has two strong examples utilizing the Ace it! instructional programs.

First, for more than ten years, West Des Moines Schools has contracted with Sylvan Learning of Iowa to provide academic reading for children earmarked for potential school difficulties. The program employs Sylvan's Ace it! reading instructional program. This is the same program proposed in this "Foundations for Success" grant. Children are assessed using the STAR reading tool upon entry into the program and again at the completion of the 24 hour instruction.

In the latest West Des Moines program, approximately 86% of students who attended on a regular basis showed notable growth in reading. The ethnicity of the students participating were 42.2% Hispanic, 15.8% African American, 15.8% Hakhha/Chin, 2.7% Persian, 2.2% Ethiopian, 4.4% other and 17.8% White. There were 54 participating students.

The program was renewed, commencing November 2, 2020 with a completion date of December 22, 2020. There are 42 children in the program, ranging from first through sixth grade. The results from this group will be available January 2021.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

Given the current educational crisis, more children are facing the inability to attend school in-person or are faced with ever-changing systems of virtual, in-school or a hybrid model. Studies have indicated that the learning lag is increasing, with nearly 3 - 6 months delayed in reading scores and 6 - 12 months delayed with mathematics, according to a "NWEA (Northwest Evaluation Association) Project".

This is why "Foundations for Success" was developed. Based on the targeted schools list from Iowa Department of Education, the "Foundations for Success" is addressing the needs of families who live in the communities where academic achievement is below expectations. There is a disparity between the assessment scores of minority children living with modest and low family incomes.

Sylvan's Ace it! program has been specifically designed to meet the needs of the low-achieving students. There are proven results that academic growth in reading and math was evident when students participated in the Ace it!

According to recent articles by the NACCP as recently as November, 2020, "Education Week", "PEW" and "Schoology", the discrepancies in academic growth are further increasing due to inadequate internet and limited electronic devices, when comparing affluent and predominately white communities with lower income communities and families of color.

Although Iowa City boasts one of the highest high school graduation rates in the state (Iowa City), there is an increase in the disparity between the highest performers and students who struggle to achieve basic academic skills within the current school system. Title 1 funding assists those schools with the highest levels of economically disadvantaged to help improve student achievement. Iowa City Schools has 13 schools that are eligible for Title 1 funding to focus on these learning deficits. When analyzing the racial imbalance of Iowa City's public schools, the learning gaps in the education of elementary school children continue, showing the lack of mastering fundamental skills in reading and math.

A recent study conducted by Rockman et. al, based on 2,839 students participating in Sylvan Learning's Ace it! after-school program, found benefit in the student's academic growth, gaining 17 points in reading and 10 points in math. Children participating were the most at-risk population and significantly performing below grade level. The Ace It! tutoring provided both specialized reading and mathematics curricula and offered 30 hours of remediation.

Further, when analyzing the ethnicity breakdown in the City of Iowa City, there are 27.6% persons in poverty. When looking at Iowa City Schools, we can identify which students need additional assistance to provide the fundamental foundations and build on subsequent knowledge.

Sylvan Learning of Iowa recognizes that currently students and families are faced with a constant upheaval within the educational delivery systems. Concomitantly, remediation and enrichment intervention programs are available, but at a cost to families. The academic investment for families may be overwhelming, despite the awareness that their child may be falling further behind in their academic accomplishments.

Sylvan Learning developed its Sylvan Method through academic research, years of teaching experience and technology. Based on independent research, Sylvan students see up to two or three times more academic growth than students who do not use Sylvan. With more than 40 years of tutorial programs and in 700 communities, Sylvan has proved itself to make a difference in the academic success of students and particularly for those needing additional assistance to achieve grade level skills.

What is the program, service, or activity? *

What it is:

Sylvan Learning of Iowa has been tutoring children in the Iowa City community since the mid-1980's. Sylvan has served 20,000 children successfully! With the desire to maintain its standards of excellence and educational insight as to the needs of students, Sylvan Learning of Iowa is offering an in-person at Sylvan of Coralville or a virtual opportunity for students to participate in the Ace it! tutoring for both math and reading. With its office in Coralville, Sylvan Learning of Iowa can provide both the on-line programs as well as the in-person services, thus, meeting the ever-changing needs of the Iowa City's community. It can also offer flexibility with hours, meeting the needs of the targeted families. The Coralville location practices physical distancing and adheres to CDC healthy practices. Sylvan of Coralville is part of the immediate area considered part of Iowa City and is served by Iowa City Schools.

The Ace it! program will be used in the "Foundations for Success" grant, identifying learners in need of remediation and target the essential skills in reading and math. With its inspiring learning experiences, "Foundations for Success" will offer the Ace it! program through small group instruction, grouped by age, grade level and STAR assessments for reading and math. The identified students will be provided academic and intervention instruction over the summer, focusing on the improvement of skills prior to the beginning of the 2021-2022 school year.

Students from grades 2nd – 3rd grade will be grouped as will students in grades 5th-6th grade. Invitees to participate will be based on recommendations from the Principals or teachers, identifying the most vulnerable in achieving school success. Archibald Alexander Elementary School and Kirkwood Elementary have been earmarked, based on the school test scores and serving communities identified as primarily affected by racial inequities.

Instruction will include:

Specialized reading curricula, including word analysis, phonemic awareness, phonetics, comprehension, comprehension strategies, vocabulary and fluency. The reading program will also allow students to increase their writing skills, addressing topic sentences, understanding main concepts, and capitalization and punctuation rules.

Specialized mathematics curricula will include concrete to abstract understanding, reinforcement of basic mathematic fact knowledge, and application of skills to solve word problems.

Students will be offered, at no-charge, remedial instruction in both reading and math. "Foundations for Success" will encourage families to help their students attend Ace it! sessions twice a week, with two hours of instruction each time for six weeks. STAR Literacy and STAR Mathematics standardized assessments will look at the pre-test and the post-test, measuring the student's academic gains after participating in the "Foundations for Success" grant. All components will be taught by Sylvan certified teachers. In every hiring process at Sylvan Learning of Iowa, we strive to hire a diverse staff.

The participants are based on the statistical data of those families receiving reduced or free lunch, percentage of minority children and schools and children identified needing to improve academic fundamentals. Sylvan Learning of Iowa will work with Archibald Alexander Elementary School and Kirkwood, identified as meeting the criteria for "Foundations for Success" participation. Alexander consists of 72% minority, with the Black and Hispanic children accounting for 62.2% of the student population. Alexander also offers 71.9% of their students free or reduced lunch, an indicator of a lower socioeconomic status. Kirkwood Elementary School is located in Coralville and is comprised of 74% minority and 80% of the students eligible for reduced or free lunch. We propose offering the students in 2nd – 3rd grades and students 5th – 6th grades, that have been identified by teachers who would benefit from both an academic reading and math program.

How does the program, service or activity advance social justice and racial equity? Be specific. *

Analysis of students struggling with the academic fundamentals necessary to be successful in school are often in communities with the highest percentage of minorities and in lower socio-economic areas. In a study completed this August, the Center for American Progress sites that the Black-White wealth gap will widen when educational disparities during the coronavirus pandemic are prevalent, partially the result when there are discrepancies with access to internet, necessary devices and the lack of resources. This will further worsen racial disparities, particularly in Black neighborhoods and contribute to weaker educational outcomes.

The NAACP further sites that the lack of technology or access to high-speed internet, the communities experiencing more layoffs, potential instability in families and the inability for families to afford academic help, emphasizes the need for programs to try and meet these social inequities.

A recent PEW study explained that “learning gaps” are the difference between what a student is expected to have learned by a certain grade level. If not addressed now, students will likely fall further behind because of the knowledge they’ve missed.

In another study completed this August and reported findings at the Distance Teaching and Learning Conference, it was expressed that there is an overall concern that Covid has exacerbated the achievement gap, amplified by the existing challenges for the most at-risk population, leading to the potential loss of a full year’s worth of educational growth. Also in August of this year, an article in Education Week explains that “those that continue to achieve the basics and have access to virtual education threaten to widen disparities in education that leave poor students and students of color at a disproportionate disadvantage.”

Sylvan’s Ace it! instructional program has the proven track record to help children in economically disadvantaged communities or families of color to gain academic growth. The “Foundations for Success” will target the specific children at Archibald Alexander Elementary and Kirkwood Elementary that have been identified by the Principals and teachers that need further intervention with reading and math fundamentals. By offering a 24 session educational program, for both reading and math, it is proposed that 48 students will be served.

How does the program, service or activity address one or more of the six priority areas? *

“Foundations for Success” will focus on the educational needs of the Iowa City community, particularly the families that are underrepresented. Based on the targeted schools list from Iowa Department of Education, the “Foundations for Success” is addressing families that live in the communities where academic achievement is below expectations and there is a disparity between the assessment scores of minority children living with modest and low family incomes. These include the communities served by Archibald Alexander Elementary and Kirkwood Elementary Schools. The education priority area is addressed, providing a program to help decrease the academic achievement gap seen in households in low-economic areas, often with a higher population of minority families.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need. *

"Foundations for Success' will fulfill the need for academic remediation for those children unable to pay for tutoring programs. Although schools often provide a once a week intervention program for the low-achievers, the targeted population needs specific programs developed solely to help students achieve improvement. The Racial Equity and Social Injustice Grant will offer a comprehensive and proven program for students identified as most vulnerable to academic failure, specifically designed to address the learning gaps in both reading and math.

On November 24, 2020 an article by Hannah Natanson and published in The Washington Post elaborates on the need for academic intervention with vulnerable students. It highlighted the need for programs to address how the pandemic is driving an equity gap in American education, says Natanson, "may prove impossible to close." She continues, "children whose temperament, socioeconomic status or home situation have historically barred them from academic achievement, will slip further and further behind." The children struggling in school prior to the academic, including race equity, learning abilities, non-English speaking households and socioeconomic situations are facing more severe learning deficits.

Hence, the need to provide a well-established educational platform to assist the students struggling to succeed in school is paramount.

We propose offering the Ace it! Reading program and Ace it! Math program to the students in 2nd – 3rd grades and students 5th – 6th grades, that have been identified by teachers who would benefit from remedial reading instruction and falling behind in mathematics. Without the academic fundamentals, marginalized children often fall further behind in school, leading to incompleteness of high school, lower paying jobs and less ability for economic improvement. As families may not be able to pay for remedial services, this program will be desired by even more families that can't be covered by the Social Equity and Social Injustice Funding. It is anticipated that 24 students will receive Ace it! reading remediation and 24 students will participate in the Ace it! mathematics program.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration. *

No, but Sylvan Learning will ask to work closely with Alexander Elementary School's Principal, Chris Gibson and Kirkwood's Elementary School's Principal, Anita Gerling, to help identify the children they feel would benefit from Sylvan Learning of Iowa's "Foundation for Success".

It is the hope of this project that Sylvan Learning of Iowa will be able to partner with the Iowa City schools eligible for federal funding from Title 1 or 21st Century in 2021. Showing the growth from the students participating in the Sylvan's Ace it! project, for both reading and math remediation, should help prove the importance of educational intervention for the lower performing students, facing learning deficits due to the lack of resources and racial imbalances in their immediate communities.

It is the intent to also contact community organizations in Iowa City and collaborate to provide after-school and informal learning opportunities for children at-risk for academic success.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income). *

The "Foundations for Success" will meet the needs of 48 students, with a mixture of male and female students identified within the community of needing educational intervention.

Additionally, it is projected that more members of the community will reap the benefits of the "Foundations for Success" grant because of the booklets that will be available to the families, offering information and strategies to enhance academic growth in their children.

Based on data from the most recent "Enrollment, Demographics and Class Size Report" from Iowa City Community School District and "Quick Facts" from Iowa City, the students to be served by this project attend either Alexander Elementary or Kirkwood Elementary schools. Kirkwood Elementary has the second highest minority population in the district, with 74% total minority. There are 52.6% Black, 12.3% Hispanic and 7.5% Multi-racial. Alexander Elementary is 72% minority and the third highest minority population in the district. The breakdown includes 45.0% Black, 17.2% Hispanic, 3.9% Asian, and 6.9% Multi-racial.

Currently the City of Iowa has approximately 4.8% of their population school-age and 27.6% live in poverty and have a per capita income of \$29,033. Alexander offers 71.9% of their students free or reduced lunch, an indicator of a lower socioeconomic status. At Kirkwood Elementary, 80.1% of the student population qualify for free or reduced lunch. Combined, it can be analyzed that a high percentage of the families served by these schools are living in households below the median households. The 48 children served will reside in these communities.

At Alexander Elementary there are 60 children in second grade, 62 children in third grade, or 122 children that would be used to ascertain the students needing intervention in reading and math for small group instruction. The 5th grade is comprised of 58 students and sixth grade has 55 students. From these 113 students, we will identify additional children for the project's small group instruction. At Kirkwood Elementary, there are 49 second graders and 58 third graders, or a pool of 107 students that will be used to identify the younger children in the project. At Kirkwood, there are 53 fifth graders and 46 sixth graders, or 99 students that comprise the total population in which the project will service 24 children.

Based on the statistical data of those families receiving reduced or free lunch, number of children of minority, schools and children identified needing to improve academic fundamentals, Sylvan Learning of Iowa will hopefully work with Archibald Alexander Elementary School and Kirkwood Elementary School, identified as meeting the criteria for "Foundations for Success" participation.

How many community members are estimated to be served by this program, service or activity and over what period of time? *

It is the intention of this project to serve 48 identified students demonstrating academic concerns by their teachers in reading and math and part of their local community. Over time, it is anticipated that Sylvan of Coralville will be successful in reaching out to other community- based organizations, other departments within the City of Iowa and the Iowa Community School District to receive additional funding and be able to provide educational remediation for more identified students at no or reduced fees.

It is estimated the community meeting will provide information for approximately 25 – 50 families. The "Foundation for Success" booklet will be made available to the families at both Alexander and Kirkwood Elementary Schools, providing useful tidbits on improving academic success for their children, and potentially being distributed to 776 students. It is hoped that further distribution of the "Foundations for Success" booklet be available at libraries, the City of Iowa City and at community organizations.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

No. Sylvan Learning of Iowa, utilizing the grant monies and contributing to some of the operating costs, will offer the Ace It! tutoring program in both reading and math at no costs for the families either virtually or in-person at Sylvan of Coralville.

What are the outcomes and performance measures for the program, service or activity? *

"Foundations for Success" will utilize the STAR literacy and STAR mathematics standardized assessments to analyze and quantify the results when students begin the program and complete the 24 hours of instruction. The initial assessment, pre-test scores, will establish a baseline assessment and identify learning gaps in the students' knowledge. The post-test assessment will measure the students' academic gains after participation in the "Foundations for Success" grant. The STAR Adaptive Assessments have been proven to be both reliable and valid, as determined by the National Center on Intensive Intervention. The computer adaptive test (CAT) utilization adapts to each response, changing the level of difficulty based on the performance of the previous item. The questions are based on the Common Core Standards, helping to analyze the state proficiency requirements.

What indicators or metrics have been identified to measure outcomes and performance? **

Parent questionnaire
Student outlook survey
Initial STAR assessment reading
Initial STAR assessment mathematics
Teacher observations
Post-intervention STAR assessment reading
Post-intervention STAR assessment mathematics
Student exit outlook survey

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

- A summary of skills that have been acquired by the students upon completion of the "Foundations for Success" grant
- A breakdown of the skills needed for school success in both reading and math
- Reading and math test scores of the students in the project prior to commencing intervention
- Reading and math scores of the students that participated in the "Foundations for Success" Social Justice and Racial Equity grant after they have completed their 24 sessions
- A community meeting that highlights the mathematics scope and sequence of skills and the core reading skills necessary for future academic success
- At the community meeting, a booklet will be distributed, providing activities and suggestions for families to do at home and continue the improvement of their student's skills in both reading and mathematics, adding to their overall academic success
- The "Foundations for Success" booklet will be made available to the families at both Alexander and Kirkwood Elementary schools and throughout the community

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

The City of Iowa will be provided the data analyzed for the "Foundations for Success" Social Justice and Racial Injustice Grant. In addition to the written report, Sylvan Learning of Iowa will present the information to the community, addressing how academic intervention with at risk or low achieving students has proven results to remediate specific skill deficits.

Results shared, through the "Foundations for Success" booklet, will include suggestions for parents and families on how to provide activities with all students to help gains due to socioeconomic challenges, racial inequities and underachieving youngsters.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support. *

It is the goal that the Ace it! program will continue to be available to those labeled academically at-risk, due to learning differences, language barriers or minority communities. Sylvan Learning of Iowa will reach out to programs that receive Title 1 funding or 21st Century Funds to partner and continue to offer the program, such as Iowa City Schools and its elementary schools in the district. Sylvan Learning of Iowa will also reach out to city-based organizations such as Parks and Recreation or community-based organizations such as HUD Housing, Boys and Girls Clubs or YMCA programs. Should a partner not be found, the free program will be suspended. Sylvan Learning of Iowa, however, will develop a similar tutorial program with reduced fees and made available for the City of Iowa community.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals. *

There will not be outside professional services needed for "Foundations for Success". The development and implementation of this grant will be monitored through in-kind corporate overhead expenses.

Funding Amount Request

Amount of Funding Requested *

\$ 16,000.00

How will the funding be utilized *

Hiring and training of certified teachers

Educational supplies for the Ace it! program for 48 children to participate in math and reading instruction during the summer months

Advertising and marketing the program to the families within the Alexander or Kirkwood Elementary Schools boundaries

Pre and post STAR assessments of students

Analysis of STAR assessments

Small group instruction

Preparation of report to the Commission and report to the Community

Development and publishing of "Foundations for Success" booklet for families

In-kind services will provide corporate support, learning space, I-pad technology and materials at Sylvan of Coralville

What is the organizations annual budget? *

\$250.000

2021 and 2022 Proposed Budget

Revenue

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Grants	\$	\$	\$ 16,000.00

Expenses

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Professional Services - teachers, Director of Ed analysis	\$	\$ 540.00	\$ 8,840.00
Educational Materials - reading & math assessments; development of "Foundations for Success" booklet	\$	\$ 2,020.00	\$ 2,400.00
Marketing/Advertising	\$	\$ 300.00	\$ 300.00
Equipment/Hardware - in-kind services	\$	\$ 0.00	\$ 0.00
Rentals - in-kind services	\$	\$ 0.00	\$ 0.00
Supplies - in-kind services	\$	\$ 0.00	\$ 0.00
Outside printing - report to Commission; "Foundations for Success" booklet for families	\$	\$	\$ 800.00
Report Preparation	\$	\$	\$ 400.00
Misc. supplies	\$	\$	\$ 400.00

Provide a timeline for the program,service, or activity. *

Time line for grant

April 13 – 24 (upon decision by Commission)

Dr. Senter will contact principals at Alexander and Kirkwood Elementary Schools for list of identified children to participate in “Foundations to Success”. Wood Elementary would be an alternate location.

May 4

Contact parents to request their children’s participation in summer program

Distribute flyers and information to parents

May 26 – June 12

Recruit, hire and train teachers for Ace it! math and reading instruction

June 1

Monies received for \$16,000

June 14 – June 18

Verify with parents their student’s participation. Establish a schedule.

Purchase materials

July 13 - August 27

Cost of student participation – NONE

Pre-test assessments for reading and math.

Instruction of students for the “Foundations to Success” grant.

Ace it! tutorial instruction at 2 sessions per week, 2 hours per session. Parents will be encouraged to participate in 4 hours per week.

48 instructional hours, including reading and mathematics essential skills

Classes to be held at Sylvan of Coralville or virtual.

August 17 – August 27

Post-test assessments for reading and math

Completion of Ace it! instruction for reading and math, prior to 2021-2022 school year

September 6 – 30

Analysis of test results completed on participating 48 students

Director of Education analysis - \$2880

October – prepare report for Commission on results of grant

November – Presentation to Commission

December 6 – 10 –

Presentation to community on success of “Foundations for Success” grant and academic growth of participating students

Disseminate materials for attendees at presentation

Development and printing of “Foundations for Success” booklet for families

December 6 – 17

Discussion with student’s current teachers to review academic growth

Completion of any follow-up

Provide a timeline for how grant money would be spent over the next year. *

All monies will support the "Foundations for Success" program from May – December 2021
Specifically, the monies will be utilized as follows:

\$300.00 partial marketing fees to develop and distribute flyers to parents at
May 4 – 15 Kirkwood and Alexander schools that have children eligible for program

\$540.00
May 26 – June 12 recruitment, onboarding and training of three teachers for the Ace it! reading and math programs

\$2020
June 14 – 18 purchase of materials for the 48 students participating in the Ace it! reading and math academic tutoring. Includes STAR pre and post assessments for reading and math

\$5960
July 13 – August 27
salaries for teachers administering the Ace it! program for students participating in the "Foundations for Success" grant

\$2880
September 6 - 30
analysis of data from STAR assessments for reading and math, comparing pre and post test scores, graphs of academic growth per student

\$300
October 4 - 15 marketing materials for Commission report

\$400
October 11-22 "Foundations for Success" preparation of report to Commission

\$2,400
November – December 10
development and printing of "Foundations for Success" booklet for families

\$800 printing of materials for distribution at community presentation
December 6 – 10

\$400.00
December miscellaneous and unexpected expenses not included in above

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much? *

For the fiscal years 2016-2017, Sylvan Learning of Iowa received monies from Iowa City Parks and Recreation. Funding was through Title 1 and 21st Century Funding for middle school students to participate with STEM robotics. 24 students participated in the STEM Camp, with \$500.00 received for camp enrollment.

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding? *

Sylvan Learning of Iowa provided Ace it! reading and math instruction for West Des Moines community schools. All the programs were funded through Title 1 monies, targeting the students that needed academic support. Contracts are based on the district receiving Title 1 funding for the school calendar year.

2016 – 2017 45 students for reading instruction, October-December \$43,000
27 math students, February-April \$22,500

2017-2018 84 students for reading instruction, October-December \$74,000
94 math students, February-April \$76,000

2018-2019 78 students for reading instruction, October-December \$65,500
79 students for reading instruction, February-April \$62,500
Funding was no longer available for Ace it! math instruction

2019-2020 88 students for reading instruction, October-December \$78,000
84 students for reading instruction, February-June \$105,000

Does the organization plan to apply for additional funding for this program, service or activity? *

The delivery of "Foundations for Success" will not be dependent on other funding, other than SJRE. The goal is to receive funding in the future for center-based and/or virtual implementation of the Ace it! reading and math programs. Iowa City schools has approximately \$3 million in funding to help the academically at-risk students. It is our intent to solicit a collaboration with them and partner with their elementary schools, or partner with community organizations to offer after-school tutorial services.

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding? *

"Foundations for Success" is not dependent on receiving additional funding to continue offering Ace it! instructional services. Sylvan Learning of Iowa will continue to reach out to the families that reside in the community of the City of Iowa City, Iowa Schools and community organizations and offer the Ace it! reading and math academic programs. Sylvan of Coralville will offer the students that reside in the City of Iowa City reduced tutorial fees for the Ace it! program. Sylvan would be able to offer a similar program at \$15.00 per class, per session, or \$360.00 for the 24 sessions. A minimum number of 16 participants would be required.

Can the project be completed with less funding? *

Yes No

Please Explain:

With 48 hour of instruction for both reading and mathematics and pre and post assessments of children, the project could be provided for less funds. However, "Foundations for Success" would need to reduce the number of hours served to each student.

Decreasing the number of learning hours will still keep the number of students served and still allow the Ace it! program to help meet the needs of the identified low-achieving students. It is recognized that reducing the hours to 22 hours per subject may affect the academic progress of the students and could be a viable alternative.

If more funding were available, Sylvan Learning of Iowa would also provide its "Foundation for Success" program at Wood Elementary, as this school is second in offering free and reduced lunches and provides an educational program comprised of 76% minority.

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *

Dr. Sheri A Senter

Date *

12/17/2020

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

Open Heartland

Address *

Street Address

7 Wellesley Way

Address Line 2

City

Iowa City

Postal / Zip Code

52245

State / Province / Region

IA

Country

United States

Phone Number *

3193215528

Email *

debdunkhase@gmail.com

Website Address

7 WELLESLEY WAY

Contact Person

Name *

Deb Dunkhase

Title *

Director

Phone Number *

13193215528

Email *

debdunkhase@gmail.com

Organization's Mission Statement *

Open Heartland exists to celebrate the richness and strength of our diverse community by fostering inclusivity, building relationships, and reaffirming our shared humanity.

How many years has the organization been in operation? *

1

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal.*

Open Heartland is dedicated to fostering inclusivity, building relationships, and reaffirming our shared humanity throughout every segment of Johnson County. We chose to begin our work by targeting the local Latino immigrant community (many of whom are undocumented) with the facilitation of Box Party play in the summer of 2018 for families living in five of Johnson County's most economically disadvantaged mobile home communities. Our team of community volunteers visited each mobile home community bearing huge stacks of cardboard, markers, and tape to facilitate STEM play experiences with resident kids helping them to build both their STEM skills and increase their connection to the community. Our goal was certainly to give these severely underserved immigrant children a positive "playing to learn" experience, but the larger goal was to build relationships in an effort to determine the unmet needs of these primarily Central American and Mexican families who are living in our community undocumented and in constant fear of deportation. Our thinking was that any positive change would begin by creating trusting, respectful relationships.

By Fall of 2018, we discovered that the families we were serving felt stressed that their children didn't have the necessary school supplies required by the ICCSD. Open Heartland recognized that all schools will provide supplies to students when asked, but we wanted to help empower our Latino students on Day 1 of school to feel equal to their classmates by going to school fully prepared. So Open Heartland collected enough supplies and backpacks to equip 90 students for a first day of school without barriers!

As Winter of 2018 approached, we heard from our new friends living in Forestview, Regency, Hilltop, Cole's, and Breckenridge mobile home communities that due to their lack of financial resources they couldn't provide coats, hats, and mittens for their children and feared the impact cold weather would have on their family's health. Once again, Open Heartland was able to respond to need and provided 120 Latino children with winter gear.

Once the pandemic hit we discovered that as difficult as Covid-19 was making life for everyone, it was much worse in the Latino immigrant community. These families are some of the most vulnerable in terms of food and housing security in good times. Now they were losing their jobs and didn't qualify for any unemployment, medical, or government support.

In March 2020, Open Heartland began weekly deliveries of food staples (rice, beans, oil, maseca flour, soap, and toilet paper) to the Latino immigrant families who were losing their minimum wage/no benefits jobs. Open Heartland was also able to help with rent subsidies thanks to a grant award from the Community Foundation of Johnson County. These weekly deliveries also included clothes, household items, toys and children's books, and many hours spent building relationships with these families. Our vision has always been to create opportunities for immigrant families to become immersed in a community that offers them equal participation in all aspects of their lives. We were establishing bonds that offered our severely economically disadvantaged, non-English speaking families a lifeline to friendships that would try to help them survive the pandemic.

By late August, the families we'd been serving were becoming panicked about the ICCSD's Return to Learn online programs. These families didn't have the resources to purchase strong internet and relied on the free but very "iffy" hot spots provided by their children's schools which simply didn't provide working internet connections. In addition, the majority of the parents we serve do not speak English so were not receiving communications from the schools about how online learning works and what their role would need to be to support their children. The amount of confusion, misunderstanding, and fear for the education of their children held by these parents was significant.

Once again, responding to need, Open Heartland found a way to increase participation of our Latino community by opening an 8,000 square foot "Nido de Aprendizaje" (Learning Nest) in Pepperwood Plaza with space donated by Faith Academy in September 2020. This Learning Nest has been essential to students, providing free internet, tutoring support, school supplies, and a community devoted to helping these first generation Latino students reach their full potential in achieving an education without barriers. Additionally, we invited the Broadway Neighborhood Center team to share our space so that they could assist neighborhood students with online learning. Our students are approximately 75% Latino and 25% Black. Our adult parents/caregivers/volunteers are approximately 60% Latino, 20% Black, and 20% White.

In the past four months, Open Heartland has also used our Learning Nest to provide free English classes for the parents of our students, facilitate free trainings for parents on how to navigate the ICCSD online learning, and formed a Women's Leadership Team representing each of the seven mobile home communities we serve. We also continue to provide basic food, clothing, and hygiene supplies to these Latino community members whose extreme level of vulnerability has only increased with Covid-19.

whose extreme level of vulnerability has only increased with COVID-19.

The services Open Heartland has been able to provide for the Latino immigrants living invisible lives here in the so richly resourced Iowa City area have been made possible through dedicated volunteers and generous donations made by community members. I can't begin to express our gratitude to the people of Iowa City for supporting the work of Open Heartland to encourage, empower, and engage social justice and racial equity for the Latino immigrant community.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

Open Heartland's "Kid Power" youth program was birthed by our Women's Leadership Team. This team is comprised of one parent from each of the seven mobile home communities in Johnson County served by Open Heartland and has been meeting monthly since September 2020. The team's purpose is to identify issues faced by their immigrant community and potential solutions to these problems and challenges. The Women's Leadership Team identified the following community needs in early December 2020:

- Increased Knowledge about Access to Resources,
- Public Transportation in Regency and Breckenridge Mobile Home Communities,
- Medical Needs Due to Lack of Health Insurance,
- Medical Interpreters Who Maintain Confidentiality,
- Access to Quality Youth Programs,
- Childcare, and
- Mental Health Support

At the Open Heartland Leadership Team's December 2020 meeting, these emerging community leaders unanimously agreed that Access to Quality Youth Programs was the highest priority for their families. As with many youth, Covid is severely impacting the children growing up in our community's mobile home parks. These kids are not only growing up in poverty, but are now isolated from the larger community due to online school and social distancing restrictions. These kids live in extremely cramped spaces and are becoming increasingly attached to screens (watching TV, video games, etc.). Our Latino community members are like all parents, wanting their children to become educated; develop valuable social skills; gain mental, socio-emotional and physical health; and just be kids excited and eager to play and grow up with their friends. The dozens of families supported by the work of Open Heartland need help to ensure their children have equal access to the community resources available in Iowa City.

Lack of financial resources is the primary barrier to our local Latino immigrant children's participation in youth programs. In addition, parents may not have means of transportation. However, another significant barrier is the fear that any type of program registration could lead to their deportation.

What is the program, service, or activity? *

The Open Heartland Kid Power afterschool youth program was created to serve the Latino immigrant youth ages preschool through high school growing up in the most economically disadvantaged Johnson County mobile home communities including Forestview, Hilltop, Lakeridge, Cole's, Regency, Modern Manor, and Breckenridge. Through enrollment in Kid Power programs, youth participants will have access to 1) academic enrichment opportunities including tutorial services; 2) youth development activities including nutrition and health education, drug and violence prevention, arts and music programming, physical fitness and wellness curriculum, financial literacy, and more; and 3) meaningful engagement of parents/caregivers in their children's education and development.

All Kid Power programs are free and will be facilitated in out-of-school (OST) time during the school year and over the summer in group settings for youth ages 4 to 18. Whenever possible, Kid Power programs will be held outdoors in mobile home communities to eliminate transportation issues. Program facilitators will be recruited from Iowa's Latino community so that youth participants will see themselves in their program leaders and aspire to become leaders themselves.

Programs may be seasonal, 4-6 weeks in length, or ongoing and will be offered to all youth living in the mobile home communities identified above with potential program topics identified by the Women's Leadership Team that may include:

- Soccer Club
- Boxing Club
- Biking Club
- Martial Arts Club
- Ice Skating Club
- Marimba History & Music of Today
- Drum Circle
- Art Club
- Traditional Folkloric Dancing
- Zumba for the Whole Family
- Photography Club
- Family Stories Bi-lingual Literacy Club
- Social Justice Club
- Leadership Club
- School Achievers Club (homework tutoring)
- Healthy Minds, Healthy Bodies Club
- Money Savings Club

How does the program, service or activity advance social justice and racial equity? Be specific. *

"Social Justice is about distributing resources fairly and treating all students equitably so that they feel safe and secure – physically and psychologically." (National Education Association, January 2019)

"Racial equity is about applying justice and a little bit of common sense to a system that's been out of balance. When a system is out of balance, people of color feel the impacts most acutely." -Center for Social Inclusion President Glenn Harris.

Racial and Social Justice require Education Justice and justice in our educational system begins with our schools. "Public schools power our communities, but their strength depends on us addressing the systemic inequities that our students and communities face." Quote by Rocio Inclan, Senior Director NEA Center for Social Justice.

Even in Iowa City, a community blessed with outstanding schools and rich in resources, not every student has true access to a well-rounded education complete with afterschool enrichment activities. Not every student has the money, the transportation required, parents who are available, or feel that they are welcome to the afterschool programs that are so vital to their healthy development.

According to data from the Iowa City Community School District's 2020-21 Academic Year Enrollment, Spanish is the most common language of ELL students. Iowa City schools with the highest Spanish ELL populations include Hoover, City HS, Longfellow, SEJH, Twain, Wood, Mann, and Lemme. The mobile home communities served by Open Heartland attend all of these schools. According to ICCSD's Youth and Family Development Coordinator Joan Vandenberg, "Elementary schools [in Iowa City] served by Open Heartland's Learning Nest show much lower numbers of ELL students not accessing online learning."

Open Heartland's relationships with our Latino ELL student population and their families are making a difference.

Data from the "Iowa After 3PM" report from the Afterschool Alliance (<http://afterschoolalliance.org/AA3PM/data/geo/iowa/challenges>) state that "In Iowa, unmet demand for afterschool programs has reached an all-time high, with nearly 196,000 children who would be enrolled in a program if one were available to them. Demand for afterschool in Iowa surges as parents see key benefits from afterschool, including keeping kids safe, helping them learn and grow, and providing peace of mind for working families. As families face barriers to participation, such as cost and accessibility, there is strong support behind public funding for afterschool programs in the state."

Open Heartland's Kid Power youth program is poised and ready to help empower Iowa City's Latino youth to reap the benefits of afterschool enrichment while fulfilling their immigrant families' dreams of a better life for their children complete with the kind of quality education available to the majority of students in the United States.

Kid Power programs advance social justice and racial equity by increasing access to high quality youth development programs to Iowa City's underserved Latino immigrant youth ages preschool through high school.

Why are afterschool programs so important?

The Afterschool Alliance (afterschoolalliance.org) works to ensure that all children have access to affordable, high-quality afterschool programs releasing data in December 2020 that cites five key findings about afterschool programs across the United States.

- 1) Unmet demand for afterschool programs has reached an all-time high. With more than 7.6 million children unsupervised after school, demand has grown 60% since 2004. 24.6 million youth would be enrolled in afterschool programs if they were available.
- 2) Demand surges as parents see key benefits from afterschool programs. Among the benefits cited are: building life skills, receiving healthy meals or snacks, engaging in STEM activities, getting help with homework, taking part in physical activity, and interacting with peers to build social skills.
- 3) Cost and access block participation in afterschool programs pointing to a lack of affordable programs. While there has been an overall drop in afterschool program opportunities for all youth, those most affected are low-income households. The number of children in low-income households enrolled in afterschool programs fell from 4.6 million in 2014 to 2.7 million in 2020.
- 4) Inequities are evident. Among low income, Black and Latino families, barriers to participating in afterschool programs are most evident. Families in the highest income bracket spend 5x more on Out-of-School-Time (OST) activities than families in the lowest income bracket. 89% of the highest income families report their children participating in at least one OST experience, compared with only 60% of families at the lowest income level.
- 5) Parents show strong support for expanding afterschool program opportunities. An overwhelming 87% of parents agree that Congress should fund afterschool programs to serve students. Support for afterschool programs also crosses party lines with 91% of Democrats, 87% of Independents, and 85% of Republicans supporting public funding of afterschool programs to expand opportunities for kids in underserved communities.

Access to afterschool programs provides youth with pathways to fuel their aspirations to a healthy, successful, happy life as an adult. Afterschool programs help to ensure that all children and youth have the necessary support systems in place to help them make good decisions, build positive relationships, and overcome obstacles they may face in the future. Kid Power programs will create authentic experiential learning opportunities through afterschool and summer learning experiences where students can connect to adult mentors who are positive role models, feel safe to try new things, acquire new skills, and develop mastery in an area to build self-confidence.

This has been an incredibly turbulent year, from a devastating pandemic to a national awakening of systemic racism sparked by the murders of George Floyd and other people of color to a horrifically polarizing presidential election. Now more than ever, Kid Power afterschool programs are critical for helping Latino immigrant children stay strong, resilient, and confident that each of us is essential to creating a future filled with promise.

promise.

How does the program, service or activity address one or more of the six priority areas? *

Open Heartland's Kid Power youth program addresses two of the six priority areas of Iowa City's Social Justice and Racial Equity grant: education and building community.

Education: Access to afterschool programs is highly dependent on family income. The highest income families spend almost seven times more on afterschool enrichment activities for their children, and this spending gap creates an opportunity gap. Not only should we be worried about the gap in terms of inequitable access, but we should also be concerned about outcomes. Enrichment activities help build human and cultural capital and develop and define children's interests and skills. As noted in the Foundations of Young Adult Success framework, high-quality interactions or developmental experiences with peers and adults allow youth to foster skills and develop self-management strategies. By participating in activities otherwise not readily available to them, the extremely low-income immigrant youth (whose estimated average household income is \$15,600 per year) served by Kid Power will now have access to new and enriching afterschool experiences designed to provide lasting, long-term developmental benefits to them and to their families.

Building Community: Due to working family members, the youth growing up in Latino immigrant households are often unsupervised by an adult after school which increases their risk of engaging in dangerous behaviors, (such as drug use and unsafe sexual activity) and becoming victims or perpetrators of violence, in addition to the lack of educational stimulation. Both youth and the larger community benefit by ensuring that ALL youth have access to enriching afterschool activities, safe places, and caring adults when out of school.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need. *

Open Heartland's Kid Power programs serve the Iowa City community by providing high quality, accessible afterschool programming to youth from one of our most vulnerable community constituents –Latino immigrants. These community members are living in extreme poverty, isolated from the economic and cultural fabric of the community, and in constant fear of their legal status being discovered, which could lead to deportation to the country from which their family fled. They need support and help from the Iowa City community.

The 2019 Census data reports that 5.8% of Johnson County residents (151,140 people) are Hispanic or Latino with 19.9% of the community being under the age of 18. This amounts to 1,744 youth growing up in a community where the median household income is \$62,542 but their families are averaging \$15,600 and that's only if their parents don't get sick and miss work or if their hours aren't cut due to the pandemic. These Latino youth belong to the staggering statistic of 16% of all Johnson County families who live in poverty. According to the US Federal Poverty Guidelines for Iowa, a family of five whose income is \$30,680 is living in poverty. Yet the average Latino immigrant family of five living in one of Johnson County's most economically disadvantaged mobile home communities earns a mere \$15,600 each year (This data has been collected by Open Heartland interviews with the 175 families we have served 2019-2020).

Latino immigrant children are growing up with daily threats of food insecurity, housing insecurity, and being separated from their families. The amount of stress this puts on a child is tremendous. Open Heartland is committed to creating high quality afterschool and summer programs that are welcoming and accessible to our young Latino immigrant community.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration. *

The Open Heartland Kid Power youth programs rely heavily on community partnerships in an effort to capitalize on the good work of community organizations and continue working towards increased collaboration of the Latino immigrant community with the rest of Iowa City.

The following is a list of some of the partnerships currently being developed for the kick-off of Kid Power youth programs in late spring and summer of 2021 (or as soon as Covid restrictions allow). Each partner will be involved with both designing and facilitating the youth program for maximum engagement and impact.

Soccer Club: Collaboration with City and West High School minority soccer players.

Boxing and Martial Arts Clubs: Collaboration with ICOR Boxing Club.

Biking Club: Collaboration with Iowa City Bike Library and Think Bicycles of Johnson County.

Ice Skating Club: Collaboration with Coral Ridge Mall Ice Arena.

Marimba History and Music of Today: Collaboration with Heartland Marimba.

Drum Circles: Collaboration with West Music.

Art Club: Collaboration with City and West High minority art students.

Traditional Folkloric Dancing: Collaboration with International Folk Dance group from Iowa.

Zumba: Collaboration with City and West High minority dance students.

Photography Club: Collaboration with Stacie Woodside, local photographer /artist.

Family Stories Bi-lingual Literacy Club: Collaboration with Iowa City Compassion.

Social Justice Club: Collaborations with Humanize My Hoodies, United Action for Youth, and Neighborhood Centers of Johnson County.

Leadership Club: Collaboration with YELL (Youth Engaged with Leadership and Learning) Program from the Neighborhood Center of Johnson County.

School Achievers Club: Collaboration with Rotary Clubs of Iowa City.

Healthy Minds, Healthy Bodies Club: Collaboration with University of Iowa Mobile Health Clinics.

Money Savings Club: Collaboration with Hills Bank and Green State Credit Union.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income). *

Kid Power is designed to serve the following community members.

- Youth ages preschool through high school (4 years to 17 years)
- Latino immigrants from Central America and Mexico living in one of Iowa City's economically disadvantaged mobile home communities
- All genders
- Families that fall into the Iowa Poverty Level of \$30,680 or less for a family of five.

Kid Power programs will not require social security numbers, a condition that could easily prevent families from registering their children in the program due to fear of deportation. The only information required for youth participants is contact information including phone and address, an adult/caregiver's permission to participate, an emergency contact, and an agreement to provide medical care for the youth participant in case of an emergency.

How many community members are estimated to be served by this program, service or activity and over what period of time? *

Open Heartland currently serves 339 Latino youth living in poverty in Johnson County mobile home communities with an estimated 75% or 254 youth from Iowa City (Forestview, Hilltop, Cole's, Lakeridge, and Modern Manor).

It is our goal to engage 200+ youth in our Kid Power programs from June 1 through December 31, 2021.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

100% of Open Heartland's Kid Power programs are free of charge in order to provide maximum accessibility to the families served. In addition, Open Heartland will work to provide free transportation when necessary for youth participation.

What are the outcomes and performance measures for the program, service or activity? *

Anticipated Outcomes include the following:

Outcome #1) Increased interest and participation in new experiences and opportunities. Performance Measurement = Pre-participation and Post-participation student surveys

Outcome #2) Increased skill development. Performance Measurement = Pre-participation and Post-participation Skill Student Surveys

Outcome #3) Increased academic achievement. Performance Measurement = Comparison of school grades pre and post tutoring via student interviews

Outcome #4) Increased positive attitudes about informal, out-of-school-time learning. Performance Measurement = Pre-participation and Post-participation student surveys gauging potential changes in attitudes

Outcome #5) Increased safety and supervision during afterschool hours. Performance Measurement = Pre-participation and Post-participation family surveys

Outcome #6) Improved completion of school homework. Performance Measurement = Comparison of homework completion pre and post participation via student interviews

Outcome #7) Improved health and wellness. Performance Measurement = Pre-participation and Post-participation student surveys gauging screen time, physical activity and general health indicators

What indicators or metrics have been identified to measure outcomes and performance? **

The Kid Power youth programs will be deemed successful in meeting program goals if the following percentages of change are achieved.

Outcome #1: 50% increase in interest in new experiences and opportunities for all program participants

Outcome #2: 50% improvement in skill development for all program participants

Outcome #3: 10% improvement in school grades for all tutoring program participants

Outcome #4: 75% improvement in attitudes about informal learning experiences

Outcome #5: 50% increase in safety and supervision in program participants

Outcome #6: 75% increase in amount of completed homework for tutoring participants

Outcome #7: 75% increase in health & wellness of all program participants

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

Once all of the Kid Power programs are piloted during Year One, program curriculum and associated evaluation tools will be shared with the greater Johnson County and Iowa Afterschool Alliance community with the hope that more community organizations will engage in programs to help eliminate racial and social inequities.

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

Open Heartland will post regularly on social media platforms about our Kid Power programs and our efforts to improve social justice in Iowa City. These posts will feature the voices of both the youth and adults in the Latino families being served by Kid Power. Our intent is to give our Latino immigrant community a voice that will be heard, thus helping to empower these individuals to become more integrated into Johnson County.

In addition, the Kid Power "Family Stories Bi-lingual Literacy Club" will publish their family history projects, which will be available for purchase by community members. Any proceeds from this project will go back into Kid Power for future programming financial needs. These projects will also be videotaped and available on social media and the Open Heartland website (under construction and projected to go live in April). Our immigrant families have incredibly stories to tell of their journeys to Iowa that Open Heartland is eager to capture and share with the rest of the community. All projects developed by this Kid Power program will help the greater community gain increased understanding of the challenges faced by these first generation immigrant families who left their extended family and history behind due to violence, poverty, or with the hope of giving their children an education. It is our hope that this storytelling program will truly help our community live the words the pandemic has inspired us to say when we assert that "We're All In This Together".

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support.*

Yes, it is the intent of Open Heartland to continue providing the Kid Power programs after the SJRE grant funding ends. This will be achieved by:

- 1) developing and training our core volunteers to provide programming content;
- 2) developing youth leaders to become program facilitators;
- 3) relying on Open Heartland's fundraising to replenish any consumable program materials and supplies; and
- 4) creating Kid Power fundraisers that showcase how efforts on behalf of social justice and racial equity enrich the lives of all community members.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals.*

Not applicable.

Funding Amount Request

Amount of Funding Requested*

\$ 14,749.00

How will the funding be utilized*

Grant funds will be used to purchase program supplies and equipment, pay the cost of student lessons, provide healthy snacks, and provide 200 Latino youth with \$5 each to open a savings account. \$1,500 is budgeted to pay Latino high school students who are over the age of 16 to facilitate the soccer, art, Zumba, and social justice programs after receiving leadership training by the Open Heartland team. All equipment purchased for specific programs will belong to the student participant, i.e. a bicycle and bicycle helmet purchased for student participants in the Biking Club will belong to that student participant after the program ends.

What is the organizations annual budget?*

In 2020, Year One of Open Heartland, the annual budget was \$40,208. \$22,830 in unrestricted income and \$17,378 in restricted income.

2021 and 2022 Proposed Budget

Revenue

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Grants	\$ 1,500.00	\$	\$
Other Revenue - Individual Donations	\$	\$ 1,000.00	\$

Expenses

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Equipment specific to Program	\$	\$ 6,529.00	\$
Fees for Lessons	\$	\$ 1,600.00	\$ 1,620.00
Educational Materials	\$	\$ 500.00	\$
Supplies	\$	\$ 2,250.00	\$ 2,250.00
Savings Accounts Initial Deposits	\$	\$	\$ 1,000.00
Stipends Paid to High School Facilitators	\$	\$ 750.00	\$ 750.00

Provide a timeline for the program,service, or activity.*

Because of the social distancing required during the pandemic, Kid Power Programs will not begin until May or June, 2021. Each of the 17 Kid Power Programs will be facilitated during the summer and throughout the fall of 2021. Programs will be either single occurrences or a 6 to 8 week series depending on the nature of the program. For instance, Art Club will hold monthly programs, but each program will be a different type of art that is a stand-alone registration. Soccer Club, on the other hand, is a summer 8-week program that requires registration for the entire session. Programs are being designed so that the program theme or topic, amount of time, and location offer maximum diversity to the youth participants.

Provide a timeline for how grant money would be spent over the next year. *

Registration for all programs will take place from May 1 to 15, 2021. Acquisition of all program equipment, materials, and supplies will be facilitated in late May after registrations are closed. Lessons and program supplies will be purchased when the programs occur in the summer or fall of 2021. Student facilitation stipends will be expended as they occur over the summer and fall of 2021. The \$5 deposits to start 200 student savings accounts will be expended in August before the students return to school. All funds will be totally expended by December 31, 2021.

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much? *

No.

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding? *

No.

Does the organization plan to apply for additional funding for this program, service or activity? *

This is yet to be determined and depends on whether or not the Kid Power program is successful in achieving our social justice and racial equity goals.

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding? *

NA

Can the project be completed with less funding? *

Yes No

Please Explain:

If less funding is awarded, we would reduce the number of programs offered and/or the number of youth served.

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *

The image shows a stylized, cursive electronic signature that reads "Deb Dunkhase". The signature is contained within a light gray rectangular box.

Date *

1/6/2021

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

Sudanese Community Center

Address *

Street Address

536 Southgate Ave, Iowa City, IA 52240

Address Line 2

City

Iowa City

Postal / Zip Code

52240

State / Province / Region

IA

Country

United States

Phone Number *

319-338-5377

Email *

SudaneseCommunityCenter2016@gmail.com

Website Address

www.SudaneseCommunityCenter2000.org

Contact Person

Name *

Badri H. Kuku

Title *

President

Phone Number *

319-855-9231

Email *

badrikuKu@yahoo.com

Organization's Mission Statement *

- Foster a Community of education, stay informed and engaged with the City of Iowa City.
- Assist our Community to strengthen life in a democracy for all new Sudanese families and children to have the opportunity that they need for success.
- Involve all the Community in sports for health.
- Build a bridge between our old members and the newcomers.
- Preserve the Sudanese cultures and traditions among the communities, while adopting appropriate cultures and traditions from the local community.
- Collaborate with the rest of the communities in the City of Iowa City
- Empower our local Community to be self-sufficient in order to be financially independent

How many years has the organization been in operation? *

3

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

Youth Winter and Summer Sports program

Sudanese Community Center has a successful Summer sport program for the kids ages 5-12. The program covers over 25 participants, the program runs on weekly basis that took place on the willow creek park in Iowa City, the program continued all the Summer to the early Winter, the program is on hold now due to the bad weather and also all the indoor recreation centers around Iowa City were closed due to Covid-19. We will resume the program when we have a good weather or indoor place.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

Our programs and services will be conducted primarily for the benefit of our Sudanese communities and beyond (other communities in the city of Iowa City). We as Sudanese community are a growing population in the city of Iowa City, and I believe people are coming. However, since the majority of our community members have played soccer and would like to pass over through generations, therefore their parents are expecting to pass it to their kids and the kids of their kids. Also, they wanted to be an opportunity for scholars to help continue their schools. Our kids are very desperate to improve their soccer skills in the city of Iowa City as sports that they love.

