

**Application Cover Page  
21<sup>st</sup> Century Community Learning Centers**

**Iowa Department of Education  
Grimes State Office Building  
400 E 14<sup>th</sup> Street  
Des Moines, Iowa 50319**

**Mail Applications to:**

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| <b>APPLICATION INFORMATION</b>  |                   |  |                   |
|---|-------------------|--|-------------------|
| Applicant Serving as Fiscal Agent (Applicant Agency) Yes: Fairfield Community School District |                   |  |                   |
| County: Jefferson   |                   | Amount Requested: \$140,000<br>(Total for Year 1 from Form D1) |                   |
| Director of Agency: (Supt.) Dr. Laurie Noll   |                   | Grant Director: Marci Dunlap, Curriculum Director              |                   |
| Agency Name: Fairfield Community SD   |                   | Agency Name: Fairfield Com. School District                    |                   |
| Address: 403 S. 20 <sup>th</sup> Street   |                   | Address: 403 S. 20 <sup>th</sup> Street                        |                   |
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**BEFORE YOU APPLY**

These steps should be completed **before** you begin writing your application. Please submit this form with your application.

- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: <https://www.educateiowa.gov/documents/building-level/2015/12/2015-16-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated December 31, 2015, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

***PLEASE RESPOND TO THE FOLLOWING QUESTIONS:***

- ***What is the Free and Reduced Lunch Rate for each site?*** List below (use as many lines as necessary):

- Site/Building Name: Pence Elementary School
  - Free and Reduced Lunch Rate Percentage: 55.4%
- Building Name: Fairfield Middle School
  - Free and Reduced Lunch Rate Percentage: 42.3%

- ***When will the program run?*** (Check or highlight applicable option(s) below):

- Summer School Only
- Afterschool Only
- Before and Afterschool
- Before and Afterschool and Summer School
- Afterschool and Summer School

- ***Funding Formula:*** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY17 Request for Applications):

- 70 number of children x 120 days x 7.50 either \$7.50 (just after school) \$63,000

***Summer School Formula***

- 220 children x 35 of days = (minimum 30 days) x \$10.00 = (total funding amount for summer) \$77,000
- Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.

Funding Request for Year One: \$140,000

Funding Request total for Three Years: \$420,000

Number of Children Served in Year One: 290

Number of Children Served in Three Years: 870

## Fairfield CSD Character and Community Program (CCP) Table of Contents

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## Narrative Text

### **1. Proposal Abstract**

Fairfield Character and Community Partnerships (CCP) is a **joint application** between the Fairfield CSD and the following partners in education: Fairfield Public Library, Fairfield Chamber of Commerce, Fairfield Arts and Convention Center, and the Fairfield Economic Development Association, and Jefferson County Conservation and Juvenile Courts. Along with additional partners, the joint collaborators have contributed to the vision of an after school program that enhances the needs of underachieving and at risk populations in Fairfield.

Pence Elementary, site host, and Fairfield Middle School (FMS), feeder school for grade 5 students, exhibit critical need. Both schools have struggled to achieve acceptable proficiency rates for low SES and minority subgroup populations as set by the Iowa Department of Education. Both schools, over the past 9 years, have been identified as schools in need of assistance (SINA). District wide, FCSD struggles to maintain an acceptable graduation rate, lower the dropout rate, and send kids on to college. Most recently, Pence was identified as in need of intensive assistance through the state's Differentiated Accountability pilot. Fairfield's F/R lunch population is expanding while the achievement gap between F/R and non-F/R learners widens. Fairfield faces an increasing amount of single parent households, unemployment, and families living in crisis. Disciplinary referrals continue to log at higher annual rates for non-white students and students with IEP's than their white and non-IEP counterparts.