We as Sudanese people have very rich cultures like the rest of the nations. Since our kids are born in the US and have adapted to American cultures, yet we want them to know and practice the Sudanese cultures as long as they will explore the other nations for their personal future benefits. Culture is the identity of the civilized nations and it represents who they are. Sudanese people love cooking, music, and Islamic ceremonies such as Ramadan festival, Eid al-Adha which is one of the two Islamic holidays that are celebrated worldwide each year and considered the holier of the two. skills. We have many kids who love sports. Therefore, we would like to have our kids to keep all the good practices and cultural connections through generations.

Since education is power for all human kinds in the world, we as Sudanese community are very eager to learn and practice English among our communities as long as it is the first language in the city of Iowa City and statewide. Most of our Sudanese people go to school and will need a lot of help from their kids who have graduated from different colleges and universities. Therefore, we gather in our center to provide educational help such as "Citizenship Classes, Communications classes, Driving skills, and ESL classes as well".

We as Sudanese community have also intended to provide new programs and services for our community that have to do with computer knowledge as basic skills to learn and manual skills like sewing, knitting and textile. We are also willing to provide transportations for the newcomers who do not own cars and will need transport back and forth.

All the above programs and services will be very beneficial for the Sudanese communities and other communities who live in the city of Iowa City as an American way of helping others to stand on their grounds and a good US Citizens for a better tomorrow.

Finally, there are many Sudanese people who lack leadership skills and knowledge of how to come together as values of democracy and unity, so we will spread our experiences for other Sudanese who live in Des Moines, Cedar Rapids and may be Statewide.

What is the program, service, or activity? *

Community Assistance Program for Sudanese Immigrants and their families, (CAPSI)

The program has four parts:

1) Education:

- Language
 - Arabic Classes
 - ESL Classes
- Culture
 - Graduation ceremony for college and high school students
- Citizenship Classes
 -

2) Health:

- Physical (sport)
 - Youth Winter and Summer Soccer
- Social Activities
 - Relationship building (public relationship)

3) Standard of living:

- Communication sessions

4) Manual Skills:

Sewing and Embroidery

How does the program, service or activity advance social justice and racial equity? Be specific. *

As a Sudanese Community, we're a minority community, and we feel we are underrepresented in many ways. We need to improve the standard living of our members and to reflect that in local government positions. Also, our median income is very low. If it's compared with the median income in the United States of America, we need to educate members to increase our income, to be independent and free from government assistance. Our Community goals and plans are to create better adults and better citizens of Iowa City.

How does the program, service or activity address one or more of the six priority areas? *

We have already provided services by volunteers including sports for kids, education adults, and arts programs and citizenship classes. To meet our goals we need to expand that including buying equipment. Currently, members contribute money but our community is poor and there is limited money.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need. *

Many of our community members rely on government assistance to make their living. Also, they hold very low paying positions, mostly labor positions, even though a lot of them are college graduates. We need to create an educational program to break the barrier. Funds from the grant would expand our adults English classes to improve job prospects, to eventually get off government assistance. Also, funds would create sustainability of culture, music and athletic programs to enhance life for our children in a supportive and safe environment and promote family and community values. Research shows that young people are less likely to be involved in bad habits (alcohol, drug, crime) if they are active in community activities. Because of the language barrier and cultural differences, Sudanese children and their parents are isolated from the traditional programs in Iowa City. By improving our Community Center our families will eventually be able to successfully integrate with non-Sudanese families and community offerings and truly become citizens of the City of Iowa City.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration. *

Currently, we are the sole holder of the program. We are hoping to develop partnerships in the future.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income). *

There are more than one thousand people in the Sudanese Community Center who are from Sudanese descendants, including women, men, and children. However, we are expecting many members to join our organization and we're open to any law-abiding citizens regardless of their age, race, gender or ethnicity. We don't have enough data about our income, other than low income, as many members of us depend on government assistance such as housing, food stamps, Medicaid...etc.

How many community members are estimated to be served by this program, service or activity and over what period of time? *

Around 350 People, over the period of one calendar year.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

There is no charge to participate in the proposed program. Sudanese families currently contribute \$50 per family to be able to pay for the monthly rent, social events, and utilities.

What are the outcomes and performance measures for the program, service or activity? *

Goal: Reduce expenses for ELA classes at the college.

Outcome: Adults would test at level 3 or higher (out of 5) in college-level tests for ELA classes.

Goal: Increase participation in sports and integrate into other sports.

Outcome 1: Double the number of girls participating

2: Offer 3 levels (beginning, intermediate, advanced) for the current soccer program. 3: Begin softball, baseball, football, running programs.

Goal: Community members will obtain higher-paying jobs.

Outcome: within a year 80% of members participating in ELA classes will report they have obtained higher-paying jobs because of improved language skill

We have a board of trustees to monitor our works, also we evaluate the programs monthly.

What indicators or metrics have been identified to measure outcomes and performance? **

Improving English language communication of our Community.

Involving our girls and boys in different types of sports.

Increasing the median income of our members.

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

We will be having ESL classes that will fill the language barriers. We also will be interested in integrating our Sudanese cultures in American cultures (incorporate). In addition, the organization is intending to create sports teams for kids and adults (both genders).

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

Our organization has many assets that we can utilize and share it with other community members, for example own 10 computers laptops that we can use them to have a computer, ESL and Citizenship classes, also we have a minivan that our community members and uses also our place can use used to small social events.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support. *

Our goals are to have sustainable programs to empower our local Community. Again, we will be looking for other resources after SJRE Grand funding ends to keep our programs carry on for both genders.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals. *

Our volunteers are limited, so we need to hire professionals and pay them in order to run some of our programs. For example, we need ESL teachers, sports coaches ... etc. We reflect that on our program proposal.

Funding Amount Request

Amount of Funding Requested *

\$ 25,000.00

How will the funding be utilized *

We will be having eleven passionate programs in different areas, including education, sports, building relationships with other communities, communication sessions, celebration events, sewing and embroidery skills as mentioned below:

ESL classes are very important for our new Sudanese immigrants and their families. Also, we will be having Youth Winter and Summer Sports for 25 kids. In the area of education, we will be holding Arabic Classes for 40 kids. Furthermore, being a citizen is an ultimate goal for all of the immigrants and their families, the naturalization test is not easy, so we will be having Citizenship Classes including history and governments for 10 students. Our final goal is to help our members not to depend on government assistance. Every year, we have in our local community students graduate from high schools and colleges, we are having Graduation Ceremony to appreciate their efforts, and to encourage them to continue their education process or enter the marketplace. Physical health is essential for our members. We will be having a partnership with other organizations to hold Free Clinics for our community, once every month. Communication Sessions are very necessary for our members, we have many members that holding college degrees from outside of the United States, unfortunately, they can't have professional jobs that corresponds to their degrees, so the communication sessions are the short path to get our members decent-paying jobs that eventually will help them and lift them from the government assistance. Building Relationships with others is a brilliant idea, already we have a good relationships with the Kirkwood Community College, we will take that as an example and we will be building beyond and above of that, our goals are to have a good relationship with other communities and organizations such as sports associations, public libraries, local government, police authority ... etc, also we will try to adopt new cultures as well as display our Sudanese cultures to others. Train our ladies and young girls on sewing and embroidery skills.

What is the organizations annual budget? *

Around \$45,000.00

2021 and 2022 Proposed Budget

Revenue

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Grants	\$ 9,000.00	\$ 8,000.00	\$ 8,000.00

Expenses

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Youth Winter and Summer Sports- 25 kids	\$ 700.00	\$ 700.00	\$ 600.00
Arabic Classes - 40 students	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Citizenship Classes - 10 students	\$ 400.00	\$ 400.00	\$ 400.00
Graduation Ceremony - 30 students	\$ 2,000.00	\$	\$
Communication Sessions - 20 students	\$ 500.00	\$ 500.00	\$ 500.00
Building Relationships	\$ 500.00	\$ 500.00	\$
Media and Technology Equipments	\$ 4,100.00	\$	\$
Teenagers Correction Program	\$ 4,000.00	\$	\$
Environmental Exploration for the Kids	\$ 800.00	\$ 800.00	\$ 900.00
Sewing and Textiling Porgram	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
ESL Classes	\$ 350.00	\$ 350.00	\$

Provide a timeline for the program,service, or activity. *

July 1st 2021-June 30th 2022

Provide a timeline for how grant money would be spent over the next year. *

As from 07/01/2021-10/15/2021,
11/01/2021-01/15/2022,
03/01/2022-06/30/2022.

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much? *

Last year our organization received the Social Justice Grant from the City of Iowa City, the amount was \$13,520.00

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding? *

Last year our organization received only the Social Justice Grant from the City of Iowa City, the amount was \$13,520.00

We haven't received any grants from any other organization

Does the organization plan to apply for additional funding for this program, service or activity? *

As for now, the organization doesn't have any plan to apply for any additional funding for this program.

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding? *

Since we do not have any future plans for this program, we believe no budget will need it.

Can the project be completed with less funding? *

Yes No

Please Explain:

We can adjust our fund as needed by eliminating some programs

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *

The image shows a stylized, cursive electronic signature in black ink on a light gray rectangular background. The signature reads "Badri H. Kuku".

Date *

1/6/2021

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

National Alliance on Mental Illness Johnson County

Address *

Street Address

702 S. Gilbert St. Suite 111

Address Line 2

City

Iowa City

Postal / Zip Code

52240

State / Province / Region

Iowa

Country

United States

Phone Number *

3193375400

Email *

mary.issah@namijc.org

Website Address

www.namijc.org

Contact Person

Name *

Mary Issah

Title *

Executive Director

Phone Number *

3193375400

Email *

mary.issah@namijc.org

Organization's Mission Statement *

The mission of NAMI Johnson County (NAMIJC) is to provide support, research, education and advocacy throughout the Johnson County area on behalf of individuals and families affected by mental illness and to improve the quality of life of those whose lives are affected by these diseases.

How many years has the organization been in operation? *

33

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

Due to COVID-19, NAMI Johnson County (NAMIJC) and R Place Peer Recovery Center (R Place), one of our largest programs offering direct support to people struggling with mental illness, had to drastically pivot operations and close its doors for in-person programming. However, we wanted to continue offering peer support and other services for people and family members struggling with mental illness. We officially closed for only one week to make preparations for transitioning to remote services. We decided to offer Remote Peer Support, where our trained Peer Support Specialists provide services to members over the phone or via Zoom. In mid-March, our Peer Support Specialists began making phone calls to our more than 300 members, calling every single one in the span of a week. Over 40 people initially signed up for Remote Peer Support services and by the end of June, 80 people were registered. We trained our Peer Support Specialists on how to counsel members over the phone and via Zoom. We created new reporting methods and online call log forms to track sessions. Finally, we compiled resources and prepared for referral services related to COVID-19.

After R Place reopens, we would like to continue Remote Peer Support services in addition to in-person peer support for clients who are unable to visit the center in person. This is particularly important for homebound and immunocompromised individuals and individuals whose mental health and other conditions prevent them from being able to attend in-person programming.

One of our members who receives daily Remote Peer Support calls from us and is an active participant in one of our support groups has called our services during this time a “godsend.” She has repeatedly said she does not know what she would do without these calls. During this time of increased anxiety, stress, and uncertainty, we are happy to offer these remote services to our members to support them in their journey towards recovery from mental illness.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

Every month, NAMIJC reports demographic information about participants in our programs, including individuals attending R Place. The Latinx and African American populations are always underrepresented, and we do not currently have any outreach efforts designed to target these populations. There is opportunity to expand our affiliate support group offerings to include Spanish-speaking groups, especially since NAMI National already has established a Spanish version of Connection Recovery Support Group, called NAMI Conexion. According to the US Census, 18.3 percent of the U.S. population is estimated to be Latino or Hispanic, and of those, 16 percent reported having a mental illness in the past year (SAMHSA’s public online data analysis system*). 13.4 percent of the U.S population identifies as Black or African American, and 16 percent also reported having a mental illness in the last year**. Mental illness does not discriminate; it can affect anyone regardless of race, ethnicity, cultural identity, or other defining characteristic. NAMIJC has a mission to support all individuals and families affected by mental illness, so we especially have a duty to serve the underrepresented Latinx and African American populations.

*<https://www.mhanational.org/issues/latinxhispanic-communities-and-mental-health#:~:text=Major%20depressive%20episodes%20increased%20from,among%20Latinx%2FHispanic%20young%20adults.>

**<https://www.mhanational.org/issues/black-and-african-american-communities-and-mental-health>

What is the program, service, or activity? *

As part of our strategic plan, NAMIJC's has asked staff and volunteers to focus on community outreach and training program leaders in our signature programs and raising awareness about peer support and the work at R Place Peer Recovery Center to underserved populations in our community. At NAMIJC we have been struggling with a plan of action for outreach and program implantation to underserved populations experiencing mental health crisis. We are seeking funds to access a consultant to work with staff and volunteers on training staff on cultural competencies, outreach strategies and program implantation. Consultant would provide a plan and train staff members and volunteers to actively engage with the community encourage participation in NAMIJC's program offerings. We will also create targeted educational materials for these groups and participate in speaking engagements at events with majority Latinx and African American populations. Finally, we would like to host open house events and speakers targeting the Latinx and African American populations and brain health and wellness. We have NAMI Signature programs we are able to offer to people experience mental illness as well as programming for family members to gain further understanding of brain health and how to be a part of the care team. We want to encourage those in underserved populations to volunteer, become trained to be leaders in for support groups and educational program.

How does the program, service or activity advance social justice and racial equity? Be specific. *

Mental illness can affect anyone, regardless of race, ethnicity, or background, and we need to encourage and incentivize Latinx and African American populations to participate in our programming to make our services accessible to all. Latinx and African American populations have always been underrepresented in our programming. In FY2020, out of the average of 23 unique individuals attending R Place per month, only two identified as African American and one identified as a member of the Latinx community. By expanding our outreach to include these populations, we will be promoting social justice and racial equity within the community for mental health care. We are seeking not only to provide services but also to welcome people to become leaders for support groups and educational programs. Helping to build a stronger community and reduce stigma around mental illness.

How does the program, service or activity address one or more of the six priority areas? *

Our program addresses the priority of health because our entire mission revolves around mental health care. By offering peer support, referral services, and crisis intervention, we promote mental wellness and recovery.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need. *

According to the American Psychiatric Association's Mental Health Facts for African Americans guide, African Americans are less likely to receive guideline-consistent care and more likely to use emergency rooms or primary care rather than mental health specialists. According to a 2019 report by SAMHSA, only 33 percent of Latinx adults with mental illness receive treatment each year compared to the US average of 43 percent. This is due to a variety of factors, including language barriers and stigma. Our community outreach efforts will encourage participation in NAMIJC programming, including access to referral resources and system navigation.

The community in Johnson County would like to see more efforts made in the area of mental health. According to the 2016 Johnson County Community Health Needs Assessment (CHNA) Report, 70 percent of respondents identified mental health as one area to make our county a healthier community. To promote Healthy Living, Johnson County made mental health priority number two.

* <https://www.psychiatry.org/psychiatrists/cultural-competency/education/african-american-patients>

** <https://www.samhsa.gov/data/report/2018-nsduh-detailed-tables>

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration. *

NAMIJC already has strong community partnerships, including collaboration with Shelter House and other service providers. Our program will specifically partner and collaborate with organizations and groups dominated by the Latinx and African American populations. This will include local churches, neighborhood groups, service industry employers, manufacturing employers, and other community groups. Our staff and volunteers will visit these spaces and converse with participants and make presentations, as appropriate.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income). *

Our outreach will focus on targeting adults and families in the Latinx and African American communities. The targeted groups will primarily be lower income, but of all ages and gender identities and expressions.

How many community members are estimated to be served by this program, service or activity and over what period of time? *

Through our educational events, open houses, and speaking engagements, we expect to serve at least 150 members of the Latinx community and 150 members of the African American community within six months of launching our outreach efforts. Within six months of expanding our outreach to Latinx and African American communities, we expect to host ten more members of the African American population at R Place and five more members of the Latinx community.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

No, all NAMIJC programs are provided at no cost to the individual attending.

What are the outcomes and performance measures for the program, service or activity? *

Outcomes of our program focused on outreach to the Latinx and African American communities include newly trained leaders for NAMI Signature Programs to target these populations and increased accessibility to attend these programs. Within six months of expanding our outreach to Latinx and African American communities, we would like to see a ten percent increase in participation in programming from each group. Programming includes R Place Peer Recovery Center, NAMI Signature Programs, events, and our support groups.

What indicators or metrics have been identified to measure outcomes and performance? **

When a new person visits R Place, they are required to sign a safety contract and fill out basic information about themselves. It is here that we receive demographic information. In this paperwork we will also include a question about where/how the person found out about R Place so that we can track how outreach efforts led to participation in programming. A similar process is followed for new members in our support groups and other NAMI Signature Programs.

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

Cultural competencies and successful strategies gained by our staff members and volunteers engaging with the Latinx and African American populations can be shared with others in the community to share effective strategies in engaging with these groups.

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

NAMIJC has the programs and services available to all individuals experiencing mental illness as well as their families. Our focus on members of the targeted community benefit from our services and programming which is not currently happening. Not only program participation but also they will use word of mouth to share about NAMIJC and mental health care in general. NAMIJC would like to start a new Spanish-speaking support groups to the Johnson County community at large and share our efforts of reaching out to the Latinx and in addition African American populations, through our newsletter and social media.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support. *

Our outreach efforts will continue after the SJRE Grant funding ends and we will use funds raised from our annual fundraising Walk to continue to support this project. We will also look for specific grant opportunities focused on social justice and racial equity to provide further financial support for our outreach efforts.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals. *

NA

Funding Amount Request

Amount of Funding Requested *

\$ 25,000.00

How will the funding be utilized *

Funds will be utilized to contract with a consultant, pay for program materials, supplies, advertising, trainings, honorarium and refreshments specific to this grant.

What is the organizations annual budget?*

287,000.00

2021 and 2022 Proposed Budget

Revenue

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Grants	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00
Other Revenue from fundraising	\$ 33,000.00	\$ 33,000.00	\$ 33,000.00
Other Revenue East Central Mental Heath Region	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00

Expenses

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Consultant	\$ 3,120.00	\$ 3,120.00	\$ 3,120.00
Speakers fees	\$ 500.00	\$ 500.00	\$ 500.00
Educational Materials	\$ 500.00	\$ 500.00	\$ 500.00
Honorariums for NAMI Program leaders	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
refreshments for trainings	\$ 300.00	\$ 300.00	\$ 300.00
Marketing/Advertising	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00

Provide a timeline for the program,service, or activity.*

In the spring 2021 NAMIJC will find and have a contract in place for a consultant. Trainings for staff and volunteers would begin after that time. NAMIJC will develop a plan for community outreach and begin engaging with the community as soon as possible and build upon relationships already built. NAMIJC will then begin in the fall asking qualified program participants to become program leaders and attend trainings. NAMIJC will begin offering community educational programs in the summer into the fall.

Provide a timeline for how grant money would be spent over the next year.*

Funds will be spent as the programming is planned. It will be used throughout the year in a strategic and manageable manner to not overwhelm staff and be mindful of not offering too many programs at one time.

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much?*

No

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding?*

No

Does the organization plan to apply for additional funding for this program, service or activity?*

We will apply for available grant opportunities that focus on social justice and racial equity specifically.

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding?*

We will continue to apply for funding to further the Signature programs within NAMI and engage with underserved populations.

Can the project be completed with less funding? *

Yes No

Please Explain:

NAMJC would be able to leverage funding for other grants and fundraising as well as leverage volunteers to help with community engagement.

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *

The image shows a rectangular box containing a cursive electronic signature that reads "Mary Issah".

Date *

1/7/2021

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

Johnson County Affordable Housing Coalition

Address *

Street Address

308 E. Burlington St., PMB 121

Address Line 2

City

Iowa City

Postal / Zip Code

52240

State / Province / Region

Iowa

Country

United States

Phone Number *

319-541-4763

Email *

sara@jcaffordablehousing.org

Website Address

www.jcaffordablehousing.org

Contact Person

Name *

Sara Barron

Title *

Executive Director

Phone Number *

319-541-4763

Email *

sara@jcaffordablehousing.org

Organization's Mission Statement *

To increase access to affordable housing for lower-income people in Johnson County through advocacy, education, and partnership.

How many years has the organization been in operation? *

5

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

JCAHC: The Johnson County Affordable Housing Coalition is a member-driven nonprofit that provides education, advocacy and partnership development to advance affordable housing in Johnson County. Our members comprise local housing nonprofits, businesses, faith organizations, elected officials, and community advocates dedicated to housing affordability.

When COVID-19 came to Johnson County, no one was fully prepared to respond to the depth and scope of the housing challenges that followed. JCAHC convened meetings and information-sharing sessions to strengthen existing partnerships and ensure the strongest possible outcomes for residents. We shared information about new state and federal regulations, emerging services, and available funding.

In June 2020, we conducted a local survey, available in four languages, and issued a report that predicted the types of economic hardships people would face with their housing. We used that information from households to craft our advocacy goals. We worked with local partners to create new programs that addressed gaps in support, such as an eviction prevention program that leverages a partnership between Iowa Legal Aid, Shelter House, and the Johnson County courts to intervene in pending evictions, paying back rent and preventing the most vulnerable residents from being forced from their homes. We advocated for rent assistance and utility forgiveness programs that centered, in their design and implementation, the real, lived experiences of residents who are economically vulnerable. We worked directly with residents to ensure that they could successfully apply for state rent and mortgage assistance, partnering with the Center for Worker Justice and language translators to reach households that faced barriers to application.

Astig Planning: Astig Planning is a local Iowa City planning firm focused on caring for our communities and natural resources. Our services include master and comprehensive planning for municipalities, counties, and regional watershed plans. In order to serve our communities, we believe in creating plans that build bridges between decision-makers and community members that increase transparency, create action, and deepen trust. While we have been in operation for two years, we have been involved with the Iowa City community as engaged residents for almost a decade.

A recent community-wide engagement project is the Coralville Flood Resilience Action Plan, which is a partnership with the University of Iowa Flood Center and the city of Coralville to implement a community-driven planning process. This project began in October of 2019 and is in its final planning stages, working with city staff and leadership to finalize and adopt recommendations.

Over the course of a year, Astig staff worked with the Coralville Community Food Pantry (CCFP) and Impact 7G, an environmental firm in Coralville, to conduct outreach and education aimed at reaching vulnerable community members. Community members that are at risk for experiencing food and housing insecurity are especially vulnerable to displacement and job interruptions in the event of a flood or major natural disaster. Due to Covid-19 impacts, our team switched to conducting virtual workshops and donned PPE gear to hand out surveys in three languages, as well as handed out resource pamphlets during CCFP drive-through hours.

A community resource map was collaboratively created during one of the online workshops with input from community members and city staff/elected officials. In order to understand the interconnections and gaps of community service providers, our team also conducted a network analysis survey for local non-profits that identified the strength of collaboration between organizations and the service areas that can be improved upon through relationship building. The finalized plan is currently drafted and includes action items, community empowerment toolkits, and funding resources to address the needs/desires outlined by Coralville residents during the planning process.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

The City of Iowa City and its nonprofit partners have made an ever-growing commitment to developing and maintaining safe, stable, and affordable housing. We are investing millions of local, state, and federal dollars in pursuit of these goals. Robust discussions and debates occur about what our short- and long-term priorities should be.

Too often, though, these discussions and decisions take place in spaces that do not fully include the racial, ethnic, and economic diversity of our community. Decisions are often made without robust input from the very people they are designed to “help.” Do we really know what low-income and Black, Indigenous and people of color (BIPOC) residents want for our homes, neighborhoods and community? What are our most pressing needs? What are our dreams for the future? What resources will best address these hopes and concerns? As our city enters its next phase of affordable housing planning, we need BIPOC and low-income residents to be fully involved in leading our progress.

JCAHC isn't the first organization to acknowledge this shortcoming. The City of Iowa City and other housing nonprofits have also indicated an interest in cultivating and supporting greater participation of BIPOC and low-income residents. And, they have expressed some concern with the limited success of their efforts or a lack of understanding, guidance, or resources for nurturing that participation.

JCAHC itself is also deepening our commitment to social justice and racial equity, and we know that our organization-- like many--needs to do much more to invest in our structure, process, and outcomes. This project presents an opportunity for both JCAHC and our member-partner organizations to take significant steps toward building relationships; deepening our understanding of how race, ethnicity, and culture impact housing needs and opportunities; and fully including BIPOC and low-income people in the internal and external work of our organization.

A foundational step to this process is to elevate the voices of BIPOC and low-income residents. Housing professionals and decision-makers need to know the housing challenges, priorities, and dreams of our BIPOC and low-income communities, and housing professionals need to share all the resources and knowledge available so that BIPOC and low-income communities can become our own most powerful advocates. This includes knowledge about the structural roots of racism in housing in Iowa City and the United States as well as information about civic engagement strategies, available resources, etc.

We want the process used for this project to embody the values of equity and leadership development that we seek to catalyze. That means our process has to be reciprocal and accountable to BIPOC/low income voices, which will result in reflecting the desires of the people we are centering.

Ultimately, the inspiration for this project boils down to:

- 1) Individuals who are BIPOC and/or are from low-income households are underrepresented among policymakers, city commissioners, nonprofit boards and leadership staff, and other spaces where decisions are made
- 2) We want and need to change this.

What is the program, service, or activity? *

The proposed activities for this grant funding are aimed at taking inventory of specific housing needs and issues from BIPOC/low-income residents and providing advocacy training at the household level.

This will be accomplished in two parts: 1) a household assessment; 2) community advocacy training for community members.

Household Assessment:

Purpose: To take inventory of specific housing needs and issues from BIPOC/low-income residents and contribute to advocacy at the household level.

Impact: Develop understanding of housing issues to inform future policies and work, and provide direct services/information to survey participants.

The assessment will implement a door-to-door intake approach. As we talk with people and they share their experiences, we will continue to modify our assessment and add topics that they raise to be addressed. The assessment will be completed through a mixed-mode approach, such as paper surveys in key public spaces, online surveys, and zoom/telephone call conversations to increase participants of BIPOC/low-income households. Typically, when engaging low-income residents, there is a digital divide and that is why this project utilizes a multi-faceted and in-person approach.

Participants will be provided with potential resources at the end of the assessment based on their answers. We have prepared a collaboration with Johnson County Social Services and their "social services navigator," whose role specializes in assisting residents in accessing existing resources, well beyond a simple referral.

Community Advocacy Training:

Purpose: To increase BIPOC/low-income residents' capacity to engage with housing issues and advocacy.

Impact: Build BIPOC/low-income community capacity so that members from this group are prepared to take leadership and advocacy roles within community non-profits/government agencies/commissions and facilitate change.

Too often community members are asked to give their time and share experiences without tangible reciprocity. In order to give back to community members, we propose launching a pilot summer program focused on teaching community organizing and research/analysis skills on issues related to housing/health and planning. More specifically, we will develop interactive material on systemic and historic issues related to housing and planning while training community members in organizing and advocacy techniques. This training will be facilitated through one small in-person event outdoors and an online workshop. In addition to providing skills training, this segment of the project will result in a community-developed story map that will be posted on the JCAHC website in order to document the project and stories of neighbors living in the South District of Iowa City.

At the conclusion of the training, participants will be given (a free) membership into the Affordable Housing Coalition and will receive updates about housing initiatives that may impact them, notifications about openings on city commissions and the boards/staff of local nonprofits. We will continue to cultivate these relationships, providing support for participant engagement in housing advocacy and staying connected through the ongoing work of Habitat for Humanity and other social services partners.

*Covid-19 Realities. We understand that there are many unknowns regarding the impacts of Covid-19, particularly when it comes to small gatherings and one-on-one interactions. We have designed our timeline to coincide with seasonal changes that may be more appealing to people meeting outside. We are also fully equipped to wear and provide any personal protective equipment that would make safe our interactions with the public. We are confident that we can remain agile and adjust to any Covid-19 realities that are present during the duration of this grant.

How does the program, service or activity advance social justice and racial equity? Be specific. *

This project advances social justice and racial equity in two ways. The first focuses on a household approach, wherein our team engages in a one-on-one interaction with community members and a social services navigator to identify gaps in services and provide resources. This door-to-door interaction brings tools and information directly to people so they can be informed about available services and receive the follow-through they may need to navigate those services. This door-to-door approach directly addresses the barriers to access that many marginalized communities face when dealing with housing and health issues.

Second, when looking at the configuration of local housing non-profit organizations and their Board of Directors' membership, there is a very low number of BIPOC and immigrant community members serving in these positions. The advocacy training segment of the project is a leadership development opportunity for people already engaged in the first segment and encouraged to further empower themselves. As a coalition of local housing and community health organizations, JCAHC is well-positioned to assist in the integration of emergent leaders to become involved in its partner organizations.

How does the program, service or activity address one or more of the six priority areas? *

This program will primarily address housing and will also address health and community building. The program will address housing and health by evaluating housing needs, including how their housing impacts their health, for residents of Iowa City, especially low-income, BIPOC, and immigrant households. The program will also address housing by educating residents about existing housing resources, funding, and assistance opportunities. Finally, the program will address housing and community building by developing with residents the tools and pathways needed to more fully engage in the pursuit of housing justice. Our hope is that participants will be empowered to engage in new ways, which may include creating new housing initiatives, assuming leadership roles within existing housing organizations, and advocating for their community priorities in the city's housing decisions and funding allocations.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need. *

Despite being the intended recipients of many housing initiatives, BIPOC and low-income residents are underrepresented in city government; local nonprofit staff, volunteers, and boards of directors; and other spaces where housing ideas and decisions are developed and vetted.

In our discussions with local nonprofit members of JCAHC, they have shared that they have struggled to recruit and retain BIPOC and low-income residents for their boards. City commissions such as Planning and Zoning and Housing and Community Development can also benefit from more voices of underrepresented residents. When housing and planning decisions are made, the perspectives of low-income and BIPOC residents are often unaddressed. (And, it's worth noting, that when BIPOC and low-income residents have participated in larger numbers in city decisions---such as with the redevelopment of Forest View and the creation of the South District Homeownership Program---the process and outcome were greatly enhanced because of their advocacy.)

In line with the City of Iowa City's own Government Alliance on Race & Equity (GARE) commitment, our project will achieve several benchmarks for advancing racial equity in housing, including using a racial equity framework, building organizational capacity, implementing racial equity tools, being data-driven, partnership among entities and communities, and operating with urgency and accountability.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration. *

This program will include partnerships with the local housing nonprofit members of the Affordable Housing Coalition, including Habitat for Humanity, Shelter House, the Housing Fellowship, DVIP, the Housing Trust Fund, and Horizons. These partners will collaborate by providing education and short- and long-term engagement opportunities to participants, as well as offering services to residents who identify a housing need.

Habitat for Humanity will be an especially key partner. Habitat for Humanity has also made a commitment to working with community members on housing-related issues in this neighborhood. They fully support this application and are committed to working with us on ongoing neighborhood investment and revitalization.

We have also received support from Angie Jordan of the South District Neighborhood Association. Angie recognizes the need to center the voices of residents, build strong 1-1 connections, and leverage those connections in the pursuit of broader economic, health, and social advancement for the South District neighborhood. She has committed to be a partner in this project, which may include recruiting neighbors to participate and other help with publicity.

We will also partner with the social services navigator located at the Johnson County Social Services office to assist participants in accessing local housing services.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income). *

The South District includes Census Tracts 18.01 and 18.02, and we will place specific focus on the residential area on the east side of the district which corresponds to Census Tract 18.02. According to ACS 2018 5-year estimates, our focused project area has (1) higher than average number of family renters, especially for non-White households. For example, among all black households in the project area, 96.3% of them are renters. Our project area also includes (2) higher than average number of households that speak another language and do not speak English very well, and (3) although the area has lower housing cost, there is still a high percentage of cost-burden households.

In other words, our project area is a highly diverse community with higher than average family renters. Much of our population are people of color who are disproportionately renters, and who experience a higher burden of cost for housing. Efforts that engage this community must also account for a wide range of languages spoken, including, French and Spanish due to the high percentage of households with limited English speaking ability.

Statistics Project Area Iowa City, IA
Renter Families with Children 34.6% 13.7%
Black Owner Occupied 3.7% 9.6%
White Owner Occupied 71.0% 54.7%
Rent 30% + of income 54.0% 58.1%
\$800-\$899 Monthly Housing Cost 46.0% 22.9%
Limited English Speakers 19.2% 7.0%
Black Households 24.5% 8.2%
Hispanic/Latinx Households 15.2% 5.8%

How many community members are estimated to be served by this program, service or activity and over what period of time? *

This project is meant to serve as a pilot project that could be applied to different neighborhoods throughout Iowa City. Our initial efforts seek to directly assist at least 15-20 households over the course of this pilot project, which depending on the size of the household would reach 30-80 people. This estimate is based on the project focusing on a household by household approach. During the training process, we aim to engage an additional 20-30 people.

This project also includes longer term outcomes focused on leadership development for BIPOC, immigrants, and other marginalized community members. More specifically, we aim to create lasting pathways that increase the number of BIPOC people serving on local boards, commissions, and decision-making positions. These most recent pandemic times have focused a light on the deep need to strengthen the fabric of connection during times of crisis and we must further ensure that BIPOC and immigrant community members are at the decision-making table.

This project will begin in June, 2021 and end in November, 2021.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

There will be no fee to participate in the survey/engagement process or the training opportunities.

What are the outcomes and performance measures for the program, service or activity? *

- We will conduct household interviews/surveys and report the outcomes to city stakeholders
- Participants will learn about existing housing resources and be connected with resources that can address their needs or housing goals
- We will conduct trainings/workshops, and participants will receive information, tools, and new platforms for housing advocacy
- We will create a visual storytelling resource (a "story map") that will share residents' stories and visions with the whole community. This resource will be available through social media and the JCAHC website and can be used by others to highlight the South District community
- A report on the outcomes and information learned through this project to the Iowa City Council and the Human Rights Commission
- A replicable toolkit to ensure that this project can be performed in other areas of town. This toolkit will include survey template, translated training materials, recommended budgets, etc.
- Membership in JCAHC and ongoing communication with support for training participants

What indicators or metrics have been identified to measure outcomes and performance? **

Short-Term Indicators/Metrics

- Number of participants in the workshops/townhalls, number of programs identified
- People having a better understanding of the resources that are available.
- Number of participants that got their needs met during the assessment

Long-Term Indicators/Metrics

- Increase the number of BIPOC people reporting readiness to apply knowledge to work on behalf of housing initiatives.
- Increase the number of BIPOC people involved in decision-making roles at affordable housing organizations

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

This project will create a toolkit of information that can be used for additional neighborhood projects in the future. This toolkit will include a survey template, any updated questions and/or feedback received from community members about the project, training materials, and relevant housing advocacy information. Our goal is to make this replicable for future neighborhood housing advocacy efforts. A story map will also be created that will tell the stories of people involved in the project in order to provide an emotional connection to our neighbors living in Iowa City. We will also provide a report detailing the project and what we learned with the Iowa City Council, Human Rights Commission, and other stakeholders.

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

This project will have a formal online presence on the JCAHC's website and social media. Updates will be presented at JCAHC's monthly Community Meetings that are open to members and the public. The findings from the project will be shared with all of Coalition members and presented to Iowa City Council and Human Rights Commission at the conclusion of the project. Participants in the household assessment and training will receive ongoing communication and support from JCAHC. Housing is not an isolated issue for BIPOC and marginalized community members; therefore, we will share this information widely with other service non-profit organizations, in order to inform their practices/programs and to improve upon the pilot project for the next round.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support. *

The project will be completed within the grant period using the allocated funds.

However, the impact of the program will extend far beyond this initial round of funding, because program participants will be able to lead and join in housing advocacy and decision-making.

Further, the pilot round will result in a toolkit that can be replicated with less funding in the future, because the methodology, tools and training content will be developed. Once this pilot round is successfully completed, the project could be expanded to other neighborhoods or communities. Future efforts to engage different neighborhoods will take more funding, which is currently not secured.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals. *

The professional services provided by Astig Planning are critical to the success of this project. The Coalition has one 30-hour/week staff person who is responsible for every aspect of the organization, and this project would not be possible without the services, knowledge, skills, and staff time provided by Astig. Astig will develop and execute the household interviews; collect and analyze data; and develop, organize, and implement the training; and collect stories for the visual storytelling report. The role of JCAHC will be to publicize and coordinate the project, manage interagency collaborations, assist with developing the content of the training, share project results with partners, stakeholders, and the general public, and further develop ongoing relationships with program participants.

Funding Amount Request

Amount of Funding Requested *

\$ 25,000.00

How will the funding be utilized? *

\$12,685 Creating the housing assessment & conducting neighborhood household outreach

\$8,825: Create and conduct advocacy training and host 2 events

\$3,490: Administrative/Staff time for JCAHC

(+ \$600 In-kind donation from the JCAHC for stipends (gift cards, etc.) to participants)

These line items include translation services, marketing and recruitment, content development, time spent with program participants, etc.

What is the organizations annual budget? *

JCAHC's annual budget for FY21 was \$48,832.

2021 and 2022 Proposed Budget

Revenue

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Grants	\$ 25,000.00	\$	\$
Other Revenue	\$ 600.00	\$	\$

Expenses

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Professional Services	\$ 24,350.00	\$	\$
Educational Materials	\$ 450.00	\$	\$
Marketing/Advertising	\$ 200.00	\$	\$
Supplies	\$ 600.00	\$	\$

Provide a timeline for the program,service, or activity.*

June:

Project Kickoff Meetings with Johnson County and Habitat for Humanity
Begin Survey Research and Creation
Start Story Map

July:

Complete Survey
Begin Door-to-Door Survey & Advocacy in Neighborhood

August:

Complete Neighborhood Survey & Advocacy
Create & Translate Advocacy Training Materials

September:

Begin Survey Analysis
Host In-Person Training Event

October:

Host On-line Workshop
Create Toolkit

November:

Conclude Story Map
Present Project Results to City Council & Human Rights Commission

Provide a timeline for how grant money would be spent over the next year.*

June: \$4,245 (may be billed in July)

July: \$6,316

August: \$5,281

September: \$4,874

October: \$3,034

November: \$1,250

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much? *

In 2017, JCAHC received a Social Justice and Racial Equity grant for \$2,500 that was used to create a 10-minute video about the positive impact of affordable housing on individuals and the broader community. The video continues to be shown at public speaking engagements and through our website and social media. Feedback collected from viewers before watching the video and then again after watching the video revealed that the video 1) increased viewers' belief that they could do something to promote affordable housing in Johnson County and 2) increased their knowledge about the positive impacts of affordable housing.

In 2019, JCAHC received \$5,000 from the City Manager's office to offer a training from Frameworks Institute, a national organization focused on achieving social justice through effective, persuasive messaging about the impact and importance of policies and programming. This training was offered to 50 nonprofit partners, city council members, and other housing advocates.

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding? *

No previous funding has been received for this new initiative.

Does the organization plan to apply for additional funding for this program, service or activity? *

All costs associated with the program will be satisfied by this grant application, other than in-kind contributions from JCAHC and Astig, which is offering lowered rates for their portion of the work.

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding? *

No additional funding is required for the completion this project.


Can the project be completed with less funding? *

Yes No

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *

A handwritten signature in black ink on a light gray background. The signature is stylized and appears to be the initials 'SM' followed by a long horizontal stroke.

Date *

1/7/2021

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

4Cs Community Coordinated Child Care

Address *

Street Address

1500 Sycamore St

Address Line 2

City

Iowa City

Postal / Zip Code

52240

State / Province / Region

IA

Country

United States

Phone Number *

319-338-7684

Email *

missie@iowa4cs.com

Website Address

www.iowa4cs.com

Contact Person

Name *

Missie Forbes

Title *

Executive Director

Phone Number *

319-338-7684

Email *

missie@iowa4cs.com

Organization's Mission Statement *

Our Mission is to promote the well-being of young children in Johnson County by advocating for quality, affordable, accessible childcare. We support families and those providing childcare through training, education, information, resources and services.

How many years has the organization been in operation? *

48

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

Our program, Starting Strong, assisted in-home child care providers with registration of their programs, Child Care Assistance administration as well as early learning activities. Our consultants provide resources and training to help guide the set up of age appropriate learning environments with an emphasis on teaching skills using things naturally found in one's environment. This program, originally working with 5 providers, now supports 29 throughout Johnson County.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

The Starting Strong program focuses only on in-home child care providers. Some of these providers have moved from in-home work, to working in centers. While in home providers play a critical role in child care in our community, child care centers serve the majority of children and are also very critical to the workforce. In our work with Starting Strong providers, it was clear that some had great potential to be leaders in the child care field and had the drive to further their education in this area as well, but it was being untapped. We recognize that there are various reasons for this; immigrants are often unsure of how things are done in a new country and therefore, sit back and watch. Language is also often a barrier. Obviously, there are also external factors of inequity in our society that all people of color must negotiate on a daily basis. During COVID-19, 4Cs has been working with home providers, as well as center-based staff, to work on their CDA (Child Development Associate Credential) through online studies and weekly Zoom meetings. Through discussions with this group (all women of color) it was evident that they found the language barrier a huge issue. They also felt very invisible at their centers--parents did not greet them, but would, instead, address the lead teacher (white teacher). This was also often the children's communicative style as well. In our discussions we realized that the parents, not often familiar with all staff members in the room, would naturally gravitate towards the person they knew or felt more comfortable with. As we know, children mimic adult behavior. The participants also did not show any initiative as they were worried about their limited English. We believe these situations can be greatly improved through greater intentionality to include all staff.

This program's goal is to identify people of color that have a real interest in working with young children, who also show potential—the initiative, the drive, and the soft skills to become a leader in the field of early childhood education. If they choose to participate, they will be mentored by those already in the field to help them make decisions about their education (such as relevant classes) and supported in their work in a center or their own home-based program.

This work is imperative—the child care workforce is losing people of great value. It is important for ALL children to benefit from a mixed group of staff, important on an individual level for participants to reach their full potential, and not allow these barriers to be insurmountable.

What is the program, service, or activity? *

This program will identify those in the child care workforce who are interested in becoming recognized leaders in the field early childhood education in their community and in their work environment. Interested individuals will meet with 4Cs staff to assess interest and needs to fulfill the intention of the program. The participants would then meet with an advisory group. The Advisory Group would be comprised of Center Directors who will participate in the program, as well as women of color who have successfully navigated the child care educational system, who can serve as mentors for the interested individuals we are looking to target. The advisory group will serve as a sounding board to gain understanding of participants concerns and challenges. Each participants meets with a coach and discusses the ideas generated by the advisory group and selects an individual path for themselves. Five centers will be selected to participate in the program which will have 10 participants. The center directors will serve on the advisory group and will also select a peer mentor to support the participant at the center. The participant will receive a stipend to attend trainings and a laptop to attend online classes, complete coursework and registrations. The centers will receive a stipend for participation. The center will also participate in an audit to consider how culturally inclusive the center is. This is a self-evaluation and once a plan is established, centers will receive a stipend to begin work on making the center more inclusive to all children and staff attending the center. Those participants that are English language learners will receive 12 weeks of English classes. These classes will be open to other ELL child care providers if there is space. This project embraces both home and center-based programs. We currently have a grant from the city that allows us to support and help develop these programs as microenterprises. Similar technical support will be provided to some home providers who wish to participate in this program, but this support will be provided by an existing grant.

How does the program, service or activity advance social justice and racial equity? Be specific. *

This pilot program will provide a pathway to greater leadership in the workforce. For instance, an assistant teacher might consider what they could do to make themselves more eligible for promotion to a lead teacher position. These steps may include further education or experience within the center, or potentially taking on some projects not within the scope of their current job. Part of this program will be monitoring their success. Participating centers will have a heightened awareness of creating welcoming and equitable communities for staff and children.

Directors will realize that they have an untapped source of good quality staff and increased awareness of strategies to run a more inclusive center, as well as resources to support all staff.

How does the program, service or activity address one or more of the six priority areas? *

This program addresses both employment and education

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need. *

There are 10723 children birth to five years of age in Johnson County. 76% of families have both parents, or single parents working outside the home. There is therefore a need for child care. Child care is not similar to the traditional community school educational system. It is comprised of a number of individual programs which are licensed through the Department of Human Services. There are 89 Licensed Centers/Preschool in Johnson County. The quality varies greatly from program to program. The average salary for a child care worker is \$12 an hour, according to Economic Research Institutur (erieri.com). McDonalds is currently hiring at \$14 an hour. The economy needs child care. Children need good quality child care to optimize the critical growth that takes place during this stage of development.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration. *

4Cs will partner with 5 participating centers. The centers will identify staff that they believe have potential, or will hire someone that the program identifies as having potential. The director (or someone the center identifies) will serve as a part of the Advisory Group. The Advisory Group will meet approximately 4 times. Once as an introductory meeting to interview participants, 2 meetings to check on progress and continue to foster engagement, as well as a round up meeting of "lessons learned". Centers will also participate in a self-evaluation of how welcoming and equitable their center is to staff and children and identify goals based off of this evaluation. An incentive will be provided to purchase more inclusive materials.

4Cs will also partner with a child care program that has made significant progress in creating multi-cultural and equitable centers by having a representative serving on the Advisory Group and providing ongoing input, both prior and during this project.

We hope to partner with evident organizations to help fulfill the goals of this project, such as Kirkwood Community College and Child Care Resource and Referral. We will also partner with the Iowa Association for the Education of Young Children (IAEYC), as they will assist with providing scholarships to individuals working on their CDAs and furthering their education.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income). *

We are targeting low income refugee and immigrant women of color who are working as a part of the child care workforce, typically between the ages of 18-35

How many community members are estimated to be served by this program, service or activity and over what period of time? *

5 Centers: 50 staff

10 participants

Children: 250

We believe this pilot program will take a full year to roll out.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

There is no cost for participation

What are the outcomes and performance measures for the program, service or activity? *

and % of participants that are engaged in education: CDA/Associates degree (Goal: 60%)

and % of participants that are employed/ maintained employment (Goal 80%)

and % of participants that have received a promotion (Goal for 1st year: 10%)

What indicators or metrics have been identified to measure outcomes and performance? **

The national turnover of staff is 30-34% in a child care program. We will look at center data the year before our program and the year after to gauge if we have seen success in this regard.

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

We will determine the best tool for centers to utilize for assessment of their programs to measure the level of justice and equity within their programs. The tool will assess center policies, best practices currently in use and improvement that can be made at the classroom and center levels. 4Cs will also create materials related to child care specifically to assist English Language Learners working in this field. 4Cs will then report which processes worked best, what challenges were met and what tools centers used to improve their inclusion.

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

We will feature all of our programming in our annual report, as well as on our website, where 4Cs programming is listed. We will also send out a report to centers in Johnson County, should the program be successful and continue, to gauge further interest in centers in our community.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support. *

This project will allow us to evaluate strengths, weaknesses and challenges of child care programs and to assess how those programs can pivot to become more inclusive for employees and the children they serve. If successful, we would be in a position to apply to local and state funders with data to show that this program can make meaningful change in our community.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals. *

N/A

Funding Amount Request

Amount of Funding Requested *

\$ 16,850.00

How will the funding be utilized *

This funding will be used to pay a program coordinator to recruit centers and participants, as well as to create an advisory group and look into the proper tools for assessment the centers will use for their self-evaluations. This person will also be responsible for the coaching of the participants.

What is the organizations annual budget?*

\$945,000

2021 and 2022 Proposed Budget

Revenue

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Grants	\$ 0.00	\$ 0.00	\$ 0.00

Expenses

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Professional Services	\$ 4,166.67	\$ 4,166.67	\$ 4,166.66
Educational Materials	\$ 0.00	\$ 0.00	\$ 2,000.00
Supplies	\$ 0.00	\$ 0.00	\$ 2,350.00

Provide a timeline for the program,service, or activity.*

Once funding is secured, we will begin recruitment. We anticipate that this program will last the whole year, with two months being used to assess and recruit, and the next 10 months to train, assess and implement.

Provide a timeline for how grant money would be spent over the next year.*

Each month the coordinator will bill their hours. The stipend for participants, centers and other materials will be given out at the end of the program to ensure commitment until the end.

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much?*

We receive \$20,000 annually as a part of the Aid to Agencies funding. We received \$25,000 in CDBG money to provide technical assistance for microenterprises (child development homes in our Starting Strong program); In September of 2020, we received \$52,000 in CDBG CV funding to host a Neighborhood NEST program to support at-risk students in microhub learning environments during the 2020-2021 school year that has been online and hybrid models of learning. In January, 2021, we received \$35,000 of this same funding to provide scholarships to elementary students to access child care programs for support during hybrid learning.