In order to reach families most in need of supplemental services, CCP will provide adult education-academic and parenting; literacy and STEM interventions to close the achievement gaps; after school daycare and nutrition for families in need; and increased collaboration for better family/school relationships. Students participating in CCP will: 1) achieve or surpass at grade level literacy proficiency as measured by the EoY FAST assessment; 2) achieve or surpass on grade level proficiency as measured by the IA Assessments grade level mathematics and reading subtests; 3) achieve 98% or higher attendance rates for regular school attendance, CCP attendance, and summer school attendance if attending. Data will be archived through Infinite Campus, the district's student information system, and TIER, the State's FAST data warehouse. In addition, an outside evaluator will conduct NWREL out of School Program Evaluations, archiving program data in Question Pro or Data Warehouse of the organization's choice.

The evaluation plan intertwines with FCSD's school improvement plan, thus supplementing comprehensive school improvement goals in reading, math, science, technology, and school climate. The programming includes a multi-tiered system of supports enhances the system currently being implemented within the school day for academic, social, and emotional student needs. The CCP represents the cohesion of academic and at risk interventions in order to engage, serve, and develop the whole child. All evaluative instruments will be collected or created based on current student data and analysis of current reality vs. desired state. Stake holders (administration, certified and non-certified staff, community members, businesses, and organizations will support, refine, and enact CCP on a variety of levels. CCP details break down accordingly:

## Need

- #1 ranked academic need-literacy, followed by math, then by STEM. Focus is closing the achievement gap in both content areas between low SES and non-low SES students.
- **Family Needs:** #1 ranked family need-supervision after school, followed by nutrition and then social/emotional learning.
- **Community Need:** #1 community need- poverty assistance, followed by demand for engineers, then local employee pool growth.

## Programming/Curriculum

- **Literacy Interventions-**Really Great Reading Interventions, Six Minute Solution, and Wonders comprehension interventions
- **Mathematics Interventions-**drill on IXL and PLTW Launch, Everyday Math games
- **Social Emotional Learning:** MindUp, PBIS, Iowa Core Universal Constructs/Employability lessons, service learning projects
- **Family Needs:** supervision, nutrition, behavior management w/student and via parenting classes, GED courses, monthly provision of adult education

## Research

- **Project Lead the Way-**impact on improving student mathematics scores
- **MindUp-**developmental neuroscience theory of social/emotional development and its impact on cognitive development
- **Quality After School Programs-**Harvard Family Research Project's findings on 3 key elements: sustained student access, quality programming, and strong partnerships.

## Management/Sustainability

- **CCP Advisory-**consists of 1 joint collaborator, volunteer, partner; 3 staff; 2 parents, and one FCSD Board member. Monthly advisory meetings facilitated by grant facilitator and program director.
- **Transportation/Safety:** provides transportation to/from all sessions: summer, Saturday, and afterschool, to a safe, supervised, healthy learning environment.
- **Staffing:** advertised, recruited: program coordinator, certified teachers, and associates as budget allows. Site principal will evaluate staff; all financially compensated for CCP work for retention. Bi-weekly status meetings held by program director w/monthly reports to grant coordinator and site principal. Training explicitly.

## Communication

- provided through digital and hard copy newsletters, written at accessible levels
- Infinite Campus Messenger will be utilized
- District and CCP websites will be populated with communications by all stakeholders.
- Recruitment will consist of 3 contacts per identified at risk students, but all 3-5 students are invited, including private school
- Protocols on quality afterschool programming, effective use of data, and improving family/school relationships will be followed

## Evaluation

- Contracted outside service for rigorous evaluation at all levels

## Budget Narrative

- All budgeting falls within parameters of the ICCLC grant guidelines

## 2. Student/Community Needs Assessment

**2.1. Achievement Gap:** Jefferson County boasts a poverty rate that exceeds the state average by 2.6%, with 19% of those in poverty under the age of 18. County percentages for people living in food insecure households outrank state averages as well. The minority poverty rate exceeds that of whites by 18%. On the broadest measure of student achievement, Pence and FMS continue to strive for improvement. Since 2012, FMS scores in reading remain stagnant, as do their mathematics scores. The highest areas of improvement have been seen in math, with as much as a 10 percentile point increase in percentage of students proficient by grade level. At Pence Elementary, reading scores have dropped, as measured by percent proficient by as much as 15 percentile points. Pence mathematics scores for grades 2-4 have also declined, but at a much lower rate. Although minority subgroups by building are too small to report for past AYP designations, FCSD's ratio of reading and mathematics proficiency for black students is below status quo. Students with IEP's achieve at as much as a 40 percentile point discrepant rate than their non-IEP peers in reading and mathematics subtests.