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding?*

This is a pilot program we have not previously received funding for.

Does the organization plan to apply for additional funding for this program, service or activity?*

We do not anticipate asking for additional funding for this program at this time.

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding?*

NA

Can the project be completed with less funding?*

Yes No

Please Explain:

We would have to eliminate some stipends and request some in-kind support for some of the materials. Or potentially limit the amount of participants.

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *

Missie Forbes

Date *

1/7/2021

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

The Domestic Violence Intervention Program (DVIP)

Address *

Street Address

1105 S. Gilbert Ct.

Address Line 2

Ste. 300

City

Iowa City

Postal / Zip Code

52240

State / Province / Region

IA

Country

United States

Phone Number *

319.356.9863

Email *

ashlee@dviowa.org

Website Address

<https://dviowa.org/>

Contact Person

Name *

Ashlee Hopkins

Title *

Development Coordinator

Phone Number *

319.359.9353

Email *

ashlee@dviowa.org

Organization's Mission Statement *

The Mission of the Domestic Violence Intervention Program is to provide comprehensive support and advocacy services to victim/survivors, focusing on immediate and long-term safety, empowerment, dignity, and hope. In collaboration with the community, we strive to end domestic abuse through education, accountability, and social justice.

How many years has the organization been in operation? *

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

In the last year, the Domestic Violence Intervention Program (DVIP) has partnered with the Johnson County Human Trafficking Coalition (JCHTC) and the Iowa City AM Rotary to bring awareness to the issue of human trafficking in Johnson County and the state of Iowa. DVIP was awarded funding through the Iowa City AM Rotary to use for human trafficking education in 2019. With these funds, DVIP and JCHTC partnered to run a social media ad campaign, run radio ads, and rent a billboard for 12 weeks in Johnson County. The ads have provided information about what human, labor and sex trafficking is and how to know if you are being trafficked. The social media ads have been on Facebook and Instagram since December of 2020 with an average of 200 people reached by each post. DVIP's goal is to reach as many victims/survivors as possible and we believe that the request for funding from the Social Justice & Racial Equity committee will help us to reach more of those most vulnerable in our community.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

The Domestic Violence Intervention Program (DVIP) has been in existence in Johnson County for 41 years. In 1977, the University of Iowa's Women's Resource & Action Center (WRAC) received a one-year CETA grant from the federal government to explore the problem and incidence of domestic violence in our community. The study highlighted the barriers that battered women experience, their crucial need for safe housing, and the unspoken epidemic of violence against women in our community. With the news of funding, came requests for help from Iowa City residents. Responding to these needs, volunteers quickly established a safe home network, referral services, and some emergency housing through area motels. Today, DVIP provides 24/7 shelter and hotline services to over 1900 women, children, men and their pets each year. DVIP has also grown to provide youth services, law advocacy, counseling, education, and social awareness programs in 8 Southeastern Iowa counties.

DVIP has always held the ideal that we should support all in our community who seek refuge from domestic violence, dating violence, stalking and human trafficking. The request for funds from the SJRE committee will help us to partner with the Iowa Freedom Riders in presenting a virtual educational workshop series in the Fall of 2021.

What is the program, service, or activity? *

DVIP and the Iowa Freedom Riders would like to host a virtual presentation to educate Iowa City citizens and students on how historical trauma and institutionalized/systemic racism has impacted Black women and girls. Exploring both long-held and current narratives around Black love, relationships, violence, and trauma, and the impact that these narratives have on survivors' help-seeking abilities, strategies, and socialization.

The presenter is Ayana Wallace and she is a training specialist at Ujima, Inc: The National Center on Violence Against Women in the Black Community, Washington, D.C.

Ayana Wallace is a Black American, intersectional womanist. Ayana graduated with her Bachelor's degree in Women's and Gender Studies. She went on to obtain her Master's from Towson University, with a degree in Women's and Gender Studies. Throughout her time at Towson University, Ayana focused her area of research on violence in communities of color, specifically intimate partner violence, sexual violence, reproductive coercion, and medicalized racism. Ayana has studied extensively the theory and every day implications of privilege, oppression, and intersectionality. She always strives to be intersectional in her approach and to highlight the experiences of victim-survivors who have been marginalized and how systemic barriers and violence further impact victim-survivors.

The virtual workshop would be a 2 part series for 90 minutes each (one session each week for two weeks). Ayana's workshop title is "She's Too Strong:" Understanding the Intersections of Misogynoir, Domestic Violence, and Victimization.

Workshop Part I Description (90 Minutes)

This workshop will underscore the ways in which historical trauma and institutionalized/systemic racism have impacted Black women and girls. Workshop participants will delve into IPV and other forms of intersecting violence and examine how these multiple layers of violence impact and shape Black women's and girls' realities. Workshop participants will also explore and potentially critique both long-held and current narratives around Black love, relationships, violence, and trauma, and the impact that these narratives have on survivors' help-seeking abilities, strategies, and socialization.

Workshop Part II Description (90 Minutes)

Part II of this workshop will allow participants to use the context and understanding gained from Part I, to identify challenges when intervening with victim-survivors in the Black community. We will identify the ways in which advocates can change the narrative surrounding Black womanhood and girlhood to support and uplift victims in a meaningful way. Advocates will leave this session with an understanding of how to engage victim-survivors in culturally specific and relevant safety planning and help-seeking strategies.

How does the program, service or activity advance social justice and racial equity? Be specific. *

The funding requested to hold the workshop by Ayana Wallace gives DVIP and Iowa Freedom Riders a platform for our public partnership and participation from each group to hold a successful event reaching community members of all ages, race, and gender identity. DVIP has never stopped evolving and growing, this is due to the many partnerships made by advocates, our Board of Directors and volunteers in our community. In partnering with the Iowa Freedom Riders we would diversify our reach and infrastructure to support those who need our services, while working to advance social justice and racial equity through the educational presentation.

The Domestic Violence Intervention Program's core mission is to empower victims of intimate partner violence. This principle has guided DVIP in all that we do for 41 years. Our work culture and training teaches advocates to listen with no judgement and provide options so survivors can make their own choices, we believe victims/survivors know what is best for them and their families' safety. With this philosophy our goal is to decrease barriers and help survivor's to reach their full potential.

IFR believes that the most marginalized citizens deserve to have their problems addressed not by those with a badge and a gun, but by professionals who are trained in compassion, resource-provision, community support and services that get to the core of the problem. We look forward to learning from each other and expanding our understanding of what justice looks like for people from many vulnerable identities.

How does the program, service or activity address one or more of the six priority areas? *

This presentation by Ayana Wallace would allow DVIP and IFR to promote a stronger community partnership between two organizations and provide an educational resource for community members and students in Iowa City. This opportunity to have Ayana share her training and resources with our community is different than anything that is currently available. As the domestic violence resource in Johnson County, DVIP believes it is our duty to represent those who do not have the resources to do so themselves. It takes a community of people making connections to make a difference. This free workshop will provide the opportunity for all participants to learn more about black women and trauma, hear a black woman's perspective and learn how to help those most vulnerable in our community everyday.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need. *

DVIP is founded on the belief that everyone has the right to live free of fear and harm. For over 40 years, DVIP staff and volunteers have been trained under the guiding principles of trauma-informed client-based services. Our advocates help create "safety plans" and give options for resources.

According to the National Coalition Against Domestic Violence (NCADV), 72% of all murder-suicides involve an intimate partner and 94% of the victims of these crimes are women. The risk of child abuse is much greater in households where domestic violence occurs. Our services are vital to 1 in 3 women and 1 in 4 men who experience intimate partner violence in their lifetime. The incidence of domestic abuse affecting black women is 35% higher than that of white women and about 22 times the rate of women of other races. This information is provided by the Institute on Domestic Violence in African American Communities.

In Johnson County, DVIP assisted over 1100 people last year. In Iowa City, 701 victims were provided shelter, housing assistance, advocacy in many forms and basic needs such as hygiene products, food and clothing. Each year our reach and numbers grow in Iowa City, this is not because more people are being abused it is because we are reaching more people and our services are accessible to all. With the support of the Iowa City Social Justice and Racial Equity committee we can reach more people who may have never heard of DVIP through this public presentation by Ayana Wallace.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration. *

Iowa Freedom Riders- This is a new partnership between DVIP and IFR. We have been meeting and discussing ways that our groups can support each other. This grant would allow us to officially co-host a public event for the Iowa City community and beyond.

Ujima- our speaker Ayana Wallace is employed with Ujima. DVIP has been looking to Ujima for resources and support for the last two years as we work to create educational materials and to diversify our programming.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income). *

For the presentation, all would be encouraged to attend to learn more about the topic of being a black woman and dealing with trauma, such as domestic violence.

DVIP is an inclusive organization. We do not discriminate based on sexual orientation, gender identity, race, color, age, religion, political beliefs, mental or physical disability, economic standing or any other beliefs and affiliations. We also understand that safety and sobriety do not always go hand in hand. Our advocates will travel to meet clients where they are in either urban or rural areas. The age range of victims served is from 0 to 100. DVIP services are free and confidential.

How many community members are estimated to be served by this program, service or activity and over what period of time? *

Our goal would be to have 100 people in attendance for each presentation. Between promotion from DVIP and IFR, we are confident that we can reach 100 people and engage them in this important, relevant topic.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

There will be no charge for the workshop.

What are the outcomes and performance measures for the program, service or activity? *

Presentation Outcome Measurement:

- DVIP will be able to share the attendance total at each presentation
- This event will help develop our partnership with IFR and leaders in the BIPOC community of Iowa City.

What indicators or metrics have been identified to measure outcomes and performance? **

- DVIP will provide a survey for each participant to fill out at the end of the series. This will include optional demographic information and questions about how effective the presentation was. We will also provide opportunities for questions and feedback in an informal manner.
- In preparation for this grant request, we have received a letter of support from the leadership of IFR.

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

This workshop series will help us to gain tools and knowledge about holding online forums for learning and discussion which can be shared with others in our community. By collaborating with IFR and many other organizations who align with the principles of eliminating racial and social inequities we learn from each other and work to make our community better.

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

The presentation will be recorded and made available to those who attended or those who could not attend but were still interested in learning about the topic. We will ask for participants' email addresses to share Zoom link information, the recording and biographical information about our presenter. As well as IFR and DVIP's mission to eliminate barriers to racial and social inequities.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support. *

At this point, the presentation by Ayana Wallace will be a one-time event. However, DVIP will continue to provide educational content for our community.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals. *

The fee for Ayana Wallace's preparation and time is necessary to hold the workshop series. DVIP also requests a portion of the funding go toward operational costs-payroll, supplies and marketing costs.

Funding Amount Request

Amount of Funding Requested *

\$ 2,430.00

How will the funding be utilized *

- Speaker Fee- \$1950 (\$650 for each presentation day and one day of prep)
- Promotion of event via flyers/paid ads on social media/newspaper ad- \$300
- Operational Employee salary at an average of \$18 per hour for 10 hours of preparation and runtime- \$180

What is the organizations annual budget? *

\$2,352,166.00

2021 and 2022 Proposed Budget

Revenue

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Grants	\$ 0.00	\$ 0.00	\$ 2,430.00

Expenses

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Professional Services	\$	\$	\$ 1,950.00
Marketing/Advertising	\$	\$	\$ 300.00
Operational Salary	\$	\$	\$ 180.00

Provide a timeline for the program,service, or activity.*

Fall of 2021- 2 day workshop series

Provide a timeline for how grant money would be spent over the next year.*

Preparation in July/August 2021

Promotion in August 2021 and September 2021

Event in late September 2021 or early October 2021 to coincide with Domestic Violence Awareness Month.

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much? *

FY20 - \$50,000 for shelter operations and services, \$120,000 for shelter property repairs (fencing, youth services area and parking lot asphalt)

FY19 - \$40,000 for shelter operations and services

FY18 - \$39,756 for shelter operations and services

FY17 - \$40,000 for shelter operations and services

FY16 - \$45,000 for shelter operations and services, \$116,256 for shelter property repairs (bathroom replacements, replace 19 doors)

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding? *

No.

Does the organization plan to apply for additional funding for this program, service or activity? *

No.

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding? *

N/A

Can the project be completed with less funding? *

Yes No

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *



Date *

1/7/2021

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

Food Pantry at Iowa

Address *

Street Address

125 N Madison St

Address Line 2

City

Iowa City

Postal / Zip Code

52242

State / Province / Region

IA

Country

United States

Phone Number *

515-333-8943

Email *

studorg-foodpantry@uiowa.edu

Website Address

<https://leadandserve.uiowa.edu/organizations/food-pantry/>

Contact Person

Name *

Sarah Henry

Title *

Civic Engagement Program Coordinator

Phone Number *

515-333-8943

Email *

sarah-henry@uiowa.edu

Organization's Mission Statement *

Our mission is to provide nutritious food and necessities for University of Iowa students, faculty, and staff in need, and to fight food insecurity through education and advocacy.

How many years has the organization been in operation? *

4

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

In the summer of 2020, after seeing several years of growth at the pantry and an increased need for its services, Food Pantry at Iowa began searching for a new space on campus. After months of advocacy from students and staff members at the University, Food Pantry at Iowa was moved to a larger, more accessible space in the Iowa Memorial Union. This new space allows us to serve more clients and store more food than we could in our previous location. Because this new space allowed us to meet a greater demand (mostly caused by COVID-19 and the derecho), on average we served three times as many clients and gave out five times as much food every week of the fall 2020 semester as compared to the fall 2019 semester. The year 2020 presented disastrous setbacks for the world and the Iowa City community, but because of student advocacy for the pantry and its clients, Food Pantry at Iowa was able to provide necessary food and supplies in the midst of great community need.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

In February 2019, the University of Iowa West Side Food Pantry was opened to UI community members. This pantry was an addition to the East Side Pantry and was created in recognition of a gap in food pantry services. The West Side Pantry was opened in the Pride Alliance Center in order to increase accessibility for clients on the west side of campus. Since then, we have continued to expand the West and East pantries in an effort to fight food insecurity in our community.

In January 2020, one year after expanding our services to the west side of campus, the new executive team identified a need for increased outreach to Black students and students of color. Hunger on Campus, a 2016 study on college food insecurity, found that food insecurity is higher among students of color, with 57% of Black students, 56% of Latinx students, and 45% of Asian students reporting food insecurity, as compared to 40% of White students. 18.7% of students at the University of Iowa and 21.5% of Iowa City residents are people of color, but at the time there was no targeted effort to reach out to BIPOC community members or purchase culturally relevant food items to expand the pantry's ability to provide food for communities of color. Food Pantry at Iowa's pantry managers began shopping for culturally relevant foods at two local stores, Iowa City African and Oriental Market and Chong's Supermarket. Now, almost every week these foods are completely gone from our shelves by the end of the day.

Sources: http://studentsagainsthunger.org/wp-content/uploads/2016/10/Hunger_On_Campus.pdf,
<https://admissions.uiowa.edu/future-students/university-iowa-student-profile>,
<https://www.census.gov/quickfacts/iowacityiowa>

What is the program, service, or activity? *

The service that we hope to have funded by this grant is the purchasing of culturally relevant and diverse foods to have available for clients of the Food Pantry at the University of Iowa. At the beginning of 2020 the Food Pantry at Iowa pantry managers began making an intentional effort to purchase food from Iowa City African and Oriental Market and Chong's Supermarket, and have since continued that effort. However, limited funding restricts how much and what kinds of food we can purchase. Our pantry managers buy the same limited list of food from both of these stores every week, and we are unable to adjust much to accommodate what clients are looking for week to week. Ideally, we would be able to use feedback from our clients and take notice of which food goes quickly and reflect that in our grocery shopping, but we are limited to the same purchases every week.

How does the program, service or activity advance social justice and racial equity? Be specific. *

Food pantries do not traditionally address systemic racism or provide for clients with marginalized identities in the ways they should. A quick Google search reveals pages of academic studies, op-eds, and published literature about the need for racial justice when addressing food insecurity, but we are still behind. Virtually every systemic issue that furthers racial injustice can be seen in the context of food insecurity and food pantries, yet many pantries have made little or no effort to make systemic change. Often, pantries have affluent White board members, staff members, and volunteers choosing food for pantry clients that are more often people of color or immigrants, giving little consideration to what foods are culturally relevant and what clients are familiar with. This furthers white supremacy by giving White volunteers control over what foods BIPOC pantry clients have access to, even when there is an intentional effort to expand the pantry's stock.

Funding from this grant would allow us to bring more autonomy and control to clients of the pantry by allowing us to act on their feedback and by making the pantry accessible and useful to more communities of color. In turn, this would lessen the extent to which our pantry contributes to racial inequity in our community and, with the information we gather about what food members of our community are looking for in Iowa City's pantries, we can help other pantries make that shift as well. Food pantries are just one way to help address food insecurity, but with our great impact on community members, it is vital we are doing everything we can to address racial inequity.

How does the program, service or activity address one or more of the six priority areas? *

This purchasing of culturally relevant foods for the food pantry will directly address the following priority areas: Education, Building Community, and Health. Because many of our clients are University of Iowa students, enhancing their education is an important priority for Food Pantry at Iowa. The 2016 study Hunger on Campus found that 81% of students who reported hunger or housing insecurity said that these problems harmed their academic performance. 53% missed class, 55% did not buy textbooks, and 25% dropped a class because of their struggle with food or housing insecurity. Seeing as students of color and non-traditional students experience food insecurity at disproportionate rates, it is vital that our pantry provides adequate and appropriate food to our community to help ensure all of its members have access to a good education.

Purchasing culturally relevant food helps build community by ensuring the pantry's services are accessible and useful to community members with varying diets. If our food pantry, an important piece of addressing food insecurity in our community, does not cater to different cultures, religious practices, and diets, it is not equitably fulfilling its purpose. Additionally, working with current and potential clients to hear feedback and make adjustments in our grocery shopping will give our clients a sense of community and influence within the pantry services.

Access to nutritious and adequate food is one of the most important things anyone can do to stay healthy, both mentally and physically. According to Feeding America, 1 in 10 Iowans struggle with hunger, and that number is even higher among college students. In a 2019 Hope Center study, 39% of college student respondents had been food insecure in the prior 30 days. The combined effects of the COVID-19 pandemic and the derecho left many Iowa City-area residents and University community members without consistent access to nutritious food for months, but Food Pantry at Iowa, among other food resources, has made a solid effort to combat those struggles and keep our community fed.

Sources: <https://www.aacu.org/aacu-news/newsletter/facts-figures/jan-feb2017#:~:text=According%20to%20Hunger%20on%20Campus,had%20very%20low%20food%20security,https://www.feedingamerica.org/hunger-in-america/iowa#:~:text=In%20Iowa%2C%20305%2C100%20people%20are,of%20them%20102%2C190%20are%20children.&text=1%20in%207%20children%20struggles,to%20meet%20their%20food%20needs>

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need. *

Food insecurity is a pressing need for many lowans and Iowa City residents, including members of the University of Iowa community. 1 in 10 lowans face hunger and almost half of college students are food insecure. Beyond that, food insecurity disproportionately impacts Black people and people of color. A recent USDA study revealed that from 2001-2016, food insecurity rates for both non-Hispanic Black and Hispanic households were consistently at least twice that of non-Hispanic White households. However, the operations, staff, and stock in food pantries, an important weapon in fighting food insecurity, do not often reflect that disparity. Before January 2020, our own pantry did not make any targeted effort to provide culturally relevant food or consistently collect data on our clients' feedback, and in conversations with other pantries in the area, that is not uncommon. The ability to purchase more culturally relevant food for our pantry and adjust our purchases based on client feedback would help lessen this disparity and close the gap between our ability to serve different members of our communities.

Sources: <https://www.aacu.org/aacu-news/newsletter/facts-figures/jan-feb2017#:~:text=According%20to%20Hunger%20on%20Campus,had%20very%20low%20food%20security,>
<https://www.feedingamerica.org/hunger-in-america/iowa#:~:text=In%20Iowa%2C%20305%2C100%20people%20are,of%20them%20102%2C190%20are%20children.&text=1%20in%207%20children%20struggles,to%20meet%20their%20food%20needs>

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration. *

This service does not include partnerships or collaborations with other organizations, but it does involve local businesses. Our pantry managers purchase culturally relevant food from Chong's Supermarket of Coralville and Iowa City African and Oriental Market of Iowa City. Once per week, pantry managers shop for food at these two stores, spending an average of \$55 at Chong's Supermarket and \$80 at Iowa City African and Oriental Market each week.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income). *

All clients of the pantry are either a student, staff member, or faculty member at the University of Iowa. Some of the following data is impacted by student enrollment status for a particular semester and/or employees of the University choosing not to disclose their demographic data to the campus system. Because of these two reasons, we do not have a complete picture of the demographic data for each category. Income information is not available to us.

Age (students only) Percentage

Under 21 24.6%

Over 21 54.6%

Ethnicity

African American or Black 9.7%

Alaskan Native or American Indian 0.2%

Asian 5.8%

Hispanic or Latino(a) 12.2%

Multi-Racial 3.7%

Native Hawaiian or Other Pacific Islander 0.0%

Nonresident Alien 13.4%

Race and Ethnicity unknown 2.1%

White, not of Hispanic or Latino(a) origin 30.7%

Sex

Female 51.5%

Male 25.3%

Intersex 0.0%

Prefer not to answer 1.2%

First-Generation Status (students only)

First-Generation 25.4%

Not First-Generation 52.5%

Residency Status (students only)

Iowa Resident 44.9%

Non-Iowa Resident 19.6%

Non-Iowa Resident (International) 13.4%

How many community members are estimated to be served by this program, service or activity and over what period of time? *

Food Pantry at Iowa serves an average of 135 clients per week during the semester and 60 clients per week during the summer. If those trends continue, which we predict they will, from June 1, 2021-June 1, 2022 at least 4,890 community members will be served by Food Pantry at Iowa. We do not separate food by category when measuring how much clients take, so we will not know exactly how many people will take the food purchased by this grant from our client data alone. The client survey, to be implemented this spring, will give us a picture of how many of our clients take the food purchased by this grant funding.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

There is no charge for clients to utilize the pantry's services.

What are the outcomes and performance measures for the program, service or activity? *

Food Pantry at Iowa utilizes the University of Iowa's SWIPE technology to measure the reach and success of our programs. This technology allows us to keep track of how many clients we are serving and how much food is given out, as well as some demographic information of our clients. We will use this SWIPE technology to measure the outcomes and performance of purchasing more culturally relevant food items, as well as a client feedback survey to be implemented in spring 2021. The survey will measure clients' satisfaction with various pantry services, with a large focus on the availability of culturally relevant food items before and after the implementation of this grant funding.

What indicators or metrics have been identified to measure outcomes and performance? **

As we are developing the client feedback survey, we are placing a large emphasis on measuring client satisfaction with the food available to them week to week, including culturally relevant food. The survey uses the Likert scale, which prompts clients to rate their level of satisfaction with various pantry services. There is also an opportunity to provide direct suggestions on food they would like to have available in the pantry, which we will be able to provide with this grant funding.

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

As part of expanding our stock of culturally relevant food and our ability to act on feedback from our clients, we will create a report of our processes and outcomes to share with other campus and community pantries. Many pantries, including some in the Iowa City area, either do not stock culturally relevant food or do not have an established process to collect feedback from clients on the foods they would like to have available in the pantries. Some pantries purchase culturally relevant foods, but it is often done so inconsistently and based on anecdotal experiences, not data. Our report would include how and where we spend this grant funding and what kinds of food are requested by clients. Ideally, this will help other Iowa City-area pantries develop their stock of culturally relevant food items as well.

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

Food Pantry at Iowa will utilize its existing social media channels and marketing resources, including Instagram, Facebook, and mass emails to the University community, to advertise the pantry and its stock of culturally relevant food items. Our pantry managers, volunteer coordinator, and volunteers will work together to organize class and student organization presentations about the pantry and the services we offer. We will partner with the Office of Financial Aid and the Basic Needs Committee to advertise our services to the community.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support. *

We will continue purchasing culturally relevant food for the pantry after the grant funding ends. With consistent funding and a chance to develop a way to best provide culturally relevant food over the next year, we can begin to direct existing and future community donations toward grocery shopping and utilize our partnership with University of Iowa Student Government to receive additional funding for this purpose.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals. *

The proposal does not include fees for professional services.

Funding Amount Request

Amount of Funding Requested *

\$ 6,075.00

How will the funding be utilized? *

The funding from this grant will be utilized to purchase culturally relevant foods from local stores, including but not limited to Iowa City African and Oriental Market and Chong's Supermarket. A more detailed spending plan is below under "Proposed Budget."

What is the organization's annual budget? *

Food Pantry at Iowa's annual budget for FY21 is \$28,000. The annual budget comes from University of Iowa Student Government and it can change each year. The organization also receives community donations throughout the year that cannot be predicted ahead of time. The following is the breakdown of the \$28,000 allocation from UISG:

Stipends/Fringe

\$15,500

Groceries

\$10,000

Events/Training/Outreach

\$2,000

Tech/Space Updates

\$500

2021 and 2022 Proposed Budget

Revenue

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Grants	\$ 2,025.00	\$ 2,025.00	\$ 2,025.00
Other Revenue	\$ 2,160.00	\$ 2,160.00	\$ 2,160.00

Expenses

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Supplies	\$ 4,320.00	\$ 4,320.00	\$ 4,320.00
Marketing/Advertising	\$ 0.00	\$ 0.00	\$ 0.00

Provide a timeline for the program, service, or activity. *

Every week of the year groceries are purchased and stocked on Sunday. On Wednesday mornings, pre-packed bags are prepared for clients that have filled out an order form. On Wednesday afternoon, the pantry is open for clients to grocery shop. This process will repeat throughout the year.

Provide a timeline for how grant money would be spent over the next year. *

Currently, we spend an average of \$135 on culturally relevant food each week, totaling \$6,075 after shopping for 45 weeks out of the year. With this grant funding, we would be able to double that spending and purchase culturally relevant food based on client feedback.

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much? *

No, we have not previously received funding from the City of Iowa City.

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding? *

Food Pantry at Iowa receives yearly funding from University of Iowa Student Government for all of its operations, including grocery shopping. In FY21, the pantry received \$28,000 for the year, with \$15,500 allocated for stipends, \$10,000 for grocery shopping, \$2,000 for events, training, and outreach, and \$500 for technology and space updates. Additional funding will be allocated to Food Pantry at Iowa for FY22, the exact amount to be determined at a future date.

Does the organization plan to apply for additional funding for this program, service or activity? *

No, we do not plan to apply for additional funding at this time. If we did not receive this funding, we would create a plan to direct community donations toward grocery shopping for culturally relevant foods.

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding? *

N/A

Can the project be completed with less funding? *

Yes No

Please Explain:

We can adjust the amount of groceries we purchase based on the amount of funding we receive. Any amount help us to work toward the same goal, but more funding would make a bigger impact on our clients' experiences.

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *

The image shows a rectangular box containing a cursive electronic signature that reads "Sarah Henry".

Date *

1/7/2021

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

Little Creations Academy (LCA)

Address *

Street Address

2929 E. Court Street

Address Line 2

City

Iowa City

Postal / Zip Code

52245

State / Province / Region

Iowa

Country

United States

Phone Number *

319-499-1764

Email *

pastor@ncichurch.com

Website Address

N/A

Contact Person

Name *

Nancy Gardner

Title *

Dr.

Phone Number *

319-325-2674

Email *

nancy.hayes.gardner@gmail.com

Organization's Mission Statement *

To provide quality child care in a loving and safe environment and to ensure consistency of care for Little Creations Academy by recognizing teachers for their dedication and commitment to children.

How many years has the organization been in operation? *

5

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

In June 2020, Little Creations Academy (LCA) received an SJRE grant to provide four parent engagement nights over the ensuing year. Each of these events included a theme of educational importance (Literacy and STEM sessions have been held, nutrition and a future themed event are yet to be held). At each event, teachers met with families to discuss the importance of parent involvement and ways to support learning in the home. Children received tote bags containing several books for their home libraries as well as ideas and materials for home activities. These events are becoming quite popular and have had a deeper impact than originally planned. Parents are beginning to view themselves as their child's first teacher, staff at LCA feel empowered as educators to plan and host these events, and children reap the benefits of parents and staff working together for their best interests. With two more events in the works, these effects will only grow stronger. Of course, the long-term benefits as proposed in this grant will not be realized for a while, but, engaging parents in their child's education at this young age will, hopefully, set the stage for positive engagement in the future and all the benefits that come with it.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

As stated above, nutrition is going to be the theme of an upcoming parent engagement event this winter. There will be activities, books, and helpful information provided to children and parents. However, the theme of nutrition, in and of itself, is much more than an evening of family fun. It's a lifestyle, it's a way of thinking, and it's critical for a healthy future. This realization led the staff at LCA to consider how the concept of nutrition education could play a major role in both academic growth and physical wellness in children. The staff addressed this idea by researching the following questions:

1. Does good nutrition positively affect student learning?

According to the Centers for Disease Control and Prevention (CDC), "Improving a child's access to healthy foods and physical activities is linked to healthier students who are better learners. Both habits have been shown to improve brain function, memory and concentration. Children can improve their academic performance by altering their eating habits to include healthy snacks in their daily routines. Parents can support their children in developing those smart eating habits by making sure they can access healthy snacks and meals" (<https://ccaeducate.me>).

2. Is there a need to address nutrition education?

A report by Green Tea Health ranks Iowa as the 20th most obese state in the nation with 66% of the state's population considered overweight or obese. Of this total population, 33% are Black, 30% are Latino, and 28% are White. Over 11% of Iowa's obese population are children ages 10-17 (<http://www.green-tea-health-news.com/iowa-obesity.html>). Johnson County is faring a bit better with 26% percent of its population considered obese. However, this rate is steadily increasing as it was at 22% in 2004 (<https://www.countyhealthrankings.org>).

3. What should be included in an effective nutrition education program?

Studies by several researchers indicate critical components to any nutrition education program should include: classroom instruction by teachers and nutrition education curricula, as well as environmental components such as healthy school menu offerings, classroom snacks, and fruit and vegetable taste tests. Research results showed that students participating in nutrition education exhibited improved dietary habits, higher consumption of fruits and vegetables, reduced consumption of sweetened beverages, and improved weight status (<https://www.countyhealthrankings.org>).

4. How can busy parents become a part of a successful nutrition education program?

An article in The Journal of the Academy of Nutrition and Dietetics (Blitstein et al., 2016) addressed the importance of parent support for sustainable nutrition changes in children's diets. One effective means to address this incorporated a parent-focused social marketing campaign in nutrition education interventions (<https://www.sciencedirect.com>). Using social media to communicate classroom activities, nutritional information, and parenting tips will enable parents to carry over good nutritional habits into the home.

What is the program, service, or activity? *

Healthy Eating, Healthy Kids, Healthy Families

Our proposal encompasses several aspects of nutrition education and health involving children at LCA and their families. Below are the core concepts and how they will look:

Educating Children at LCA on Good Nutrition

Teachers and staff at LCA will devote time each week teaching the importance of good nutrition. A focus will be on the MyPlate federal government initiative which includes easy to implement lessons, activities, and games to reinforce the information presented. Books with nutrition, gardening, or other related themes will also be included in the lessons and provided to children for their home libraries.

Exposing Children to New, Healthy Foods and Snack Options

Once each week, students will be exposed to a different fruit or vegetable that they may have never tried before. Teachers will introduce the food, explain how it grows, and how it helps our bodies. Students will participate in preparing the snack, and encouraged to try the new food item.

Providing Field Experiences

Field experiences that allow children to see first-hand where their food comes from will be planned within the Iowa City area. Examples of such trips include Wilson's Apple Orchard and a working farm.

Planting a Garden

Both children and parents will participate in planting a garden on-site. From deciding what to plant, tending the garden, and harvesting the food, children and families will learn the joy and skills for successful gardening. Harvested food will be used in meal preparation so children can see and taste the results of their efforts.

Connecting with Parents

It will be important to communicate what children are learning with parents and to encourage support of good nutrition habits in the home. Using a social network campaign similar to that used in the Blitstein study mentioned above will keep parents informed and engaged. Typical platforms that serve in this capacity are Seesaw or Google Classrooms.

How does the program, service or activity advance social justice and racial equity? Be specific. *

The Healthy Eating, Healthy Kids, Healthy Families initiative will advance social justice and racial equity in four ways:

1. Children and parents will be educated on better nutrition practices in the home, helping to reduce the obesity rates for all participants. Currently, in Iowa, 33% of the Black population, 30% of the Latinex population, and 28% of the White population are considered obese (green-tea-health-news.com).
2. Children will be exposed to new fruits and vegetables making it more likely that they will consume these foods in the future. According to US News & World Report (usnews.com), families in Johnson County spend 11.4% of at-home food expenditures on fruits and vegetables compared to 11.9% in the United States.
3. Helping children and adults learn the skills of gardening will empower families to address food insecurity as well as increase the amount of fruits and vegetables in the home. The Food Environment Index Score for Johnson County as assessed by US News & World Report (usnews.com) is 5.98 as compared to the Iowa index score of 10.22. A higher score indicates more healthy food than unhealthy food is available in a community.
4. Receiving books on nutrition, gardening, and overall healthy practices will enable students to continue to grow their home libraries. Not only will children at LCA be reading these books, but parents and other family members will benefit as well.

How does the program, service or activity address one or more of the six priority areas? *

The Healthy Eating, Healthy Kids, Healthy Families initiative addresses three of the priority areas:
Education: Students and their families will be learning about good nutritional practices. The curriculum presented by MyPlate.gov and additional information from the Iowa State and Johnson County Extension offices will teach this information using fun, engaging projects and activities. Students will learn new vocabulary, pre-reading skills and math concepts, as well as acquire the 21st Century skills of following directions, critical thinking, creativity, collaboration, communication, and flexibility. Proficiency in these areas will provide students with a stronger academic foundation and support future learning in public school. The books that children take home will support literacy and the importance of a home library that the entire family can access.

Health: Good nutrition is the foundation for good health, and good health is necessary for every aspect of living. Healthy children do better at school; they can focus longer, remember more, and show greater cognitive growth. But, children cannot practice what they don't know. With over 11% of children in Iowa considered obese, and the majority of Iowa's obese population identifying as Black, the target group for nutrition education is Black children (green-tea-health-news.com). In addition, close to 100% of the population at LCA live below the poverty line. It then becomes imperative to educate parents as well, teaching them not only about good nutrition, but ways to access fresh produce. Our proposed initiative will provide the education and hands-on experiences that children and adults need to make better nutrition choices that will enhance their entire lives.

Criminal Justice: The "school to prison pipeline" is very much a reality for many children of color. However, it has been proven that children who have a quality early childhood education experience go on to do better in school than those children who do not have access to quality early childhood instruction. Research also tells us that children who participate in quality early childhood education are less likely to be in the criminal justice system later in life (HighScopes/Perry Project, <https://eric.ed.gov/?id=ED475597>). This initiative will add depth of learning and experiences to the program offered at LCA providing life skills for a more positive future.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need. *

The Healthy Eating, Healthy Kids, Healthy Families initiative will address four critical community needs including:

Child and adult obesity- Of Iowa's obese population, 11.2% are children and 33% are Black (green-tea-health.com).

Nutrition and health of children and adults- Iowa is ranked 20th in national obesity

School readiness-This initiative addresses four of the five critical elements for quality early childhood education: healthy children, ready to succeed in school, secure and nurturing families, secure and nurturing early childhood environments (earlychildhoodiowa.gov).

Access to quality affordable daycare- Little Creations Academy is one of the few daycare centers in Iowa City that accepts Child Care Assistance vouchers. Of this subset of daycare providers, it is one of the most affordable for struggling families. Almost 100% of families attending LCA are living below the poverty level (<https://ccmis.dhs.state.ia.us>).

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration. *

The Healthy Eating, Healthy Kids, Healthy Families initiative will be an extension of a partnership with the congregation at First Presbyterian Church (FPC) in Iowa City. Members of FPC include retired educators who can support components of curriculum implementation. Others in the church are able to help with supervision during gardening activities and field experiences. Dr. Nancy Gardner, a retired school administrator and member of FPC, will work directly with staff in coordinating aspects of the program. Personnel from both Iowa State and Johnson County Extension Services will be involved as consultants to the program. The Iowa Association for Education of Young Children (IAEYC) will be available for consultation on teacher training, if necessary.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income). *

Community members benefiting from the Healthy Eating, Healthy Kids, Healthy Families initiative represent the following demographics:

Ages: Birth-adult Race: African-American Gender: Equal representation of male and female

Income: Families from low socio-economic environments as indicated by DHS- 100%

How many community members are estimated to be served by this program, service or activity and over what period of time? *

Approximately 25 children and their families will be served by this program for a total of 50-75 people. It will begin on June 1, 2021 and continue through June 30, 2022.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

There is no charge to participate in this program.

What are the outcomes and performance measures for the program, service or activity? *

1. Children attending LCA will experience a fruit or vegetable each week, identifying the food item by name, describing how it grows, and tasting it.
2. After completing the MyPlate nutrition curriculum, children attending LCA will be able to categorize food items as healthy (eat often), or unhealthy (eat less often).
3. Children attending LCA will participate in the planting, tending, and harvesting of vegetables in a raised garden.
4. Teachers at LCA will communicate experiences and information from the Healthy Eating, Healthy Kids, Healthy Families initiative at least once a week using Seesaw or similar parent engagement app.

What indicators or metrics have been identified to measure outcomes and performance? **

The following will be used to measure each of the goal statements above:

1. Teachers will keep a weekly record of each fruit or vegetable introduced and communicate this information with parents.
2. Using pictures of various food items, children will be able to separate them into healthy and unhealthy options with 80% accuracy.
3. Teachers will photograph each step of the gardening process, sharing photos of children with their parents. Photos will also be taken of children enjoying their harvested items during a meal at LCA.
4. Teachers will be trained on using the Seesaw app (or similar app). Communication via the app will take place at least one time each week.

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

Social media as well as local news sources will be utilized to publicize the Healthy Eating, Healthy Kids, Healthy Families initiative. Information for families to start container gardens will also be shared. As children and parents become more aware and knowledgeable of better food choices, these new behaviors can be shared with others. Finally, should any other daycare center wish to replicate the Healthy Eating, Healthy Kids, Healthy Families initiative, the staff at LCA will happily share any curriculum, activities, and other components developed for this program.

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

The results of the Healthy Eating, Healthy Kids, Healthy Families initiative will be shared on the LCA Facebook page, website (to be developed), and other social media platforms. Results will also be offered to newspapers for publication. A culminating activity for children to share the harvest from the garden and fruit/veggie tasting event will be hosted for families of children at LCA.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support. *

Yes, many components of this initiative can continue after grant funding ends. Additional funds to maintain the garden, food tasting expenses, and other minor costs can be covered through the partnership with First Presbyterian Church in Iowa City.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals. *

Professional services includes those staff members who will be providing time outside of the school day to support this project either by acquiring materials, prepping for lessons, making parental contact, attending training, tending the garden, or any other aspects of the grant.

Amount of Funding Requested*

\$ 10,089.00

How will the funding be utilized*

The funding will be used for the following:

Wages for LCA staff to cover time required for training, prepping activities, tending the garden, and after-contract family events.

Garden set-up, seeds, plants, child-sized garden tools and gloves

Fuel and car seats for field experiences

Technology needed for lessons including 2 laptops, 2 classroom projectors, 2 carts, and 2 screens

Curriculum materials

Fresh fruits and vegetables for food tasting activities

What is the organizations annual budget?*

\$176,004

2021 and 2022 Proposed Budget**Revenue**

Type*	1-Nov-20	1-Apr-21	31-Jul-21
Grants	\$ 3,363.00	\$ 3,363.00	\$ 3,363.00

Expenses

Type*	1-Nov-20	1-Apr-21	31-Jul-21
Professional Services	\$ 759.00	\$ 759.00	\$ 759.00
Educational Materials	\$ 813.00	\$ 813.00	\$ 813.00
Equipment/Hardware	\$ 764.00	\$ 764.00	\$ 764.00
Supplies	\$ 160.00	\$ 160.00	\$ 160.00
Misc. Supplies	\$ 867.00	\$ 867.00	\$ 867.00

Provide a timeline for the program,service, or activity.*

The following is the proposed timeline for this project:

Summer 2021: Construct garden

Train staff and parents on chosen communication app

Train staff on curriculum

Update Facebook page/LCA website

September-June: Weekly tasting of new fruits and vegetables

Complete lessons and activities from MyPlate.gov and other sources

Weekly communication with parents

4 Field experiences

March/April: Students choose vegetables to grow in the garden

Seeds are started indoors

Tasting event is held (family event)

April/May: Plants are placed in garden

June-August Produce is harvested/ garden celebration held for families

Provide a timeline for how grant money would be spent over the next year.*

Funds provided from this grant would be spent within the proposed timeline:
June-Sept Garden set-up expenses, 1/3 curriculum, 1/3 wages, 1/3 food tasting, tech equipment (\$3,353)

Oct-Jan 2 field experiences, car seats, 1/3 curriculum, 1/3 wages, 1/3 food tasting (\$3,353)

Feb-May 2 field experiences, 1/3 curriculum, 1/3 wages, 1/3 food tasting, remaining garden expenses (\$3,353)

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much? *

This past year, LCA received a SJRE grant from Iowa City to design and implement a parent engagement program. The grant amount was for \$7,360.

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding? *

No funding has been received for this program from a non-City of Iowa City source.

Does the organization plan to apply for additional funding for this program, service or activity? *

LCA will not be applying for additional funding for this program.

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding? *

LCA will not be applying for additional funding for this program.

Can the project be completed with less funding? *

Yes No

Please Explain:

Yes, the project can be completed with less funding. We could eliminate the larger gardening experience and focus on the nutrition curriculum and other activities only.

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *

The image shows a light gray rectangular box containing a cursive signature that reads "Dr. Nancy H. Gardner".

Date *

1/7/2021

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

INTERDANCE

Address *

Street Address

1600 BROOKWOOD DR

Address Line 2

City

IOWA CITY

Postal / Zip Code

52240

State / Province / Region

IA

Country

United States

Phone Number *

3194004695

Email *

interdance2015@gmail.com

Website Address

<https://www.iowadancefestival.org/>

Contact Person

Name *

Nora G Garda

Title *

InterDance Executive Director

Phone Number *

3194004695

Email *

noragarda@gmail.com

Organization's Mission Statement *

InterDance is a 501(c)(3) non-profit art organization based in Iowa. Incorporated on July 13, 2009, our goal is to promote dance as a universal art form that reaches across political, cultural, and ethnic barriers – facilitating cultural exchange and uniting people of all backgrounds. We bring a wide variety of dance education and performance to the local community through week-long residencies, workshops, classes, and performances held in public spaces. Dance is a universal language that has the power to unify people from different communities, provide entertainment, and give participants a physical outlet for creative expression. InterDance is dedicated to developing these community-wide participatory events to increase public awareness and engagement in the arts, as well as to strengthen the community.

How many years has the organization been in operation? *

11

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

For the past three years, we have made leaps and bounds in the offerings we showcase in our Festival. In 2017, Eloy Barragan created the International ScreenDance Festival, attracting submissions from artists all over the world. This expanded our reach and gave us a global presence; we are so proud to be able to have exemplified the values of diversity and inclusion in such a big way! As a result of this addition, we also began a valuable partnership with FilmScene (a local theater in downtown Iowa City). We continue to maintain this partnership today. In the 2017, 2018 and 2019 Festivals, we featured three professional dance companies: The Cambrians, from Chicago, Nimbus Dance from New Jersey and DanceWorks Chicago from Chicago. Throughout our Festival, they offered many master classes, workshops, and performances (both public/free and on the stage). At this time, we also developed a partnership with the historic Englert Theater in Downtown Iowa City – yet another partnership we still maintain today. Due to these additions, The Festival gained a tagline, now called: IDF: On the Stage, On the Screen, On the Street.

The most recent example of how our organization exemplifies a wide and diverse community reach is through our 2020 Iowa Dance Festival. The year 2020 has been a difficult year to say the least – especially for the arts community. Despite the circumstances, our team was determined to continue our fourteen-year legacy and produce a successful, accessible event for our community. With the help of volunteers, donations, and past grants from organizations who believe in us, we were able to produce a three-day festival that consisted of three virtual masterclasses held on zoom and 2 virtual performances (an evening of screendances and an evening of pre-recorded stage works) that premiered on YouTube. We also produced a live performance held outdoors at the Iowa Municipal Airport where the audience watched from the safety of their vehicles and listened to the sound broadcasted over the radio. Despite the extenuating circumstances, the Iowa Dance Festival was able to bring dance to the community in a safe manner, featuring choreographers, dancers, and other artists from around the United States. We also brought in over 750 virtual views from people around the world – not including those who were able to attend classes and our live performance. Further, amidst this global pandemic, which put financial strain on our organization, we were still able to pay our artists for their outstanding work. This year's Festival was a phenomenal example of how diverse and impactful our reach has become over the past fourteen years.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

The organization's roots reach back to 2007, when a group of Iowa City/Coralville dancers, choreographers and supporters united under the leadership of Nora Garda and Mark McCusker to create Iowa Dance Fest, whose name was later changed to the Iowa Dance Festival. Our passion for dance and the arts as something that can be enjoyed by everyone inspired us to create this annual outreach program. We strive to include free and low-cost events, such as classes, workshops, and performances in our annual program in order to remain accessible to people of all ages and backgrounds. Above all, we want to address the beauty, physicality, and importance of dance here in Iowa.

In our first year of operation, we provided free classes and workshops and three evenings of dance concerts at Old Brick Auditorium, the Iowa City Recreation Center, National Dance Academy Studios, and the Iowa City Senior Center. In 2009, we offered a month of free dance workshops in 12 area public schools, culminating in an evening dance concert at Old Brick Auditorium.

In 2010, we produced a public dance installation through flash mobs in downtown Iowa City and Southeast Jr. High School. Our evening concert was held at the Iowa City Recreation Center. In 2011, we offered free dance concerts at the Senior Center, the Old Capitol Center, and the Iowa City Pedestrian Mall. From 2012-2014, we held presentations at multiple area public schools and produced performances at the Coralville Center for the Performing Arts. In 2014, we added an installation at the Englert Gallery and held free performances at the Iowa City Public Library.

The year 2015 consisted of a weekend festival with a Friday evening welcome performance, a Saturday workshop/brunch at Trumpet Blossom Café with guest speaker, Eloy Barragan, and performances throughout the afternoon and evening at four different venues in downtown Iowa City. In 2016 we marked our 10th Anniversary! We held an opening reception, multiple master classes teaching variety of different dance techniques, performances in Downtown Iowa City, and a closing concert at the Riverside Theater featuring Chicago-based professional dance company, The Cambrians.

In 2017-2019, we continued hosting an Opening Reception in iconic houses around Iowa City; during these years, The International ScreenDance Festival was created by Eloy Barragan as part of the Festival's events. As a result, we gained a valuable relationship with FilmScene, which we continue to maintain today. Professional companies Nimbus Dance (from New Jersey) and DanceWorks Chicago were brought as guests for Master Classes and Performances at the Coralville Center for the Performing Arts and The Englert Theater. As a result of these large leaps in the Festival's offerings, in 2019, the festival was renamed to, IDF: On the Stage, On the Screen, On the Street, to better represent our multidisciplinary approach.

Our most recent festival, RESILIENCE, consisted of two virtual performances (On the Stage and On the Screen) and one live performance (On the Street) in Iowa City. All three masterclasses were free, with the option to donate. Even in a pandemic, we were still able to attract a wide variety of performers, choreographers, and teachers. Holding online events also allowed us to reach an international audience, which will be something we consider for future festivals.

Over the years, we have gained significant traction, attracting submissions from choreographers, performers, and teachers all over the United States. Additionally, our audiences have continued to grow, which has allowed us to grow our team and expand the variety of events we offer. Year after year, we are continuously fueled by our love of dance to continue to entertain, educate, unite, and inspire artists and audiences alike.

What is the program, service, or activity? *

The Iowa Dance Festival is a celebration of dance in collaboration with musicians, writers, videographers, visual artists, and the community in the State of Iowa. It includes not only stage, street and screen performances, but also brings inclusive programs to local schools, nurturing conversation and connection among all participants (performers, choreographers, instructors and audiences).

How does the program, service or activity advance social justice and racial equity? Be specific. *

From the moment art was created, it served as a way to express and reflect on society and the times in which we live. Through their creations, artists have the power to raise awareness and make powerful statements on the social justice issues of the day, provoking conversation and causing audiences to think about issues in new ways.

Our Festival always includes multiple dance and music styles, cultural expressions of different countries, and representation of underserved social groups. We offer social gatherings before and after the workshops and performances that generate round tables where artists and audiences can engage in a conversation and express their thoughts, ideas, needs and concerns in a friendly, non-judgmental space.

A standout example of our passion for diversity and inclusion is seen through our international On the Screen portion. We encourage Q&As before and after the screendance showings between audiences and filmmakers all over the world (through Skype at FilmScene), which unifies diverse groups while advancing social dialog and civil communication among human beings.

On a local scale, we strive to reach our community on all levels by going to schools, community centers, and senior living organizations to reach all ages, genders, minorities, and those at risk. Everyone can dance and everybody should have the opportunity to participate in dance in some way (spectating, creating or participating); the Iowa Dance Festival has exemplified these values for fourteen years, and we are eager to continue amplifying them.