| Bldg  | Grade | RD 2012 | RD 2013 | RD 2014 | RDG 2015 | RDG 2016 | Math 2012 | Math 2013 | Math 2014 | Math 2015 | Math 2016 |
|-------|-------|---------|---------|---------|----------|----------|-----------|-----------|-----------|-----------|-----------|
| Pence | 2     | 71%     | 82%     | 62%     | 62%      | 57%      | 77%       | 61%       | 59%       | 65%       | 57%       |
| Pence | 3     | 71%     | 80%     | 73%     | 53%      | 69%      | 78%       | 78%       | 67%       | 52%       | 67%       |
| Pence | 4     | 84%     | 67%     | 67%     | 67%      | 53%      | 77%       | 74%       | 77%       | 51%       | 58%       |

| Bldg | Grade | RD 2012 | RD 2013 | RD 2014 | RDG 2015 | RDG 2016 | Math 2012 | Math 2013 | Math 2014 | Math 2015 | Math 2016 |
|------|-------|---------|---------|---------|----------|----------|-----------|-----------|-----------|-----------|-----------|
| FMS  | 5     | 70%     | 77%     | 76%     | 73%      | 71%      | 71%       | 76%       | 81%       | 76%       | 64%       |
| FMS  | 6     | 74%     | 64%     | 78%     | 72%      | 72%      | 75%       | 79%       | 77%       | 82%       | 80%       |
| FMS  | 7     | 71%     | 72%     | 71%     | 76%      | 75%      | 82%       | 79%       | 82%       | 82%       | 90%       |
| FMS  | 8     | 69%     | 64%     | 76%     | 73%      | 75%      | 80%       | 85%       | 80%       | 81%       | 83%       |

District wide, SES vs. non-SES differentials for the 2016 school year ranged from 17.86 (science) percentile points to 22.58 (mathematics) to 21.79 (reading) percentile point gaps. The table below indicates gaps in the district 2-12. Pence Elementary is 52% F/R Lunch and FMS is 42%. Poverty is abundant in our site and feeder school.

| 2016   | RD   | MATH | SCIENCE | GL Average Gap SES vs. non-SES % proficient |
|--|------|------|---------|---|
| 3  | 24.3 | 20.2 | 20.3    | 21.60                                       |
| 4  | 24.1 | 19.2 | 16.6    | 19.97                                       |
| 5  | 7.7  | 14.6 | 19.5    | 13.93                                       |
| Percentile points difference of percent proficient |      |      |         |   |

Based on 2015-16 FAST literacy assessment data, Pence elementary boasted 62% of all students proficient or higher on grade level FAST assessments in May of 2016, a 9.25 percentile point deficit from the district average of 72.75%. By grade level, students in K-4 at Pence under achieve district average grade level proficiency by as much as 19 percentile points.

What are the long range effects of such data? Students struggling to achieve at grade level are more likely to drop out, which Fairfield CSD drop out data supports. In spring of 2016, FCSD recorded 9/54 alternative program high school students dropping out (16.67%). In spring of 2015, the alternative program drop out percentage was 9.43% (5/53).

**Risk and Protective Factors:** Research shows community based programs reduce delinquency rates by as much as 75%. Research also supports the hypothesis that underachieving students become overachieving criminals, a phenomena supported in the School to Prison Pipeline theory, one can be reduced by increased Positive Behavior Supports and Interventions in school (Teaching Tolerance 2013). Research also proves strong correlation between good nutrition and healthy brain development in young children, as stated in Food for Thought (Caviness 2009). Data shows, in alignment with school reading and math achievement data, a noticeable gap in minority and non-minority subgroup interactions with the law. School expulsion and suspension data follow suit. In Jefferson County, there are a limited number of accessible/affordable alcohol, drug avoidance, family mental health, or parenting programs available. If programs do exist, families and students may not have the transportation to get there. The availability of financial support for such programs is non-existent. State of Iowa Safe and Drug Free grants used to support such coordination of services for students and families, but the funding dried up long ago.

## **2.2. Programming to Meet Family/Student Needs**

Stress. Hunger. Fear. Isolation. If a student is confronting these real emotions, then learning will not occur. Fairfield's after school program provides a **safe, accessible** environment for student learning; it also acknowledges family need for assistance with **transportation**. CCP will increase student academic achievement by serving the whole child. That means: 1) eliminating family stress regarding after school student supervision (**student safety**); 2) providing parent education courses to ease the pressures of co-parenting or doing it alone; 3) providing adult education courses for career advancement to ease financial burdens; 4) providing nutrition after school and on Saturdays to ease financial burdens and continue healthy student brain development through nutrition; 5) developing strong school relationships with students and families to promote the concept of a village raising the child; and 6) positioning Pence Elementary as a service-oriented after school program developed to meet family and student needs (**accessibility**). Science, Technology, Engineering, and Mathematics provide the canvas upon which all of these actions will occur. Engaging students in rigorous, hands-on learning promotes critical thinking, empowers problem solving, and demands collaboration and communication. The STEM framework, by design, creates employable, universally competent learners who can tackle and lead in any situation.

## Stakeholder Engagement in Needs Assessment

Multitudes of community stakeholders recognize and support the CCP. **Several have contributed to the overall needs assessment.** Business/Manufacturing representatives contributed and analyzed internal school and external community data to reflect the needs of Fairfield Community’s youth. Participants include: Jefferson Co. Juvenile Courts, Fairfield Area Chamber of Commerce, and Jefferson County Law Center. Data contributed by these organizations has been utilized to develop the structure, content, and funding for this proposal. Monthly meetings with the CCP advisory and stakeholder groups provides structure for clear, consistent communication, where new developments are shared via Campus Messenger, the district website, and the CCP website. In addition to creation of the program, community volunteers have also been essential in constructing the program. Our **volunteer base** has begun to and will continue to provide a diverse range of experiences for our students, whether it’s community-based learning, hands-on STEM projects, or health/wellness learning, CCP has it covered. Parent input was elicited through **needs assessment surveys** and their volunteer commitments as well.

As a District in Need of Assistance (DINA) and 2 SINA buildings in Pence(site) and FMS(feeder), Fairfield desperately needs a 21<sup>st</sup> Century After School Grant. Although there are a multitude of bright spots at every academic level, systemic prevention at early ages is mission critical in order to serve our most at risk population of learners. Students needing remediation in literacy and mathematics must surpass one year’s projected growth if they are ever going to “catch up” to their peers. As the district revises the system to serve students more intensively during the school day, all players know that more time after school will cement steps to our desired state, where all students are proficient in reading, mathematics, and science, equipped to be the world’s dreamers, thinkers, and leaders. As no Title I NCLB Decisions were posted for spring of 2016 IA Assessment results, CCP has provided the most recent determinations. The district was notified by letter that the SINA designations for both FMS and Pence were to “remain in place” for the 2016-17 school year.

| Spring 2015 | STATUS               | All Reading | SES Reading | All Math | SES MATH |
|-------------|----------------------|-------------|-------------|----------|----------|
| FCSD        | DINA 1               | 75.60%      | 63.76%      | 70.78%   | 57.05%   |
| FMS         | SINAY7-Math; Y4-RDG  | 76.59%      | 68.85%      | 83.18%   | 75.96%   |
| Pence       | SINA Y2-Math; Y4-RDG | 65.14%      | 50.82%      | 51.38%   | 36.07%   |
|             |                      |             |             |          |          |