How does the program, service or activity address one or more of the six priority areas? *

Building Community: Through our belief that art is a universal language, we have been uniting artists and audiences from all over the world for the past fourteen years. By including multidisciplinary forms of performance, encouraging collaboration among artists of different backgrounds, and making our programs widely accessible, we have devoted ourselves to sharing, including, and engaging with people far and wide.

Education: For every year of the Iowa Dance Festival, we have offered multiple master classes and workshops in different dance techniques to promote arts education. By bringing in professional companies from around the United States, we have been able to expand our variety of techniques offered, promoting well-rounded dance education to anyone who is interested.

Employment: Each year, we are able to not only pay our team, but also pay each artist for their valuable work. In a time where artists are too often underpaid for their work, The Iowa Dance Festival pays each artist for their contribution, working to promote the notion that art can, and should be sustainable career.

Health: Dance can contribute to the health of a community in a variety of ways. First, a unified community is a more stable, healthy community. Through our work, we believe that we can create stronger bonds between diverse groups. Second, dance is a phenomenal way to stay physically active and develop creativity in both youth and adults. Serving as a physical and emotional outlet, dance can improve both physical and mental health in an enjoyable way.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need. *

The Iowa Dance Festival fulfills a community-wide need for artistic activities, as well as the need for unification and group activity. Iowa City houses several art galleries, public art works, an indie movie theater, and the historic Englert Theater. Art is at the center of our city; by adding dance to this multicultural town, we are filling an artistic gap and creating an event that builds community and relationships through activities that encourage mass participation. Additionally, amidst stress, uncertainty, culture conflict and divide, the Iowa Dance Festival brings people together - regardless of race, background, or beliefs. We want to dance, enjoy dance, and engage with the community as a way to encourage acceptance and diversity as a valuable part of what makes our community unique.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration. *

Among the many music and visual arts venues and festivals in Iowa, there simply is not enough dance. At the Iowa Dance Festival, we want to change that. Our many partnerships play a huge role in this change, as they have continually helped us achieve success in our Festivals.

InterDance Collaborators (in the production of the Iowa Dance Festival) include: the University of Iowa, Iowa City Downtown District, Iowa City Public Library, The City of Iowa City Public Art Program, The Iowa Arts Council at the Dept. of Cultural Affairs, the Iowa City Community School District, Summer of the Arts, KCCK Radio, Coralville Center for the Performing Arts, FilmScene, The Englert Theater, etc. Below is a breakdown of how these various organizations have supported us.

University of Iowa: The University of Iowa Department of Dance has helped spread the word about our festival, as well as produced artists who end up performing in it. WE also have students as a part of our team serving various positions (Marketing and Communications positions and Assistant Director).

IC Downtown District: Marketing, advertising, and providing free venues.

IC Public Library: Children and adult rehearsal and performing venue, advertising, and promotion.

The City of Iowa City Public Art Program: We have received two Public Art Grants from the City of Iowa City's Public Art Program.

The Iowa Arts Council at the Dept. of Cultural Affairs: they have provided general support, advice, fluid communication and discussion, and have awarded grants to InterDance multiple times.

IC Community School District: The school district has opened the schools' doors to a variety of creative experiences.

Summer of the Arts: Marketing, advertising, sound systems and technicians, venues, etc.

KCCK: partnering in music-dance celebrations, the Iowa City Jazz Festival, the Cultural Crawl, and more.

DanceWorks Chicago: ongoing collaborative works on performance and films

The Cambrians: Chicago Keynote speakers advocating for the arts, master classes and performances.

Nimbus Dance, New Jersey: dance advocacy, classes, free speeches, and performances.

FilmScene and the Englert Theater: true collaboration through supporting each other in the creation of art experiences in town. We are so thankful for them!

Additional collaborations and support from: Hotel Vetro, Alan Swanson, The Chait Galleries Downtown (while they were in existence), Hills Bank, Green State Credit Union, the Iowa City Optimist Club, the Iowa City International Rotary Club, Casey Cook (Cook Appraisal and Garage Mahaul).

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income).*

Our artists and audience consist of children and adults of all ages and backgrounds (master classes are typically age 8-55 with varied nationalities based on population, and performances are ALL ages with varied nationalities based on population). Ethnicities and backgrounds that have been represented in the Iowa Dance Festival through the years include: African, Indian, Irish, Near Eastern, Latin, Asian, and Bosnian. Styles of dance that have been represented include: Aerial, Juggling, Queer Tango, and the more traditional styles of Classical Ballet, Modern, Jazz and Hip Hop. Additionally, local groups that include people with disabilities have been collaborating with the Festival from its start in 2007. We include encourage all genders in every event, striving uphold our values of inclusivity and equality. To further our inclusivity and accessibility, we also provide scholarships those who want to participate, but are under significant financial strain. Specifically, in 2020, the entire Festival was intentionally FREE for everyone targeting to reach larger community and supporting low-income communities and underrepresented communities. It is clear that the inclusive nature of our festival is represented by the participation of people of all ages, ethnicities, cultural backgrounds and abilities – in both performers and audience members.

How many community members are estimated to be served by this program, service or activity and over what period of time? *

Each year, the IDF reaches approximately 1000 people in person and approximately 3000 virtually through the Iowa International ScreenDance Festival (On the Screen). On average, 25 countries, participate in On the Screen and audiences worldwide are participating through virtual communication. On the Screen has been taken to Mexico for the past 3 years and we are in communications with a group in Casa de la Cultura, Tenerife, Spain to produce it 2021. Most in-person participants and viewers reside in the U.S., though we do frequently attract people from other countries.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

Many of the Festival events are free; when we do need to charge for an event, we try to keep it to a minimum. Cost of performances and Master classes are kept to \$10/each. Scholarships are always made available (but not limited to) to minorities and youth at risk. "Packages" for classes and performances are also available at a 50% discount from the regular price.

Dance events that are brought to schools through week-long residencies, workshops, and classes are widely free of charge. Pop up performances in the IC downtown, IC Public Library, the IC/Johnson County Senior Center, the Iowa Children's Museum and UIHC are completely free of charge.

The money we make from charging for classes and performances goes toward studio and theater rental, movie theater rental, lights and music equipment/DJ, Web-Master and Social Media manager, marketing, posters and programs designer, printing, video editing, and to pay a minimum fee to performers.

What are the outcomes and performance measures for the program, service or activity? *

The outcome that we are most proud of is the quality of the events presented during the Festival and the offerings to the community that have continued to grow since the Festival's beginnings in 2007. We also pride ourselves in the number of countries (approximately 25 per year) we include each year in the ScreenDance portion of our Festival. Additionally, the consistently large number of people at all the events, audience participation, and positive feedback are clear indicators of our success. The fact that we have continued to operate successfully over the past fourteen years and continue to do so is something we are incredibly proud of.

What indicators or metrics have been identified to measure outcomes and performance? **

Alignment with organizational goals: Each year, the Iowa Dance Festival has met and surpassed our goals. We are continually able to produce this festival through hard work, dedication, passion, a wonderful team, and endless support from our community. It is clear that we are succeeding in our goal of arts promotion and engagement.

Return on Investment: Each year, we pour our resources into producing a quality festival that can be enjoyed by the community as a whole. Our fourteen years of success through growing numbers of participants, inclusivity, and diverse representation has resulted in strong support from our community. Through this support, we are able to recoup the money we put in, allowing us to keep producing and improving the Iowa Dance Festival.

Submissions, class participation and attendance: The full classes, workshops and crowded audiences, and virtual viewers from around the world speak for themselves. On average, the percentage of sold tickets for our live shows is 80-100% per year. Similarly, our classes sell at 80-100% capacity, with last year's class having to be divided into three groups in order for all the participants to dance on the Englert stage! Our free outdoor/public space shows also consistently attract a large audience; over the past 14 years, our Festival has become a popular event. Additionally, in the past four years, there have been over one-hundred applicants representing twenty-five different countries for our ScreenDance Festival. People want to engage with us, they want to dance with us, and they want to be included in fulfilling the Iowa Dance Festival's mission.

Customer satisfaction: Year after year, we have received support from numerous local organizations, most of which we consider strong partnerships. Additionally, we have numerous donors and sponsors each year, with 2020 bringing us over 30 contributors. We continue to make more relationships and gain more donors each year. Through these metrics, it is clear that the community wants more of what we offer.

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

The Iowa Dance Festival will create more outreach programs, including presentations followed by discussions, Q&As, conversations with children in schools, minority groups around Iowa, and with youth at risk. The Iowa Dance Festival wants to break the artist/audience barrier by getting involved with our viewers, finding out what their needs are, and making an effort to help improve the community through art.

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

In 2020, IDF managed to stay alive with virtual performances, master classes, concerts, AND a live drive-in performance at the IC Municipal Airport, where people could watch a beautiful show from the safety of their cars. Although we implemented this strategy due to the pandemic, the success that ensued has prompted us to incorporate online events into future festivals, even when the pandemic is over.

We want to produce inclusive, free/low-cost, live performances, and post them on our website for all to see (refer to section 8). We want to encourage in-person discussion, as well as virtual conversation. We want participants to be able to take class in person or at home. IDF will continue reaching out in person and virtually in order to encourage a wider variety of participants, bring art and entertainment into people's homes, and to boost our educational reach. Additionally, we will continue to develop our social media presence on various platforms in order to further immerse ourselves in the community.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support. *

The IDF has been sustainable for 14 years, thanks to the countless hours of time volunteers have committed to us, as well as financial support from the community. Given this continual success, we want to start making and meeting bigger goals. Should we receive the SJRE grant, we would be able to improve the quality of our community service offerings, increase our networking opportunities, and successfully expand the offerings of the Festival. Instead of pouring energy into making ends meet each year, this grant would provide us with a launching point to take our Festival to the next level, ultimately helping us maintain a strong and growing presence in our community.

In 2020, we operated on the smallest budget we have ever had, yet the IDF was able to reach an even wider audience. Thanks to the virtual events, the festival reached people all over the U.S. and other countries (Argentina, Mexico, Spain, Italy to mention a few). The SJRE grant would allow us to produce in-person events and virtual events on a larger scale, giving us the chance to have our most successful and high-quality year yet!

We want to continue reaching more schools, bringing in more prominent dance companies, choreographers and artists, and using our Festival as a vehicle for inclusivity, diverse representation, and the sharing of the art form we love the most. We are a dedicated and passionate team who will continue to deliver the Iowa Dance Festival to our community, no matter the circumstances; this grant would be the ultimate validation of the value we provide to the community.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals. *

Webmaster (website maintenance and development), Social Media Manager, sound editing, film editing, marketing, and paying the artists who create and perform in our festivals being are all expenses the Iowa Dance Festival MUST incur in order to produce and share quality work (often free of charge) with the community and to support our partner organizations (FilmScene, Englert, Coralville Center for the Performing Arts). Without these expenses, we would not be able to successfully function.

Funding Amount Request

Amount of Funding Requested *

\$ 7,500.00

How will the funding be utilized *

This grant money will be used for professional services (documentation, web designers and social media & marketing managers, compensation for artists, and venue fees). We will be paying two coordinators to implement and develop more outreach programs at schools and in the community. We also will be using the money to pay for education materials needed for virtual classes and events.

What is the organizations annual budget? *

\$20,000

2021 and 2022 Proposed Budget

Revenue

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Fees for virtual Master Classes and, shows and round tables	\$ 1,400.00	\$ 1,200.00	\$ 400.00
Other Revenue (other grants, donations and fundraisers)	\$	\$ 9,500.00	\$
SJRE Grant	\$	\$ 7,500.00	\$

Expenses

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Professional Services	\$ 5,000.00	\$ 5,000.00	\$ 1,500.00
Educational Materials	\$ 1,000.00	\$ 300.00	\$ 300.00
Marketing/Advertising	\$ 2,000.00	\$	\$
Equipment/Hardware	\$ 1,500.00	\$	\$
Rentals	\$ 1,000.00	\$	\$
Supplies	\$ 600.00	\$ 200.00	\$ 200.00
Printing	\$ 500.00	\$	\$
Misc. Supplies	\$ 500.00	\$ 200.00	\$ 200.00

Provide a timeline for the program,service, or activity. *

Starting January, 2021, we will be offering once a month, online master classes of various dance techniques. These classes will go from January to August. February will mark our open call for submissions to the festival. June will be the deadline for submissions and our selections will be finalized in August.

The Festival will take place October 1st-3rd, with master classes and workshops taking place throughout these three days. October 1st will feature the virtual stage show, October 2nd will be the premiere of the ScreenDance portion of the Festival, and on October 3rd, we will hold a live drive-in performance. Each show will have an after-reception/Q&A live or on zoom, depending on the state of the world.

Provide a timeline for how grant money would be spent over the next year. *

A rough timeline for how this grant money will be spent is detailed below:

January: \$500 for Outreach Coordinators

February: \$1,000 for professional services, \$500 for Outreach Coordinators, and \$1,000 for education materials.

April: \$500 for Outreach Coordinators.

June: \$1,000 for professional services, \$500 for Outreach Coordinators, and \$300 for education materials.

September: \$1,000 for professional services, \$1,000 for Outreach Coordinators, and \$200 for education materials.

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much? *

City of Iowa City Public Art Grant Program twice in the past 3 years (different projects: Iowa City Dance Pina, \$800, 2018 and the IDF, \$2000, 2020).

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding? *

2016: Iowa Arts Council, \$8,000 to be used within a year.

2016: Across Borders UI, \$2000 to be used immediately for the festival.

2017: Across Borders UI, \$2000 to be used immediately for the festival.

2020: Iowa Arts Council, \$10,000 to be used within a year.

Does the organization plan to apply for additional funding for this program, service or activity? *

Yes.

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding? *

\$12,500

No matter how difficult our financial standing has been, we have always figured out a way to make the Iowa Dance Festival happen. However, the less funding we have, the more stress and sacrifices we have to make in order to produce the event (less classes, smaller performances, less community engagement). At minimum, our goal is to keep the Iowa Dance Festival an annual event. However, our past success has caused us to reach far beyond this goal, looking to multiply our events, produce performances on a larger scale, expand our network, and support artists. This is not possible without additional funding.

Can the project be completed with less funding? *

Yes No

Please Explain:

Less funding means a smaller festival. We would have to sacrifice the number of performances, classes, and workshops we offer, as well as the ability to fairly compensate our workers and artists. The less funding we have, the more difficulty we face in order to produce a quality and community-centered Iowa Dance Festival.

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *

The image shows a rectangular box containing a handwritten signature in cursive script that reads "Nora G. Garda".

Date *

1/7/2021

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

Multicultural Development Center of Iowa

Address *

Street Address

136 S. Dubuque St

Address Line 2

City

Iowa City

Postal / Zip Code

52240

State / Province / Region

IA

Country

United States

Phone Number *

319-333-0600

Email *

info@mdciowa.org

Website Address

<https://www.mdciowa.org>

Contact Person

Name *

Tracy Jon Sargeant

Title *

Founder

Phone Number *

920-312-8408

Email *

tracyjon@mdciowa.org

Name *

Julia Crowley

Title *

Executive Director

Phone Number *

319-333-0600

Email *

julia.crowley@mdciowa.org

Organization's Mission Statement *

Multicultural Development Center of Iowa (MDC Iowa) serves the underrepresented and underserved communities of Eastern Iowa by addressing the digital divide and providing pathways for STEM degrees and career opportunities through hands-on learning, mentoring, and economic support. The mission of MDC Iowa is to provide the community with consistent access to tools, training, resources, and support through four main initiatives:

- Logic Learning - STEM-based learning programs for marginalized people ages 9 to 99
- Intercultural Community Development - training and community development with a focus on improving multicultural communities and awareness
- Underrepresented Students of the Creative Corridor scholarship - Annual scholarship and college preparation award to high school seniors interested in pursuing a STEM-related degree
- Black in Business Incubator - Program providing workspaces, mentorship, education, and access to free professional services to support aspiring and startup companies

The digital divide is defined as the gap between those who have access to information and technology and those that do not. Restricted access due to economic, educational, linguistic, and/or generational reasons disproportionately affects people of color. To address this problem, MDC Iowa provides free resources including STEM training throughout the year with a focus on supporting black, indigenous, people of color (BIPOC). The goal is to increase the exposure, frequency, and interest in STEM within these communities. Representation matters and our weekly Featured Friday interviews showcase BIPOC in STEM which addresses the issue that young students of color cannot be what they cannot see.

MDC Iowa believes that every individual should have the support and tools to pursue a STEM-related career regardless of socioeconomic status, race, or gender. Through public and private partnerships, we constantly work towards improving diversity in education and the workplace while promoting racial equity, and inclusivity in our community. Our logo is inspired by those principles and represents the growth that we strive to achieve and the diverse, inclusive, and economically strong communities that we support.

How many years has the organization been in operation? *

3

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

The Logic Learning program provides free hands-on STEM training to underserved and underrepresented people for the third year. In 2020, MDC Iowa partnered with multiple community organizations to deliver training through their respective outreach programs. During the summer, MDC Iowa partnered with the Iowa City Bike Library to provide STEM classes to kids in the South district neighborhood. This “pop up” class was held in the parking lot of the Neighborhood Center of Johnson County every Friday at 4 pm. Over the course of the summer, we introduced young learners to various STEM projects and had guest speakers and volunteers from the science community.

Another successful program was with the Young Parents Network (YPN) which provided a fun technology project and hands-on learning experience to adult learners. During this class, young parents learned about the history of the Internet, how the Internet works, understood entry-level computer networking concepts, and ultimately built and programmed their own Internet ad-blocker using a Raspberry Pi. The impact that these programs have had on the community is economic and health-related which reached immigrant youth and parents, young parents, at-risk youth, and formerly incarcerated residents in Johnson County. The projects provided education and skills for employment in technology jobs which contributes to economic growth and racial equity. The training programs sparked an interest in STEM and enabled them to pursue additional training. Many of our program participants have gone on to study at Kirkwood Community College, the University of Iowa, online accredited institutions, or pursue self-paced learning through various platforms. The classes provided to the community are often the main catalyst for shifting a student’s mindset and encouraging them to pursue a STEM-related degree or career. Many of our adult learners have leveraged the MDC Iowa learning programs to prepare for a new career in technology. Most of the adult learners that participate in the hands-on classes had no prior experience with technology and had previously avoided technical training due to socioeconomic barriers.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics.*

As a black man in technology, our founder saw first-hand the lack of diversity in technology. Despite a growing job market, less than 10% of STEM careers are held by people of color. This is a systemic problem that begins during early childhood development when black and brown children are told they are not good at science and math or do not receive support and encouragement to pursue a degree or career in science, technology, or engineering. The problem persists due to several factors including but not limited to implicit bias by teachers, the lack of representation in education and STEM, and ongoing socioeconomic challenges by underserved communities in Iowa City.

At the beginning of 2020, MDC Iowa provided free STEM classes at the public library and Iowa City Fab Lab. In the first few months, more than 200 young and adult learners participated in classes before the pandemic forced the library and Fab Lab to close their doors to the public. We received dozens of emails and phone calls asking for online classes. At that time, the current training model was instructor-led only, and the supplies were provided as part of the classes. Resources were not available to make the transition to online learning, but the commitment to deliver learning experiences to those that needed them the most remained. An unlikely partnership with the Iowa City Bike Library created an opportunity to provide a STEM class to kids in the South district as part of the summer bike program. Every Friday 20 kids ranging in ages from 9 to 17 learned a new skill like how to solder, make a bike light out of recycled materials, and learned about science, engineering, and math through fun hands-on projects taught by people that look like them. The feedback confirmed that these kids were not getting adequate access to STEM training and that the underserved community is hungry for someone to show up for them on a consistent basis. The STEM kit was born out of that experience.

Recent statistics from the Pew Research Center reveal that Black and LatinX workers are still underrepresented in the STEM workforce at shockingly low numbers (7% and 9% respectively). This confirms that we still have an outreach and pipeline problem and that there is clearly not enough emphasis and focus on addressing this problem. While it is true that other community organizations provide variations of STEM programs it is not a year-round focus and there is no emphasis on the marginalized groups in the community. This is the definition of inequality and something must be done to redistribute the funds so new initiatives have a chance to grow without being overshadowed by legacy nonprofit organizations. If a community with privilege and wealth truly cares about racial equity it can be seen in how financial resources are allocated to organizations that directly support the communities of color. Those closest to the problem are closest to the solution so MDC Iowa founding members, board members, and volunteers use their lived experience as people of color to solve these problems.

What is the program, service, or activity? *

The STEM kit provides all the materials and building blocks to complete 13 hands-on projects that develop skills in STEM in a fun and creative way. Paired with our BIPOC instructors, our self-paced courseware, quizzes, and certificates of completion, the kit is an essential tool to improve diversity in STEM and build confidence in students of color. The STEM kit allows students to complete unique projects and can graduate to advanced learning with add-on modules that allow the students to build their own functional tablet or laptop.

How does the program, service or activity advance social justice and racial equity? Be specific. *

MDC Iowa recognizes that there is a difference between equality and equity. Equality is defined as equal sharing and division, keeping everyone at the same level. Giving the same thing to all people, regardless of their needs does not help improve the situation of those that need help the most.

Equity is defined as fair treatment, access, advancement, and opportunity for all people. It strives to identify and eliminate barriers that prevent the full participation of some groups or individuals. Promoting equity requires an understanding of the causes of outcome disparities within our society.

The digital divide, lack of representation in public schools, lack of diversity in STEM, and defunding of pipeline programs for people of color are all factors that limit BIPOC from accessing STEM-related degrees and careers which perpetuates inequality. The MDC Iowa STEM kit and learning program addresses all these problems by providing free access to training, resources, materials, and BIPOC instructors. The pandemic has prevented in-person classes in easily accessible public spaces which also affects those with a low-socioeconomic status (SES) which are disproportionately black and brown residents. A fully equipped STEM kit and online learning platform remove any barriers that prevent people of color from accessing these resources.

A recent study by John Hopkins University found that for low-income black students, having at least one black teacher in elementary school reduces their probability of dropping out of school by 29%. The study also showed that a black student that has just one black teacher by third grade is 13 percent more likely to enroll in college and a black student that has two or more black teachers is 32 percent more likely. Currently, the teacher workforce in Iowa City is not diverse and does not reflect the student population with less than 2% of the teachers identifying as people of color with 19% of the student population identifying as people of color. ICCSD has at least five schools with no teachers of color, many of these schools have a student population that is majority people of color but taught by an all-white staff. The bottom line is that representation in the classroom matters and the benefits of having a black teacher are clear. More than 75% of the MDC Iowa board members are black or mixed, and 85% of the staff, volunteers, guest speakers, and professionals that are directly involved in delivering STEM classes are people of color, women, or both. Our public-school system has a difficult task of improving diversity in the teacher workforce and that may not change before a current 3rd-grade student gets to high school so what is the plan to improve the equity of our students of color? A teacher is a person who helps students to acquire knowledge, competence, or virtue. The role of a teacher or educator can be taken on by anyone and in the absence of black teachers in the Iowa City community that role will be filled by MDC Iowa until the issue of diversity is resolved.

How does the program, service or activity address one or more of the six priority areas? *

Multicultural Development Center of Iowa (MDC Iowa) was founded to serve the underrepresented and underserved communities in Eastern Iowa by addressing the digital divide and providing pathways for STEM degrees and careers through hands-on learning, mentoring, and economic support. The STEM kit program is designed for anyone ages 9 to 99 and specifically addresses education and employment. Young and adult learners have the chance to reach their full potential without socioeconomic barriers regardless of education or personal background.

We don't yet know the long-term effects that prolonged virtual learning will have on our children but we do know that providing access to hands-on learning will have a positive psychological impact and help students get excited about learning experiences with foundations in science, technology, engineering, and math.

No one could have anticipated the pandemic or the impact it would have on young students. The virtual and hybrid models lack the hands-on experience that improves memory retention. Providing a STEM kit is the start of addressing these issues and improves the overall confidence and mental health of the student while creating a foundation of technical skills that can lead to career opportunities. MDC Iowa believes that every individual should have the support and tools to pursue a STEM-related degree or career regardless of socioeconomic status, race, or gender. MDC Iowa uses public and private partnerships to improve diversity in education and the workplace while promoting racial equity and social justice in our community.

Of the nearly 6 million jobs expected to require technical skills in the future, labor statistics project a candidate pool of only 3.2 million. The recent pandemic has created a need for employers to redesign workplace models increasing work from home positions. This change has created opportunities for candidates with basic tech skills to apply for positions outside of their current market without the need to relocate. This has opened a new job market previously not available to entry-level workers.

Additionally, many tech companies and employers have publicly committed to improving diversity in their workforce which will create a demand for a more diverse candidate pool. Several participants in the early phases of the Logic Learning program have gone on to achieve industry-recognized certifications after completing the Cloud and Security tracks and now have full-time jobs with salaries that range from \$80,000 to \$150,000 without having a college degree. Being paired with a mentor, having a teacher that looked like them and could relate to them, and having a role model is what they each credit as the catalyst for their new careers. It all started with one free STEM class delivered in their neighborhood by a black cybersecurity professional that wanted to see more people in the tech industry that looked like him.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need. *

Addressing the Digital Divide is a well-documented problem and one that disproportionately affects people of color in Iowa City. The socioeconomic status of countless families in Iowa City prevents them from having access to devices and the underlying technology. The data from the ACT Research & Center for Equity in Learning shows that 89% of survey participants that identified as a person of color had access to only one device. Additionally, the survey shows that 51% of students of color had access to only a smartphone. Providing access to technology including devices, software, systems, and training is a critical resource to students, both young and old, to ensure that everyone has the necessary tools to access information in the digital age.

In order to bridge the Digital Divide, we must go beyond ensuring people have access to the proper resources by improving technological literacy and skills. This can be achieved through increased engagement in content creation, increasing the number of technically trained individuals, changing the attitude around technology, and empowering individuals to get involved in STEM which can all start with just one STEM kit.

The communities of color in Iowa City need people to show up for them and provide access to resources that can empower them to reach their full potential. The BIPOC communities need an equitable distribution of funds to pay for programs and services that improve socioeconomic statuses, increase the higher education outreach, and decrease the school-to-prison pipeline. These STEM kits and training materials are tools to encourage innovation, build problem-solving skills, and create a pathway for a future that the ancestors would be proud of. This program shows people of color in this community that they are not invisible, and someone wants to invest in their future.

The need for programs that provide access to STEM training is not new or exclusive to any of the existing organizations that may provide these types of programs, services, or activities. What is new and very much needed by the Iowa City community is an organization that focuses on providing this type of training and access to resources with a focus on serving people of color all year round.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration. *

MDC Iowa partners with several community organizations to provide STEM-related training and resources. Imagine for Youth was founded by Micah Hyde and started as a class project while attending the University of Iowa. Their mission is to ensure that youth facing financial hardships in the communities we serve have the opportunity to excel both athletically and academically by providing the necessary resources, supplies, and equipment. The partnership with Imagine for Youth allows MDC Iowa to provide STEM kits to 2nd through 5th-grade children at Title 1 schools as part of an annual backpack drive.

Iowa Valley Habitat for Humanity, Iowa City Bike Library, Young Parents Network, and the Neighborhood Centers of Johnson County are all collaborators and partners in delivering MDC Iowa STEM-related classes, events, and projects to the community members that they serve.

MDC Iowa also partners with private corporations in the technology sector that provide access to industry professionals that assist with content creation, courseware development, and mentorship.

Additionally, MDC Iowa is continually working on local public and private partnerships to collaborate in the ongoing development of programs and materials. Some examples of these partnerships that are still in development are local schools (K-12), universities, and private corporations with an engineering focus.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income). *

MDC Iowa does not discriminate or limit access to services to any specific demographic or prevent anyone from participating in our learning experiences.

Our mission is to support an inclusive community and celebrate our diversity which cannot be accomplished by excluding participants based on race, gender, or socioeconomic status. Our outreach does focus on underrepresented and underserved people in the community which are disproportionately Black or African American, American Indian, Alaska Native, Asian, and Hispanic or LatinX. We recognize that a free STEM kit would benefit all families regardless of income but especially those with annual household income less than \$36,000.

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How many community members are estimated to be served by this program, service or activity and over what period of time? *

The STEM kit is an ongoing initiative that can grow with the child or adult learner as they increase their skill level. With the ability to expand the kit with add-on modules, the STEM kit and associated training material can be an effective learning tool for years. The amount of funding received will determine how many community members can be served by this program. If the requested amount is granted, MDC Iowa can serve an estimated 200 members of the community.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

No, MDC Iowa has never charged for any services or participation in any programs or events.

What are the outcomes and performance measures for the program, service or activity? *

The outcome for the STEM kit program is an increase in interest by people of color in STEM-related degrees and careers captured throughout the STEM learning program and compared to data collected during the initial student onboarding process. Performance or success is measured by the number of STEM kits distributed compared to the number of students enrolled in the online learning platform.

What indicators or metrics have been identified to measure outcomes and performance? **

The Program Coordinator has identified key metrics and data points to measure the outcome and performance of the STEM kit program. The online learning platform tracks progress and provides feedback on the total time to complete a task, supports group discussion and collaboration, and tests the students' knowledge retention with quizzes throughout the project. This near-real-time data will allow for more actionable intelligence to support an agile approach to program lifecycle management.

- Tracking demographic data of program participants
- Program referral data
- Participant needs and progress assessment
- Participant history information
- Attendance monitoring
- Identification and tracking of key trends
- Monitoring and assessing programs effectiveness

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

There is no current plan for process or tool development specific to the STEM kit program, but the data and performance metrics could be shared with certain community organizations. Additionally, MDC Iowa follows an open-source methodology and will make curriculum and courseware available to any non-profit organization interested in providing similar training to underserved people in the community. The success and outcome of the program could also be shared with others in the community to support the need for more programs that focus on eliminating racial and social injustices through STEM training, career-building, professional networking, mentoring, and other services to support the redistribution of wealth.

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

As part of an ongoing campaign to illustrate the need and benefit of programs like the STEM kit, the MDC Iowa Marketing Manager will routinely showcase program participants' success on social media. Additionally, program participants can opt-in to participate in a monthly featured student profile that will communicate their experience in the STEM kit program which will be delivered in both print and digital media throughout the Iowa City area. Also, students that have successfully completed the program can become STEM Ambassadors and mentors for younger learners creating opportunities for them to talk about their experience at schools and within their own communities. As part of the MDC Iowa marketing plan, the results will be openly communicated with local leaders and educators to emphasize the success of the program while simultaneously supporting the ongoing need for such programs. The Executive Director, staff, and volunteers will also share the program's success on social media. The summary of success, student showcase, and scholarship recipients will also be featured in the annual Little Village Giving Guide.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support. *

The STEM kit program started with small private donations and was expanded with a grant from the Community Foundation of Johnson County and has become a permanent program for MDC Iowa. The SJRE grant will help to further expand the number of recipients that can benefit from this hands-on learning approach. To sustain the program, the MDC Iowa Development Manager has a detailed strategy and defined goals for ongoing fundraising campaigns to support operations and continued growth of the four initiatives including the STEM kit program. MDC Iowa has also partnered with Jill Smith Ph.D. at the University of Iowa Tippie College of Business to identify grant and funding sources that align with the STEM kit program objective.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals. *

There are no anticipated fees for professional services associated with the STEM kit program.

Amount of Funding Requested *

\$ 6,000.00

How will the funding be utilized *

The SJRE Grant will be used to purchase materials, supplies, and tools for the STEM kits.

What is the organizations annual budget? *

MDC Iowa operates with an annual budget of \$25,000

2021 and 2022 Proposed Budget**Revenue**

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Grants	\$ 6,200.00	\$ 0.00	\$ 0.00
Fees	\$ 0.00	\$ 0.00	\$ 0.00
Other Revenue	\$ 0.00	\$ 0.00	\$ 0.00

Expenses

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Educational Materials	\$ 500.00	\$ 500.00	\$ 0.00
Marketing/Advertising	\$ 0.00	\$ 0.00	\$ 0.00
Equipment/Hardware	\$ 0.00	\$ 0.00	\$ 0.00
Supplies	\$ 5,000.00	\$ 0.00	\$ 0.00
Outside Printing	\$ 0.00	\$ 0.00	\$ 0.00
Misc. Supplies	\$ 0.00	\$ 0.00	\$ 0.00

Provide a timeline for the program,service, or activity. *

From purchase to the distribution of the STEM kits it will take approximately four months. The initial purchase of equipment, materials, and supplies will be staggered to allow for assembly and distribution without creating a bottleneck. The training content will be released on a weekly basis and should take students at least four months to complete the initial 13 projects.

Provide a timeline for how grant money would be spent over the next year. *

Since the STEM kit components are sourced from various vendors and assembled by staff and volunteers, the projected timeline for using the funds would be staggered over a four-month period. Distributing the STEM kits in batches of 50 per month is a manageable amount for the limited resources available to assemble the kits and provide initial support for onboarding new students.

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much? *

No, MDC Iowa has never received any funding from the City of Iowa City.

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding? *

Yes, MDC Iowa received a one-time grant in October 2020 for \$6,200 from the Watts Family Endowment fund through the Community Foundation of Johnson County. The funding was for STEM kits which have been distributed to BIPOC residents in the South district neighborhood.

Does the organization plan to apply for additional funding for this program, service or activity? *

Yes, the goal is to provide every student of color with a STEM kit which will require additional funding. Also, the kits are designed to be modular, and to support new content additional materials will be required. Eventually, the students that complete the advanced STEM kit will be able to build their own tablet or laptop which will require electronic components not included in the initial kit.

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding? *

Based on the success of this program it is likely that MDC Iowa will consider applying for additional funding to expand the STEM kit program. The complete STEM kit program is a progressive, three-tiered initiative (Level 100 - beginner, Level 200 - intermediate, Level 300 - advanced) that is designed to span 12-24 months. Without the SJRE grant, the STEM kit program will be suspended until an alternate funding source can be secured and would not be able to progress to Level 200 program expansion.

Can the project be completed with less funding? *

Yes No

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *

A rectangular box containing a handwritten signature in black ink that reads "TRACY JON SARGEANT".

Date *

1/8/2021

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

Johnson County Interfaith Coalition (JCIC)

Address *

Street Address

P. O. Box 966

Address Line 2

City

Iowa City

Postal / Zip Code

52244

State / Province / Region

IA

Country

United States

Phone Number *

319-654-4624

Email *

organizeiowainfo@gmail.com

Website Address

organizeiowa.com

Contact Person

Name *

Bea E. Hicks

Title *

Treasurer

Phone Number *

301-775-1431

Email *

beahicks2501@gmail.com

Organization's Mission Statement *

The member organizations of the Johnson County Interfaith Coalition (JCIC), with the support of the Gamaliel Network and in covenant with Quad Cities Interfaith, commit to a long term, productive collaboration that creates justice, especially for persons of color experiencing racial and economic inequality in the county, region and state.

How many years has the organization been in operation? *

3

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal.*

As part of the Iowa City 2020 Martin Luther King Jr. Celebration of Human Rights Week, JCIC hosted a South District Voter Education event after this community was identified by the Auditors Office as a neighborhood with low voter registration. A survey of residents in the area identified six issues as priorities: health care, affordable housing, social services, employment, immigration and education. Besides stations set up at the event to provide information, including handouts related to these issues, this family friendly event featured a short entertainment program, activities for children, a free buffet dinner featuring international cuisine and, most importantly, opportunities for attendees to receive information about issues important to them from translators in five languages (Arabic, French Lingala, Spanish and Swahili). Approximately 200 persons attended. Co-sponsors of the event included the South District Neighborhood Association, Kingdom Center, Center for Worker Justice, NAACP, Delta Sigma Theta Sorority, Black Voices Project and the League of Women Voters who registered at least 20 residents to vote.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics.*

Following the police shooting of an unarmed Jerime Mitchell in Cedar Rapids in late 2016, participants in a prayer meeting attended by religious leaders in Iowa City mobilized to rally for this cause and other issues relevant to people of color. This group grew to become the JCIC, a volunteer-only, not-for-profit comprised of approximately 20 entities, mostly religious, inclusive of Protestant, Catholic, Jewish, Muslim, and non-denominational congregations, and like-minded others (Habitant for Humanities, Center for Worker Justice and individuals).

In the 3 short years since inception, many successful programs have been undertaken by JCIC, in partnership with others, to increase knowledge and and participation of people of color around issues of concern to them including adoption of Iowa City's Hate Crime Ordinance, Black Voices Inside Out Program, Speak Out -- Speak Up events, and most recently, a series of 7 videos in 3 languages covering topics of immigration, education environmental justice, affordable housing, health, and employment. The video series is available on our website, free to anyone, and has been enjoyed by many in Iowa City, the states of Iowa, Illinois, Pennsylvania and others.

What is the program, service, or activity?*

Educational Outreach to increase the availability of information and knowledge for minority residents and helps improve voter and civic engagement as well as invite a collaborative use of power to transform racial and economic relations for people of color. We believe that addressing issues of personal importance to participants heightens their understanding of voting issues and participation in the process.

How does the program, service or activity advance social justice and racial equity? Be specific.*

JCIC would like to build upon its initial educational outreach work by increasing the membership of our organization, building relations among current members and allies, increasing community volunteers, and promoting greater fundraising to address the needs of the minority population in Iowa City area to meet our mission This grant would allow us to share the services (and expense) of a Community Organizer, continue to develop and provide quality video and written media addressing issues and expand outreach to schools and other communities and constituents. Expansion would allow greater resources -- individual, organizational and financial -- to identify and implement appropriate solutions for the needs of the target population. Furthermore we could begin to measure actual improvements experienced.

How does the program, service or activity address one or more of the six priority areas?*

Our voter and civic engagement education and engagement covers all six of the SJRE priority service areas. The series of 7 videos in 3 languages and the South District written material covering 6 topics in 5 languages can be presented to larger audiences, expanded to include new topics of interest to the target population and developed to include other subjects and types of material.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need.*

"A rising tide lifts all boats." And so it is with the work of JCIC -- to build relationships between organizations and individuals to discover self-interests, present educational opportunities to explore solutions, and invite a collaborative use of power to transform racial and economic relationships for targeted populations in Iowa City. As with the South District experience, selected population areas or communities will be surveyed to determine greatest need as identified by the actual residents and programs developed to realize them.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration. *

Yes; besides the support of volunteers from the varied membership of JCIC, we will continue to collaborate with the League of Women Voters and engage with Hills Bank, MidWestOne, HyVee, GreenState Bank, Goodfellow Printing, Iowa Freedom Riders and community leaders and individuals. Last, we would like to continue to identify additional members, such as the School Board or recreational groups, for example, and partners to share our vision and outcomes.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income). *

We anticipate our offerings to directly benefit people of color in City of voting age, future voters, specifically if they have never voted, or those who share other needs or issues for which we have developed information. Of course, many others will benefit indirectly as well.

How many community members are estimated to be served by this program, service or activity and over what period of time? *

Our target area in Iowa City would be between 20 and 25 percent of the City's population or 15,000 to 18,000 persons. Not only would the targeted minority populations be directly served but the effects of improvement will be experienced indirectly by others whether minorities or not and regardless of other demographics. This calculation assumes an Iowa City population of 75,000 and minority percentages of 8.12% Blacks/Afro Americans; 7.55% Asian; 3.48% Latinx/Hispanic; and 3.52% Other.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

No; there is no charge for participation.

What are the outcomes and performance measures for the program, service or activity? *

1. Greater voter registration and civic participation
2. increased membership in JCIC
3. Expansion of educational materials and audiences
4. Increased resources to achieve our vision

What indicators or metrics have been identified to measure outcomes and performance? **

1. Voter turnout
2. Additional funding
3. Membership growth

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

1. Printed materials such as flyers, workbooks
2. Videos
3. Expanded website
4. Workshops/Seminars

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

Besides social media, JCIC will roll out available offerings at member locations, community meetings, recreation centers and parks, City Fairs, expanded mailing lists and word-of-mouth to target audiences. Every effort will be made to assure available opportunities are accessible to the target audiences based on mobility and language.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support. *

JCIC will be sustained by expanding and increasing its membership, partnerships and funding. As additional needs arise, it is the mission of our organization to address them.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals. *

We have identified "translators" as professional service providers.

Funding Amount Request

Amount of Funding Requested *

\$ 24,990.00

How will the funding be utilized *

To cover costs associated with developing and printing materials, producing videos, providing meals and community organizing.

What is the organizations annual budget? *

Currently \$25,000.00

2021 and 2022 Proposed Budget

Revenue

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Grant (Need to adjust column headings)	\$ 9,000.00	\$ 9,000.00	\$ 7,000.00

Expenses

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Professional Services (adjust headings)	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Personnel Salary & Taxes	\$ 2,080.00	\$ 2,080.00	\$ 2,080.00
Educational Materials	\$ 800.00	\$ 800.00	\$ 800.00
Events and Videos	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00

Provide a timeline for the program,service, or activity. *

We anticipate less virtual and more face-to-face opportunities beginning in the fall and holding at least one community event each calendar quarter.

Provide a timeline for how grant money would be spent over the next year. *

See budget above

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much? *

No

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding? *

We received one-time \$2,500.00 grant from the Congregational United Church of Christ to produce the videos. Additionally, approximately \$4,000.00 support was received for our South District event from member organizations and individuals; Hills, MidWestOne, GreenState Banks; HyVee; Delta Sigma Theta Sorority; and various in-kind donations of goods, services.and catering.

Does the organization plan to apply for additional funding for this program, service or activity? *

yes, through our network of previous contributors and subject to remediation of the Covid-19 pandemic.

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding? *

\$40,000.00; Yes.

Can the project be completed with less funding? *

Yes No

Please Explain:

Subject to remediation of Covid-19 and with a reduction of scope.

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *

The image shows a rectangular box containing a handwritten signature in cursive script that reads "Ben E. Hicks".

Date *

1/8/2021

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

IC Compassion

Address *

Street Address

1035 Wade St

Address Line 2

City

Iowa City

Postal / Zip Code

52240

State / Province / Region

IA

Country

USA

Phone Number *

319-330-9883

Email *

info@iccompassion.org

Website Address

<https://www.iccompassion.org/>

Contact Person

Name *

Teresa Stecker

Title *

Executive Director

Phone Number *

319-220-9883

Email *

teresa@iccompassion.org

Organization's Mission Statement *

The mission of IC Compassion is to engage culturally diverse communities together through hope, opportunities and partnerships. Together we equip people at their point of need to move out of poverty and inspire them to be of service to others. The Global Food Project is a program of IC Compassion.

How many years has the organization been in operation? *

14

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

In 2019, the Global Food Project was gardening on two acres of land at the Johnson County Historic Poor Farm and working with over 40 families for at least 20 different countries. Before the realities of COVID-19 caused people to socially distance, GFP gardeners held regular community events where the food of their cultures were prepared and shared, using the produce grown at the Historic Poor Farm. These events brought together people from all parts of the community -- immigrants and established lowans -- to share food, stories, recipes and friendship. Participants of these events left with full bellies, new friends, and a better understanding of who lives in their community and the incredible lives they've led. These events highlighted how the simple coming together of all reaches of the community, through food and social engagement, can foster understanding and acceptance, assuage xenophobia, and combat racism.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

For more than 150 years, Iowa has been one of the leaders in the nation as a model host state for refugees. In more recent times, Iowa served as the first state to offer relocation assistance to 1,500 Tai Dam refugees from Laos and Vietnam in 1975. Iowans have continued this legacy of inclusion, as the ranks of immigrants and New Iowans play an increasingly important role in shaping and enlivening communities across the state, from areas of business, agriculture and technology, to local food movements, arts and education.

From 2005-2009, the state of Iowa provided resettlement assistance to more than 1,000 Sudanese refugees. In Johnson County, there has been a dramatic increase in the number of immigrant and refugees to the region, particularly in the Sudanese American community, which has recently reached an estimated 2,000 residents. According to most estimates, the Sudanese American community will continue to incrementally increase in the next decade. In an effort to create opportunities for New Iowans to engage with the established community and address common issues such as food access, educational resources, and cross-cultural exchange, members of the Sudanese community, in partnership with several established organizations, developed The Global Food Project (GFP).

In 2016, the founders of GFP, many of whom identify as immigrants, refugees and New Iowans, were accepted as a James Gang endeavor, which provides fiscal sponsorship, community connections, and a broad range of expertise culled from the collective experiences of the group members in non-profit development. Having established themselves as an official 501(c)3, GFP applied for an RFP released by the Johnson County Board of Supervisors that would provide access to 3.7 acres of land at the Historic Johnson County Poor Farm for organic-method food production. In January 2017, GFP was selected by the Johnson County Board of Supervisor to lease crop land at the Historic Poor Farm for an initial lease term of three years.

From 2017-2019 GFP operated community garden and education programs at the Johnson County Historic Poor Farm with 40 families from at least 20 different countries. In 2017, the first year GFP operated at that Historic Poor Farm, gardeners produced more than 4,000 pounds of organic food, with this number increasing steadily over the next two years. In 2018 GFP was granted an Iowa Department of Agriculture and Land Stewardship (IDALS) Speciality Crop Block Grant that supported the organization for two years, through the summer of 2019.

While the program continued successfully with unlimited potential to grow through 2019, it became apparent to GFP leaders that GFP did not have the capacity to build and grow the organization in its current configuration. While there was some money allocated through the IDALS grant for stipends and contracts (most of the IDALS funding went to supplies such as hand tools, irrigation, and garden seeds) the majority of the work to manage the organization and the farm was being done by volunteers, some of whom had two or three jobs, large families, and other community obligations. With an already established relationship through the Johnson County Refugee Alliance, GFP approached IC Compassion about becoming a program of IC Compassion, identifying many intersections in both organization's missions and goals. In late fall of 2019, GFP became an official program of IC Compassion, and the remainder of the GFP budget was transferred to IC Compassion. Shanti Sellz, a founding board member of GFP, joined the IC Compassion board for a term of five years.

In early March of 2020, COVID-19 swept the United States. With this reality and all of the unknowns it presented at the beginning of the growing season, the IC Compassion Board of Directors chose to suspend all GFP garden programs at the Johnson County Poor Farm in 2020. The GFP gardeners were very supportive as well as the team of managers at the Historic Poor Farm. GFP renewed the land lease with the Johnson County and donated the allotted land to Grow Johnson County for the 2020 growing season to increase charitable food production for regional distribution.

Today, almost one year later, IC Compassion has just hired a farm manager to kick the Global Food Project back into action who will reconnect with existing partners, establish new ones and get gardeners back on the land in 2021.

What is the program, service, or activity? *

"It is not a project that is just aiming to feed people, it is a project aiming to empower people and connect people." Ayman Sharif, Global Food Project Founder.

The Global Food Project (GFP) connects newly arrived and established residents of Iowa City and Johnson County through sustainable local food production, educational events, and community gatherings. GFP provide a safe, nurturing, and inclusive environment for sharing life experiences, building trust between cultures, and embracing the diversity of our fellow Iowans while growing healthy, culturally relevant food.

In 2021 GFP plans to host up to 60 community garden plots at the Johnson County Historic Poor Farm. Gardeners will have access to their plots as soon as the ground can be turned in the spring. As participants in GFP, gardeners will have continual access to shared tools, irrigation, and harvest equipment. GFP utilizes community funding and donations to supply gardeners with seeds and plants, as well as commonly used garden supplies such as floating row cover, irrigation drip tape, and tomato cages. Gardeners will be able to access their plots at their own discretion during daylight hours. The GFP Farm Manager will be available on-site two evenings per week and two Saturdays per month to provide support and technical assistance.

Food produced by the community gardeners will be consumed and distributed at their discretion. Any excess food produced will get donated back to the greater community through IC Compassion's emergency food programs. While the project will be primarily supporting families in growing food for themselves, gardeners who show interest in developing market-farm enterprises will have the opportunity to explore other programs at the Historic Poor Farm that support beginning market farmers.

How does the program, service or activity advance social justice and racial equity? Be specific. *

The Global Food Project supports the immigrant community, as well as socially-disadvantaged and limited-income residents in Iowa City and Johnson County by providing access to quality agricultural land while growing and training new community leaders of diverse backgrounds. Gardeners are able to have more control and autonomy over the food they chose to produce and eat, growing crops that are of nutritional and cultural importance. GFP integrates participants with local communities to achieve productivity and prosperity, increases families' understanding and awareness of food production and sustainability by providing technical assistance and training, and develops a platform, through agricultural and culturally relevant food, for all of Iowa City and Johnson County to celebrate the rich cultural diversity that defines the region.

How does the program, service or activity address one or more of the six priority areas? *

Education: Education is at the heart of the Global Food Project. Gardeners work alongside each other to grow food, many utilizing traditional techniques from their home countries. Gardeners are able to learn from each other as well as from experienced farmers who share the Johnson County Historic Poor Farm land as well as from the GFP Manager who will be on site regularly to support gardeners as they learn the specifics of the Iowa climate and best practices for growing organic food here. GFP gardeners will then educate their greater community on food production in our region, leading to more experienced, confident, and food secure producers.