### 3. CCP Project

**3.1 Aligned to Student Needs:** All programming will be **aligned with current student and family needs**. The CCP will impact reading and mathematics achievement for students in grades 3-5 while providing **positive human relationships** with teachers and volunteers. **Effective programming** will target risk and protective factors while improving academics and social/emotional growth, all in appropriate settings. The broadest goal for CCP is that youth thrive in a safe, healthy learning environment, while contributing to the community. Time allotments represent significant input. The table below links prioritized learning needs, programming components, time allotment, goals, materials, and partners. Materials selected have extensive research; family engagement activities support the research base provided for Iowa Potential Drop Out/At Risk categorical funding/programming.

| Needs Assessment Alignment  | Curricular Time Allotment          | Program Components ID<br>A=academic<br>E=enrichment<br>F=fam. engmt   | CCP Goals Aligned to Which Program Component(s)  | Materials  | Joint Collaborator/ Partner  |
|-----------------------------|------------------------------------|---|--|--|--|
| Academic Gap/Trend Analysis | 40%-STEM                           | 1. A/E-STEM projects and enrichment activities  | 1. Increase annual grade level student achievement   | PLTW Launch IXL  | Fairfield Manufacturer's Association and Chamber of Commerce   |
| Academic Gap/Trend Analysis | 30%-Rdg Intervention Homework Help | 2. A/E-Targeted Research-Based Reading Intervention<br>3. A/E-Home Work Help  | 2-3. Increase grade level reading student achievement.   | Blast, Boost, or Blitz<br>6 Min Sol<br>RAVE-O<br>WVA<br>Phonics<br>Wonders | Fairfield Public Library<br>RSVP<br>Community Volunteers   |
| Risk and Protective Factors | 30% Risk and Protective Factors    | 4. F-Decrease unsupervised time out of school<br>5. F-Wellness, USDA-approved snacks/meals<br>6. F-Employability Skills, Civic Engagement | 4. Attain average daily CCP attendance of 98%.<br>5. Increase nutrition/activity level of students.<br>6-8. Decrease gr. 3-5 disciplinary referrals. | 5. Play 360<br>5. MyPlate<br>7. Mind Up<br>8. PBIS                         | Cambridge Investments<br>Jefferson County Public Health<br>Hy-Vee<br>Lord's Cupboard<br>Fairfield Park and Rec |

|  |  |   |   |  |  |
|--|--|---|---|--|--|
|  |  | through service learning/trips<br>7. <b>F</b> -stress mgmnt<br>8. <b>F</b> -PBIS  | <b>6-8.</b> Increase employability skills<br><b>6-8.</b> Increase student connection to school. |  |  |
| Family Support and Engagement                                | Will coincide with Family Literacy Night, Saturday, or After School Sessions | 9. <b>F</b> -Parenting Courses: 24-7 Dad;Parenting Wisely<br>10. <b>F</b> -GED Courses<br>11. <b>F</b> -Family Lit. Nights<br>12. <b>F</b> -Coordinate w/ outside family services | <b>9-12.</b> Improve overall family well-being.   |  |  |
| <b>Project Focus</b>   |  | <b>Schedule w/Time Priority</b>   |   |  |  |
| After School 3:30-5:30pm<br>2 hours<br>70 students 120 days  |  | 3:30-4:06 Homework Help/ <b>Snack</b> /Reading Intervention<br>4:10-4:30 Risk and Protective Factors<br>4:40-5:30 STEM  |   |  |  |
| Saturday 9-3 pm<br>6 hours<br>70 students (inc. above)       |  | 9-10:10am Student Reading, Reading Interventions<br>10:15-11:15 Risk and Protective Factors<br>11:45-3:00 <b>Lunch</b> /STEM  |   |  |  |
| Summer School<br>8-12:30pm 4.5 hours<br>220 students 35 days |  | 8-9:12 am Reading Intervention<br>9:12- 10:24 am Risk and Protective Factors<br>10:24-12:30 STEM/ <b>Lunch</b>  |   |  |  |