Building Community: Food has the power to unite all races, classes, and economic backgrounds and good food is at the center of a healthy, intact community. No matter where an individual is from in the world, the food of their homeland is a part of the fabric of who they are and food is a way of maintaining and sharing one's culture and heritage. Many immigrants and refugees in the United States also come from agricultural backgrounds in their home countries and have immense knowledge and expertise to share with the community. By creating community gardens at the Johnson County Historic Poor Farm, GFP gardeners will be working alongside people from all areas of the world, including established Iowans, fostering connections and friendship that may otherwise not be realized given the limited spaces where immigrant communities are able to interact with the community as a whole.

Health: Many immigrant and refugee families are on limited incomes that do not necessarily provide the resources to access healthy food, especially produce. Global Food Project offers access to land for families to grow their own nutrient-rich, organic food. This food will foster the health of the individual families as well as their greater communities with whom they will share the food they grow. Gardening is also known to help combat stress, depression, and anxiety.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need. *

Land Access: Due to high property rates, it is difficult to access land (both for sale and rental) in Johnson County and the surrounding area, especially for low-income residents, immigrants or “New lowans” who do not have multi-generational family ties in Iowa;

Community Engagement: Newly immigrated community members find it hard to get involved in the greater community at-large, often resulting in isolation within their minority group and living on the margins of the community development and discourse;

Whole and Organic Food: Access to fresh, healthy, organic and culturally diverse foods in the marketplace is often expensive and very difficult to obtain for low-income or immigrant populations;

Reclaiming Agricultural Ways: Many people who immigrate to the US are coming from agricultural backgrounds, including the New lowan from the Sudan, once the largest agricultural producer in eastern Africa. As immigrants in the US, without access to land, many recently transplanted immigrants struggle to maintain their agricultural traditions, knowledge and cultural ways, and find ways to apply them in Iowa;

Multi-Generational Needs: Community gardens and food initiatives such as GFP provide immigrant and New lowan children with healthy and traditional foods, as well as a way to connect and adapt agricultural traditions in urban environments;

Bridging Communities: Providing a public commons for both native and new lowans, first-generation to fifth-generation immigrants, fosters greater community understanding, cooperation and development.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration. *

There are many partnership opportunities as GFP re-establishes in 2021. Existing partners include but are not limited to:

Grow Johnson County: Grow Johnson County's mission is to combat food insecurity and promote health through charitable food production and education. Grow Johnson County is the other leaseholder at the Historic Johnson County Poor Farm and are the neighbors to GFP. Grow Johnson County offers support to GFP through land management, equipment sharing, technical support, and educational resources.

Johnson County Board of Supervisors: Grants land access to GFP at the Johnson County Historic Poor Farm for \$1.00 per year.

Astig Planning: Astig (pronounced ah-STEEG) is the Tagalog (Filipino) word for 'fresh, bold, unique'. Astig's planning services are aimed at transforming communities and landscapes through engagement, empowerment, and advocacy. Astig Planning co-manages the Johnson County Poor Farm.

Sudanese American Community of Eastern Iowa: The Sudanese American Community of Eastern Iowa plays a leading role in organizing and implementing IVGFP. The Sudanese American community of Eastern Iowa has grown during the past few decades to reach an estimate of 2000 people who have a common objective to place a significant fingerprint in the larger society.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income). *

GFP serves ALL members of the community. From 2017-2019 GFP hosted gardeners ranging in ages from one year to ninety years old. Entire families worked their plots together and children bent toward the land alongside their grandmothers. Past GFP participants represent over twenty different countries including Congo, Egypt, Guatemala, Canada, Honduras, Mexico, Morocco, Sudan, and the United States.

Income demographics of GFP participants are difficult to estimate, but it is understood that New lowans have financial limitations and are considered low-income as many immigrated people cannot work their paid professions in the United States. Many immigrants live in public housing and utilize public resources such as food and transportation assistance.

How many community members are estimated to be served by this program, service or activity and over what period of time? *

The Global Food Project plans to manage up to 60 garden plots that will support up to 40 families from all regions of the world by the end of 2022. There is enough land at the Johnson County Historic Poor Farm to grow these number exponentially in the years to come.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

There is a \$20.00 seasonal fee per garden plot. The fee is charged because previous experience and research into similar programs nation-wide have shown that a small monetary buy in to the program increases long-term participation, ownership and consistency. If someone is unable to pay the fee but would like to participate in the garden program, the fee can be waived.

What are the outcomes and performance measures for the program, service or activity? *

Outcome 1:

At least 60 community garden plots will be established in 2021 in a newly established site at the Johnson County Historic Poor Farm. Each plot will be approx. 10 x 15 or 20 x 40 and families will be able to rent multiple plot as desired. The number of garden plots can increase in 2022 with participant demand.

Outcome 2:

Up to 20 immigrant, refugee, minority and socially disadvantaged families (average family of four = 80 people) will obtain garden plots to grow food at the Johnson County Historic Poor Farm in Spring of 2021.

Outcome 3:

Gardener participation will increase from 20 immigrant, refugee, minority and socially disadvantaged families (average family of 4 = 80 people) to up to 40 families (160 people) who will obtain garden plots to grow food at the Johnson County Historic Poor Farm in 2022.

Outcome 4:

Gardeners will obtain new skills and knowledge in the area of small-scale food production in Iowa. Gardeners will learn from and work with the GFP manager, Grow Johnson County farmers, and their fellow gardeners to learn best practices for organic production in this region that will lead to increased food production without chemical inputs. Gardeners will have free access to resources such as organic seeds and plants, compost, organic insect control, and weed suppression materials to increase their success.

Outcome 5:

Gardeners will donate excess produce from the Johnson County Historic Poor Farm to the IC Compassion emergency food pantry that serves the greater community, many of whom are immigrants and refugees and engage in other services provided by IC Compassion.

What indicators or metrics have been identified to measure outcomes and performance? **

Outcome 1: Indicator(s): The number of garden plots created on new ground in 2021 and increased number of garden plots based on gardener demand in 2022.

Outcome 2: Indicator(s): Number of families participating and the demographics of those families (family size, age range, nationality). An optional survey will be offered to assess socio-economic status of the families but will not be required.

Outcome 3: Indicator(s): Increased number of family participation in 2022 and the demographics of those families.

Outcome 4: Indicator(s): Record total pounds of food grown in the gardens in 2021 and again 2022. Families will have access to wash stations and scales for their produce and will manage their own weight calculations and record their numbers in a shared log that will be regularly consolidated into an electronic document by the GFP Manager.

Outcome 5: Indicator(s): Record total pounds of food donated to IC Compassion emergency food program in 2021 and 2022. IC Compassion volunteers will weigh and measure food as it is donated and transfer records to the GFP Manager to be electronically documented.

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

1. Established Community Gardens: New gardens (60) will be established in the spring of 2021 at the Johnson County Historic Poor Farm. These gardens will be grown-in and worked by families using organic production methods that build soil health and productivity. The vitality of the gardens will increase over time and lead to increased food production with less inputs for future families gardening on the land.

2. Community Engagement: The Johnson County Historic Poor Farm will continue to develop as a community space where gardeners of ALL backgrounds are equally represented on the land. Global Food Project is at the center of the Poor Farm working toward this vision.

3. Model for Immigrant-led Community Program: The immigrant community in Iowa City and Johnson County is still wholly under-represented in community-based programs, especially as leaders. Global Food Project was founded within the immigrant community and address the interests, needs and desires of the communities it serves from within, rather than through a top-down, charity based model.

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support. *

Yes. IC Compassion is committed to the development, building and sustainability of the Global Food Project. IC Compassion works off a number of funding resources including direct donations from the religious community. In 2019, GFP worked with a grant firm to generate a list of over fifty grants for which GFP is a strong contender. The GFP Manager as well as IC Compassion board members will be pursuing additional funding throughout 2021. Access to the land is very low-cost (\$1.00 per year) and many of the tools and supplies needed to run the program have already been purchased. Funding is needed to increase capacity.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals. *

The Global Food Project is funding a part-time Manager at 20 hours per week for the year.

Funding Amount Request

Amount of Funding Requested *

\$ 25,000.00

How will the funding be utilized *

The funding will be utilized to wholly support the Global Food Project at the Johnson County Historic Poor Farm. 25% of the funding received from the SJRE grant will go to support the staff time of the GFP Manager. All other funding will be used for supplies and equipment to further the mission of the Global Food Project and directly support GFP gardeners. See below budget.

What is the organizations annual budget? *

IC Compassion works on an annual budget of approx. \$156,000 per year. The Global Food Project's projected budget for 2021 is \$37,000, much of which is for personnel.

2021 and 2022 Proposed Budget

Revenue

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Other Revenue	\$ 12,000.00	\$	\$
Grants	\$ 25,000.00	\$	\$
Fees	\$ 1,200.00	\$ 1,200.00	\$

Expenses

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Professional Services	\$ 6,250.00	\$	\$
Equipment/Hardware	\$ 12,000.00	\$	\$
Supplies	\$ 3,375.00	\$ 3,375.00	\$

Provide a timeline for the program, service, or activity. *

Late winter 2021: GFP Manager will work with established community partners and to create new partnerships. Participate recruitment and orientation.

March-May 2021: Begin 2021 growing season: start plants in greenhouse, acquire materials, create garden plans. Dig and build garden plots as soon as the soil can be worked in the spring.

April 2021: GFP gardeners begin the program and begin planting their gardens in late April.

May 2021 - October 2021: GFP garden programs operate at the Johnson County Historic Poor Farm. Continued fundraising and program outreach.

October 2021 - Feb 2022: Program assessment, reporting, and visioning. Continued fundraising. Support other IC Compassion programs.

Feb 2022-March 2022: Early season field and crop planning. Gardener recruitment.

March 2022 - May 2022: Begin 2022 growing season: start plants in greenhouse, acquire materials, create garden plans. Dig and build additional garden plots as soon as the soil can be worked in the spring.

April 2022: An increased number GFP gardeners begin the program and begin planting their gardens in late April.

May 2022 - October 2022: GFP Garden programs operate at the Johnson County Historic Poor Farm. Continued fundraising and program outreach.

Provide a timeline for how grant money would be spent over the next year. *

June 2021: Funds Awarded: Allocate 25% of funds to GFP Manager salary.

July 2021: Purchase a BCS Walking tractor with tiller and mower implement.

Fall 2021: Assess and purchase necessary additional tools for the 2022 program.

Spring 2022: Purchase seeds and materials for the 2022 growing season.

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much? *

No

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding? *

IDALS Speciality Crop Block Grant: \$23,000 for two years.

Johnson County Community Foundation: \$1,500 for one year.

Does the organization plan to apply for additional funding for this program, service or activity? *

Yes

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding? *

If the program receives the fully requested amount of \$25,000 we are set for the 2021 season. We will be continuing to raise money for the future of the program, specifically to support the GFP Manager to increase from part-time (20 hours/week) to full-time.

Can the project be completed with less funding? *

Yes No

Please Explain:

IC Compassion is committed to the Global Food Project in 2021. The Board of Directors has allocated \$12,000 from the 2021 operating budget to sustain the program for the first half of the year with fundraising being a primary goal of the newly hired GFP manager. If the money has not been raised to support the program for the remainder of 2021 and 2022 by June of 2021, the Board is committed to working toward allocating this money from within. This is, however, not the current plan or ideal for the project or organization.

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *

The image shows a rectangular box containing a cursive electronic signature that reads "Shanti Sellz".

Date *

1/8/2021

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

The Rotary-Kerber HeartSafe Community Campaign of the Rotary Club of Iowa City (Noon)

Address *

Street Address

87 Leamer Ct.

Address Line 2

P.O. Box 684

City

Iowa City

Postal / Zip Code

52246

State / Province / Region

Iowa

Country

USA

Phone Number *

805-703-3150

Email *

melewisesq@gmail.com

Website Address

iowacitynoonrotary.org; IowaHeartSafe.org

Contact Person

Name *

Mary-Ellen Lewis

Title *

Committee Member

Phone Number *

805-703-3150

Email *

melewisesq@gmail.com

Organization's Mission Statement *

The Rotary-Kerber HeartSafe Community Campaign's Mission is to increase the survival rate of sudden cardiac arrest (SCA) victims in Iowa City and Coralville by motivating laypersons to intervene effectively using cardiopulmonary resuscitation (CPR) and an automated electronic device (AED).

How many years has the organization been in operation? *

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

Rotary grant funds purchased ten CPR manikins, six AED trainers, training tables and other training supplies. Fourteen Rotarians were trained to provide hands-only CPR, the use of an AED and the Heimlich maneuver to prevent choking. Educational presentations followed by training sessions were provided to members of the Noon Club of Iowa City and the Consultation of Religious Communities leadership group.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

The Campaign has provided AED kits to nonprofit organizations, primarily those affiliated with the Consultation of Religious Communities, through the generosity of donors.

What is the program, service, or activity? *

The Campaign offers the AED kit that provides an alarmed metal cabinet, an AED with battery and carrying case, a rescue pack including a pocket mask, gloves, razor, scissors and wall signage.

How does the program, service or activity advance social justice and racial equity? Be specific. *

The Campaign has offered the AED kits to nonprofit organizations through a 75% cost sharing program, asking for a \$500 donation to the Rotary-Kerber HeartSafe fund at the Community Foundation of Johnson County (CFJC). During our second year, the Campaign will offer AED kits to small Iowa City and Coralville businesses, through a 62.5% cost-sharing program. The Campaign requests this grant to be able to offer the AED kit to faith communities that serve a diverse population at no cost.

How does the program, service or activity address one or more of the six priority areas? *

The six priority areas include education and health. The Campaign proposes to offer the AED kit at no cost, plus training in the use of the AED as well as education about sudden cardiac arrest. Approximately 350,000 people suffer a sudden cardiac arrest annually in the United States. The survival rate is 10%; research shows more than 60% can survive with timely CPR and use of an AED.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need. *

Small faith communities without the financial resources to participate in a cost-sharing program would be able to receive the AED kit, as well as training in its use, and education about cardiac health, at no cost.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration. *

The Rotary-Kerber HeartSafe Campaign is a committee whose members are members of the Rotary Club of Iowa City (Noon). As well, the Campaign's funds are administered by the Community Foundation of Johnson County.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income). *

The Campaign requests the funds for ten (10) AED kits, which will be provided to small faith communities, which serve diverse populations and vary in age, race, gender and income.

How many community members are estimated to be served by this program, service or activity and over what period of time? *

The Campaign requests the funds for ten (10) AED kits, which will be provided to small faith communities, which vary in size from fewer than 10 to hundreds of members.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

No, there is no charge to participate in the program. All training is provided by experienced Rotarians at no cost to the participants.

What are the outcomes and performance measures for the program, service or activity? *

The AED kit and training/education will be a safety measure for the members of the small faith communities. Outcomes and performance will be measured by the number of AED kits distributed, the number of persons trained and the number of education programs provided.

What indicators or metrics have been identified to measure outcomes and performance? **

The Campaign's goal is to provide AED kits to small faith communities that otherwise would not be able to assist in the event of a sudden cardiac arrest. It is therefore difficult to measure the outcomes/performances. Once the pandemic is under control, tentatively September 2021, in-person training will be available.

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

With an AED kit in the building or place used by a small faith community, services and activities offered by the community (i.e., meetings, after school care, classes, etc.) can be shared with others in a diverse population.

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

Members of the Campaign committee who are medical doctors (cardiologists and pulmonologists) provide information about the AED distribution program through targeted zoom meetings, mailings and e-mailings, word-of-mouth and direct in person meetings (once such meetings are allowed). Community-wide awareness is raised by educational programs provided by the committee members and also through our dedicated website: iowaheartsafe.org.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support. *

The Campaign requests funding from the SJRE Grant fund for ten (10) AED kits. The Campaign plans to continue an aggressive fundraising goal of \$80,000 in our second year. We will continue the AED cost-sharing programs for non-profits and small businesses.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals. *

The proposal does not include fees for professional services.

Funding Amount Request

Amount of Funding Requested *

\$ 10,000.00

How will the funding be utilized *

Each AED kit as described above has been available to our Campaign through a bulk-purchase contract for \$1000 each.

What is the organizations annual budget? *

\$40,000

2021 and 2022 Proposed Budget

Revenue

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Other Revenue	\$ 46,372.00	\$ 40,000.00	\$ 40,000.00
Grants	\$ 10,000.00	\$	\$

Expenses

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Marketing/Advertising	\$ 2,500.00	\$ 1,500.00	\$ 1,500.00
Educational Materials	\$ 5,000.00	\$ 2,500.00	\$ 2,500.00
AED kits	\$ 32,000.00	\$ 20,000.00	\$ 20,000.00

Provide a timeline for the program,service, or activity.*

The Campaign proposes to purchase the AED kits in preparation for distribution as soon as the grant is funded.

The AED kit distribution would include education and training for each small faith community donee.

Provide a timeline for how grant money would be spent over the next year.*

The grant money would be spent to purchase ten (10) AED kits.

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much? *

No

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding? *

The Campaign initially received a grant of \$5000 from the Rotary Club of Iowa City (Noon) and a grant of an additional \$5000 from Rotary District 6000.

Does the organization plan to apply for additional funding for this program, service or activity? *

The Campaign will aggressively pursue additional funding for this program through cardiac and other health-related foundations and sources.

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding? *

The Campaign is not dependent on receiving SJRE funding but the no-cost proposal to provide the AED kits to underserved small faith communities with diverse populations would be dependent on SJRE funding.

Can the project be completed with less funding? *

Yes No

Please Explain:

Each AED kit is available to the Campaign for \$1000.00. Our goal is to distribute the AED kits to ten (10) underserved small faith or other non-profit community serving a diverse population.

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *



Date *

1/8/2021

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

Corridor Community Action Network

Address *

Street Address

C/O Iowa City Fab Lab

Address Line 2

870 S. Capitol Street

City

Iowa City

Postal / Zip Code

52240

State / Province / Region

Iowa

Country

United States

Phone Number *

319-677-1153

Email *

director@corridorcan.com

Website Address

corridorcan.com

Contact Person

Name *

Amanda Nichols

Title *

Director

Phone Number *

319-677-1153

Email *

director@corridorcan.com

Organization's Mission Statement *

Corridor Community Action Network serves to facilitate resident participation and empowerment, raising awareness about opportunities to improve the quality of life for all individuals in the Iowa Corridor. We take action to promote individual and community equity and quality of life through policy and advocacy work, service projects, volunteer efforts, and the formation of alliances, partnerships, and coalitions with other organizations.

How many years has the organization been in operation? *

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

Corridor Community Action Network (CCAN) had a very successful back to school drive, supplying backpacks filled with all needed supplies to 91 Iowa City children via student family advocates at Grant Wood Elementary and Elizabeth Tate Alternative High in September of 2019. We also supplied masks to Neighborhood Centers of Johnson County and other organizations at that time. Since November, CCAN has directly provided several families in Iowa City with all needed seasonal gear. We are also working again with family student advocates and have delivered several boxes and bags full of coats, boots, hats, scarves, and gloves to them for distribution to students in need. This experience has inspired us to fill Iowa City's need for a free clothing closet.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

The success of CCAN's back-to-school drive led us to look ahead to the next widespread community need (winter clothing) and organize a drive for that as well. With the help of other organizations and local businesses, we have been working to fill that need since early November. Many community members have mentioned that in addition to coats, boots, and other seasonal gear, they are in need of basic clothing items for work or school. We have now amassed a large collection of these types of clothing in addition to winter items. This proposal reflects our effort to create a sustainable manner in which we can continue to get quality clothing to those in need.

What is the program, service, or activity? *

Corridor Community Action Network is requesting funding to establish a free mobile clothing closet in Iowa City. We will continue to collect clothing from donors and provide it to people in need, who will be able to select their own items. In addition to continuing to collect items from individual donors, who can mail them to us through Iowa City Fab Lab, drop them off at Yotopia-Iowa City, or contact us to make other arrangements, we will reach out to existing secondhand stores to inquire about establishing partnerships in which we may receive items that do not sell. Clothing is sorted by volunteers and stored in the shed we have rented at Southside Mini Storage, which is currently paid through January 28, 2022.

How does the program, service or activity advance social justice and racial equity? Be specific. *

Poverty is a pressing social justice issue, particularly in this time of economic turmoil when more and more people find themselves facing it. The need for appropriate interview and work clothing is a common barrier to employment equity, which is directly tied to financial equity. A free mobile clothing closet will advance social justice and racial equity in Iowa City by addressing this need as well as the clothing needs of our unhoused population and of children in our community whose academic performance and overall wellness may be affected by a lack of appropriate clothing, particularly in inclement weather.

How does the program, service or activity address one or more of the six priority areas? *

CCAN's proposed mobile clothing closet would address education and employment by working to eliminate the barriers created by a lack of appropriate clothing. Multiple studies have shown that proper sizing, fit, thermal performance, and perceived comfort of clothing all impact cognitive performance (source: https://www.researchgate.net/publication/227956763_Relationship_Between_Perceived_Clothing_Comfort_and_Exam_Performance). This program would improve community health by ensuring that residents have access to clothing and gear that is appropriate for the weather.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need. *

This program fulfills a need for quality clothing among residents in our community. While the Iowa City area is fortunate to have multiple resources available to address other needs, we do not have a community-wide free clothing program. Clothing Closet of Iowa provides for University of Iowa Students only. Clients of CommUnity Crisis Services and Food Bank may receive thrift store vouchers once every six months, if they are available. However, these vouchers do not meet the needs of our community as they run out quickly (within the first two days of every month per CommUnity program staff) and come with barriers to use, such as a need for photo identification and the ability to get to the store within a narrow range of dates.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration. *

This program will include partnerships and collaborations with other organizations. A large part of CCAN's mission is to facilitate the collaboration of community organizations towards shared goals. Our Wishlist Wednesday posts are frequently full of requests for clothing from Shelter House-Iowa City, Neighborhood Nests, Domestic Violence Intervention Program, and others. A mobile closet would allow us to schedule regular times to take large amounts of clothing directly to these organizations so they can select the items they need. It would also allow us to reach out to the Iowa City Mobile Health Clinic and the Antelope Lending Library to try to coordinate routes to low-income areas in order to provide multiple services simultaneously.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income). *

This program will serve low-income individuals in our community of all ages, races, and genders. Families and Black and female residents in Iowa City face higher rates of poverty than single men and white residents (<http://www.city-data.com/poverty/poverty-Iowa-City-Iowa.html>), so it can be projected that a high percentage of those served will be the former.

How many community members are estimated to be served by this program, service or activity and over what period of time? *

We estimate that 1,200 community members will be served by this program over the course of its first year. This is based on an initial goal of serving 100 individuals per month.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

There is no charge to participate in the program.

What are the outcomes and performance measures for the program, service or activity? *

Outcomes and performance for this program will be measured based on the number of individuals served per month.

What indicators or metrics have been identified to measure outcomes and performance? **

Indicators and metrics identified to measure outcomes and performance include the number of routes driven, events attended, and individuals served per month.

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

Through this program and coordination with other community organizations, CCAN will create a process through which multiple services aimed at eliminating inequities can be simultaneously offered to residents in their own neighborhoods. We will do this by coordinating routes with other services and by offering to distribute supplies for organizations that do not have a mobile program.

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

The free clothing service produced as a result of this project will be communicated with the targeted community and the larger community through the vehicle's presence in neighborhoods as well as through social media, news outlets, and administrators of other organizations that serve low-income populations.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support. *

Yes, this program will be continued after the SJRE grant funding ends. The primary funding need is for the one-time expense of purchasing a large vehicle. Since September 24th, 2020, CCAN has raised \$2,088 through fundraising efforts. It can therefore be projected that we have the capacity to raise approximately \$8,355 per year, which far surpasses the annual maintenance cost estimations we have received from Antelope Lending Library.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals. *

NA

Funding Amount Request

Amount of Funding Requested *

\$ 24,692.38

How will the funding be utilized *

The funding will be utilized to purchase a large vehicle to serve as a mobile free clothing closet, to insure, fuel, and maintain that vehicle, and to improve the Corridor Community Action Network website.

What is the organizations annual budget? *

Corridor Community Action Network's current annual budget is \$8,000.

2021 and 2022 Proposed Budget

Revenue

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Grants	\$ 24,692.38	\$	\$

Expenses

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Equipment/Hardware	\$ 11,000.00	\$	\$
Marketing/Advertising	\$ 2,329.00	\$	\$ 2,080.00

Provide a timeline for the program,service, or activity. *

April 30, 2021- Confirm funding and begin looking for a vehicle, coordinating schedules with other organizations, and seeking drivers

June 1, 2021- Receive Funding

by June 11, 2021- Purchase Vehicle and insurance, begin setting up and organizing as a mobile clothing closet , formally hire a paid driver to work approximately 5 hours per week at \$10.10 per hour.

by June 16, 2021- Begin offering regularly scheduled services in low income areas approximately 5 hours per week.

Provide a timeline for how grant money would be spent over the next year. *

(I had difficulties making things line up with the embedded chart. The information in this box is a more accurate reflection of how grant money would be spent over the next year)

June 2021- Purchase vehicle ~\$11,000
June 2021- Insure Vehicle for the year ~\$400
June 2021- Register Vehicle for the year ~\$600
June 2021- Improve website and online productivity (total \$2329)
More efficient theme format life time use- \$249
Website donation processor annual cost- \$270
Cloud backup annual cost- \$80
HootSuite annual cost- \$350
Schedulicity annual cost- \$1380
June 2021- Gas & Maintenance ~\$290 (3,770 total for year)
June 2021- Driver Pay- \$101 (2878.50 total for year)
July 2021- Gas & Maintenance ~\$290
July 2021- Driver Pay- \$227.25
August 2021- Gas & Maintenance ~\$290
August 2021- Driver Pay- \$227.25
September 2021- Gas & Maintenance ~\$290
September 2021 Driver Pay- \$202
October 2021- Gas & Maintenance ~\$290
October 2021 Driver Pay- \$227.25
November 2021- Gas & Maintenance ~\$290
November 2021- Driver Pay - \$227.25
December 2021- Gas & Maintenance ~\$290
December 2021- Driver Pay \$227.25
anuary 2022- Renew Storage Shed \$605
January 2022- Renew website domain \$29.88
January 2022- Gas & Maintenance ~\$290
January 2022- Driver Pay \$227.25
February 2022- Gas & Maintenance ~\$290
February 2022- Driver Pay \$227.25
March 2022- Gas & Maintenance ~\$290
March 2022- Driver Pay \$227.25
April 2022- Gas & Maintenance ~\$290
April 2022- Driver Pay \$202
May 2022- Gas & Maintenance ~\$290
May 2022- Driver Pay \$227.25
June 2022- Gas & Maintenance ~\$290
June 2022- Driver Pay- \$202
January 2022- Renew Storage Shed \$605
January 2022- Renew website domain \$29.88
January 2022- Gas & Maintenance ~\$290
January 2022- Driver Pay \$227.25
February 2022- Gas & Maintenance ~\$290
February 2022- Driver Pay \$227.25
March 2022- Gas & Maintenance ~\$290
March 2022- Driver Pay \$227.25
April 2022- Gas & Maintenance ~\$290
April 2022- Driver Pay \$202
May 2022- Gas & Maintenance ~\$290
May 2022- Driver Pay \$227.25
June 2022- Gas & Maintenance ~\$290
June 2022- Driver Pay- \$202
June 2022- Insure Vehicle for the year ~\$600
June 2022- Register Vehicle for the year ~\$400
June 2022- Annual website & online presence fees (total \$2,080)
Website donation processor annual cost- \$270
Cloud backup annual cost- \$80
HootSuite annual cost- \$350
Schedulicity annual cost- \$1380

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much? *

No, CCAN has never received any funding from the City of Iowa City.

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding? *

No, CCAN has not received any funding for this program.

Does the organization plan to apply for additional funding for this program, service or activity? *

No, CCAN does not have plans to apply for additional funding for this program.

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding? *

N/A

Can the project be completed with less funding? *

Yes No

Please Explain:

The website improvements would expand our reach, but the program can be completed without them. We would likely be able to recruit volunteers to drive the vehicle, but given the importance of dependability to this project, believe that hiring someone would be more appropriate. We also could likely find a cheaper vehicle if needed, as U-Haul in Coralville currently has some available for around \$8,000.

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *

The image shows a digital signature in a cursive font that reads "Amanda Nichols". The signature is contained within a light gray rectangular box.

Date *

1/8/2021



3109 Old Hwy 218 South
Iowa City, IA 52246
PHONE 319-337-2145 x.113
WEB www.bbbsjc.org

DALETA THURNESS
Executive Director
daleta@bbbsjc.org

November 16, 2020

To Whom it May Concern,

Big Brothers Big Sisters of Johnson County (BBBSJC) is writing in support of the Corridor Community Action Network (CCAN).

CCAN has been a valuable partner in the Iowa City area connecting valuable volunteer resources to a wide variety of community organizations. BBBSJC has participated in a volunteer community convention hosted by CCAN where we were able to engage with potential volunteers.

Volunteers fuel the mission of Big Brothers Big Sisters. BBBSJC creates and supports one-to-one mentoring relationships that ignite the power and promise of youth. On an annual basis we support over 400 volunteer mentors. At any one time we have over 50 youth on a waiting list to be matched with an adult mentor. Therefore, having a dedicated partner like Corridor Community Action Network is critical in our recruitment strategy.

CCAN has also been a great partner in helping spread the word and share communications through social media.

We look forward to continuing to grow this partnership by attending future volunteer community conventions, regular networking meetings and sharing outreach communication and resources.

Supporting the expanded efforts of the Corridor Community Action Network further supports so many members in our community who rely on the support, companionship and generosity of volunteers. We strongly recommend consideration for this grant opportunity.

Please feel free to contact me if you have any further questions.

Sincerely,

Daleta Thurness
Executive Director

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

Iowa City Coralville Boxing Club

Address *

Street Address

1127 Shirken Dr.

Address Line 2

City

Iowa City

Postal / Zip Code

52246

State / Province / Region

Iowa

Country

United States

Phone Number *

3192448282

Email *

icorboxing@gmail.com

Website Address

www.icorboxing.com

Contact Person

Name *

Emily Klinefelter & Clif Johnson

Title *

Co-Founders

Phone Number *

3194403806

Email *

icorboxing@gmail.com

Organization's Mission Statement *

The Iowa City Coralville Boxing Club provides a supportive environment for all under privileged individuals ages 5 and up, including low-income individuals, those suffering from Parkinson's disease, military service members & veterans, first responders including police, firefighters, and paramedics, mentally and physically disabled individuals, senior citizens, and those fighting addiction. Our supportive environment consists of several structured introductory programs, several competitive athletic programs, multiple mentoring groups which will include assessment strategies that teach determination, life skills, discipline, positive self-esteem, while promoting exemplary citizenship and appreciation of and cooperation with our community's institutions that serve the public good. We strive to bring the best to our communities and inspire the competitive spirit of athletics from recreational to the elite while meeting the needs and challenges our disadvantaged communities face every day. We care about every member of our community and that is why our vow is unity, honor, courage, and commitment. Semper Fi.

How many years has the organization been in operation? *

3

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

Through our for-profit boxing gym (ICOR Boxing) we started a scholarship program where low-income students K-12 can participate in our youth boxing program for only \$20 per month (and sometimes for free). The eligibility for these scholarships is if the child is eligible for free and reduced-price school lunches. The scholarship program has to date served 15 students ages 5 through 18. Our normal fees range from \$40 to \$130 per month. We started a non-profit in 2017 to expand this program and to reach out to additional underserved communities.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

ICOR nonprofit (legal name is Iowa City Coralville Boxing Club) was founded by Clifton Johnson and Emily Klinefelter. Clif and Emily also operate a for-profit boxing gym, ICOR Boxing, which they have co-owned for the past 7 years. Clif and Emily were both troubled teens who got into boxing. Clif is from Philadelphia and began boxing as an adolescent in his father's boxing gym. Emily began boxing in high school in Iowa City. Both Clif and Emily had 10-year competitive careers and credit boxing with keeping them out of trouble, teaching them discipline, confidence, determination, self-defense, and resilience, as well as improving their health and physical fitness.

As our boxing gym has grown over the past 7 years, we have seen boxing help hundreds of people of all ages and from all walks of life and therefore we have started a non-profit 501(c)(3) Here are some of the reviews the gym received:

"My 9 year old daughter has been in the kids boxing class for a while now and loves it. My 6 year old daughter just started in the young kids class, and was so excited after her first class. I'm glad my girls have something to look forward to, that focuses on athleticism and confidence. Highly recommended!"

"We got involved because of Parkinson's related Rocksteady boxing. Emily and Cliff are great! With the onset of COVID-19, they have kept us going with a combination of live streaming and socially distanced mask wearing in person classes. The average age for RockSteady is probably in the 60s and we are getting pushed for an impressive good work out. ☐. We have enjoyed them so much that we have enrolled our three older grandchildren in the youth boxing and the three younger grandchildren in the little bugs classes for the 4-7 year olds. They are loving it too. This is a gym for those who are serious about getting a great workout. And if you have Parkinson's disease, highly, highly recommended!"

"Our son became involved at ICOR a year and a half ago and has loved the youth boxing program. The skills he has learned and the strength he is developing is amazing. Coach C and Coach Emily are strong motivators, skilled teachers and all around great people. And the gym is legit! I've been so impressed by the equipment and expectations and all the people we've met there. My son also attended their summer boxing camp and had a great week. This has been the one thing that he's stayed with and looks forward to. Can't recommend enough!"

To bring boxing training to more kids who could benefit from it, a boxing scholarship program for low-income kids K-12 was started. Since 2018 there have been 15 students in the scholarship program. Any student who is eligible for free or reduced-price school lunches can box for just \$20 per month and in some cases, no charge at all. Clif and Emily started a 501(c)(3) organization to serve more eligible kids with no fee charged. In addition to the boxing scholarships, the boxing gym has, for the past 3 years, sponsored families through HACAP's adopt-a-family holiday program where the gym and members buy Christmas gifts for a family in need. Each year the gym adopted a larger family, and the members and staff gathered for a holiday gift-wrapping party. This event has brought the best out of our members and brought together everyone who participated. Even some of our member families who were struggling financially themselves contributed. The gym also has participated in the University of Iowa Homecoming Parade, which our kids and all the participants loved. Another successful program the gym has started is a girl-power-hour Warrior Women class. Before the pandemic, the class was thriving and a majority of the participants were high school girls who were also boxing scholarship recipients.

With additional funding, the non-profit will be able to serve many more children at zero cost to the families. Boxing has historically been a sport of the working class and poor, and ICOR non-profit will continue this tradition and add a strong focus on building moral character and pro-social values. Many of boxing's greatest legends came from poverty and circumstances of oppression. This has inspired us to make sure that everyone gets a chance to better themselves.

World Champion boxer Manny Pacquiao and senator of the Philippines said: "I remember as a little boy I ate one meal a day and sometimes slept in the street. I will never forget that and it inspires me to fight hard, stay strong, and remember all the people of my country, trying to achieve better for themselves."

World Champion and Boxing Legend Muhammad Ali said: "In your struggle for freedom, justice and equality I am with you. I came to Louisville because I could not remain silent while my own people, many I grew up with, many I went to school with, many my blood relatives, were being beaten, stomped and kicked in the streets simply because they want freedom, and justice and equality in housing." Ali also said, "Hating people because of their color is wrong. And it doesn't matter which color does the hating. It's just plain wrong."

What is the program, service, or activity? *

Our boxing program consists of boxing instruction and mentoring focused on building better citizens, teaching determination, learning life skills, and promoting discipline and exemplary citizenship. When these traits are taught, our younger citizens can better understand and deal with social justice and racial equality issues as they arise. This will be evident in each individual's actions and reactions to the injustices and discrimination they experience on a daily basis.

How does the program, service or activity advance social justice and racial equity? Be specific. *

Our program gives each participant the skills he or she needs to deal with social justice and racial equity issues. The self-esteem they will build through boxing will give them the confidence they need to stand tall when they experience injustice. Our program advances social justice and racial equity by teaching each child that they have inherent value and that they are no worse or no better than anyone else; by teaching pro-social values and bravery so each child can stand up for themselves and for others when they face discrimination or injustice; by showing each child that they are strong and capable through the physical prowess they learn in boxing training. By teaching each child to never give up, no matter how much adversity he or she faces or how much of an underdog they may be, just as is needed in a boxing match.

There is a warrior creed promoted in the youth boxing program:

ICOR KIDS WARRIOR CREED

I am an athlete
I am strong
I am disciplined
I am determined
I welcome challenges
I overcome obstacles
I work hard
I never give up
I am not a bully and I will not be bullied
I am confident
I can do anything I put my mind to
I am a fighter
I am a champion
I am hard-core ICOR!

How does the program, service or activity address one or more of the six priority areas? *

1. BUILDING COMMUNITY-The COVID pandemic and technological advances have increased isolation to an all-time high. Our youth boxing program will foster a sense of community through unity, brotherhood, and community service. The children are not fighting each other but are fighting TOGETHER to improve themselves as athletes and as citizens.

2. CRIMINAL JUSTICE-According to an article published by Law Teacher titled "Poor Parental Supervision Contribute Psychologically," (<https://www.lawteacher.net/free-law-essays/criminology/poor-parental-supervision-contribute-psychologically.php>) children who lack parental supervision are more likely to engage in early sexual behavior and drug use than children with involved parents. Children who lack support at home also lack self-esteem and therefore look to gain status among their peers. For boys, the lack of self-esteem and home support can lead to involvement in criminal activities. For girls, the lack of self-esteem and home support can lead girls to seek attention from older boys or men, who might be involved in criminal activities. Our program will provide supervision, guidance and support that many of these at-risk children may not be receiving at home. Furthermore, the program's focus on building self-esteem will also contribute to lower incidences of criminality.

3. HEALTH-According to The Aspen Institute Project Play, physically active kids are one tenth as likely to be obese compared to inactive kids and adolescents who are physically active are less likely to engage in smoking, drug use, risky sex and pregnancy.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need. *

Because schools dismiss before most parents get off work, children need positive, supervised activities that at-risk children can participate in until their parents return home. According to a Des Moines Register article titled "Blacks 4 times more likely to be removed from class," published on December 21, 2015, nearly 53 percent of students removed from Iowa City's public K-12 classes were black, the highest percentage among all Iowa school districts, according to Iowa Department of Education data for last school year. Blacks make up less than 20 percent of the district's enrollment.

According to talkpoverty.org, (<https://talkpoverty.org/state-year-report/iowa-2020-report/>), Native American lowans are 3.3 times more likely, African American lowan's 2.8 times more likely, Latino lowan's 1.8 times more likely, and Asian-American lowan's 1.5 times more likely to live in poverty compared to white lowans.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration. *

The gym has partnerships with G!World, a minority girl group sponsored by the Neighborhood Centers of Johnson County, and Big Brothers Big Sisters of Johnson County. The populations served by both organizations are very similar to the populations our non-profit serves. ICOR non-profit has been in communication with Big Brother Big Sisters to host a special session of boxing instruction and training for the bigs and littles to participate in together. On January 15, ICOR nonprofit is hosting a group of girls from G!World for a special private Warrior Women class. The gym has also participated in HACAP's adopt-a-family holiday sponsorship program and has held special classes for the UI College of Dentistry students.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income). *

We anticipate that the majority of students served will be minorities. We will serve children from homes that earn up to 185% of the federal poverty line. In Iowa, the poverty threshold is \$26,200 for a family of 4, according to the Federal Register (<https://www.federalregister.gov/documents/2020/01/17/2020-00858/annual-update-of-the-hhs-poverty-guidelines>).

The ages our program will serve are Kindergartners through 12th grade, both boys and girls. The anticipated ethnic breakdown of the children we will serve is 29% African-American, 29% Native-American, 19% Latino, 14% Asian-American, and 10% Caucasian. The anticipated male/female ratio is 60% male and 40% female. The ages of participants will be 5-18 years old.

How many community members are estimated to be served by this program, service or activity and over what period of time? *

The capacity for this program is 50 children for 1 year. Ten 5- to 7-year-olds, fifteen 8-12-year-olds, and 25 Jr. High & High school students.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

Any children from families with an income under 185% of the federal poverty line (for a family of 4, 185% of the federal poverty line of \$26,400 is \$48,470) will be charged no fee. There will be a fee for children who do not meet this income eligibility. The participants who can afford the dues will be in addition to the 50 children paid for through the grant funds.

What are the outcomes and performance measures for the program, service or activity? *

The outcomes of the program will be increased fitness, measured by an initial and periodic physical fitness assessments. Academic improvement measured by children's grades, attendance, and school discipline statistics (like office referrals, detentions, and suspensions) will be confirmed with parents.

What indicators or metrics have been identified to measure outcomes and performance? **

We will do an initial fitness assessment and quarterly re-assessments. We will track students' grades and school discipline information monthly.

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

In addition to teaching boxing, we have team values and an athlete creed that specifically addresses bullying. Bullying can often occur due to children's race and socio-economic status, so we will teach kids how to stand up to bullies in a non-violent manner and how to appropriately intervene when they witness others being bullied. We will go by the same creed as the Marine Corps, Honor, Courage and Commitment and treat it as a marine corps style environment appropriate for children.

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

To spread the word, we will reach out to other organizations who serve low-income children, such as the Neighborhood Centers of Johnson County, Four Oaks, Big Brothers Big Sisters, the ICCSD, and Johnson County Juvenile Court Services. We will also do targeted advertising on social media. We will invite the local news and public access tv to come for press days to highlight outstanding students and encourage the children to be more community oriented. On our website and on social media we will feature an outstanding boxer-citizen of the month.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support.*

Yes. We wish to continue this program indefinitely. See attached sustainability plan.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals.*

Not applicable as we have a volunteer recruitment strategic plan in place.

Funding Amount Request

Amount of Funding Requested*

\$ 25,000.00

How will the funding be utilized*

Advertising \$1,300
 Supplies \$2,175
 Gym Equipment \$1,250
 Travel (including fuel) \$1,825
 Scholarships \$10,000
 Scholarship Recipient Equipment \$8,450
 Total \$25,000

What is the organizations annual budget?*

SEE ATTACHED BUDGET (emailed to Stefanie Bowers)

2021 and 2022 Proposed Budget

Revenue

Type*	1-Nov-20	1-Apr-21	31-Jul-21
Grants	\$	\$	\$ 25,000.00

Expenses

Type*	1-Nov-20	1-Apr-21	31-Jul-21
Total	\$	\$	\$ 25,000.00

Provide a timeline for the program,service, or activity.*

Because we already have an operating framework for this program, we can roll out the full program within 1-2 months of receiving funding. After we officially start the program, this funding will support the program for 1 full year.

Provide a timeline for how grant money would be spent over the next year. *

June 1 – Sep 30, 2021 – Advertising, supplies, gym equipment, travel, scholarships, scholarship recipient equipment.

October 1, 2021 – January 31, 2021—Advertising, supplies, gym equipment, travel, scholarships

February 1, 2022 – May 31, 2022—Advertising, supplies, travel, scholarships

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much? *

No.

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding? *

No.

Does the organization plan to apply for additional funding for this program, service or activity? *

No.

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding? *

N/A

Can the project be completed with less funding? *

Yes No

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *

The image shows a rectangular box containing a cursive electronic signature that reads "Emily Kinsfater & Clifton Johnson".

Date *

1/8/2021

Iowa City Coralville Boxing Club Sustainability Plan:

Our sustainability plan describes how our project will be sustained in the long term. This plan focusses on community sustainability, financial sustainability, and organizational sustainability.

We created this plan to reassure any donor that once the grant runs out it will help us be sustainable with a long-term effect.

Our sustainability plan will consist of three parts:

- 1) Community sustainability
- 2) Financial sustainability and,
- 3) Organizational sustainability.

COMMUNITY SUSTAINABILITY:

Our community sustainability addresses the issue of how well the project is rooted in our community as well as describes how the community will continue with the project, once there is no more financial support from the donor. We believe that our community wants to share ownership of the project and wants to help us be sustainable.

Our plan includes getting our community to be beneficiaries from the get-go in planning to the implementation.

FINANCIAL SUSTAINABILITY:

Our plan includes the implementation of various kinds of funding sources both internal and external. For example, external funding would be fundraising strategies, in-kind funding, donations, etc. while Internal sources of financing would be revenue-creating activities such as business ventures, membership fees, social media, and other income-generating activities.

ORGANIZATIONAL SUSTAINABILITY:

Organizational sustainability is our way of strategizing the ability of our organization as a whole to survive. We will achieve this through external sources like long-term funding or through internal sources like income-generating activities or membership fees.

OUR STRATEGIES:

- We have a coherent mission/theory of change for the organization
- We have a good indicator and evaluation system
- We have staff training for our SWOT (strengths, weaknesses, opportunities, and threats) analysis

Projected Budget Per Your Template

(FY20)	1-Nov-20	1-Apr-21	44378
Revenue:	\$ -	0	0
Grant	\$ -	0	25000
Total Revenue	\$ -	\$ -	\$ 25,000.00

Expenses:

Advertising			\$ 1,300.00
Supplies			\$ 2,175.00
Gym Equipment			1250
Travel (including fuel)			\$ 1,825.00
Scholarships			\$ 10,000.00
Scholarship Recipient Equipment			\$ 8,450.00
Total			\$ 25,000.00
Total Expenses	\$ 25,000.00		

Projected Budget based on when funds will be spent

June 1, 2021 - May 31, 2022	1 Jun 21 - 30 SEP 21	1 OCT 21 - 31 JAN 22	1 FEB 22 - 31 MAY 22
Revenue:			
Grant	\$ 25,000.00	0	0
Total Revenue	\$ 25,000.00	\$ -	\$ -

Expenses:

Advertising	\$ 900.00	\$ 200.00	\$ 200.00
Supplies	\$ 725.00	\$ 725.00	\$ 725.00
Gym Equipment	\$ 1,000.00	\$ 250.00	
Travel (including fuel)	\$ 608.00	\$ 608.00	\$ 609.00
Scholarships	\$ 3,334.00	\$ 3,333.00	\$ 3,333.00
Scholarship Recipient Equipment	\$ 8,450.00	\$ -	\$ -
Total	\$ 15,017.00	\$ 5,116.00	\$ 4,867.00
Total Expenses	\$ 25,000.00		

Ratio Percentages	\$ 4,725.00	Operational Costs	19%
	\$ 20,275.00	Services	81%
	\$ 25,000.00	Total	100%

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

Antelope Lending Library

Address *

Street Address

450 HWY 1 W

Address Line 2

#126

City

Iowa City

Postal / Zip Code

52246

State / Province / Region

IA

Country

USA

Phone Number *

(319) 343-6872

Email *

info@antelopelendinglibrary.org

Website Address

antelopelendinglibrary.org

Contact Person

Name *

Cassi Elton

Title *

Library Director

Phone Number *

(908) 868-5142

Email *

cassandra@antelopelendinglibrary.org

Organization's Mission Statement *

Antelope Lending Library, founded in 2012, is an independent, non-profit bookmobile library working to overcome barriers and provide full and equal access to information and ideas in our community. All materials are lent on a no-fees basis, so access is always free, no matter what.

How many years has the organization been in operation? *

8

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

Just like so many other organizations, Antelope Lending Library had to suspend our in-person services last March due to the COVID-19 pandemic. As the pandemic became a long term barrier to our patrons, we figured out another way to reach our community. In June 2020, we launched Antelope ROAMS (Requested Open Access Material Service). Antelope ROAMS is our free home delivery service of library books available to everyone within the limits of Johnson County, completely fees-free. Community members may fill out a form on our website--available in English or Spanish--with their contact and delivery information, how many people they want books for, what each individual reader enjoys, and whether they want a one-time delivery or regularly scheduled drop offs. Forms are also available to mail or patrons may call our phone number if they are unable to use our website or do not have internet or computer access. Our Antelope staff selects books for each specific reader based on their reading preferences and we include a form for them to include feedback and any notes they have. Our bookmobile librarian turned delivery librarian then delivers books and picks up returns from our patrons homes each week.

The COVID-19 pandemic changed what our community barriers look like. Now there are barriers to individuals who usually have ready access to materials and library services in high income communities as well. Our regular patrons and families from low income communities and neighborhoods across Johnson County are now facing even more barriers. This service has allowed us to widen Antelope Lending Library's impact and reach more of the Iowa City area and surrounding communities. We are continuing to find more ways to broaden our organization's reach and are excited to continue this service. Most recently, we added promotional posters to the Iowa City and Coralville public buses to help spread the word in a brand new way.

Over the last 32 weeks, we have delivered over 2,000 books to 367 reading community members with over 200 deliveries so far. Our deliveries are across the county, including 8 Johnson county towns.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

Last summer, the South District Neighborhood Association reached out to us about assisting them with stewarding the Little Free Libraries throughout that area of Iowa City. Little Free Libraries are often stewarded by individuals or households. While some might be able to provide the regular attention needed to keep their Little Free Libraries filled, others benefit from additional support. The need for our services was evident when our staff found wasps, broken doors, holes in roofs, mold, and tattered books. Through our partnership with the South District Neighborhood Association, Antelope Lending Library has been able to assist this local Little Free Library network so residents can use and enjoy these libraries as a combined community resource.

This support includes monthly maintenance throughout the year by checking the physical quality of the books currently there (such as removing moldy or damaged books), adding new books from donations or withdrawn library books, and shifting or trading out materials within the libraries to include books for all ages. Our staff also checks the condition of the physical Little Free Library for damage or repairs needed, mending, or structural problems that make the library unable to house books.

Recently, we were able to include donated art kits for families to grab alongside books. These kits had a great variety of new art supplies ready for kids to dig in and get creative with! These kits were quickly found in Little Free Libraries and it prompted us to find a way to continue providing activity kits in these libraries on a regular basis.

What is the program, service, or activity? *

Our hope is to take our current Little Free Library support program and expand this service to help families and households grow their at-home libraries. Especially now, in a time with social distancing and limited library service, we believe that we can reach more of the community by increasing our presence in this self-serve, and therefore naturally socially-distant, library resource. We will purchase books, splitting the funds between discounted organizations such as First Book Marketplace and Scholastic to buy titles in bulk and local shops we partner with including The Haunted Bookshop, Daydreams Comics, & Prairie Lights to support our local economy and businesses. Then from June 2021 through June 2022, we will distribute these books monthly. The second part of this project is adding monthly Creative Engagement Kits to all the Little Free Libraries we assist in stewarding. We are basing this program off our success with the Sensory Kits that we launched last summer alongside Antelope ROAMS. Funds from last year's generous contribution from the Social Justice and Racial Equity Grant were used to fund our weekly summer Sensory Stop. Due to the pandemic, we shifted our scheduled in-person activities into at-home Sensory Kits when we suspended our in-person services. With our Sensory Kits, we continued our planned partnerships with local businesses, artists, and community members and created sensory-based activity kits, delivering them weekly every Wednesday to 25 families this summer. We continued this service into the school year, increased to 30 families, and shifted to monthly deliveries. We would like to use this as a model to create monthly activity kits, together with community partners, to distribute in the South District Little Free Libraries. Over the period of this grant funding, we will include 13 community partners to distribute 50 Creative Engagement Kits each month through the 25 Little Free Libraries we maintain.

How does the program, service or activity advance social justice and racial equity? Be specific. *

Adding this curated aspect to our services alongside donated books means that community members can pick out new books of their own and we are able to include books that will help our community learn, grow, and educate themselves on stories and experiences both outside of and reflective of their own. We plan to include Black Lives Matter titles for all ages, puberty books that include information about consent and LGBTQ+, activism board books, self-help books on parenting neurodiverse kids, and so much more. Funds will go towards fiction books that show protagonists from all backgrounds and nonfiction books that can deepen our thinking, materials that can speak to many and stories that increase our capacity for empathy. By relying solely on donations and withdrawn library materials, we simply do not have enough books that accurately reflect the individuals in our community.

In regards to our community partnerships, we are looking to work with black-owned, LGBTQ+, and minority religious organizations and businesses as well as maintaining our current partnerships. All partnerships will be paid so we can support our local economy.

For the activity kits, these new partnerships focusing on diverse local organizations and businesses will help us in creating thoughtful Creative Engagement Kits with accompanying literary selections in the Little Free Libraries. These will promote empowerment and self-care for those within diverse communities, and provide self-growth challenges and learning opportunities for white, heterosexual, able-bodied, and cisgender folks. One idea we're excited to pursue is a partnership with a local barbershop and a black hair care salon to create a kit making a hair care product, which would be accompanied by books on black hair love and educational materials on different black hair types, how to style and care for them, and the cultural erasure that has occurred around black hair throughout history. We also hope to partner with a local mosque and/or synagogue to create kits that provide learning opportunities about different holidays and traditions.

How does the program, service or activity address one or more of the six priority areas? *

Education: Our curation of books and activity kits in Little Free Libraries will increase access to books outside of school for youth and provide free reading materials for all ages. Availability of early literacy materials (such as board books, which are not traditionally found in Little Free Libraries) will help support parents and pre-readers. Research shows that if children read with their caregivers before entering kindergarten, they are more likely to be successful readers than their peers who do not have that same pre-reading support. Children who read at least 10 books during the summer break are more likely to maintain or even make gains in their learning in the fall, combating the summer slide. Readers of all ages are more empathetic and thoughtful community members. By providing these materials for free in our neighborhoods, we are eliminating the cost barrier to these important resources.

Building community: The Creative Engagement Kits will provide free activity supplies to families while promoting local businesses. The activities themselves will emphasize learning about and celebrating our diverse community. The 13 community partnerships that this program fosters will encourage communication and mutual aid between organizations and community members alike as well as spotlighting local businesses and organizations run by people of color. Because these materials will be made available embedded in existing community structures, this program supports and strengthens community efforts that have already begun by South District residents for South District residents, an important and vital aspect of this service.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need.*

Little Free Libraries are a free resource that are already embedded in our neighborhoods. Traditional access to libraries can be restricted because of distance, lack of transportation, lack of adults to accompany kids, library fees, public health crises, etc. Public libraries also require photo identification and proof of a physical address to set up an account and check out materials. These types of requirements disproportionately effects homeless and undocumented community members and prevents them from being able to have a public library account. Little Free Libraries allow access without these restrictions.

Disparities that already existed within our community have been intensified during the pandemic. Despite the rollout of a vaccine, the timeline for when we can safely be back on the road to provide direct service with Antelope bookmobile is still uncertain. Antelope ROAMS has allowed us to reach our patrons in a new way, yet there is still much of the community we are not reaching. This grant would ensure that all South District households have access to relevant, high-quality, and diverse books without any of these barriers affecting them.

In addition to books, our monthly Creative Engagement Kits will provide access to materials that support artistic expression. Creative activity is critical for brain health and development but is not always accessible, but barriers due to cost or other avenues such as school being closed (during the summer or otherwise) can be overcome with these Kits. The activities will include a variety of learning styles, such as visual, textile, and auditory, encouraging kids to learn in their own way. Multiple sensory learning techniques will also make information more easily absorbed by young, creative brains.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration.*

Yes. Funds for books will be split between buying in bulk online and local purchasing through our existing community partners, The Haunted Bookshop, Daydream Comics, and Prairie Lights. The Creative Engagement Kits will foster 13 additional community partnerships with existing partners and new partners. The activity kit partnerships will aim to include black-owned, LGBTQ+ owned, or local religious organizations.

Partnerships with our existing Sensory Kits included working with local partners to create activities that are stimulating and engaging (and messy is always fun too!), and is the model we will use for our Creative Engagement Kits as well. When the partner assembles the kits, including planning the activity as providing the materials, we will give them the full partnership and supply funding amount for that month. When partners create the activities and then pass them along to us to purchase materials and assemble kits, they'll receive just the partnership funding.

In terms of the Creative Engagement Kits for the Little Free Libraries, we will also be consulting with partners to help us choose books that will best fit with that month's activity. Our bookmobile librarians will curate a list of books that are available for us to purchase and discuss which would be most beneficial alongside the Creative Engagement Kits.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income).*

We based our demographics on the Iowa City School District's Winter 2018-19 Enrollment, Demographics, and Class Size Report. The area of Iowa City that we cover contains students and families from Hoover, Alexander, Wood, Twain, Shimek, and Longfellow Elementary Schools, Southeast Junior High, City High and Tate High Schools. According to the report, Alexander elementary school is made up of 3.9% Asian, 45% Black, 17.2% Hispanic, 6.9% Multiracial, and 24-28% White students. Hoover has a breakdown of 8.9% Black, 7.9% Hispanic, 4.3% Multiracial, 75-79% White students. Wood's student population is comprised of 3.3% Asian, 48.7% Black, 22% Hispanic, 4.2% Multiracial, and 20-24% White children. Twain has 29.4% Black, 29.4% Hispanic, 6.1% Multiracial, 32-36% White students. Shimek has 8.2% Black, 5.2% Hispanic, 5.2% Multiracial, and 78-82% White students. Longfellow has 15.9% Black, 4.8% Hispanic, 5.1% Multiracial, 70-74% White students. South East Junior High has 1.6% Asian, 18.8% Black, 17.4% Hispanic, 4.4% Multiracial, 56-60% White students. City High has 3.4% Asian, 17.8% Black, 17.1% Hispanic, 4.2% Multiracial, 56-60% White students. Tate High School has 39.6% Black, 11.3% Hispanic, 45-49% White students.

We used the percentage of students approved for the Free and Reduced Price Lunches program as a stand-in for socioeconomic status. Looking at our neighborhood, Alexander Elementary School has 41.9% of it's students approved, Hoover has 19.8%, Wood has 77.1%, Twain has 78.8%, Shimek has 18.5%, Longfellow has 27.3%, City High has 39.5%, Tate has 66.9%, and Southeast Junior High has 42.8% approved for free or reduced prices for their lunches. The age and gender breakdown data is not available for Free and Reduced Lunch numbers.

How many community members are estimated to be served by this program, service or activity and over what period of time? *

The schools in the area served by the South District Neighborhood Association and this Little Free Library project are Alexander, Hoover, Longfellow, Shimek, Twain, and Wood Elementary schools as well as Southeast Junior High, City High, and Tate High Schools. Based on the 2018-2019 school year Enrollment, Demographics, and Class Size Report, we will have the opportunity to serve up to 4,447 students and their families.

This Little Free Library collaboration is a new and ongoing project. The funds from this grant would provide aid to our services for the 13 month grant cycle. We plan to continue this project in whatever form proves to be successful and sustainable for as long as needed.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

No, Antelope Lending Library never charges for any programming or lending, and this program is no exception. Little Free Libraries work by community sharing and we are engaging in that same mindset by providing these art activities and books as a way to share our resources free of charge.

What are the outcomes and performance measures for the program, service or activity? *

The outcomes of this program are that more households in the South District will have home libraries, or be able to grow their existing home libraries. Residents will also have increased access to creative materials to learn through a variety of ways, including tactile, visual, and auditory.

What indicators or metrics have been identified to measure outcomes and performance? **

We will keep a count of how many books and kits we distribute each month as well as an estimate of how many books and kits are left from the last month to compare. These numbers will measure how much interest the kits and books have generated over the month. The estimate of how many books and kits were taken over the month will be gathered through a quick visual count of how many books have our paper leaflet still and how many kits are still in the Little Free Libraries. A successful month would have most if not all of the previous month's LFL book and kit distribution no longer in the Little Free Library.

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

Little Free Libraries are already founded on the idea of mutual aid and Antelope Lending Library hopes to assist in this exchange of aid by providing new books that accurately reflect and represent the audiences that are reading them. Currently, most of the books in the Little Free Libraries are ones that people no longer want. Moreover, the only books Antelope is currently able to add to the LFL are donations, which may be older and are primarily white authors. The program Antelope Lending Library is creating will primarily target the goal of expanding and supporting the Little Free Libraries by supplementing the libraries with new and updated books with diverse characters and diverse authors. From there, these resources may continue to be shared among neighbors, families, and friends by being put back into the libraries or handed over to siblings to read or recommended to a friend.

The Creative Engagement Kits are meant to be educational about racial and social inequality. They are meant to spark conversations between children and families and adults alike, taking what they learn from interacting with the kits and sharing them with our community. In addition, the children and families that engage with the kits will have racial biases and assumptions challenged and will grow in their empathy with others who might be different than them. Hopefully, the kits and books will encourage the individuals and neighbors to act kindly and boost neighborly feelings toward each other.

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

Pictures and promotional infographics will be shared through our primary social media outlets. We already have many followers from in and around the South District from our other community services. We also have a monthly newsletter that goes out to our donor list and many of our current patrons. We may also ask the South District to include the project's information on their social media pages.

Furthermore, the Little Free Library's themselves are excellent at promoting themselves. Most have clear plexiglass doors so community members can see all the new and interesting books inside. As long as the books stay organized, many people engage with the Little Free Libraries as they walk to work, school, or over to a friends house. Since the Little Free Libraries are permanently located within the communities we hope to serve, we already have a solid line of communication. All the books we put in the Little Free Libraries have paper inserts with information about Antelope Lending Library and our projects as well as our contact information. These inserts also include that they were provided with the assistance of our funding source and in partnership with that month's local community partner.

In the summer, we hope to focus our Summer Reading Program on partnering with the South District Neighborhood Association's Bike to Books program which promotes getting out to these Little Free Libraries. We also plan on including the 2021 Iowa City Community Read and the 2021 adult, young adult, and kid All Iowa Reads books with accompanying information.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support. *

We're really excited to be supporting some of Iowa City's Little Free Libraries in partnership with the Southeast Neighborhood District because it is so in line with Antelope Lending Library's mission, but also because it is a service that we can sustain. Our staffing budget comes from two places--grants and our monthly donors. While we started our organization completely with volunteers nearly 9 years ago, we have been able to maintain paid staff alongside our volunteers for over 3 years now. After SJRE Grant funding ends, we want to continue to curate and purchase a portion of the books placed in the libraries. Yearly grants such as Dollar General Literacy Grant will help with the purchase of books. We have also found success when presenting to potential donors by including levels of funding and what that funding purchases and will now incorporate Little Free Libraries as one of our levels of giving.

In order to maintain Creative Engagement Kits, we would shift from community collaboration with local businesses and community members to relying on our staff to create activities that work within our decreased budget until another funding source is secured.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals. *

n/a

Funding Amount Request

Amount of Funding Requested *

\$ 15,405.00

How will the funding be utilized *

will the funding be utilized

We will purchase books from The Haunted Bookshop, Daydreams Comics, Prairie Lights, First Book Marketplace, and Scholastic Books. Community partners will be paid to create and put together activity kits. Supplies not provided for by community partners, we will purchase for the Creative Engagement Kits. Operating costs including staffing for deliveries and maintenance.

What is the organizations annual budget? *

The anticipated annual budget for Antelope Lending Library in 2021 is \$58,786 to cover all the services we provide in the community, in addition to this project.

2021 and 2022 Proposed Budget

Revenue

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Grants	\$ 5,925.00	\$ 5,925.00	\$ 3,555.00
Other Revenue	\$ 657.60	\$ 657.60	\$ 394.56

Expenses

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Mobile wifi hotspot for deliveries	\$ 461.00	\$ 461.00	\$ 276.84
Circuit Route Planner	\$ 111.20	\$ 111.20	\$ 66.72
Fuel	\$ 85.00	\$ 85.00	\$ 51.00
Books from bulk distributors	\$ 1,250.00	\$ 1,250.00	\$ 750.00
Books from local business partners	\$ 1,250.00	\$ 1,250.00	\$ 750.00
Activity kit community partnerships	\$ 750.00	\$ 750.00	\$ 450.00
Activity kit supplies	\$ 750.00	\$ 750.00	\$ 450.00
Staffing for prep and distribution	\$ 1,925.00	\$ 1,925.00	\$ 1,155.00

Provide a timeline for the program,service, or activity.*

From June 2021 through June 2022, Antelope Lending Library will make monthly maintenance and quality checks alongside distributing the newly purchased books, good-condition donated books, and Creative Engagement Kits to the Little Free Libraries.

Provide a timeline for how grant money would be spent over the next year.*

Books will be purchased quarterly (June, September, December 2021 and March 2022). Monthly payments will include the community partner for that month's activity kit, the supplies for the kit, and staffing.

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much? *

Yes. Last year we received funding from the Social Justice and Racial Equity Grant. Our large print children's and young adult collections have been thriving and very popular through Antelope ROAMS thanks to your support. We also grew off of the Sensory Kit project that this grant funded and have continued it into this school year, increasing the families we reach with this program. Those funds gave us the opportunity to see a new project succeed in our community and a chance for us to keep growing that service! We received \$6,644. In 2019 we also received \$1,000 from the Iowa City Public Art Performing Grant. With these funds, we brought in a local animator to hold an Animation Workshop at our busiest 3 bookmobile stops. It was a blast! And our Antelope kiddos did an amazing job, check out the final video here: Antelope Lending Library 2019 Stop-Motion (<https://www.youtube.com/watch?v=OaHqtS6Ok1M>).

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding? *

We have not received any funding for this project.

Does the organization plan to apply for additional funding for this program, service or activity? *

No, though funding from direct donations may be used for this project as needed.

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding? *

n/a

Can the project be completed with less funding? *

Yes No

Please Explain:

The number of books and money we spend there can be adjusted. Creative Engagement Kit supplies may be able to be provided for through community donations. We're good at being creative with the money we have to make it stretch. This program is sustainable for us with or without outside grant funding. Our ability to grow in the way we have described above is dependent on funding however.

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *

A rectangular box containing a handwritten signature in black ink that reads "Cassi Elton".

Date *

1/8/2021

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

Refugee and Immigrant Association

Address *

Street Address

1566 South Gilbert St.

Address Line 2

City

Iowa City

Postal / Zip Code

52240

State / Province / Region

Iowa

Country

USA

Phone Number *

319-383-9819

Email *

refugeeiowa@gmail.com

Website Address

www.refugeeimmigrant.org

Contact Person

Name *

Jean Paul Mugemuzi

Title *

Executive Director

Phone Number *

319-383-9819

Email *

jpbmugeuz@yahoo.fr

Organization's Mission Statement *

We aim to provide community civic education, issue awareness, and financial support for immigrants and refugees from around the world. We hope to foster a community that participates in and contributes to helping immigrants become self-reliant, independent, and integrated.

How many years has the organization been in operation? *

6

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

The Refugee & Immigrant Association (RIA) is very proud of the success accomplished so far through the Awareness and Prevention of Social Conflict Initiative, but since we believe you may be very familiar with that program because of the support you have given, we would like to tell you about another successful initiative - The Academic Improvement Program.

The Academic Improvement Program began in September of 2019 providing academic help to youth in kindergarten thru 12th grade and providing computer training and assistance searching for jobs, housing, and resources to adults of all ages. All individuals served also had access to English classes.

Our goal was to serve 100 children and adults in the first year of the program. We are excited to report that the Johnson County Academic Improvement Program actually served a total of 119 individuals from September 2019 thru December 2020. Seventy-three of those individuals were children and 46 were adults.

Expected outcomes for youth included improved grades, and a demonstrated improvement in reading, math, writing, computer skills, and speaking English. Expected outcomes for adults included demonstrated improvement in speaking English, utilizing technology to access resources, and meeting the needs of their family in the area of job searches, housing accommodations, and basic resources.

Instead of shutting the doors on this program in the middle of March 2020 when the COVID-19 pandemic hit, the RIA board members got to work reaching out to the families they were serving and secured the necessary safety equipment so they could continue services in the homes of the children and adults previously being served in the Center. RIA secured 500 face masks and adequate hand sanitizer from the City of Iowa City through the support of the Community Foundation of Johnson County. Using a portion of these safety supplies themselves, ensured that they could go into the homes of those individuals in the program and continue critical academic support to children, and services to adults.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

Like all organizations since the onset of the COVID-19 pandemic, the Refugee & Immigrant Association had to make a major pivot to continue serving its community of refugees and immigrants. The board members of RIA understand first-hand what it takes to overcome adversity, so they got to work immediately to provide information, resources, and hope to individuals needing assistance navigating a pandemic so they could keep their families safe.

RIA had been working towards designing a multilingual newspaper, but when the pandemic happened, our efforts quickly developed into a comprehensive communication strategy project called Access to Information for Non-English-Speaking Community Members.

In addition to this popular newspaper, our organization must continue to develop enhanced communication methods to ensure refugee and immigrant community members receive the information they need, in a way that is most accessible to them. As a grass-roots organization, we have been successful in impacting the lives of individuals through our variety of programs, but when the pandemic hit and we were forced to stop all programming, we needed to pivot quickly to keep the information, support, and resources flowing to our community members.

The pandemic has caused tremendous challenges and heartache for countless Johnson County residents, but RIA believes that the pandemic has also served as a catalyst for positive change in the way it will expand its communication platforms to its members, now and into the future.

What is the program, service, or activity? *

The Access to Information for Non-English-Speaking Community Members program is a comprehensive communication strategy project involving a printed and digital newspaper, email communication system, and information collection in the way of surveys and focus groups.

The Refugee and Immigrant Association achieved its goal of designing, writing, printing, and distributing an 8-page multilingual (French, Swahili, Arabic, English) newspaper to inform community members of vital health information in response to a global pandemic. The Refugee & Immigrant Newspaper is part of the overall vision for the Access to Information for Non-English-Speaking Community Members program.

Getting a print publication into the hands of refugees and immigrants has been a huge accomplishment, but it is obvious that we need to do more. We must open up communication with our community in a way that is responsive to the needs in the moment and also provides two-way communication between RIA and the community members it serves. We are able to accomplish this by tapping into technology using a three-prong approach – website, email platform, and survey tools. We need to develop a new website that has the functionality of news and information in multiple languages. This will allow for information to be updated and shared in a timely manner. Email functionality will allow for the two-way communication refugees and immigrants need.

Johnson County has a significant number of refugee and immigrant community members and there would be many benefits to engaging with individuals in understanding their struggles and needs. Through a series of surveys and focus groups, we believe that we can better understand, document, and address the needs of this community.

How does the program, service or activity advance social justice and racial equity? Be specific. *

The Access to Information for Non-English-Speaking Community Members project advances Social Justice and Racial Equity by working to balance the playing field through information sharing and collection – delivered in a way that is understandable and can be acted upon. This initiative focuses on providing information and resources to a group of people who have been through tremendous disruption and trauma.

The Refugee & Immigrant Association serves a group of community members striving to be self-reliant, independent and integrated into American and Iowa cultures. They experience countless barriers such as diverse languages, access to affordable housing, jobs that pay a living wage, difficulty navigating school enrollment and school interactions, shortage of translators, legal aid, transportation, and civics and voting education. Additionally, they are attempting to navigate activities such as learning how to prepare healthy meals with American food, children are struggling to participate in American sports and activities, and parents are unable to assist with homework and communication with teachers due to language and information sharing barriers.

These are significant challenges that can't just simply be fixed through cultural adjustments. They are challenges that require a strategic and concerted plan of action. We believe that the Access to Information for Non-English-Speaking Community Members program will positively affect the lives of many refugees and immigrants living in Iowa City.

How does the program, service or activity address one or more of the six priority areas? *

We believe that the Access to Information for Non-English-Speaking Community Members program addresses all six priority areas:

Building community: This is at the heart of the program. The work of the initiative is centered on hearing what the community has to say. Giving community members a voice. Uncovering what it is that they need based on their cultural needs and understanding. Our goal is to help the refugee and immigrant community be more cohesive with the larger Iowa City community by increasing understanding and reducing social, racial and judicial confusion and isolation.

Health, Employment, Education, Housing, and Criminal Justice: The remaining service areas are addressed also through this program by providing information in print and digitally in English, Swahili, French, and Arabic. Not only are these topics all addressed in the ongoing communication by RIA, but the survey tools provide an opportunity to ask about these areas in the lives of refugees and immigrants.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need. *

The Refugee and Immigrant Association (RIA) believes that integration into an American society such as the one found in Iowa City requires not only learning the language and culture but also experiencing an authentic connection to the community. Access to information through removing barriers of language and understanding is greatly needed in our community. We also need to open up structured two-way communication with this population so we as a community can better meet their needs. We believe we can specifically gain that two-way communication effectively through surveys, focus groups, and email communication.

The RIA is a volunteer-run organization and has made a significant impact in the lives of the people it serves over the previous six years of its existence. From facilitating food and household needs to assisting couples who are experiencing legal issues as a result of domestic violence, the RIA is committed to serving the complex issues of refugees and immigrants in need.

Coming to the United States as a refugee or immigrant is very stressful and can be difficult to navigate. Many of these families come from African countries and have common experiences of trauma, dislocation and loss, and many are victims of genocide, war, and torture. Pre-migration experiences together with the considerable challenges of living in a vastly different country can significantly affect family well-being for many of these families.

We believe that the Refugee & Immigrant Association is especially well situated to address these challenges throughout the community by implementing this project.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration. *

Currently, we are collaborating with a variety of organizations for distribution of the newspaper, including Evangelical, Gospel, and Pentecostal Churches, African Ministry in Coralville, Iowa City Walmart, a variety of African stores, and the Johnson County Sudanese and Benebuvira community organizations. These organizations have all assisted this project by informing their members where they can get the newspaper and/or displaying the newspaper for pickup or distributing the newspaper in a safe, socially distanced manner. These partnerships will continue in relation to the enhanced digital focus of our communication goals.

Board members of the association have natural partners that they work with, but as a new initiative, partnerships and collaborations will be determined and established as part of the planning process to ensure a robust and effective initiative.

To increase access to the target audience, the association will work to partner with churches and organizations that serve similar demographics, such as King of Glory Church, African Ministry, Solid Rock Christian Center, University Baptist Church, and New Jerusalem Church.

The Public Policy Center at the University of Iowa provides survey development consulting services. RIA will work with them on the Survey Instrument Development.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income). *

The Refugee and Immigrant Association primarily serves men, women, and youth from African countries such as Congo, Sudan, Togo, Burundi, Rwanda, Ethiopia, Somalia, and more.

We believe that the majority of those served will be from low-income socioeconomic status.

Community members served are from both genders and all ages.

It is difficult to know exactly how many refugees and immigrants are living in Iowa City, but we know that there are people from African countries moving here every day – seeking refuge. Many refugees are coming from resettlement camps and immigrants are seeking asylum through diversity, student and worker visas.

How many community members are estimated to be served by this program, service or activity and over what period of time? *

We believe that nearly 3,000 Iowa City refugee and immigrant community members will be served annually by the Access to Information for Non-English-Speaking Community Members program.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

No, all components of the Access to Information for Non-English-Speaking Community Members project will be available to refugees and immigrants at no cost.

What are the outcomes and performance measures for the program, service or activity? *

The following outcomes and performance measures for the program include:

Access to Information outcomes:

- Print, post on the website and social media, and email bimonthly issue of Refugee & Immigrant News.
- Display critical and relevant information on the website.
- Offer email sign-up on the website.
- Demonstrate an increase in distribution, viewership, sign-ups, and click rates.

Listening Platform outcomes:

- Develop a comprehensive multi-language survey on key topics to the lives of refugees and immigrants.
- Hold three in-person focus groups (or remotely using Zoom if necessary).
- Offer ongoing mini-surveys via email.

What indicators or metrics have been identified to measure outcomes and performance? **

The following indicators or metrics will be used to measure the corresponding outcomes for the program:

Access to Information outcomes:

- Track distribution rates of bimonthly issue of Refugee & Immigrant News.
- Display critical and relevant information on the website.
- Track email sign-up on the website.
- Track distribution, viewership, sign-ups, and click rates.

Listening Platform outcomes:

- Track distribution and completion rate of multi-language survey.
- Track attendance at focus groups.
- Track distribution of mini-surveys via email.

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

Access to Information shared:

Distribute print and digital Refugee & Immigrant News to all community organizations serving and/or interfacing with refugees and immigrants.

Invite all community partners to share an invitation to sign up for email communication from RIA.

Listening Platform shared:

Share findings from surveys with all funders, community partners, and organizations serving and/or interfacing with refugees and immigrants.

Share Focus Group Report with all funders, community partners, and organizations serving and/or interfacing with refugees and immigrants.

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

Information will be shared with the general Iowa City community through submission of press releases to the media, utilization of Facebook, pitching story ideas to local media to garner press coverage.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support. *

It is the intention of the Refugee and Immigrant Association to continue the initiative after any SJRE grant funding ends. The dollars requested from the SJRE grant are start-up/one-time dollars for web designer services. We will continue to seek funding to support the Access to Information for Non-English-Speaking Community Members through grants, individual donations, and fundraising events.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals.*

The budget includes the following fees for professional services:

Web Designer – It's important that the organization utilize the expertise of a professional web designer to ensure the full functionality of the website and corresponding digital materials.

Focus Group Facilitator – We must open more formal and documented pathways to hear from our refugee and immigrant community members and we believe a series of focus groups will help us reach that goal. The facilitator is the person who leads each focus group and captures a detailed account of the participant's input.

Data Analyst – It is critical that RIA have someone capable of taking the recorder's notes and recorded content to conduct a qualitative analysis of the focus group data and provide a full report to RIA to be utilized by the organization and shared with its partners.

Funding Amount Request

Amount of Funding Requested*

\$ 8,000.00

How will the funding be utilized*

The \$8,000 requested for support will fund the following start-up/one-time expenses of this project:

\$6,000 Professional Services: Web designer

\$500 Professional Services: Focus Group Facilitator

\$500 Professional Services: Data Analyst

\$400 Supplies: Refreshments for Focus Group participants (\$100) and Gift Cards (\$300 6@\$50 ea.) that participants will have the chance to win by attending one of the Focus Groups

\$600 Outside Printing: Printing of the surveys to be distributed to refugee and immigrant community members

What is the organizations annual budget?*

For 2021, the annual budget for the Refugee & Immigrant Association is \$40,000. If awarded, no Social Justice and Racial Equity grant funds would be used for operational costs such as rent, salaries, or utilities.

2021 and 2022 Proposed Budget

Revenue

Type*	1-Nov-20	1-Apr-21	31-Jul-21
Grants	\$ 11,945.00	\$ 2,667.00	\$ 2,661.00
Other Revenue	\$ 1,077.00	\$ 1,000.00	\$ 1,000.00

Expenses

Type*	1-Nov-20	1-Apr-21	31-Jul-21
Professional Services	\$ 4,800.00	\$ 1,820.00	\$ 1,820.00
Supplies	\$ 140.00	\$ 130.00	\$ 130.00
Outside Printing	\$ 10,600.00	\$ 0.00	\$ 0.00
Misc. Supplies	\$ 910.00	\$ 0.00	\$ 0.00

Provide a timeline for the program,service, or activity.*

The Refugee and Immigrant Association is committed to implementing the Access to Information for Non-English-Speaking Community Members project and will enter into a planning phase beginning in February 2021.

February 2021 – May 2021:

Develop a detailed plan outlining the components for focus areas which includes:

- Work with the web designer to structure the website to support the digital production of the RIA multilingual newspaper.
- Work with the web designer to format the electronic structure of an e-newsletter that can accommodate the need for distribution in multiple languages.
- Design a campaign to collect email addresses of refugees and immigrants through electronic and written means.
- Determine collaboration opportunities – and meet with community individuals, businesses, and organizations for a structure to submit information to RIA to be shared with refugee and immigrant community members.
- Work with the University of Iowa to develop a sound and correctly structured survey to collect information about the Johnson County refugee and immigrant members.
- Determine partnerships with community organizations that can distribute and collect surveys and host focus groups with refugees and immigrants.

June 2021 – May 2022:

Launch the new RIA website with the digital version of the Refugee & Immigrant Newspaper, email structure and content, survey and focus group plan, and streamlined printed newspaper for refugee and immigrant community members.

Provide a timeline for how grant money would be spent over the next year. *

You will see through your examination of the attached project budget that one-time costs for this project make up 40 percent. These costs are primarily in the area of web designer costs. This cost is necessary to provide a highly functional and integrated website.

Details are provided on the program budget form, but it's important to note that year-one will experience higher expenses to get the program running due to the web designer costs.

If funded, seventy-five percent of the SJRE grant dollars will be spent in the first four months of the grant cycle and the remaining twenty-five percent would be spent evenly throughout the remaining grant cycle.

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much? *

Yes, the Refugee & Immigrant Association received \$12,000 in 2019 in support of the Awareness and Prevention of Social Conflict Initiative to address cultural challenges facing refugees and immigrants living in Iowa City. The initiative has three programs: Together We Can Groups, Learning & Growing Presentations, and Community Collaborations.

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding? *

The following funding equaling \$9,273 has been received in support of the Access to Information for Non-English-Speaking Community Members:

- \$4,050 from the Community Foundation of Johnson County; ending March 2021
- \$1,000 from West Liberty Foods; ending April 2021
- \$1,000 from the United National Association of Johnson County; ending June 2021
- \$1,000 from Theisen's; ending October 2021

Although this question only asks if non-City of Iowa City funding has been received for this project, we believe it's important to mention the modification proposal we submitted for the FY19 Social Justice and Racial Equity Grant. Because of COVID-19, we were invited to submit a modification proposal for any dollars remaining from the Awareness and Prevention of Social Conflict Initiative grant award. We requested, and were approved, to use the remaining \$2,223 for the Access to Information for Non-English-Speaking Community Members project. Those dollars have been spent and the duration of funding has ended.

Does the organization plan to apply for additional funding for this program, service or activity? *

The association has been very fortunate to receive generous funding from a variety of grant funders for this project. It is exciting that they support this project and see the value in our efforts to give greater access to non-English-speaking individuals and also construct ways to open up better two-way communication.

The association is requesting \$8,000 through this FY21 Social Justice and Racial Equity Grant and has received \$9,273 for the project from the funders listed in the previous answer. That leaves a remaining balance of \$854 for the project.

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding? *

The association is committed to moving forward with this project and will do so (to the best of its ability) even if the SJRE funding is less than the requested \$8,000. If little to no SJRE funding is awarded, the association will work hard to raise money in an effort to not greatly impact the scope and reach of the program in a negative way.

If SJRE funding is awarded in full, RIA will raise the remaining \$854 from its board members.

Can the project be completed with less funding? *

Yes No

Please Explain:

Less funding than requested would require RIA to raise those dollars from another source or reduce expenses by illuminating some project outcomes.

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *

A rectangular box containing a handwritten signature in cursive script that reads "Jean Paul Mugemuzi".

Date *

1/8/2021

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

Shelter House

Address *

Street Address

429 Southgate Avenue

Address Line 2

City

Iowa City

Postal / Zip Code

52240

State / Province / Region

IA

Country

United States

Phone Number *

319-351-0326

Email *

info@shelterhouseiowa.org

Website Address

www.shelterhouseiowa.org

Contact Person

Name *

Christine Ralston

Title *

Director of Development

Phone Number *

319-400-7007

Email *

christine.ralston@shelterhouseiowa.org

Organization's Mission Statement *

Our mission is to provide safe shelter and help people improve the quality of their lives as they move beyond homelessness.

How many years has the organization been in operation? *

37

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

A recent project with broad reach and impact is Shelter House's construction and operation of Cross Park Place, our permanent supportive housing facility that serves individuals with multiple documented disabilities with a history of chronic homelessness. With the initial understanding that housing is a human right, this facility builds on that understanding to provide supports and structures that allow tenants to stabilize and access mental health providers, medical care, case management, and other critical supports as they are ready to engage with the assistance. While CPP houses 24 individuals, the community impact has been extensive. Emergency room visits, arrests, and jail stays have decreased dramatically for these tenants, which provides a tangible and significant impact for neighborhoods, for decreasing demand on emergency services, and for the community as a whole.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

After years of research and on-site observation of communities throughout the country with housing first projects, Shelter House's Executive Director and Associate Executive Director proposed the state's first housing first facility. It was unprecedented, and required extensive work to gain community buy-in. The research supported the deep need for this project, and our outcomes have shown that this was a necessary intervention that assists the most vulnerable individuals in the area. Benefits accrue community-wide, so much so that we are in the planning and fundraising stage of our second similar facility.

What is the program, service, or activity? *

The new proposed activity is to provide Shelter House staff with the training and compliance management product, Relias. Relias offers a broad array of educational opportunities in behavioral health, such as learning management and training, compliance management tools, and risk mitigation.

How does the program, service or activity advance social justice and racial equity? Be specific. *

Relias is an intensive training and education product that will provide efficient and effective training in areas that Shelter House staff use every day to interact with guests, clients, and tenants. As we expand into street outreach this year, this training will benefit people experiencing homelessness throughout the community.

Disproportionately, people experiencing homelessness have mental and physical health conditions, have previously experienced homelessness or childhood trauma, and occupy membership in historically oppressed demographic groups. They are BIPOC, veterans, LGBTQIA+, and victims of domestic violence. Equitable treatment requires a humble approach that recognizes how much we each must learn about the lived experiences of people in our community. This is compounded in situations where trauma and poverty add stressors to the already-existing pressures of everyday life. Shelter House staff recognize this as an opportunity to access a deep well of resources that will allow for improved service provision and outcomes for our most vulnerable individuals.

How does the program, service or activity address one or more of the six priority areas? *

Because this program will inform and benefit all Shelter House work, it will naturally address the housing priority area as we work to provide holistic, sensitive, informed services to individuals experiencing and at risk of homelessness every day. Because secure housing impacts every other aspect of life, improving the quality of service provision will provide positive impact to 1) the educational opportunities of children who are shelter guests or clients in our rapid rehousing and eviction prevention programs, 2) the physical and mental health of our clients, guests, and tenants, and 3) decreased interactions with the criminal justice system when individuals are housed.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need. *

As a community, we are having necessary discussions about disparate treatment of individuals that happens every day because of immutable characteristics and membership in a protected class. There is no area in which every member of the community does not need to continue to work on expanding our skillsets and increasing our knowledge and understanding. An organization like Shelter House works with people across racial, ethnic, religious, gender, and sexual orientation categories. Everyone with whom we work is low- or extremely-low income. The way we work with our community dictates how and whether they come to us for necessary services. We work hard to maintain our training and education, and Relias is an opportunity to further expand the skillset of each and every member of Shelter House staff.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration. *

Though the Relias program would train only Shelter House staff, our role as the regional lead for Coordinated Entry means that the lessons and skills learned here can and will inform our work with every other local agency, such as CommUnity, DVIP, Inside Out Reentry, HACAP, and CWJ.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income). *

Our clients and guests range in age from newborn to elderly and include all genders and races. Every individual using our services is low-income, with 100% at or below 30 percent of the area median income. In a typical year, we serve 54 percent Black/African-American individuals, 34% white/Caucasian individuals, 5% Hispanic/Latinx individuals, and 7% who identify in another category.

Also, we typically serve about 62 percent identifying as male and 38 percent identifying as female. Children ages 0 – 17 yrs make up, on average, 18% of our clients in a given year. Young adults ages 18 – 24 (15%), adults ages 25 – 64 (63%), and senior citizens 65+ (4%) comprise the rest of our clients. The insured breakdown is 50% Medicaid, 9% Medicare, 10% other, and 31% have no insurance coverage.

How many community members are estimated to be served by this program, service or activity and over what period of time? *

Shelter House services approximately 2,000 individuals each year across all programs. This training will benefit every individual we serve this year, and moving forward as we continue to serve vulnerable populations with the knowledge and skills gained through this program.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

No.

What are the outcomes and performance measures for the program, service or activity? *

As recipients of federal grants, we are required to keep detailed records of client outcomes. We will use our existing record-keeping structure to assess whether client outcomes across all areas—repeat experiences of homelessness, job acquisition and maintenance, etc—improve across the targeted population.

What indicators or metrics have been identified to measure outcomes and performance? **

Shelter House will measure outcomes by comparing whether client outcomes in the targeted population show quantitative or qualitative improvements throughout the contract year.

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

As natural collaborators, Shelter House is in the habit of sharing information and tools with our community partners. Again, our role as the regional Coordinated Entry lead places us in a position to interact and share valuable knowledge with our community partners. That structure is in place: we use it each and every day, and it will enable us to share with partner agencies through this program.

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

The skills and understandings this program provides to Shelter House staff will inform our work every day. Beginning from the first day, staff will use the training in our interactions with members of the targeted community, and will work in each of our collaborations to expand that skill acquisition into the broader service community.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support.*

We will assess outcomes mid-way and at the end of the contract year. If the program provides tangible benefits that improve the work, Shelter House will continue the subscription into future years. We will apply for available grant support and fundraise to cover unmet costs.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals.*

N/A

Funding Amount Request

Amount of Funding Requested*

\$ 13,388.44

How will the funding be utilized*

The funding will cover the one-time set up fee, as well as an annual training subscription for 70 Shelter House employees.

What is the organizations annual budget?*

Shelter House's annual operating budget is anticipated in 2021 to be \$2,850,000. It should be noted that 92% of these funds are program service expenses and income, which is directly expended into our community in rent and mortgage assistance, supportive services, permanent supportive housing, and employment services and are significantly higher in 2021 due to the CARES Act and CCRSA Act funding assistance programs. The remaining 8% covers administrative expenses of program, operational, and utility operational costs, which are funded by private donations and endowment savings and distributions of the organization.

2021 and 2022 Proposed Budget

Revenue

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Fees	\$ 0.00	\$ 0.00	\$ 0.00

Expenses

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Professional Services	\$ 13,388.44	\$ 0.00	\$ 0.00

Provide a timeline for the program,service, or activity.*

One year from receipt of grant funding

Provide a timeline for how grant money would be spent over the next year.*

The grant money would be spent at the beginning of the grant year and provide a full-year of training for all Shelter House staff members.

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much?*

Yes. As a public service, we apply for and receive funding to offer resources to many hundreds of individuals every year for a variety of purposes, including . . . Over the past five years, Shelter House has received approximately \$535,956, much of which has been through federal CDBG and HOME funding and this year's new Eviction Prevention program, for which we are a pass-through. Aid to Agencies and CDBG, specifically, have provided around \$300,000 of that amount to run emergency shelter.

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding? *

No.

Does the organization plan to apply for additional funding for this program, service or activity? *

Yes.

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding? *

For the first year, Shelter House needs the full amount requested in order to allow all Shelter House staff to participate in the available trainings. We would certainly be open to a smaller test sample for the first year of the training.

Can the project be completed with less funding? *

Yes No

Please Explain:

The one time set-up fee of \$3000 is the baseline to begin using this service. Beyond that, any amount up to and including the additional \$10,388.44 would allow a portion--or all--of Shelter House staff to be trained using the Relias program.

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *

A rectangular box containing a handwritten signature in black ink that reads "CHRISTINE P. PALSTON".

Date *

1/8/2021

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

Willowwind School

Address *

Street Address

950 Dover Street

Address Line 2

City

Iowa City

Postal / Zip Code

52245

State / Province / Region

IA

Country

USA

Phone Number *

319-338-6061

Email *

michelleb@willowwind.org

Website Address

www.willowwind.org

Contact Person

Name *

Michelle Beninga

Title *

Head of School

Phone Number *

319-338-6061

Email *

michelleb@willowwind.org

Organization's Mission Statement *

Our mission at Willowwind School is to develop in our students:

- Curiosity and a love for learning
- Self-esteem and self-discipline, combined with social consciousness
- Emotional sensitivity and respect for others
- The ability to think flexibly and critically, to problem solve and to express themselves clearly and constructively
- The acquisition of academic skills and creative pursuits
- And an appreciation and respect for other cultures, religious and ethnic backgrounds, and for the natural world

How many years has the organization been in operation? *

48

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

This past year, Willowwind has responded to the impact the COVID pandemic has had on PreK-6 grade schooling. As families responded to area schools' online learning plans, they identified what would work and what would not work for their children. Many needed to find educational options that included consistent onsite schooling. Willowwind had 34 new families (35% of current enrollees) join its PreK-6 program this current academic year (2020-21) in direct response to COVID, even if tuition-based schooling is not financially sustainable. Willowwind is working to support these new families and their desires to stay at Willowwind beyond the effects of COVID as they believe in the school's mission to support their child.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

All children should have access to an education system that meets their needs. The COVID pandemic is forcing large school systems to go online or provide a combination of in-person and online learning. Yet, low-income households often have caretakers who cannot work from home, making online or hybrid learning a struggle for low-income families, especially those with very young children. In-person early childhood and elementary education are essential for many low-income children.

Children need to be safe and feel supported to learn and grow. Willowwind School creates a strong sense of safety and confidence by providing the necessary resources, accommodations, and modifications to return to school safely. Willowwind benefits from small class sizes and ample indoor and outdoor space. It has accommodated full in-person learning while social distancing and has remained open throughout the 2020-2021 academic year with a robust Return to Learn Plan and significant safety modifications. 35% of Willowwind's current enrollees are new families to Willowwind School due to their family's need for in-person learning. Willowwind School hopes that access to scholarship funding through the City of Iowa City's Social Justice and Racial Equity Grant will support families' ability to stay at Willowwind beyond the 2020-2021 academic year and welcome new families who need consistent in-person learning when so many unknowns remain in the future ahead due to COVID-19.

What is the program, service, or activity? *

Willowwind School's Scholarship Fund

How does the program, service or activity advance social justice and racial equity? Be specific. *

Willowwind students come from urban and rural areas and diverse economic, ethnic, and academic backgrounds. They are nurtured in well-rounded and loving classrooms, emphasizing core and artistic education contents and socio-emotional learning and strong foundations in social justice and environmental stewardship values. Small class sizes and ample facilities also mean that Willowwind can consistently provide in-person education during the COVID pandemic.

Willowwind uses a two-pronged approach to meet the needs of marginalized students for social, cultural, or personal reasons (e.g., LGBTQ, disabled or atypical children). First, Willowwind strives to meet each child's needs one-on-one with Personalized Education Plans, paying special attention to their socio-emotional and physical needs. Second, Willowwind School also meets the child's needs through its classroom and schoolwide culture, creating an atmosphere of acceptance, respect, care, love, and appreciation for all personal differences. The child's unique needs are taken care of by every adult (faculty and staff) and every other child in the school. It is common to see fifth and sixth graders read and help with the lunches of younger children with special needs or Kindergarteners present in front of a large group of their older schoolmates the importance of showing kindness and spreading love and compassion.

All children deserve to be treated with the kindness and compassion Willowwind students and adults show one another. Yet, tuition costs prevent low-income children from benefiting from independent in-person schooling. Providing low-income families with access to Willowwind's resources is particularly important, especially for families with young children who require in-person learning. Willowwind's Board of Trustees recently revised the school's tuition scale to reduce costs for the lowest income brackets while increasing the highest income brackets' contributions. The school also offers need-based scholarships; however, cuts in STO funding (see below for more information) greatly diminish the funding available for those scholarships.

This grant's scholarship funding will enable Willowwind to provide excellent individualized learning for children regardless of financial resources and support those who thrive in onsite learning environments. Funding from this grant will support families and work to ensure tuition does not stand between low-income children and a creative, inspiring, hands-on educational experience, allowing them to break from the cycle of poverty and reach their highest potential. Support from the City of Iowa City's Social Justice and Racial Equity grant would help Willowwind make a loving education environment a reality for any child.

How does the program, service or activity address one or more of the six priority areas? *

Willowwind's School and its proposed scholarship fund address the grant's "education" priority area. Willowwind School offers a Montessori preschool and K-6 progressive education (accredited by the Independent Schools Association of the Central States and by the Iowa Department of Education) to about 100-110 children per year. The school also offers before and after school, spring break, and summer programs, serving an additional 150-200 families. Willowwind School's curriculum emphasizes socio-emotional learning, a strong arts education, and state-of-the-art student-led learning strategies. Willowwind places a strong focus on core foundations for reading, writing, math, and sciences and instills essential values of respect and care for others and stewardship of the built and natural environments.

Willowwind is committed to social justice, diversity, and equity. Beyond the sliding scale tuition model and need-based scholarships (see below for more information), its staff regularly receives training on various topics, including implicit bias, white privilege, and teaching to the whole child. Teachers have improved their curriculum and spaces to ensure an inclusive learning space and culture for all children, including African American and Native American authors in the reading curriculum and de-gendering classroom spaces. Willowwind's 2020-21 Visual Arts curriculum focuses on celebrating BIPOC artists. Enhancing Willowwind's scholarship program will reduce financial barriers that stand in low-income families' way of experiencing the Willowwind Way, where children "love every day."

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need. *

Willowwind has a long track record of commitment and action towards socio-economic inclusivity. In addition to its inclusive curriculum, Willowwind applies a sliding scale tuition model for all families and also provides need-based scholarships. In January 2020, Willowwind revised its sliding scale tuition model to reduce costs for low-income families further. 2020-21 tuition discounts amount to \$80,000, benefitting 55% of families, and 2020-21 need-based scholarships amounted to \$15,700, helping 11% of Willowwind families. Need based scholarships provide additional financial support when the sliding scale tuition model is not enough.

However, given the economic and psychological impacts of the COVID pandemic, and as many schools shift to a combination of hybrid and online learning, the school community's financial needs are more significant than ever before. Willowwind is fully committed to opening its doors to more children who need in-person education, especially preschool-age and early elementary-age children, for whom in-person relationships and interactions are developmentally essential.

Sliding scale tuition assistance and need-based scholarships are often the deciding factors for families who would not otherwise be able to give their children the exceptional education Willowwind offers. Increasing the school's scholarship funding will allow Willowwind to open its door to more students, impacting many more families and students in our community regardless of their socioeconomic status.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration. *

In years past, Willowwind has been able to rely on scholarship funds from a statewide initiative called STO, or Student Tuition Organization. Through this initiative, independent schools can seek scholarship funds from donors who allocate tax credits for this program. In recent years, tax laws have shifted drastically, significantly impacting the funds available to small independent schools like Willowwind. Willowwind's scholarship funds through its STO organization have decreased from about \$60,000 in 2016-17 to under \$16,000 in 2020-21. Willowwind anticipates \$0 from its STO funds for the 2021-22 academic year. This will negatively and significantly impact the school's ability to provide scholarships to low-income students; therefore, Willowwind seeks additional partnerships to support every child's ability to experience learning at Willowwind School.

In addition to STO funds, Willowwind School, from time to time, will receive scholarship donations from private donors. Presently, Willowwind anticipates one scholarship gift of \$3,000 from a private donor. Finally, Willowwind School is partnering with the Willowwind Foundation to grow its scholarship program. This partnership will take time to grow. Finding immediate scholarship programs will help the Willowwind Foundation establish a program that can support Willowwind School in the years to come.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income). *

Willowwind School serves an array of children, ages 3-12, from various socioeconomic and racial backgrounds. The following table compares Willowwind's diversity, collected in 2019-20, with Johnson County data collected from the 2017 US Census American Community Survey.