**3.2 Program Variety:** All students will participate in hands-on, engaging activities that promote reading achievement, whole child development. They will read weekly, be flexibly grouped, utilize technology, build relationships, improve nutrition, manage emotions, and tackle fascinating STEM projects. **Services for students in needs of ELL services will be provided as academic supports. Enrichment** will be provided by our staff and partners: motivational/behavioral support, field trips, service learning projects, literacy/nutrition content provided by qualified professionals. Research-based programming will be used to achieve goals, objectives, and priorities. Primary materials include: **STEM(A)**-Project Lead the Way Launch; **Family Engagement/Enrichment:** Play360-wellness, MindUp-wellness, MyPlate-nutrition, Adult Courses via Indian Hills Community College, GED and Parenting Courses; **Academic:** Really Great Reading Interventions, Six Minute Solution, Wonders, IXL.

|  |                            |
|--|----------------------------|
| <b>3.3 Program Goals A-H</b>   | <b>As Measured By...</b>   |
| <b>A.</b> Increase grade level math achievement that surpasses avg grade level (GL) NSS growth by 15 points. | IA Assessment Math subtest |

|   |  |
|---|--|
| <b>Objective:</b> Students will achieve GL STEM expectations.   | PLTW Launch task assessments   |
| <b>B.</b> Increase grade level reading that surpasses avg. GL NSS growth by 15 points on IA Assessments and surpasses previous year's avg. GL growth on FAST. | IA Assessment Reading subtest<br>FAST EoY Assessments                  |
| <b>Objective:</b> Achieve growth on TIER Prog Monitoring  | Really Great Reading Material, 6 min. solution, RAVE-O, Wonders        |
| <b>C.</b> Attain daily CCP and school attendance of 98%.  | Google Drive Daily Attendance Logs; Infinite Campus SIS                |
| <b>Objective:</b> Parents will achieve rewards for 20 days consistent CCP attendance and quarterly school attendance at the rate of 98%.                      | Google Drive Daily Attendance  |
| <b>D.</b> Increase nutrition/activity levels 1<.  | Student nutrition logs and surveys.                                    |
| <b>Objective:</b> Students will successfully complete and communicate to key adults their wellness/nutrition journeys.  | Project evals by Play360 and MyPlate.                                  |
| <b>E.</b> Decrease FMS gr. 5 and Pence elem. gr. 3-4 disciplinary referrals by 30%.   | Infinite Campus  |
| <b>Objective:</b> Students will improve on self-regulating emotions, recognizing stress in tense situations.  | Completion of Mind-Up  |
| <b>F.</b> Increase student employability from beginning to end of session to at or above a "3".   | District Emp. rubric first/last week of session: self and teacher eval |
| <b>Objective:</b> Students will connect learning with working and future career responsibilities.   | Formative self-evaluations of Employability Rubric.                    |
| <b>G.</b> Increase connection to school to at or above neutral.   | Fall to Spring Connection to School Surveys K-2; 3-5                   |
| <b>Objective:</b> Students will identify school as a safe, happy, healthy place for them to be, and identify adults who care about them and will help.        | Same as above.   |
| <b>H.</b> Improve overall family well-being to at or above a neutral rating.  | Parent Perception Surveys. Parent Evaluation: Summative                |
| <b>Objective:</b> Parents will connect more regularly w/ CCP and classroom teachers.  | CCP/teacher contact logs   |

**3.4 Cohesion of Programming School to After School:** In addition, all CCP programming aligns with district curriculum, goals, and improvement initiatives. For example, CCP will utilize the same evidence-based programs implemented in district for Blue Zone designation and in all elementaries for literacy intervention. Furthermore, PLTW Launch is the elementary program that feeds into Fairfield's MS and HS PLTW engineering programming. **Service to FCSD gr. 3-5 students will double with acquisition of the grant.**

**3.5 Extensive Experience in Coordinating Services:** As FCSD is currently in its 2nd year of implementing an unfunded after school program, it has proven that successful, diversified programming is more than achievable. The district has coordinated efforts for two years for the impactful Teacher Leadership Compensation Grant and 6 years for the IA pre-school grant.