Willowwind Johnson County

Caucasian 62% 80%

Asian/Pacific Islander 14% 6%

Latino 2% 6%

Multiracial 11% 2%

African American 1% 6%

Did Not Report 10% na

Willowwind seeks scholarship funding to support low-income families and BIPOC children further. Willowwind's goal is for its school community to be representative of its surrounding community. Families with household income levels under \$75,000 will be eligible for the use of tuition assistance and scholarship funds through the City of Iowa City's Social Justice and Racial Equity Grant. Priority will be given to families whose household income falls under \$50,000 and BIPOC children.

How many community members are estimated to be served by this program, service or activity and over what period of time? *

Willowwind School anticipates to serve approximately 100 students during the 2021-22 academic school year. Currently, our Preschool program is not eligible for Willowwind's scholarship funds, but community partnerships like this one could open up opportunities for additional support at the critical preschool level where the foundation for solid education is built. Of our K-6 enrollees, 55% of families are eligible for some form of tuition assistance either from Willowwind's Sliding Scale Tuition Model or financial aid assistance. Growing Willowwind's Scholarship Program will provide more opportunities to even more students whose families may not otherwise be able to enroll.

Funding for this specific program within Willowwind School will be used to fund scholarships at varying levels. \$25,000 would fund up to 2.5 full-time Preschool scholarships, four half-time Preschool scholarships, or three full K-6 scholarships under Willowwind's Tier VI tuition level sliding scale tuition model. Other funding examples could include six 50% K-6 scholarships, twelve 25% K-6 scholarships, or any number of scholarships based on varying needs from \$500 and up to \$10,000. This may include up to 25 \$1,000 scholarships, ten \$2,500 scholarships, five \$5,000 scholarships, or any amount in between. Funds may also support families' need to pay additional fees such as materials, technology, or services fees or Before and After School Care fees.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

Yes. Willowwind School is a tuition based school. Tuition supports approximately 75% of Willowwind's annual budget. Other revenue sources include extracurricular programming and donations, both of which have decreased during the 2020-21 academic year due to the COVID pandemic. Along with the cut of our STO scholarship dollars, these decreases in revenue have a direct and negative impact on Willowwind's ability to provide scholarships.

K-6's tuition levels are based on income levels as highlighted in the middle column of the table below.

Willowwind School 2021-2022 K-6 Tuition Levels (based on household income - middle column)

Tier I 200,000 + 13,250

Tier II 150,000 - 199,000 12,530

Tier III 100,000 – 149,999 11,818

Tier IV 75,000 – 99,999 10,562

Tier V 50,000 – 74,999 9,512

Tier VI 49,999 and less 8,276

Willowwind School 2021-2022 Preschool Tuition

PreK Full-Time 10,130

PreK Part-Time 6,135

What are the outcomes and performance measures for the program, service or activity? *

Willowwind's goal from its scholarship program is to increase enrollment, through the use of tuition assistance and scholarship funds, of students whose household income is under \$75,000 (targeting \$50,000 and below) and underrepresented and marginalized communities. Willowwind seeks scholarship funds to grow its student population's racial diversity to reflect better the broader community which surrounds the school. This is not possible on Willowwind's sliding scale tuition model alone, and greater funds are needed. Partnerships like the City of Iowa City's Social Justice and Racial Equity Grant will provide immediate support while Willowwind's partnership with the Willowwind Foundation has time to build long-term sustainability in its scholarship program.

What indicators or metrics have been identified to measure outcomes and performance? **

Ultimately, Willowwind School's performance outcomes are in the lives of Willowwind alumni. Willowwind has educated thousands of children who know and appreciate their local history and ecology, understand and value people from diverse personal and cultural backgrounds, are prepared to address social inequalities and restore the natural environment, and are academically prepared to succeed and turn those priorities into reality. Willowwind believes this to be its most significant contribution to the local community and the wider world.

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

Within Willowwind, early childhood education is paramount to preparing children for successful lives. Willowwind students are well adjusted and ready to enter the world beyond with respect and care for others, comfort with and appreciation for children from different socio-cultural backgrounds, and a sense of stewardship for the natural environment.

Willowwind's long-term impact on the wider community is the education of thousands of children who know and appreciate their local history (from the role of Native Americans to the place of the underground railroad in Iowa) and their local ecology (from the Devonian fossil gorges to the native prairie); who understand, value and are comfortable with people from diverse personal and cultural backgrounds; who are prepared to address the social inequalities they encounter; who know about the many ways they can make a positive difference in their communities; and who are academically prepared to succeed and make those hopes and priorities materialize.

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

Willowwind provides children with a range of socio-emotional, academic, artistic, and performing arts skills. Most notably, Willowwind children are keenly aware of social justice and environmental issues, learn in depth about their region's social and ecological history, and engage in community-relevant work. For instance, they contribute to the local Poetry in Public program, read their creative works and perform historical plays and plays that highlight gender and racial inequities in public spaces, plant trees and gardens, create public service announcements about social justice and environmental issues, donate to local charitable organizations, and learn to make a difference in the communities in which they live.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support. *

In 2019, Willowwind School's Board of Trustees re-established the Willowwind Foundation. The Foundation's goal is to provide financial support to the school, its students, employees, and community. Together with Willowwind School, the Foundation is first and foremost focused on supporting a sustainable scholarship program and Willowwind's sliding scale tuition model. While the Willowwind Foundation is new, and will need time to grow its donor base, it has already identified major donors, and an endowed scholarship fund is in the works.

Community partnerships like this one will jumpstart the Willowwind scholarship fund and provide Willowwind School and its Foundation the time needed to grow a sustainable scholarship program. This \$25,000 award will be entirely devoted to providing resources to those who need them the most: low-income families in need of in-person child-centered education for the 2021-22 academic year. It will also give the Willowwind School and the Foundation additional time to build its own scholarship fund, allowing the scholarship program to grow for many years to come beyond 2022.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals. *

Based on need, scholarship funds awarded by this grant may be used to assist families in need of financial support in the form of tuition, school fees such as materials, technology, and services fees, and Before and After School Care fees. Tuition and student fees cover a variety of expenses from educational materials and curriculums to teacher salaries and facility operating costs.

Funding Amount Request

Amount of Funding Requested *

\$ 25,000.00

How will the funding be utilized *

\$25,000 would fund up to 2.5 full-time Preschool scholarships, four half-time Preschool scholarships, or three full K-6 scholarships under Willowwind's Tier VI Sliding Scale Tuition Model. Other funding examples could include six 50% K-6 scholarships, twelve 25% K-6 scholarships, or any number of scholarships based on varying needs from \$500 and up to \$10,000. This may include up to 25 \$1,000 scholarships, ten \$2,500 scholarships, five \$5,000 scholarships, or any amount in between. Funds may also support families' need to pay additional fees such as materials, technology, or services fees or Before and After School Care fees. 100% of funding will be used to fund scholarships at varying levels. Willowwind School is not seeking grant funding to cover administrative costs or other building costs as the school desires for complete scholarship funding to go to its students and families in need. The tuition and fees the scholarship funds would cover support the categories found in the grant application's expenses category.

What is the organizations annual budget? *

Willowwind's 2020-21 annual operating budget consists of approximately \$1.1 million in revenue and \$1.07 million in expenses.

2021 and 2022 Proposed Budget

Revenue

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Grants	\$ 8,334.00	\$ 8,333.00	\$ 8,333.00

Expenses

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Educational Materials	\$ 8,334.00	\$ 8,333.00	\$ 8,333.00

Provide a timeline for the program,service, or activity. *

Willowwind School's 2021-22 academic year runs from August 24th, 2021, through the end of May 2022. Scholarship funds would support eligible students' tuition and/ or fees for these ten months.

Provide a timeline for how grant money would be spent over the next year. *

One-tenth of the grant would be awarded monthly over ten months to eligible enrolled students.

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much? *

Yes. In the Spring of 2019, Willowwind received \$4,200 in the Climate Action Grant to support environmental education and rehabbing natural prairie habitats on Willowwind School's campus. This grant was applied to the 2019-20 academic year, and Willowwind School received a one-year extension on grant spending due to the COVID-19 pandemic.

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding? *

No

Does the organization plan to apply for additional funding for this program, service or activity? *

Yes

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding? *

Presently, Willowwind has not secured additional funding for its sliding scale tuition model tuition assistance. The approximate \$80,000 in tuition assistance comes directly from Willowwind's operating budget. Willowwind's need-based scholarship funding is provided by STO funds, which are tax credits designated for independent school scholarship funds. Unfortunately, in recent years, the state STO funds have diminished, reducing Willowwind's scholarship funding stream dramatically, from about \$60,000 in 2016-17 to under \$16,000 in 2020-21, to a projected \$0 in 2021-22. This has negatively and significantly impacted the school's ability to provide scholarships to low-income students. Willowwind is seeking a variety of partnerships to offer need-based scholarships and to secure the revenue lost to cuts in previous scholarship programs and to offset the internal revenue loss to Willowwind's operating budget. Additional funds exceeding \$25,000 could support the tuition relief provided by Willowwind's sliding scale tuition initiative and financial aid funds.

Can the project be completed with less funding? *

Yes No

Please Explain:

Scholarship awards of any size are an incredible asset to Willowwind School and the opportunities the school can provide low-income families. Willowwind's sliding scale tuition model works to break financial barriers that often stand in the way of making independent school a reality for all families regardless of income level. Even scholarships as low as \$100 - \$1,000 may support families in a variety of ways, including waiving fees, offsetting K-6 After School Care costs, or waiving all of Preschool's Before and After School Care costs and all of K-6's Before School Care costs.

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *

A rectangular box containing a handwritten signature in black ink that reads "Michelle Benings".

Date *

1/8/2021

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

Bike Library Inc.

Address *

Street Address

700 S. Dubuque St.

Address Line 2

City

Iowa City

Postal / Zip Code

52240

State / Province / Region

IA

Country

United States

Phone Number *

5154501651

Email *

audrey@bikelibrary.org

Website Address

bikelibrary.org

Contact Person

Name *

Audrey Wiedemeier

Title *

Executive Director

Phone Number *

5154501651

Email *

audrey@bikelibrary.org

Organization's Mission Statement *

Get more people on bicycles.

How many years has the organization been in operation? *

16

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

In 2017 the Bike Library launched a pilot program called Bike Club: a free youth bicycle education and safety training program for youth served by the Neighborhood Centers of Johnson County (NCJC). Each young person who participates in the program receives their own bicycle and safety gear.

The evolution of Bike Club and the recent prominence of the Black Live Matter Movement inspired the Raise It Up Ride series, which will also help to raise funds for our Black Mechanic Scholarship.

With the help of our partners at NCJC and the South District Neighborhood Association, Bike Club continues to progress each year to best support the K-12 students we serve in the Pheasant Ridge and Broadway Center neighborhoods. 95% of Bike Club participants are children of color.

In 2018, we launched a spin-off of Bike Club focused on young female-identified riders: the Women Empowerment Ride (WERide) and WERide to School. In 2020, we partnered with Tracy Jon Sargent of the Multicultural Development Center of Iowa to offer a supplemental free STEM class to Bike Club and WERide participants called: "Build Your Own Bike Light."

In collaboration with Anthony Branch, Angie Jordan, and Tracey Jon, we have developed these cycling programs to engage, inspire, and motivate young people of color and female-identified children to embrace the sport of cycling. It's about biking, and yet, it's about so much more.

We collaborate to promote biking as a way to build confidence, care for the earth, and empower youth to develop technical skills at a young age through the lens of the bicycle.

In 2019, we served over 100 youth. Through WERide to School, we met with an average of eight kids each Wednesday and Friday to bike to Weber and Alexander Elementary and back home. WERide to School is for all kids, and the young women who lead the ride.

Due to the pandemic, we modified Bike Club to safely serve one child or a group of siblings throughout the Summer of 2020. Our motto: Lift each other up!

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

The Raise It Up Ride Series was inspired by a growing need for racial equity and awareness within the biking community, this community, and the country as a whole.

Yes, 2020 asked us all to adapt; in the face of the issues surrounding the pandemic and with the long-standing mission of honoring Black lives in mind, we looked to the programs we had run in the past for inspiration and then we adapted.

Each September, we host Farm Cycle: a bicycle tour of local farms and food that attracts around 300 participants. 2020 would have been the ten-year anniversary of the event, but we knew early on we wouldn't be able to ride together due to the pandemic. Last year was also the peak of the BLM movement; the Iowa Freedom Riders were taking to the streets in protest by foot and by bike. We loved that the protests were traveling all around Iowa City, taking anyone who was willing to go along for the march.

At the Bike Library we knew we wanted to do something to support the movement--and to reach the Farm Cycle audience, and the biking community as a whole with their message. We noticed that what we were missing in Iowa City was a focus on the history of the Black community. How could we take our audience on a ride, not of local farms and food, but one addressing issues of social justice and racial equality?

We've embarked on creating self-guided, educational bike rides where people in the cycling community--a predominantly white community--could gain a deeper understanding of historically significant sites, sites specific to Black community. And so, the Raise It Up Ride Series was born.

The Bike Library is a woman-led, non-profit bike shop that runs 15 socially conscious programs including Bike Club, WERide, and WERide to School. These three youth programs are 95% youth of color. We rarely see this kind of representation in adult biking culture or in the bike shops throughout this country.

We are leading the way in the greater biking industry when it comes to gender equality. It is from there that we see a valuable opportunity to bring all issues of inequality to the forefront of the greater conversations within our larger bicycling community. In short, we are committed to empowering people who are underrepresented.

In the Iowa City biking community, there is inadequate representation of people of color, LGBTQ-identified people, and women. As a leader in the biking and outdoor community, the Bike Library is striving to make our shop, our volunteer programs, and our outreach programs more inclusive, diverse, and equitable.

The Raise It Up Ride Series is an opportunity for cyclists to take on inequities in our community by utilizing the resources provided by the ride storymap, audio companions, site apparatuses, and route materials to educate themselves on the history of systemic racism and injustice. The ride also serves as an opportunity to donate to our newly formed Black Mechanic Scholarship Fund.

We believe that more people in the Iowa City community need to support social justice initiatives while contributing money to BIPOC scholarships that can lead to jobs in the biking and outdoor industry while developing skill sets in STEM-related fields.

What is the program, service, or activity? *

The Bike Library is working to create the Raise It Up Route Series which will honor historically significant locations, locations significant to the Black community today, and Black-owned businesses in Iowa City. The goal is to guide riders to each site with an audio-guided tour and to educate riders on the history of systematic oppression in their own backyards, as well as the current inequities that unfortunately continue to oppress. There will be four routes in the series, each with three to five sites woven into an approximately 10-mile bike ride.

The educational audio component for each site or “checkpoint” is narrated by Black community leaders. Riders will listen to these narrations through headphones or on-site on each site-specific mobile information exhibit apparatus. The series of four bike routes can be ridden self-guided or on rides offered 1-2 times each month guided by volunteers or special guest guides. There is an accompanying playlist of Black artists, musicians, and poets that can be listened to while en-route via a speaker or after the ride while refueling at one of the Black-owned restaurants highlighted.

We also have created a digital companion storymap, which will highlight each site, provide directions and house the educational audio tour. Below, we’ve linked the working draft of the storymap. You can explore the four tabs on the top of the page and also click on the playlist at the bottom of the page. Please do keep in mind this is a draft. <https://www.icbikelibrary.org/raiseitupride.html>

How does the program, service or activity advance social justice and racial equity? Be specific. *

This activity will act as an educational force, a reminder of the inequities we face, and the responsibility we have as community members to lift up voices that have previously been and continue to be silenced. Our mission is to advocate for change, mobilize riders to support Black-owned businesses, and raise funds and awareness for our Black Mechanic Scholarship.

The biking community is predominantly white, as is the wider audience of Iowa City. We see a major gap in knowledge, resources, and a focus on Black history, especially as it relates to biking. Biking is one of the best ways to connect people to the physical paths, locations, and stories that make up a community. The Raise It Up Ride hopes to connect people on a deeper level. When stories are shared, when an unknown history is shared, when people are confronted with experiences that are different from their own, leaning into that discomfort brings on new perspectives.

In addition to education, we hope to let our Black neighbors know, whether they are cyclists or not, that we care about them and that we want to lift each other up.

How does the program, service or activity address one or more of the six priority areas? *

The educational component of this ride series is multifaceted: audio-guided narratives read by Black community leaders; an online storymap outlining route and checkpoint details; physical checkpoint apparatuses highlighting the significance of each historical and modern-day site.

This activity builds community through creating a deeper understanding of Black lives by taking bicyclists through neighborhoods they might not frequent and sharing stories that are often overlooked or silenced; it invites constructive conversations on how we can be a part of dismantling systems of oppression and becoming more inclusive.

Our material will also let riders know how they can use this knowledge to go forward whether that means supporting a business, returning to the modern sites to make use of their space/service, or how they can share the knowledge of historical sites with others.

Community Building: people will share this information and go on this ride together.

Employment: we are funding the education for Black bike mechanics so they will have the skill set necessary to secure a position in Iowa City at one of the five bike shops or elsewhere in the bike industry.

Health: one general goal of every ride we host is to get people outside in nature, get them actively riding, and encourage them to make bike riding a part of their everyday lifestyle.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need. *

The Raise It Up Ride series provides experiential learning in an holistic way. We believe that our audience would want to know more about the historical and modern-day significance of the Black community in Iowa City,

and that information is not often focused on or made readily available. That lack of education on Black history and immersion Black culture has led to a division in communities here in our city (data below).

The ride series will raise awareness of the inadequate representation of people of color in bicycling and in Iowa City, and will give community members the opportunity to support future generations of Black citizens who want to gain education in the bike industry.

The rides are free, family-friendly, and built in collaboration with Black community leaders. Going on them will give our community the opportunity to continue to have the hard, uncomfortable conversations that are overlooked or forgotten by the population responsible for and/or complicit in systemic racism. There is a desperate need to continue conversations around social justice and racial equity and this will give people a chance to do just this while getting out into the communities where Black citizens live and work.

There is so much healing that needs to happen and two ways of moving towards that are: education and connection.

For data, we looked to the Iowa African American Studies program at the University of Iowa, the Iowa City Racial Equity Report Card, and the Daily Iowan:

According to the 2019 Racial Equity Report Card, Black citizens in Iowa City make up only 8.2% of the city's population.

"I believe that there is a tendency for the UI administration and other parties to think of African American Studies as something that should exist on paper to check a box, showing they are committed to diversity...but they have not understood why this program is part of the lifeblood of the university."

- Simon Balto, Professor in the Department of African American Studies

According to the department chair and a professor from the Iowa African American Studies program: In 2005, "the university tried to defund the program altogether, but that after a number of Black students protested, a compromise was reached, cutting the master's program and retaining the undergraduate program."

- "UI African American Studies program to form institute, promote Black culture," Daily Iowan <https://dailyiowan.com/2020/06/18/ui-african-american-studies-program-to-form-institute-promote-black-culture/>

"In our program's classes, at least 50 percent are minorities, white students who come from rural communities never have the experience of being a minority in a majority setting. For Black students, this is the first time they are taught any substantive information on Black history and culture, the Black environment and experience."

"We need to better understand how systematic racism impacts minority cultures. We can do that through research. Once you understand it, you can change it...if you begin to think about African American culture as normal, as acceptable, then that's what it will become."

- Venise Berry, Department Chair of Iowa African American Studies program (both quotes above)

In Iowa City, between 2014 and 2018, the number of complaints alleging racial discrimination increased 12%. Between 2015 and 2019, the number of annual complaints remained unchanged.

Between 2014 and 2018, the number of traffic stops for Black males increased 26%. Between 2015 and 2019, the number of traffic stops for Black males increased 36%.

- Iowa City Racial Equity Report Card

"The Iowa Commission on the Status of African Americans reports that the poverty rate for African Americans in Iowa is 30.7%, but for white Iowans, it is just 11.2%. The median earnings within the state of Iowa is \$34,583.00, but for Black Iowans, it is \$10,000 less. A disproportionate number of Black people sit in Iowa's prisons. While the African American population is just 4% in Iowa, they represent 25.3% of the prison system's population. The ACLU reported that despite the equal use of marijuana in Iowa, African Americans are eight times more likely to be arrested for possession than white Iowans."

What steps can the university take: “Improve the recruitment, support and success for students of color by changing the racial climate on campus, creating spaces where they feel safe, provide adequate funding support to meet their needs, challenge racist narratives and change ineffective discriminatory policies.”

What steps can Iowa City and Johnson County take: “Actually address the affordable housing issue in Iowa City. The City Council has agreed to update its affordable housing plan; the city must build and reimagine housing for economically challenged communities.”

- “Concrete steps UI, Iowa City and the state can take to make a difference on racial equity,” Editorial Board, Iowa City Press Citizen (three quotes above)
- <https://www.press-citizen.com/story/opinion/editorials/our-view/2020/07/09/iowa-city-ui-racial-inequality-racism-george-floyd-protests/5399456002/>

By immersing our audience in the communities where the relatively small Black population in this city lives and works, while educating riders on the Black history here and Black culture that exists here, we believe our Raise It Up Ride series challenges racist narratives, creates spaces where Black community members can feel safe, and addresses inequities in housing, economic opportunity, and beyond.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration.*

Yes. The Multicultural Development Center of Iowa will be our partner in developing the technical equipment for each checkpoint. There is a Raspberry Pi radio component to this project, which will store and play the audio narrations at each site exhibit apparatus.

Angie Jordan, Bruce Teauge, Latasha Deloach, and Ebenezer Adeyemi are the narrators that have been recorded for the audio component of the first ride.

There are almost twenty sites overall, and we are working in collaboration with each of the sites to feature them as they want to be featured.

Andre Wright, Co-Founder and CEO of Humanize My Hoodie, has been a consultant to us. We are also working with Hannah Givler, Ulowa Lecturer in 3D Design, on the design and creation of the mobile information exhibit apparatus that will house the Raspberry Pi audio devices.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income).*

We would expect the distribution of riders to be equally male and female and non-binary, ages 18-70. It's going to serve whoever wants to go on the ride. It will also serve those who view our digital storymap and engage with the educational materials in that way.

It's also going to serve all the people who are featured on the ride and business or property owners of those sites. Recipients of the Black Mechanic Scholarship will be served in the future.

We want to promote the Black-owned businesses, artists, musicians, and poets who are featured in the accompanying playlist and featured restaurant list. Please see this playlist: <https://soundcloud.com/iowa-city-bike-library>

While the focus of this series is on the Black community, this will serve anyone who wants to engage with the educational material and experiential learning opportunity provided.

How many community members are estimated to be served by this program, service or activity and over what period of time?*

Our goal is to reach 200 people per ride. We aim to have 4 rides in the series over the course of the next year. The start of the ride is at the Bike Library and we will use a ledger to document participation.

Aside from the riders, the artists, business owners, narrators, organizational partners, and digital users will also be served. Our goal is to reach at least 200 people through our digital resources per ride as well.

Beyond those simple figures, we believe the number of people served will include anyone who would benefit from the stories of Black lives being shared within this community. Period. Awareness and understanding fosters new perspectives that bridge gaps between diverse communities.

The hope is that the number of those served has a parabolic trajectory through the mutual exchange of knowledge before, during, and long after each ride.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

There is no charge. However, we are encouraging participants to donate to the Black Mechanic Scholarship Fund. We hope this serves as a tool to market the availability of this scholarship. Options would include: \$5, \$20, \$100, \$500, other amount.

What are the outcomes and performance measures for the program, service or activity? *

We will be asking people to fill out a digital survey about their experience on the ride. We want to know what they learned on the ride, through the audio guide, and/or through the digital storymap, and whether or not it made a difference in their lives as residents of Iowa City.

How much money we raise will also be a determinant of the activity. In the next three to five years, we will know if the scholarship is working to create diversity in the local bike shops.

What indicators or metrics have been identified to measure outcomes and performance? **

How many people go on each ride will be a key metric, and how they respond to the survey will be the key subjective metric. Other metrics include: the number of donations, number of hits on the playlist, interactions on the digital storymap, reviews from prominent figures in the community, and reviews from our Black partners and featured sites/businesses.

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

The web resources will be available for years to come, which will include the routes and the educational material: digital storymap, audio narrations, research, visuals, and downloadable PDF for offline riding.

In listening to the site narrations and interacting with the storymap, riders/users will engage with accounts outlining the importance of each location through a different lens. Anytime someone is able to interact with the stories of others, they are less likely to carry prejudices and preconceived notions about those who are different from them. If we share stories and lift up voices, everyone who engages with those voices can act from a place of greater understanding.

Finally, the Black Mechanic Scholarship fund will be used to work against inequalities in the bike industry.

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

This is a community project. Everything we have mentioned above is for the community. Sharing those metrics is something we will do via our website and social media. However, those metrics are of less significance to us than the primary mission of the ride: to educate and build a stronger community.

We also hope to increase volunteership in our organization by connecting with more community members. We also hope that there will be more diversity in the bike shops, including our own.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support. *

Yes. Our goal is to host an annual Raise It Up Ride series where we raise up voices from different communities. The mobile units can be moved and are weatherproof. Special care will be taken in the design and creation to keep them from deteriorating.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals. *

Professional services include consultation from “The Brown Bike Girl,” Courtney Williams, a Black community organizer and cycling who specializes in fostering inclusivity in the biking industry for people of color. Her insights will be instrumental in propelling us to follow through our mission.

We are also working with a professional storymap designer, a graphic artist, a professional 3D designer for the exhibit apparatuses, and a tech developer to build the Raspberry Pi components.

Two professors of African American studies were consulted for the research component of this initiative; they guided our research team on a pro-bono basis. We will also be compensating our narrators; though most of the voices featured are not “professional” voice actors, we believe each narrator deserves to be compensated for their efforts.

Our goal is to ensure that everything provided to riders and digital viewers will have a sophisticated look and feel.

Funding Amount Request

Amount of Funding Requested *

\$ 4,000.00

How will the funding be utilized *

Professional services include consultation from “The Brown Bike Girl,” Courtney Williams. Artwork for the logo designed in collaboration with local Black artists. Materials for the creation of the mobile information exhibit apparatus that will house the Raspberry Pi audio devices. The materials for the Raspberry Pi which include: solar panel, waterproof case, battery, battery charger, and adaptor.

What is the organizations annual budget? *

Currently the Bike Library's budget is \$118,000. However, we have put an offer in to purchase our own building at 1222 South Gilbert Ct. We are slated to close at the end of January 2021 and if that happens our budget will increase by at least \$30,000.

2021 and 2022 Proposed Budget

Revenue

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Grants	\$ 300.00	\$ 3,050.00	\$ 650.00

Expenses

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Professional Services	\$ 300.00	\$ 1,150.00	\$ 450.00
Equipment/Hardware	\$ 0.00	\$ 1,500.00	\$ 0.00
Outside Printing	\$ 0.00	\$ 200.00	\$ 0.00
Misc. Supplies	\$ 0.00	\$ 200.00	\$ 200.00

Provide a timeline for the program,service, or activity. *

April 2021 - September 2021 is when we will be releasing and marketing the Raise It Up Rides. We've been gathering research since August 2020 and will continue to buildup the ride components throughout the beginning of 2021 since most of the work will be done by staff and volunteers of the Bike Library.

Provide a timeline for how grant money would be spent over the next year. *

Most of the money will be spent at the beginning of 2021 as the sites or checkpoints depend on having the mobile site apparatus' installed prior to the ride starting in the Spring of 2021.

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much? *

Yes. We received funding from the Climate Action Grant in partnership with the Neighborhood Centers of Johnson county for \$5,000.00 for youth bike programs development in 2017.

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding? *

In 2017 the City of Iowa City, World of Bikes, and the Bike Library partnered to provide youth with bicycles and the project was awarded \$3,250.00.

Does the organization plan to apply for additional funding for this program, service or activity? *

No. We are not planning to apply for additional funding for this activity unless we do not receive funding through the SJRE grant.

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding? *

The activity is dependent on receiving the SJRE grant only.

Can the project be completed with less funding? *

Yes No


Please Explain:

The project can be completed with less funding through it might put a financial strain on the organization. Because our budget has the potential to be \$30,000 more in 2021 with the purchase of a new building we will need to be extremely conservative in spending in 2021 and will need to cut expenses anywhere we can. Without funding we will likely no be able to design, build, and create the equipment and hardware needed to give the mobile units a sophisticated look and fee. We will likely not be able to pay for the professional services need to make this project the best that it can be. Without funding the project will still exist though we believe it will have far less of an impact than it could. The resources provided by the ride storymap, audio companions, site apparatuses, and route materials to educate riders on the history of systemic racism and injustice, is an important component to holistic learning and sharing of information.

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *



Date *

1/8/2021

Iowa City Bike Library
 Social Justice Racial Equity
 Project Budget June 1, 2021 – June 30, 2022

	Project Budget	1-Nov-21	1-Apr-22	31-Jul-22
Revenue:				
Fees				
Grants	4000	300	2850	450
Other revenue				
Total revenue	4000	300	3050	650

Expense:				
Professional Services	1900 ¹	300	1150	450
Educational Materials				
Marketing/Advertising				
Equipment/Hardware	1500 ²	0	1500	0
Rentals				
Supplies				
Outside Printing	200	0	200	
Miscellaneous Supplies	400		200	200
Total expenses	4000	300	3050	650

1. Professional services include: artist fee, narration stipend, guided tour compensation, consulting fee.
2. Equipment/Hardware includes: Raspberry Pi radio component, design and creation of the mobile information exhibit apparatus that will house the Raspberry Pi.

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

University of Iowa Labor Center

Address *

Street Address

100 BVC W130

Address Line 2

City

Iowa City

Postal / Zip Code

52242

State / Province / Region

IA

Country

USA

Phone Number *

319-335-4144

Email *

labor-center@uiowa.edu

Website Address

<https://laborcenter.uiowa.edu/>

Contact Person

Name *

Jennifer Sherer

Title *

Director

Phone Number *

319-335-4145

Email *

jennifer-sherer@uiowa.edu

Organization's Mission Statement *

The mission of The University of Iowa Labor Center is to provide educational programs and research support to Iowa's working people and their organizations. Since 1951, the Labor Center has acted as a bridge between the University and Iowa's labor community.

How many years has the organization been in operation? *

70

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

In the past two years, the Labor Center built on decades of community outreach and education projects to launch the Corridor Apprenticeship Opportunity Network, a new initiative to link unemployed or underemployed Iowa City residents from underrepresented groups with opportunities to apply and succeed in Iowa Registered Apprentice programs in skilled trades in advanced manufacturing or construction.

Working in coordination with multiple local nonprofit and labor partners, we provided leadership development training to dozens of local residents leading up to initial participant recruitment for our pilot apprenticeship readiness course in 2019, then developed and offered the first full course for corridor residents in January, 2020. With space for up to 30 participants in the first cohort, we received over twice as many applicants as we could accommodate, illustrating the strong demand for the program and services it offers. Those who completed the January 2020 course held in Johnson County included five women, 25 people of color (20 Black, two Asian, two Latinx), and 15 youth age 17-24, and 18 first-generation immigrants. After COVID-19 made in-person instruction unsafe in 2020, we converted the apprenticeship readiness course to an online format delivered via Zoom. We offered two summer sessions and two fall sessions of the online course in 2020. Based on demographic information provided by the 103 total participants who completed our apprenticeship readiness course in 2020 (either in-person or online), 27 self-identified as women, 51 as Black, 3 as Asian, 1 as American Indian/Alaska Native, 1 as Native Hawaiian or Pacific Islander, and 7 as having a disability. These totals met or exceeded each of our 2020 goals to reach members of underrepresented groups, including enrollment of at least 25% women and 50% people of color in the apprenticeship readiness course.

Our 2020 Course graduates are now in the process of applying to apprenticeship programs, with one graduate already successfully placed and working in the field via the Laborers apprenticeship program in Cedar Rapids.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

In addition to steps described above, this program was initiated as an outgrowth of longstanding partnerships between the Labor Center and trades apprenticeship programs, building trades unions, and community organizations that serve low-income residents, youth, and people of color. The program has been developed from a process of bringing these groups together to identify common interests in increasing the recruitment of women, youth, and people of color to apprenticeship training and eliminating long-standing barriers faced by women and people of color in accessing training and employment in living-wage jobs in the construction industry (for example, nationally less than 3% of frontline construction trades jobs are held by women, and less than 15% are held by people of color). The program is also being modeled on successful initiatives to increase equity in the construction industry in other parts of the country.

What is the program, service, or activity? *

In 2021, the Corridor Apprenticeship Opportunity Network will offer: 1) outreach and orientation workshops to connect members of underrepresented groups with high-quality job training opportunities, 2) two sessions of a new preparatory skills-based apprenticeship readiness course for local residents interested in qualifying for a registered apprenticeship, 3) direct connection of participants who complete the preapprentice program with eastern Iowa apprenticeship training coordinators, and 4) access to leadership development and peer support networks to ensure the success of women and people of color who enter registered apprentice programs as underrepresented minorities.

The ultimate goal of the network is a sustainable system for bridging significant gaps between high-quality apprenticeship opportunities and Iowa City residents who are underrepresented in skilled trades, resulting in a clear pipeline for women and workers of color to high-quality jobs in these occupations. A network system of this kind is especially important for a community like Iowa City because the majority of registered apprentice training programs local residents may be eligible for are located in Cedar Rapids or the Quad Cities (even though many of the job opportunities presented following completion of such apprentice programs are located in Iowa City due to its growth and booming construction market). Local intermediaries with strong partnership relationships and a willingness to assist underrepresented participants with overcoming barriers to qualifying and attending apprentice training in a nearby community are essential to connecting local residents with these programs, supporting their success once they enroll, and ensuring their placement in local jobs after they complete training.

How does the program, service or activity advance social justice and racial equity? Be specific. *

This program advances social justice by actively recruiting women and people of color into high-quality job training programs in occupations where they have traditionally been underrepresented, and by leveling the playing field for women and people of color in local employment markets. The program advances racial equity by diminishing the substantial existing gaps between access of white and non-white residents to high-quality training and job opportunities.

How does the program, service or activity address one or more of the six priority areas? *

The program addresses employment along with education and building community. The program's primary interventions aim to increase employment opportunities for underrepresented groups and diversify high-quality apprenticeship training programs. The program also addresses the priority area of education by providing preparatory skills-based education as well as leadership development programming (encompassing verbal and written communication, knowledge of workplace rights and roles, and problem-solving skills). The program also addresses the priority area of community building through outreach events in coordination with local nonprofit and labor partners and the creation of peer networks to support success of women and people of color who enter registered apprenticeship training programs.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need. *

The program fulfills a need for equitable access to affordable high-quality training and good jobs. Economic inequality and poverty remain significant local problems. In Johnson County, 18% of residents live in poverty (above the national average), and women 18-24 are the largest category of residents living below the poverty line. The latest ALICE report additionally indicates that 49% of Iowa City residents are “living in poverty or struggling to meet basic needs.”

Both women and the growing percentage of non-white local residents (now over 16%) are disproportionately likely to experience poverty. Statistics show that Iowa women on average continue to earn 18.6% less than men (BLS, 2017), though in Johnson County the gender wage gap is even wider with men earning 22.5% more on average (ACS 5-year estimate). Salaries of black Johnson County residents average only 54% of the average white residents’ salaries (ACS 5-year estimate).

Registered apprenticeships in advanced manufacturing and construction trades are widely recognized as important paths to good jobs that pay decent wages, and because apprenticeships allow workers to “earn and learn,” they enable low-income participants to gain training and start on a living-wage career path without fear of crippling debt. But barriers to access remain primary obstacles. According to the U.S. Department of Labor, “women and minorities continue to face substantial barriers to entry into and, for some groups, completion of registered apprenticeships, despite their availability.” This is especially true for women and black workers: across the country in 2017, only 7.3 percent of registered apprentices were women (even though women make up 47% of the labor force), and only 10.7 percent of apprentices were black. Preapprentice programs and support networks like the one we are proposing have been found to play an important role in improving underrepresented groups’ access to apprenticeships, and ensuring better completion rates for women and minority apprentices.

This program also responds directly to an educational need identified in multiple local community forums and dialogues in recent years, where Iowa City educators and youth have identified a lack of access to trade skills programs in local high schools as a barrier to opportunity for local high school graduates who do not plan to attend college.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration. *

Our program relies on two important forms of partnership: 1) with local nonprofit, labor, and faith-based organizations who are committed to expanding job opportunities for their members of underrepresented groups, and 2) with the IowaWORKS offices of Iowa Workforce Development and Iowa joint labor-management apprentice program coordinators who are committed to diversifying their training programs. Local nonprofit partners who are actively connecting members, clients, or students from underrepresented groups to our program include the Center for Worker Justice, Shelter House, Neighborhood Centers of Johnson County, Inside Out Reentry, Iowa Jobs for America’s Graduates (iJAG), Sudanese American Association, League of United Latin American Citizens (LULAC), and the Iowa City Federation of Labor.

State and regional partnerships are also important for our program. Because ours is the first program of its kind in Iowa, in order to introduce best practices and develop robust peer support networks the program will plan events that draw on expertise and mentorship of groups such as Chicago Women in the Trades, Policy Group on Tradeswomen’s Issues, and the National Building Trades Academy.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income). *

Anticipated demographics served by specific components of the program include:

- Outreach events and informational workshops: 250 low-income workers or high school students (30% or below AMI), at least 50% of whom are women and at least 50% of whom are people of color
- Preapprentice education program: 50 workers, at least 25% of whom are women and at least 50% of whom are people of color
- Iowa Women in Trades Network: participation of 15 new workers (in addition to current participants), 100% of whom are women
- Iowans of Color in Trades Network: initial convening of 15 workers, 100% of whom are people of color

How many community members are estimated to be served by this program, service or activity and over what period of time? *

The program goals over a period of 12 months (July 2021 – June 2022) are to reach at least 250 local workers and students in outreach and recruitment events, enroll at least 50 local residents in two full sessions of the apprenticeship readiness course, and include at least 40 course graduates in support network activities designed to boost success of women and workers of color who go on to apply to registered apprenticeship programs.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

We are requesting funding in order to offer all outreach and information workshops and the apprenticeship readiness course free of charge. Access to first aid/CPR certifications, OSHA-10 certifications, and the nationally recognized Multi-Craft Core Curriculum (MC3) used in our apprenticeship readiness course carry fees of \$100-\$150 per person, so we are requesting funding via this grant to enable local low-income participants to access the curriculum and receive recognized all the certifications upon completion of the course free of charge.

What are the outcomes and performance measures for the program, service or activity? *

What are the outcomes and performance measures for the program, service or activity? *

- At least 250 low-income residents will participate in outreach events and informational workshops to learn about apprenticeship opportunities
- At least 50 local residents will enroll in the apprenticeship readiness course and over 50% of them will enroll in a registered apprentice program with a year following the course
- At least 30 local residents will become new participants in peer support networks designed to support women and people of color entering skilled trades apprenticeship training programs

What indicators or metrics have been identified to measure outcomes and performance? **

Program benchmarks are based on existing demographics of eastern Iowa apprenticeship programs, with outcomes measured against this baseline. For example, some apprenticeship training programs currently have zero women enrolled; some larger programs have 3-5 women enrolled out of 100-200 active apprentices. Apprenticeship training programs in some trades have begun active recruitment of people of color and have multiple apprentices of color enrolled; others have few to none. By the end of 2021, our goal is to show at least a 5% increase in enrollment of women and people of color in the apprenticeship programs where we place graduates of our course, and to support successful enrollment into apprenticeship of at least 50% of graduates within one year of having completed our course.

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

The Corridor Apprentice Opportunity Network aims to provide model pathways for diversifying skilled trades and other occupations in which women and people of color are underrepresented. Developing a clear step-wise process for recruiting, preparing, and connecting underrepresented residents with high-quality job training opportunities and supporting their success by offering leadership development and peer networking has the potential to benefit a wide range of organizations and individuals in our community who may want to tap into the network or replicate this process within their own organizations to improve access to family-sustaining jobs. In 2021 as the next step in this development, we plan to develop checklists for best practices to offer to training programs, community organizations, unions, and contractors who are partners in this project and committed to helping achieve its goals.

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

Outcomes will continue to be shared via public events, press releases, Labor Center annual reports presented to organizational partners, and newsletters published on our web site and social media. We have recorded orientation sessions now available on our web site and will offer at least two additional online live orientation sessions in 2021. We also have scheduled time on the agendas of state and regional building trades council 2021 meetings and conferences to deliver presentations on the project.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support. *

We intend to continue coordinating the network with a strong cohort of local residents who can in turn become peer mentors for future participants. While the number of outreach events we can sponsor and levels of support we can provide to individual participants (e.g. in the form of scholarships, translation/interpretation, transportation, or other services) may vary in future years depending on available funding, we intend to maintain partnerships established via the network as part of our general operations, and the apprenticeship readiness course curriculum will remain available indefinitely (though ability to offer the course for free will depend on available funding). If the network shows successful outcomes, it will increase the likelihood that organizational sponsors or other foundation funders will support it with additional funding in future years.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals. *

Funding to pay professional translators, interpreters and/or ESL tutors is requested. This funding will enable full inclusion of English language learners and/or deaf participants in events, workshops, or leadership development programs.

Funding Amount Request

Amount of Funding Requested *

\$ 20,000.00

How will the funding be utilized *

In addition to the funding for professional services detailed above, funding is requested for:

- marketing/advertising (\$500 for fliers and newspaper advertisements to publicize the kickoff event and initial outreach workshops)
- outside printing (\$500 for copies of materials to distribute in workshops)
- funds to offset per-person fees associated with national MC3 curriculum certification, OSHA-10 certification, and first aid/CPR certification (\$1,000 to offset any fees not covered by other funding sources)
- language interpretation/translation or ESL tutoring support (\$3,000 to pay providers of these services)
- lost wage stipends (\$10,000 to provide partial wage-replacement incentives for low-income participants who enroll in apprenticeship readiness course)
- operational costs (\$5,000 to support staff instruction and administration time)

What is the organizations annual budget? *

2021-22 projected organizational budget is estimated at 500,000. The Labor Center is a unit of the University of Iowa College of Law which (beginning in 2019) receives no general fund support from the University. All Labor Center programming must be sustained by programming fees, grant funding, or other external sources.

2021 and 2022 Proposed Budget

Revenue

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Grants	\$ 10,000.00	\$ 10,000.00	\$

Expenses

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Marketing/Advertising	\$ 250.00	\$ 250.00	\$
Outside Printing	\$ 250.00	\$ 250.00	\$
Educational Materials	\$ 500.00	\$ 500.00	\$
Professional Services	\$ 1,500.00	\$ 1,500.00	\$
Participant Stipends	\$ 5,000.00	\$ 5,000.00	\$
Operational Expenses	\$ 2,500.00	\$ 2,500.00	\$

Provide a timeline for the program, service, or activity.*

- July-August: Outreach and orientation events to recruit for fall apprenticeship readiness course
- September: Fall session of apprenticeship readiness course
- October-November: Placement of course graduates in registered apprenticeship training programs and follow-up support activities to ensure success of graduates in apprenticeship training; start monthly meetings of Iowa Women in Trades and Iowans of Color in Trades network meetings
- December-January: Outreach and orientation events to recruit for winter apprenticeship readiness course
- February: Winter session of apprenticeship readiness course
- March-April: Placement of course graduates in registered apprenticeship training programs and follow-up support activities to ensure success of graduates in apprenticeship training; include new graduates in monthly meetings of Iowa Women in Trades and Iowans of Color in Trades network meetings

Provide a timeline for how grant money would be spent over the next year.*

Expenses will be incurred in conjunction with course cohorts and events scheduled in accordance with the timeline of activities provided above.

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much? *

Yes:

2019: \$15,200

2020: \$15,500

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding? *

In 2019, the Labor Center secured funding from Iowa Workforce Development to create a new quality preapprentice education program and to deliver it to at least 200 Iowa workers (\$125,000 running from January 2019 – October 2020), and this funding was enhanced with additional temporary funds from the IWD Employer Innovation Fund at the end of 2020. This temporary funding supported the significant Labor Center staff time required to build new partnerships, develop curriculum, offer instruction, and coordinate support services. 2019-2020 Iowa City Social Justice Racial Equity funding additionally supported local outreach events, leadership development programming, and translation/interpretation services to enable access for English Language Learners. A grant of \$10,000 from the Iowa Women's Foundation for 2021 will support activities related to increasing women's opportunities in the skilled trades. For 2021, we have one additional grant of \$50,000 to support staffing, instruction, and administration of the program so far, which is less than half as much funding secured in prior years (we are continuing to pursue additional sources to support staffing and administration of the program in 2021).

We are requesting 2021 SJRE grant funding to support attendance of two full cohorts of local residents in the new apprenticeship readiness course, and to expand and sustain peer support networks for all local graduates of the program. Funding requested will cover the cost of curriculum registration fees and support the proposed outreach events, leadership development programming, peer networking and support services that existing research suggests are necessary to make such programs highly accessible to local women and people of color and to maximize the success of underrepresented residents who enroll.

Does the organization plan to apply for additional funding for this program, service or activity? *

Yes, we are actively seeking sources of additional funding to make this program sustainable beyond 2021.

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding? *

See above; funding for creating necessary partnerships and developing the apprenticeship readiness course made it possible to lay groundwork for launching this program in 2019; the program is now fully operational and supporting multiple cohorts of participants in 2020 and 2021. SJRE funding will allow local residents to participate free of charge and to receive critical wrap-around and support services.

Can the project be completed with less funding? *

Yes No

Please Explain:

If additional funds to support instruction time and administration of the program are not secured for 2021-22, we would continue the program but at a reduced scale.

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *

A rectangular box containing a handwritten signature in black ink that reads "Jennifer Sherer".

Date *

1/8/2021

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

Physicians for Social Responsibility-Iowa

Address *

Street Address

20 E Market St #200

Address Line 2

City

Iowa City

Postal / Zip Code

52245

State / Province / Region

IA

Country

US

Phone Number *

319-828-4789

Email *

info@psriowa.org

Website Address

<https://www.psriowa.org>

Contact Person

Name *

Maureen McCue

Title *

Board President

Phone Number *

319-530-7488

Email *

mickiq@earthlink.net

Organization's Mission Statement *

Prevent What We Cannot Cure. In specific: "Guided by the values and science of medicine and public health, PSR Iowa works to protect life and health from the gravest threats to survival: Climate change, environmental degradation, nuclear weapons, and social injustice."

How many years has the organization been in operation? *

35

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal.*

Earth Day events where we worked hard with City agents to engage the broader Iowa City population.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics.*

The billboard project evolved from the awareness of a large US military budget, the injustices implied and contained within that excessive spending and the search for new and better ways to communicate this message to the broader public. An existing campaign currently being organized by WorldBeyondWar.org provided the model for our project.

What is the program, service, or activity?*

PSR-Iowa's project is a billboard/bus-board campaign designed to raise public and voter awareness about the extensive US military budget and ways that those monies could be spent more justly and equitably.

How does the program, service or activity advance social justice and racial equity? Be specific.*

For example, a current message being utilized by World Beyond War: "3% of US military spending could end starvation on Earth." The project proposes to enlighten voters and the public on ways that money spent on the military budget could be used to instead address homelessness, food insecurity, clean water issues, etc.

How does the program, service or activity address one or more of the six priority areas?*

The project intersects with the areas of building community, housing, and health.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need.*

Community need: housing, food security, a more just and equitable society. The project will not directly address these needs. Instead it will raise awareness and work to change the current narrative/norm.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration.*

The project may include collaboration with other local organization with whom we have partnered in the past such as 100 Grannies, Sierra Club and Veterans for Peace. Collaboration would be in the form of announced support for the program, but not financial support.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income).*

From one perspective, the project aims to reach all community members by promoting the need for a more equitable and just community. Our project intends to focus, at least initially, on housing and food security, so folks struggling with those issues would potentially be "served" by the project. The messages placed on the bus routes will directly impact bus riders. Billboards will reach others.

How many community members are estimated to be served by this program, service or activity and over what period of time?*

Difficult to estimate numbers reached; intended to reach much of community over the initial 2 month period of messaging.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed?*

No charge directly. Bus riders would see messages on the bus as a result of paying the rider fee.

What are the outcomes and performance measures for the program, service or activity?*

Raised awareness is somewhat difficult to measure. Public calls for decreased military spending would be one outcome/performance measure. A decrease in military budget and an increased focus on nuclear disarmament are other outcomes/performance measures. Increased support for social safety net programs is also a potential outcome.

What indicators or metrics have been identified to measure outcomes and performance? **

Increased traffic on organization website and social media pages are one indicator. Lobbying of legislators, letters to the editor and other types of public outcry are other indicators. Increased support for social safety net programs also an indicator.

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

The project intends to specifically identify the amount of Johnson Co. tax payer money that is allocated to the US military budget and then identify the level of housing and/or food security in Johnson Co. that amount of funds could provide instead. That information would be the content of the messages for the billboards and bus-boards.

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

The information will be shared via the billboards and bus-boards, also via the PSR-Iowa website and social media pages.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support. *

There is a tentative plan to continue the project, using organization general funds. That is dependent upon outcomes of the initial efforts.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals. *

No fees for professional services--services for message designs are being donated.

Funding Amount Request

Amount of Funding Requested *

\$ 8,000.00

How will the funding be utilized *

The funding would go directly to Lamar Advertising Co. to purchase billboard ads, and to local printer for printing costs for bus board ads.

What is the organizations annual budget? *

35,017.00

2021 and 2022 Proposed Budget

Revenue

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Grants	\$ 0.00	\$ 0.00	\$ 8,000.00

Expenses

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Marketing/Advertising	\$ 0.00	\$ 0.00	\$ 8,000.00

Provide a timeline for the program,service, or activity. *

The billboard and bus board ads would be run for a 2 month time period.

Provide a timeline for how grant money would be spent over the next year. *

The funds would be spent soon after receipt, to purchase billboard space, and to print ads to place on bus lines.

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much? *

No.

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding? *

No.

Does the organization plan to apply for additional funding for this program, service or activity? *

Not at this time.

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding? *

Not seeking additional funding at this time.

Can the project be completed with less funding? *

Yes No

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *

The image shows a stylized, cursive electronic signature in black ink on a light gray rectangular background. The signature reads "Sheri Deat-Tyner".

Date *

1/8/2021

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

University of Iowa Liberal Arts Beyond Bars

Address *

Street Address

301 Calvin Hall

Address Line 2

University of Iowa

City

Iowa City

Postal / Zip Code

52242

State / Province / Region

IA

Country

USA

Phone Number *

319-621-5738

Email *

heather-erwin@uiowa.edu

Website Address

<https://liberalartsbeyondbars.uc.uiowa.edu/>

Contact Person

Name *

Heather Erwin

Title *

Director

Phone Number *

3196215738

Email *

heather-erwin@uiowa.edu

Organization's Mission Statement *

The Purpose of the UI LABB college in prison program is to offer high quality postsecondary degree granting coursework to people incarcerated in Iowa and specific reentry support to LABB alumni and other free world students impacted by the criminal legal system. Our Core Values are: collaborations at the State and National levels; deliberate incorporation of student voices; meaningful contributions to research; advocacy for policy change; and disruption of mass incarceration

How many years has the organization been in operation? *

3

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

UI LABB has worked in partnership with Inside Out Reentry Community on several projects over the course of the last three years, as well as in conjunction with other community members and academic partners. In February 2020, just before COVID-19 caused mass shutdowns and closures, UI LABB partnered with Kirkwood Community College, U of Iowa's College of Social Work faculty, and community mental health workers to organize a community forum on Mental Health Care in Prison, held at the Iowa Medical and Classification Center correctional facility. Incarcerated students from Kirkwood Professor Heidi Pierce's UI LABB class bearing the same name (Mental Health Care in Prison) presented papers and led discussions at the forum.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

The University of Iowa Liberal Arts Beyond Bars (UI LABB) program has previously engaged with the Tippie College of Business to offer limited access for students incarcerated at the Iowa Medical and Classification Center (IMCC) to complete Tippie's Entrepreneurial Management Certificate, which consists of five upper-level courses related to entrepreneurship. The certificate has only been available to a limited number of LABB students who have reached their junior year of academic eligibility, or who have already graduated with a Bachelor's degree.

There is much to recommend entrepreneurial training for people who have been impacted by the criminal legal system. It is continually difficult to secure employment due to the existence of background checks on employment applications as well as stigma existing as collateral consequences of incarceration. Entrepreneurship skills serve to help a person start their own business, but build the important skills of self promotion through story-telling (otherwise known as a "pitch"), public and social networking, and professional presentation. Upon recognizing the need for a program that more directly addresses the needs of a broader group of students, both those who are incarcerated and those formerly incarcerated, we developed a two-session certificate program that introduces students to the idea of the "entrepreneurial mindset" as an ideal position from which to approach reentry.

The courses incorporate necessary digital literacy skill building for people returning to Johnson County after serving their term of incarceration, and includes the provision of a refurbished Dell laptop computer that the enrolled entrepreneurship student can use during the courses, and then keep after they've completed the certificate program.

What is the program, service, or activity? *

The program UI LABB seeks to develop and deliver is an Entrepreneurship certificate of courses designed specifically for students who have served sentences of incarceration, paying special attention to the barriers and stigma resulting from that legal system impact.

How does the program, service or activity advance social justice and racial equity? Be specific. *

The entrepreneurship certificate helps students who have been incarcerated to build skills that will both help them get a job, or to create their own business. The certificate also provides opportunities to network with business leaders in the community and within the university. This helps to destigmatize people who have been impacted by the criminal legal system and expands opportunities for their continuing engagement within the community.

How does the program, service or activity address one or more of the six priority areas? *

People of color are over-represented in the criminal legal system and are more likely to have difficulty securing employment because of discriminatory hiring practices. This program provides expanded access to educational opportunities for people who have criminal legal system involvement, and also serves the social justice goals of increasing employability and empowering students through skill and confidence building.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need.*

This program empowers formerly incarcerated people to start businesses, contribute to and participate in the local economy, and employ others. These activities are crucial, especially as the Iowa City community seeks to recover from the social and economic damage created by the coronavirus pandemic.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration.*

There are no partnerships or collaborations at this time.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income).*

LABB students range in age from 18-66 and are all male. Sixty three percent of LABB college in prison program participants are white, while Black, Hispanic, and Native American students make up the remaining 37 percent. We anticipate that entrepreneurial certificate program participants will meet the same demographical parameters.

How many community members are estimated to be served by this program, service or activity and over what period of time?*

We estimate that approximately 30 community members would be able to engage in the Entrepreneurial Certificate Program, completing all elements of the program and qualifying for a tablet or laptop computer over the course of the 2021 calendar year.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed?*

There is no charge associated with the program, just a commitment to learn.

What are the outcomes and performance measures for the program, service or activity?*

Students participating in the Entrepreneurial Certificate Program will successfully complete required assignments for each course in the series, will engage in class discussions, and will work collaboratively with other students to create a business plan.

What indicators or metrics have been identified to measure outcomes and performance? **

Academic metrics and indicators, as presented in the course syllabi, will be used to measure outcomes and performance.

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities?*

Students, faculty teaching in the certificate program, and LABB staff will engage in community outreach in order to engage with established community and university organizations and specific stakeholders to bring attention to the obstacles faced by people who have served terms on incarceration to starting their own businesses, and even simply telling their own stories. We anticipate, post-COVID, the ability to convene a focus group of these community stakeholders to examine how the program has influenced their teaching and community engagement.

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

UI LABB has a website and facebook group page, as well as a newsletter, that will be used to disseminate information about the results of this project.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support.*

Yes, UI LABB has connections within Tippie College of Business and the Public Policy Center and is working to create a sustained program plan incorporated into University College, which houses the LABB program, and Tippie's JPEC Center.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals.*

N/A

Funding Amount Request

Amount of Funding Requested *

\$ 6,575.00

How will the funding be utilized *

Requested funding for the entrepreneurial certificate program will be used to purchase laptop computers to distribute to certificate participants upon program completion, for instructor compensation, and for a percentage of operational expenses related to marketing and recruitment for the program.

What is the organizations annual budget? *

The LABB program budget consists of staff salaries equaling \$95,000 and instructor fees that vary, but usually average \$60,000, for a total annual budget of \$155,000.

2021 and 2022 Proposed Budget

Revenue

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Fees	\$ 0.00	\$ 0.00	\$ 0.00
Grants	\$ 6,250.00	\$ 225.00	\$ 100.00
Other Revenue	\$ 0.00	\$ 0.00	\$ 0.00

Expenses

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Professional Services	\$ 0.00	\$ 0.00	\$ 0.00
Educational Materials	\$ 150.00	\$ 150.00	\$ 50.00
Marketing/Advertising	\$ 50.00	\$ 25.00	\$ 0.00
Equipment/Hardware	\$ 6,000.00	\$ 0.00	\$ 0.00
Rentals	\$ 0.00	\$ 0.00	\$ 0.00
Supplies	\$ 50.00	\$ 50.00	\$ 0.00
Outside Printing	\$ 0.00	\$ 0.00	\$ 0.00
Misc. Supplies	\$ 50.00	\$ 0.00	\$ 0.00

Provide a timeline for the program,service, or activity. *

Beginning at grant receipt we will begin recruiting course participants through marketing, social media outreach and word of mouth (April 1 through June 30). We will purchase laptop computers to be distributed for use in the first course. The first eight week session will run concurrent with the Fall 2021 academic year, beginning August and completing the end of October. The second eight week session will run for the second half of the academic semester, beginning the final week of October and completing before the Winter Break. We expect to have 15 students enrolled in the first cohort of students. The second cohort of students will be recruited during the Fall academic semester and will begin their coursework in concurrence with the Spring 2022 Academic Semester, following the same timeline as cohort one and completing at the end of May 2022. The Fall semester of 2022 will be used to compile evaluations and information regarding program performance and completion.

Provide a timeline for how grant money would be spent over the next year. *

Social Justice Racial Equity
Project Budget June 1, 2021 – June 1, 2022

Project Budget 1-Nov20 1-Apr-21 31-Jul-21
Revenue:

Fees 0 0 0 0
Grants \$6,575 \$6,250 \$225 \$100
Other Revenue 0 0 0 0

Total Revenue:

Expenses:
Professional Services 0 0 0 0
Educational Materials \$350 \$150 \$150 \$50
Marketing/Advertising \$75 \$50 \$25
Equipment/Hardware \$6,000 \$6,000 0 0
Rentals 0 0 0 0
Supplies \$100 \$50 \$50
Outside Printing 0 0 0 0
Miscellaneous Supplies \$50 0 0 \$50

Total Expenses: \$6,575 \$6,250 \$225 \$100

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much? *

No funding from the City of Iowa City has been received to date.

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding? *

No prior funding has been received for this project.

Does the organization plan to apply for additional funding for this program, service or activity? *

The funds received from the City of Iowa City would provide the total expenses associated with this project.

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding? *

N/A

Can the project be completed with less funding? *

Yes No

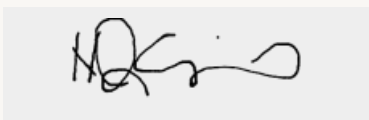
Please Explain:

Possibly. We could reduce the number of laptop computers we intend to distribute, or do away with the distribution of technology devices all together.

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to be "H. King".

Date *

1/8/2021

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

Successful Living

Address *

Street Address

2406 Towncrest Drive

Address Line 2

City

Iowa City

Postal / Zip Code

52240

State / Province / Region

IA

Country

United States

Phone Number *

3194711809

Email *

cphelps@icsuccess.org

Website Address

<https://www.icsuccess.org/>

Contact Person

Name *

Carla Phelps

Title *

Director, Grants & Development

Phone Number *

3194711809

Email *

cphelps@icsuccess.org

Organization's Mission Statement *

Our Mission

Successful Living builds an integrated and compassionate community working with adults who have chronic mental illness through effective and innovative housing, outreach, group programs and supports in the greater Iowa City area.

Our Vision

To be a leader in the mental health community in a continuously changing environment by:

- Providing excellent client-centered services.
- Creating rewarding opportunities for staff.
- Being financially sound allowing for fair and equitable compensation and growth.

How many years has the organization been in operation? *

23

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

Successful Living is a local nonprofit agency who works only with the Chronically Mentally Ill in Iowa City. In 2019 we asked the East Central Region of Iowa's DHS to sponsor training for Intensive Psychiatric Rehabilitation (IPR). At our request they arranged for an IPR expert to travel here, and our agency and others sent staff to take the 6 weeks of training to become certified practitioners, as required by the state of Iowa to practice. It took another year for Iowa to approve our new IPR programming, which entails a two year program for each client accepted into the program, and consists of both one:one work and group work, with the object being for clients to drive their own expedited recovery from their mental illness symptoms and to succeed at life goals they themselves set. One goal might be, eg, to become employed part-time; another to get a driver's license; another to live independently. Some goals are quite ambitious while others are more humble. Todd Foss, one of our agency's newly trained IPR staff, who is charismatic, high energy and upbeat, set up our new program and ran it himself, as Director, networking and attracting a groundswell of client referrals. It wasn't long before he had to hire two more practitioners to handle the workload. Then he took on 2 interns and a part-time clerk. At present he is advertising for 2 more fulltime practitioners and the program has moved into larger offices to accommodate the demands of this most successful program. 19 clients are each in their own arcs of their two year IPR programming, developing strategies to accomplish their life goals, and another ~15 clients are on the waiting list. News of this new program travelled fast and it is popular in our community.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

Our agency takes care of the Chronically Mentally Ill exclusively. Only two requirements are necessary for an individual to enter our programming: 1) a psychiatric diagnosis and 2) being poor (which makes them eligible for Medicaid, which reimburses us for the psychiatrically-based supportive services our agency offers). Often these clients move into our high-needs houses which have greater staffing in order to provide the stronger support needed by these clients. Clients can stay with us indefinitely as far as we are concerned. However, what we are learning is that as the general population ages, including those in our agency houses, they become ineligible to receive our type of supportive services when they turn 65. That is, as they go on to a combination of Medicare and Medicaid, their doctor bills, for example, continue to be paid, but no longer will psychiatrically-based supportive services like ours be reimbursed. In other words, they can no longer receive our help. Since our houses are for people who require this type of help from our agency, it becomes necessary to help them find another place to live. What we have found is that no one will take them, basically. Our agency wants to find a solution for these elderly clients, and indeed must find one because it is untenable as it is, and since this entire generation of baby boomers will continue to age, the problem will get worse instead of better. We have found through our agency experience that nursing homes will not accept the elderly who have chronic or severe mental illnesses because they do not offer those types of services and do not have such expertise in their facilities. Our Housing program has identified a number of people who will soon age out and our Outreach program (who help people who do not live on agency-owned homes) recently had two such clients. After searching for months and many staff hours later, one client was able to relocate to a nursing home on the other side of Iowa, far from family and friends. The other never did find a placement and was evicted from his apartment because of his dementia symptoms (not because of his mental health symptoms) and on his last day was admitted to UIHC. He still has no housing in place. Our own agency stats from 2019:

Age

18-29: 18%

30-49: 36%

50-64: 42%

65-70: 6%

What is the program, service, or activity? *

The program: We want to fund an expert in psychiatric social work, familiar and experienced with Iowa's governmental inner workings, and Iowa statutes on mental health care and aging, to research how this policy (described above) came about, and more importantly what is required to change the policy. Ideally what Successful Living would prefer is to keep these clients and to continue to bill their Medicaid accounts for the services we provide - overseeing medications; drs appointments; counselling re mood regulation; grocery shopping, and other duties to ensure life satisfaction for our clients.

How does the program, service or activity advance social justice and racial equity? Be specific. *

The primary injustice that is blatantly clear is ageism. Our CMI clients cross all borders in terms of ethnicity, race, skin color, gender identity and nonbinary identity. We make no differentiation in our admits because mental illness does not differentiate - but mental illness causes biases and injustices to be harsher on individuals. And the worst comes when clients are no longer about to receive our agency's care due to their AGE! And must move, but other facilities won't accept due to their diagnoses, caused by their AGES. This is simply wrong on a moral level and impractical on other levels. When clients reach 65, they are moved on to a "Elderly Waiver" program for certain services, visiting nurses and so forth, but this Waiver does NOT cover our agency's supportive services. Successful Living has been unable to discover how this policy was created or why. Why would the elderly be shifted to a less helpful system of care? Except for bias?

How does the program, service or activity address one or more of the six priority areas? *

Health and Housing are the two obvious priority areas, and Community Building too. The study and fact-finding we wish to engage in will form the basis of solving this problem faced by the elderly who are coping with psychiatric illness.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need. *

This study will provide the foundation for our agency, possibly along with other agencies, to affect change relative to our senior population who, for example, may have schizophrenia and hear voices. Some of these seniors live in agency houses like ours until turning 65, while others may not be receiving our types of services at all and suffer in inappropriate living situations. Our agency's hands on experience already demonstrates the need as we have tried and failed to help people transition to new living situations. The upshot is that we have learned of clients moving into nursing homes without disclosing their psychiatric diagnoses, or moving in with little known relatives who have no experience in this area. Ultimately these seniors are at risk of becoming homelessness, which may be they have experienced earlier in life - it may be they came to Successful Living after being homeless. Without the help and support of agencies like ours, these vulnerable people will be using public services like hospitals or law enforcement interactions, shelters, at great community cost. The need is for them to be allowed to remain or to move to where they can get the best care that is most efficient, which are homes like those owned and run by Successful Living.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration. *

At present Successful Living is pursuing this funding as a single agency merely because it is expedient, more than working with a multi-agency committee to get this done. However, our Executive Director works with three groups of providers in collaborating on various issues of common concern and this matter has been discussed in those groups. They will be in the loop as this study commences and produces regular reports so that all may share the knowledge. Another thing we have deduced is that while this matter is viewed as concerning at other agencies, Successful Living is one of the few who takes care of the mentally ill exclusively, plus provides them housing. Therefore this challenge of the elderly with mental illness has likely appeared to us before becoming as readily apparent to others who work with a mix of populations (neuro problems; intellectual disabilities - these are two, and others work with multiple ages while we work only with adults) in addition to those with mental illnesses. Other providers have vested interests in our agency's observations and concerns, and will later on use this new knowledge base we bring to them. Further, we have on staff at our agency a member of the Livable Community Policy Board, which is primarily concerned with the aging folks of Johnson County's population, and how to make their lives better and safer. They freely admit they have no solution yet to the problem we are addressing in this grant application, and do want to support an approach to helping resolve these complex issues our senior clients are having to confront. We have not yet discussed this grant application with them specifically, but if we are awarded funding, we will ask their help in selecting an expert consultant and ask for their advice in how we further proceed. We believe Systems Unlimited, Reach for Your Potential, Unlimited Abilities, Shelter House and others will be very interested in the results of this study. Most sit on the provider committees attended by our Exec Director and partially help with this same population. And, it may very well be that resources we uncover will be helpful with issues they have with their other client populations we are not aware of.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income). *

Age

18-29: 18%

30-49: 36%

50-64: 42%

65-70: 6%

Above are the age stats at our agency for 2019. This illustrates the upward aging trend. We don't have statistics for other elderly folks who require psychiatrically-based supportive services. We hope the consultant we hire will shed light on this. At present our belief in an aging population is mainly anecdotal centered around the baby boomer generation what most of our senior staff at Successful Living grew up in. We do have income statistics for our clients that are reliable: ALL of our clients, including aged ones, come to us with nothing and remain in the lowest 30% AMI, relying on SSI, which we help them manage, at less than \$800/month.

How many community members are estimated to be served by this program, service or activity and over what period of time? *

Again, we don't have statistics for other elderly folks who require psychiatrically-based supportive services. These are the community members this study program will ultimately help. These are folks who already reside in a supportive environment similar to Successful Living's, and perhaps other people who would benefit from such an environment. Going into the future we believe, as the total population ages, more and more ill people necessarily be identified one way or another and hundreds of people every year will become elderly, including those with psychiatric illnesses, who need our agency's type of supportive services to help them live their lives. Supportive and housing help will benefit this population for decades.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

No.

What are the outcomes and performance measures for the program, service or activity? *

Performance of the expert consultant will be measured in terms of contacts made, relationships established with government policy-makers and MCO mediators (who Successful Living has previously identified and contacted during write-in and telephone campaigns when critical billing issues have arisen in the past). Successful Living will form an internal committee to liaise with the consultant via Zoom on a regular basis to discuss the consultants activities since the last meeting. An activity report will be expected bi-weekly. Activities to be measured will include an examination of statutes defining billing rates for health, psychiatric services, provider services and elder services. The consultant will also enter into discussions with relevant decision-makers at the MCOs and at Elder Services to learn about the nature of change initiated at the state level and passed on to the MCOs, and from the MCOs to providers/agencies. The consultant is also expected to make contact with UIHC psychiatric and sub-specialty experts, including psychiatric social workers to discover new perspectives in administering helpful supportive services and housing for the elderly with psychiatric illnesses, points of view that may be new to Successful Living, which might also reveal a pathway to new elderly clients needing our help. A comprehensive report at the end of the consultancy study containing a history of state policies that led us to the problem we have defined, and a road map leading to a solution of change will be a strong indication of the success of the program.

What indicators or metrics have been identified to measure outcomes and performance? **

See the paragraph above.

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

This is a narrowly defined study to lead to a change of policy, to allow the elderly who live in Supportive Housing and who receive psychiatrically-related supportive services from Successful Living and other similar providers, to remain eligible to live and continue to receive those services without interruption after turning 65. The results of the study will be shared and may reveal a methodology helpful to others who also need to pursue solutions relative to their own billing populations, in addition to the elderly mentally ill. All of the nonprofit providers help vulnerable populations, and such populations are nearly always subject to bias and societal inequities. Our program we hope to fund with this application may illustrate a path forward as a tool in correcting health deliveries and billing problems.

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

Our Executive Director who meets often and regularly with other Iowa City providers will publicize our results. Livable Community will likely publicize the outcome in their Johnson County newsletter. The Senior Center will be notified. All Successful Living staff will communicate with clients and with care managers and other agencies as will clients. It may be appropriate to post to social media. We hope SJRE would issue a press release.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support. *

Successful Living will accept partial funding. Regardless of funding, our agency has no choice but to move forward in discovering a solution to the problem of helping the elderly transition when they are no longer eligible to receive our services. This is hard on our transitioning clients and hard on staff, and it is hard on the agency's budget and will only become more of a challenge as time goes on. While we hope to receive full funding, we will do what we must. If we can, we will "borrow" from one internal department's budget, maybe our Housing program's, to fund this project. Or it may be possible to take out a second mortgage on one of our houses. We would prefer to use grant money or fundraising money, but that won't be counted on if we haven't yet received it.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals. *

The professional services are in the form of consultancy fees, \$50/hour for 500 hours to extend around 18 months. This IS the total cost of the proposed program.

Funding Amount Request

Amount of Funding Requested*

\$ 25,000.00

How will the funding be utilized*

All funding will be monitored by Successful Living and meted out to the expert consultant on a regular basis, the timing to be determined by prior negotiation.

What is the organizations annual budget?*

\$2.2M

2021 and 2022 Proposed Budget

Revenue

Type*	1-Nov-20	1-Apr-21	31-Jul-21
Grant SJRE	\$	\$ 25,000.00	\$

Expenses

Type*	1-Nov-20	1-Apr-21	31-Jul-21
Expert Professional Consultant fees	\$	\$ 25,000.00	\$

Provide a timeline for the program,service, or activity.*

(Note: the above schedule of dates doesn't fit our timeline. The money entered is only to show the total funding in and the total funding out. The dates are incorrect for our purposes.) \$25,000 total cost. We expect the project to last 18 months, with 2 months leeway either direction due to flexibility of scheduling on the part of the consultant and/or Successful Living management. 500 hours at \$50/hour over 18 months = approximately (just under) \$1,400/month. We would hope to engage the expert by March 1, 2021. The expert consultant will work on our study approximately 28 hours/month for the following 17 months (18 months in total). The Successful Living committee guiding and monitoring the consultant's activities will meet at least twice/month and the consultant will join in these Zoom meetings. This will continue until the conclusion of the study.

Provide a timeline for how grant money would be spent over the next year.*

Over the next year the money would be spent March 1 - Dec 1, 2021, depending on the hours worked by the expert. \$50/hour. The total funding would be spend over 18 months as an hourly rate paid to an expert who will delve into Iowa practices and local practices relative to health, billing, mental illness and taking care of the elderly.

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much?*

Yes, we were awarded approximately \$794k in HOME/CDBG funds for down payments on house purchases and rehab work. We also received \$18k for FY20 in SJRE funds. We received a \$5k award for operating costs from Aid to Agencies FY19.

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding?*

No.

Does the organization plan to apply for additional funding for this program, service or activity?*

No.

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding?*

Successful Living allows for the possibility that additional funding may be required as the study moves forward. At present time we do not believe more funding will be required, but if unforeseen circumstances arise, we would hope to be able to fund it ourselves. There is urgency about this project and we do not want to encounter any interruption or delay in completing it. We do sometimes receive donations and it is possible we might have that to put toward any spending overage. It is more likely the amount would not be extraordinary in our judgment and we would hope to fund this ourselves

Can the project be completed with less funding? *

Yes No

Please Explain:

If necessary the agency probably could take out a second mortgage on one of our houses with Hills Bank. We can ill afford repayments, but if appended to an existing mortgage, we might be able to keep the payments affordable. Our total revenues have suffered due to Covid 19, but our Finance Director might be able to find money for us, but this would likely be on a time delayed basis. It could work, but not optimal. We do receive some donations, and we can always solicit more, but that is uncertain. A bank loan is more reliable. We do have good credit.

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *

The image shows a rectangular box containing a cursive signature that reads "Carla Phelps".

Date *

1/8/2021

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

Sankofa Outreach Connection

Address *

Street Address

PO BOX 2664,

Address Line 2

City

Iowa City,

Postal / Zip Code

52240

State / Province / Region

IA

Country

USA

Phone Number *

319-541-0669

Email *

sankofaoutreach@gmail.com

Website Address

www.sankofaoutreach.org

Contact Person

Name *

Lisa Covington

Title *

Director

Phone Number *

858-356-4038

Email *

profcov1@gmail.com

Organization's Mission Statement *

The Sankofa Outreach Connection (S.O.C.) promotes awareness of and appreciation for women of color experiences through activities and events that enhance and strengthen cultural competence. The S.O.C. engenders the need for intergenerational women of color to build connections and provide awareness and information in regards to wealth, health and support through education, cultural and social events and activities.

The S.O.C. was founded by women of color who also serve on the Board of Directors. The S.O.C. has been an official group for four years, and an incorporated nonprofit for two years as of May 2018.

Within our mission, our design is to address racial and gender disparities in community access to health information and wellness programming. Moving forward in 2019, our three primary goals still are: 1) to increase the overall wellness of women of color in our community, 2) to decrease social isolation of women of color, and 3) to connect women of color of all ages to existing spaces and business that increase wellness in our community. These goals work in conjunction with our mission to promote intergenerational health and wellness, and address barriers to the elimination of health disparities.

How many years has the organization been in operation? *

5

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

In 2018 Sankofa Outreach Connection hosted a summit entitled Brighter Future Focused that addressed the needs and potential of women and girls of color. We had a connected mission to bring together university and community partners to facilitate collaborations across sectors to center the needs of women and girls of color in Johnson County. We wanted to promote action that would inform policy and programs that address the barriers that exist for women and girls of color in the areas of education, criminal justice, health, and employment. We also provided a connection event, Relax and Relate, for women of color only, that included yoga, chair massages, natural hair information and candid table conversations. The summit was open to the general public and was attended by a diverse group.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

Students in the Iowa City Community School District advocated for the implementation of Ethnic Studies in 2016. This is a community-based response to students demands.

The goal of the Ethnic Studies Leadership Academy is to empower young women of color in the Iowa City area through culturally responsive curriculum and exposure to higher educational opportunities. The Ethnic Studies Leadership Academy will work to strengthen, empower, and equip young women of color to understand the individual, institutional and structural impact of racism and sexism. Programming will include community service projects, after-school programming, college preparation and the summer enrichment institute will expose them to the value of Historically Black Colleges & Universities and Hispanic Serving Institutions. The young women will be exposed to ethnic studies and social justice curriculum which includes a combination of African American studies, Latino/a studies, Native American Studies and Women and Gender studies. The program will expand students current knowledge of people of color on a high school level while also equipping students with tools to create social change.

What is the program, service, or activity? *

The program which we are requesting funding is for the Ethnic Studies Academy. The goal of the Ethnic Studies Leadership Academy is to empower young women of color in the Iowa City area through culturally responsive curriculum and exposure to higher educational opportunities. The Ethnic Studies Leadership Academy will work to strengthen, empower, and equip young women of color to understand the individual, institutional and structural impact of racism and sexism. Programming will include community service projects, after-school programming, college preparation and the summer enrichment institute will expose them to the value of Historically Black Colleges & Universities and Hispanic Serving Institutions. The young women will be exposed to ethnic studies and social justice curriculum which includes a combination of African American studies, Latino/a studies, Native American Studies and Women and Gender studies. The program will expand students current knowledge of people of color on a high school level while also equipping students with tools to create social change across digital platforms.

How does the program, service or activity advance social justice and racial equity? Be specific. *

The Ethnic Studies Leadership Academy will advance racial justice and equity in Iowa City through incorporating culturally responsive curriculum designed to educate students of color about the histories of African Americans, Latino/as and Native Americans over the course of 10-14 weeks. Topics that will be covered in this timeframe include: Defining racism and white supremacy, Black Wall Street, African Continent Before Colonization, Media Literacy, American history from the perspective of underrepresented groups, Creating Social Change, Digital Literacy, Intersectionality, LGBTQ people of color Histories, Introduction to Ethnic Studies and Introduction to Black Studies. Social justice is centered in this curriculum that is designed to address racial and gender inequity. The National Education Association Report and studies by the National Association of Multicultural Educators state that students benefit from curricula that directly teaches about the impact of racism as well as the content specific to the racial/ethnic background of underrepresented students. This Ethnic Studies Leadership Academy will explore how marginalized groups observed, challenged and sought to alter social injustice through identity development, community organizing and relationships within and outside of institutions. Institutions include the following: education, media, government, family and community.

How does the program, service or activity address one or more of the six priority areas? *

The Ethnic Studies Leadership Academy will advance social justice and racial equity in the Iowa City area through addressing education and building community. The National Education Association reports the dominance of curriculum centered on Euro-American perspective marginalizes and limits students exposure to African Americans, Latino/as, and Native Americans. The Ethnic Studies Leadership Academy provides educational programming that is specific to addressing the impact and histories of people of color. The needs include an understanding of history that centers on people of color and an environment of support that is led and organized by people of color. The community building is illustrated through the collaboration of two organizations, the development of an advisory board led by a non-traditional collaborative including youth, youth development professionals and representatives from the organizations collaborating to create the Ethnic Studies Academy. The combination of a culturally specific curriculum and culturally responsive environment creates a space for students of color to be immersed in a space that (1) expands their knowledge and exposure of people of color, (2) develops critical thinking skills (3) and recognizes individual, institutional and structural levels of injustice based on race and gender. In order to create a culturally responsive learning community opportunities of community building will be ongoing for both youth and facilitators.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need. *

This curriculum responds directly to the needs as stated by students of color in the Iowa City area. In 2016, Iowa City area students created an organization Students Together Against Hate. The organization was in response to the hate crimes taking place within their school communities. The organization reported that students of color were physically harassed (including the removal of religious clothing removed from students bodies without consent by white peers), the consistent appearance of racial slurs and swastikas written throughout campus. The student group issued demands to the school district which included the implementation of ethnic studies and social justice education taught by qualified educators trained in Ethnic Studies, Black Studies and Women's and Gender Studies. The Iowa City Community School District has not responded to this specific demand to date. However, Iowa is similar to school districts across the country that center the curriculum on Euro-Americans. This approach neglects the inclusion of people of color and further marginalized students of color implying contributions to society were absent. The afterschool programs of the 1960s and 1970s inform the Ethnic Studies Leadership Academy approach in creating a community learning environment where students of color (and their parents) are heard, the connection to culturally responsive histories and encouragement to create social change based on the examples of African Americans, Latino/as and Native Americans.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration. *

This program is in collaboration partnership between Sankofa Outreach Connection and the Black Lives Matter at School-Iowa. In 2020, Black Lives Matter-Iowa began Saturday programming for youth to learn about Black History. The Ethnic Studies Leadership Academy will be an extension of this by providing a more in depth approach about the histories of people of color. Black Lives Matter at School-Iowa is supported by the National Steering Committee of Black Lives Matter at School, founded in 2016 to support educators and students of color across the country.

This joint venture will bridge the gap between the traditional curriculum students receive and culturally responsive curriculum that centers people of color, addressing the racial injustice inherent in the majority of public school curricula in the United States. Collectively, the organizations maintain partnerships with over 50 local and national organizations.

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income). *

Young women of color, regardless of income level, who are high school aged in the Iowa City area will be the primary group for the Ethnic Studies Academy.

How many community members are estimated to be served by this program, service or activity and over what period of time? *

Over the course of one year, the Ethnic Studies Leadership Academy will serve 10-15 young women in the 2021-22 program pilot.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

There is no charge for youth who participate in the Ethnic Studies Leadership Academy courses.

What are the outcomes and performance measures for the program, service or activity? *

Youth will take a pre and post test to measure the exposure to culturally responsive curriculum. This will allow for us to measure the knowledge students will obtain as well as what their experience was from participating.

What indicators or metrics have been identified to measure outcomes and performance? **

Attendance records will be kept to track the participants attendance. We will conduct evaluations in order to measure the direct student impact. Pre and post tests will provide an assessment of students knowledge prior to and after the Ethnic Studies Academy.

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

The director will be guiding students through curriculum that can be shared with others through workshops and programming with the City of Iowa City. Further, students will be equipped to lead the community in a symposium designed to share their knowledge and provide solutions on ways to eliminate racial and social inequities at the conclusion of the program. The symposium will be virtual.

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

We will share and collect information about the participants perception of the course offering as well as how they determine their needs to increase the opportunities of having culturally specific learning opportunities. We will also use dialogue groups, community organizing, and advocacy work to share our findings.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support. *

We are committed to continuing to impact the demographics we are currently serving, and will continue to serve after the grant funding. The Ethnic Studies Leadership Academy will work to strengthen, empower, and equip young women of color to understand the individual, institutional and structural impact of racism and sexism. We have created an approach that is culturally responsive, competent, and aligned with the community needs. We hope to shift community norms, systems, increase capacity and efficiency, and produce increased impact through community efforts.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals.*

We understand the complexity of teaching specific content requires the expertise of professionals in the field of ethnic studies. This program requires the experience and expertise from professionals. Professional services include the guest teachers and the project director. The project director is responsible for curriculum development, monthly coordination of workshops, instruction and facilitation. The guest teachers will share their expertise on a particular topic related to ethnic studies. Stipends will be provided in order to acknowledge the value of the expertise and time of the guest teachers and director.

Funding Amount Request

Amount of Funding Requested*

\$ 15,000.00

How will the funding be utilized*

The coordination of the program, student development and small stipends for guest teachers and the director. The director is responsible for curriculum development, monthly coordination of workshops, instruction and facilitation. Since the organization does not have full time staff, stipends serve as the professional services.

What is the organizations annual budget?*

20,000.00

2021 and 2022 Proposed Budget

Revenue

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Other Revenue	\$ 0.00	\$ 0.00	\$ 0.00

Expenses

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Professional Services	\$ 5,000.00	\$ 5,000.00	\$
Educational Materials	\$ 1,000.00	\$ 500.00	\$
Equipment/Hardware	\$ 800.00	\$ 400.00	\$
Supplies	\$ 1,200.00	\$ 200.00	\$
Marketing/Advertising	\$ 200.00	\$	\$
Misc. Supplies	\$ 500.00	\$ 200.00	\$

Provide a timeline for the program,service, or activity.*

1st Quarter: Marketing youth application to through networks of all partner organizations
Process all applications & Advisory board will select participants
Orientation & Begin workshops

2nd Quarter: Monthly workshops and Guest Teacher Workshop

3rd Quarter: Monthly Workshop and Guest Teacher Workshop

4th Quarter: Monthly Workshops, Guest Teacher Workshop, College tour (depending on global pandemic)

Provide a timeline for how grant money would be spent over the next year.*

Tentative Timeline

1st Quarter

Development of marketing materials
Printing applications for advisory board selection
Printing orientation materials and catered refreshments
Stipend for project director

2nd Quarter

Lunches during monthly workshops
Materials for youth participants
Stipend for guest teacher
Local field trip transportation costs

3rd Quarter

Lunches during monthly workshops
Materials for youth participants
Stipend for guest teacher

4th Quarter

Lunches during monthly workshops
Materials for youth participants
Stipend for guest teacher
College tour transportation and accommodations

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much? *

Sankofa Outreach received \$13,000 for program purposes. Sankofa Outreach provided intergenerational programming for girls and women of color in the Iowa City area that focused on health, wellness and social networking. The programs were centered around meeting the needs of women of color to combat social isolation and feeling invisible as residents, students and professions in the Iowa City area. The variety of program offerings provided information on topics and issues that were culturally responsive with a trauma informed lens.

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding? *

No. There was tentative programming but that ultimately did not come to fruition.

Does the organization plan to apply for additional funding for this program, service or activity? *

Yes

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding? *

Yes. It is important to note SJRE is the primary funding source for this project to date. The Ethnic Studies Leadership Academy will consult with the advisory board regarding the future amount needed. We will update SJRE when that is determined.

Can the project be completed with less funding? *

Yes No

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *

The image shows a stylized, cursive electronic signature of Lisa Covington in black ink on a light gray rectangular background.

Date *

Applications must be submitted by noon on January 8, 2021.

Questions about the application form or review process should be directed to Equity Director Stefanie Bowers at stefanie-bowers@iowa-city.org or 319-356-5022.

Organizational Information

Name of Organization *

PromptPress

Address *

Street Address

511 Iowa Ave.

Address Line 2

City

Iowa City

Postal / Zip Code

52240

State / Province / Region

Iowa

Country

USA

Phone Number *

(415) 407-9874

Email *

colvillejen@hotmail.com

Website Address

promptpress.org

Contact Person

Name *

Jennifer Colville

Title *

Founder

Phone Number *

(415) 407-9874

Email *

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Organization's Mission Statement *

PromptPress produces collaborative projects between writers, visual artists, and book artists. We believe cross-media collaboration strengthens existing art communities and is vital to the creation of innovative work. PromptPress provides a space for Iowa artists from different disciplines to connect, study each other's work, publish and exhibit art within both local and national scenes. PromptPress is committed to promoting the work of established artists as well as creating space to nurture new voices. We do this in Iowa City by co-hosting the Free Generative Writing Workshops, a forum for connecting community members with Iowa City's rich literary resources; and through Teen Prompt, a publishing platform teen visual artists and writers.

How many years has the organization been in operation? *

8

Provide an example of a project initiated by the organization in the last three years that had a wide community reach and impact. If a newly established organization, provide an experience with a prior project that inspired this proposal. *

In 2019/2020 we collaborated with the Center for Afrofuturist Studies to produce an artist book centering around the drawings of Brandon Drew Holmes. The project commissioned creative writing responses to Brandon's images from six artists of color in Iowa City. The result is an artist book that allows readers to explore issues of race, class, and sexuality from the intimate perspectives of artists who are personally engaged with these subjects. Even though our scheduled reading, book release and exhibition for the project were cancelled due to the Covid pandemic, the project has had wide reach and impact. Because the cost of artist books can be prohibitive, Prompt publishes an online edition of our projects. Our online journal saw increased traffic with this project. New postings saw on average one hundred engagements within the first week they were posted. Contributors performed readings from the book on Motez Radio Press, a Brooklyn based interdisciplinary arts show. Three contributors lead and promoted their work through the Free Generative Writing Workshops, a program that PromptPress co-sponsors and which draws on average fifty participants in the IC community each month. With the help of the Iowa Arts Council we were able to create an expanded run of this issue. And we designed the book to be more affordable than a traditional artist book. As a result we have sold fifty percent of the book's run in just four months. Additional funding from the Iowa Arts Council allowed us to donate copies of the book to organizations around the Midwest devoted to increasing awareness of the history of black lives and racism.

Proposal

Provide a narrative on how the program, service or activity came to be. The narrative can be descriptive or based on city or statewide statistics. *

In the last two years Prompt has pivoted slightly in its mission. We typically publish two collaborative artist books a year. Now our goal is that one of these books be a collaboration with an arts group formed to address issues of representation, equality and social justice in the arts. Our first installation in this project was our collaboration with the Center for Afrofuturist Studies described above. The project has been a success and we are eager to move on to our next book in the series.

What is the program, service, or activity? *

PromptPress has been given the opportunity to publish and promote a project centering around the painting of Malcom Corley, a young autistic African American artist. Malcom's art has inspired pieces of writing from four poets. As ekphrastic writing, the poems use Malcom's paintings as points of departure. While the poems in the collection are unique to each writer, as a whole they touch on issues of ableism, and racism; or the experience of making art as an artist of color, or in a differently abled body. Two of the responding poets, DJ Savarese, and Lateef McCleod are prominent activists in the disabled rights community. Claretta Holsey, and Jorell Watkins are MFA candidates at the Writer's Workshop at the University of Iowa. Included in the book will be the contributor's process statements, reflections on the different ways Malcom's work influenced and inspired their pieces.

An important aspect of this project is that it will be published in the form of a limited edition artist book. As a tradition, PromptPress, invites book artists to design and hand bind each edition in accordance with its contents. In other words, the book artist will create a structure that responds to Malcom's paintings, and the poems within. The end result will be an edition of 75 artists books, unique art objects in themselves.

How does the program, service or activity advance social justice and racial equity? Be specific. *

The purpose of this series is to promote voices that might normally struggle to find purchase in the Midwest. All the artists in this collaboration create from identities, and points of view that are traditionally under-represented in the arts. PromptPress's Social Justice Series seeks to ameliorate the alienation these artists might feel in Iowa City, and to help create a more inclusive and welcoming arts community, where artists of color and differently abled artists have avenues to publish, exhibit, and thrive.

How does the program, service or activity address one or more of the six priority areas? *

Our project addresses the educational priority. One of PromptPress's goals is to get artist books, which are traditionally housed in special collection or museums, out into the community where they can spark conversation and inspire creative response. This is especially important for the Social Justice Series. We do this by trying to make our books affordable, and by having a small showroom located on Iowa Avenue open to the public. In addition, for this issue we will hold a public reading, and a Q and A along side an exhibit of Malcom's art. Lateef McCleod and DJ Savarese are non-speaking artists. To accommodate them we will hold a virtual reading and Q and A, as well. In addition, we will build the book project into our TeenPrompt platform by offering three free workshops for teens titled "Writing for Social Justice." The book will serve as a pivot point, and inspiration for creative writing exercises. Creative writing responses by local teens will be published on our TeenPrompt platform. Finally, we plan to donate ten of our issues to organizations working to educate the public on topics of race and disability.

What community need does this program, service or activity fulfill? Response should include information or data that demonstrates the need. *

The Iowa City Arts community needs more venues in which artists of color and differently abled artists can participate, publish, and exhibit. The creation of the Center for Afrofuturist Studies by Anais Duplan is testament to this. In an article in the Iowa Press Citizen, Duplan, writes that she might have chosen to locate the center in New York, but chose Iowa City because of her sometimes alienating experiences as a person of color while she was a student in the Iowa Writers Workshop. Furthermore, our project would address the educational goal of helping students of color feel more included and empowered in the language arts. We will offer our workshops to Tate High, South East Junior High, The Dream Center, and United Action for Youth. By directing our focus on diverse—yet underfunded—schools and organization, we'll be serving students who may not otherwise have the opportunity to have their work published on line and featured in a book.

Data from the Iowa City School District shows that Black and Hispanic students historically have lower rates of proficiency at reading in grades 3-11. We hope, through our programming, to show these students the joys and possibilities of creative writing, thereby encouraging them to continue to excel in the language arts.

Does the program, service or activity include partnerships or collaborations with other organization(s)? If so, what organization(s)? Provide a detailed description of the partnership/collaboration. *

No

Provide the projected demographics of community members that will be served by the program, service or activity (response should include age, race, gender and income). *

Our workshops will target schools and organizations that serve the most low-income populations in Iowa City. These schools and organizations include Tate High, South East Jr. High, The Dream Center and United Action for Youth. The audience for PromptPress's online platform tends to be low to mid income artist and writers with a growing diversity in terms of race thanks to our recent collaboration with the Center for Afrofuturist studies. Our audience is equally spread among genders and reaches an age range between 15 and 50 years old.

How many community members are estimated to be served by this program, service or activity and over what period of time? *

The project will employ eight community artists. It will produce 100 books, a public reading and exhibit that will draw an audience of at least fifty community members. Much larger will be the number of people who will read the issue online. According to data from our last Social Justice issue we can expect around 1000 engagements with the issue over a period of four months. In addition, we plan to reach about 90 students with three in class workshops. As we publish student responses and they are shared among friends our reach will grow. We expect to engage around 1,248 people in total.

Is there a charge to participate in the program, service or activity? If so, what is the cost per person? Why is the charge needed? *

No.

What are the outcomes and performance measures for the program, service or activity? *

We hope to reach a wide

What indicators or metrics have been identified to measure outcomes and performance? **

Some indicator or metrics to measure outcomes and performance are book sales, keeping track of website visits, email evaluations for our workshops, a note box in the gallery space for people to write their impression, and experience of the work.

What processes or tools will be created as a part of the program, service or activity that can be shared with others in the community to eliminate racial and social inequities? *

We consider the proposed book to be a tool for fighting racial injustice and social inequalities. In addition, we will publish our lesson plan for the use of educators interested in teaching writing with social justice themes. This will be published as part of a resource for language and visual arts teachers on TeenPrompt.

How will the good or service produced as a result of a project be shared and/or communicated with the targeted community and the larger community?

Our book will be launched and available for purchase at our public reading and on our website. Ten books will be donated to organizations devoted to educating the public about racial injustice or social inequalities. Our books will be placed at the Iowa City Public Library, the PromptPress public reading room and PS1's Center for Afrofuturist Studies. In addition, the issue will slowly be rolled out and then archived on promptpress.org. As each piece is published it will be promoted across our social media platforms.

Our goal in our workshop for teens is to reach around ninety students. We hope this can be done in person in September or October 2021.

Will the program, service or activity be continued or expanded after the SJRE Grant funding ends? If so, how? The sustainability plan should be specific on future funding and not simply state the agency will continue to look for support. *

Our Social Justice series will continue after SJRE Grant funding ends. Under normal conditions we are able to produce two issues each year with funding from the Iowa Arts Council, donations and book sales. Although our sales for the CAS edition were remarkable, sales of our other books have been down this year. We make half of our sales through book fairs and festivals, all of which were cancelled due to the Covid pandemic. We are confident that our book sales and additional grant support will support us once we are again able to hit the festival circuit.

If the proposal includes fees for professional services, please explain how this advances the program, service or activity and its goals. *

The proposal includes a 700\$ design fee for a book artist. This advances our goal to support local artists, as each year a different local book artist is chosen. For this issue we hope to commission a writer of color.

Funding Amount Request

Amount of Funding Requested *

\$ 3,400.00

How will the funding be utilized *

Here is an outline of the funding we are requesting for this project:

- 400\$ to Malcom Corley for the use of his images
 - 200\$ a piece to our four responding poets
 - 700\$ as a design and production fee for the book artist
 - 1000\$ for book materials and printing costs
 - 300\$ to hold a public exhibit, reading and book launch for the project
 - 100 – space rental
 - 100 - to ship art
 - 100 – to promote the event
 - 200\$ - to design publish and implement curriculum for our teen workshop
- Total = 3,400

What is the organizations annual budget? *

8,300\$

2021 and 2022 Proposed Budget

Revenue

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Other Revenue	\$ 800.00	\$ 800.00	\$ 800.00

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Grants	\$ 2,500.00	\$ 3,400.00	\$

Expenses

Type *	1-Nov-20	1-Apr-21	31-Jul-21
Professional Services	\$ 700.00	\$ 1,700.00	\$ 1,700.00
Rentals	\$ 400.00	\$ 400.00	\$ 400.00
Supplies	\$ 500.00	\$ 500.00	\$ 500.00
Outside Printing	\$ 500.00	\$ 500.00	\$ 500.00

Provide a timeline for the program,service, or activity.*

February 2021:
 February 1st, Publish Malcom Corley's painting on promptpress.org (our online literary journal).
 February 7th, Publish first poetry response to the paintings and continue to publish one response each week until all responses have been published by the end of April.
 May 2021:
 Hand over the responses and images to our chosen book artist. Work with book artist throughout May, June and July on finalizing design plans, copy, ordering materials, printing and binding the book.
 August 2021:
 August 1st, Our edition of 75 artist books will be complete.
 August 15th, Public book launch, reading, exhibit and Q &A.
 September 2021:
 September 1st, Reach out to educators at Tate, United Action for Youth, South East to schedule classroom visits for creative writing workshops through Teen Prompt, using our new book as inspiration.
 October 2021:
 October 1st, Publish teen responses to Malcom's art online on our Teen Prompt venue.

Provide a timeline for how grant money would be spent over the next year.*

April 2021:
 Pay contributors their honorariums
 May 2021:
 Pay book designer their design fee
 June and July 2021:
 Pay for printing, and materials of artist book
 August 2021:
 Pay for promotion of our book launch, exhibit and reading
 Pay for shipping and framing of Malcom's paintings
 September - October 2021:
 Pay educator to design and teach three workshops

Within the last five years, has the organization received any funding from the City of Iowa City? If so, for what purpose and how much? *

No

Within the last five years, has the organization received funding for this program, service or activity from a non-City of Iowa City source? If so, how much was received and what is the duration of the funding? *

We received funding for our collaboration with the Center for Afrofuturist Studies from the Iowa Arts Council. That funding ran from July 1, 2019 to July 1, 2020.

Does the organization plan to apply for additional funding for this program, service or activity? *

No

If so, how much is needed? Is the program, service, or activity dependent on receiving both the SJRE and additional funding? *

0

Can the project be completed with less funding? *

Yes No

Authorization *

I agree that the following electronic signature is an electronic representation of my signature for all purposes; just the same as traditional pen-and-paper signature.

Signature *

An electronic signature of Jennifer Colville, written in a cursive script, is displayed within a light gray rectangular box.

Date *

1/8/2021