#### 4. Research

**Quality After School Programs:** According to the Harvard Family Research Project’s meta-analysis of 10 years of research, afterschool programs have “...the potential to impact a range of positive learning and developmental outcomes.” (HFRP 2008) Three of the most critical components were determined to be: access to and sustained participation in an afterschool program; quality programming; strong partnerships (HFRP 2008). CCP is built upon these three pillars. Furthermore, the HFRP has conducted multiple research projects in the area of replication, to ensure that positive benefits can be replicated. One significant finding in Research Update #2 from HFRP stated that access is critical, as schools with more afterschool programs had lower juvenile arrest and teen birth rates, supporting high student participation rates. In the same update, Durlak and Weissberg’s meta-analysis of 49 OST evaluation reports, they concluded positive benefits in 7/8 areas studied: academic performance, problem behaviors, drug use, self-confidence, and self-esteem (2007).

**Quality Programming: Really Great Reading:** Phonemic awareness improves reading skills in struggling readers. The National Reading Panel says, “teaching children to manipulate phonemes in words was highly effective under a variety of teaching conditions with a variety of learners across a range of grade and age levels” (2000). In *Reading: A Research-Based Approach*, the authors note that “word recognition problems often arise from problems breaking apart words and syllables into phonemes” (Fletcher and Lyon 1998). Furthermore, John Hattie’s *Visible Learning* indicates that formative evaluation provision has an effect size of .9 (Hattie 2012).

**PLTW Launch:** Dr. Robert H. Tai, associate professor at the University of Virginia conducted another meta-analysis on over 20 independent research projects which studied the correlation of PLTW enrollment and science and mathematics student scores and perceptions. Twelve of the 17 studies specifically on achievement concluded a positive impact on student math and science scores. Tai says, “Our findings from this review show the strong, positive impact of PLTW on mathematics and science achievement” (Tai 2012). Tai also concluded after examination that PLTW was repeatedly proven to have lasting, positive impacts on college and career decision making for students enrolled in the programs. The *Journal of STEM Education* published a meta-analysis by Kurt Becker, Utah State University that concluded that integrative approaches among STEM subjects have a positive effect on the students’ achievement, but that more study and publication is needed for the conclusion to be empirical. In June of 2016, Betsy McCarthy concluded through her research in *Transmedia Activities: Engaging Families to Improve Child Math Achievement*, that engaging math activities improved with interventions using engaging tools.

**Mind Up:** The MindUP curriculum is derived from psychological theory and informed by research in the fields of developmental neuroscience (Diamond 2012), contemplative science and mindfulness (Roeser & Zelazo 2012), SEL [Greenberg et al., 2003](#)), and positive psychology (Lyubomirsky, Sheldon, and Schkade 2005). *Enhancing Cognitive and Social-Emotional Development Through a Simple-to-Administer Mindfulness-Based School program for Elementary School Children: A Randomized Controlled Trial*, authors concluded that MindUp students outperformed students in other social emotional learning programs in all areas, including mathematics achievement (Schonert-Reichl et al. 2010).

## **5. Management/Sustainability Plan**

**5.1 Effective Staffing:** A model for expanded afterschool programming will be based on current successful afterschool programming operating on a smaller scale. Recruitment will take place via communication and advertisement of open positions with specific hiring criteria (based on IC characteristics of effective instruction) posted. Certified teachers only will be considered. Experience in such a program will be beneficial. Priority will be given to site and feeder building staff. To retain quality staff at all levels, personnel will be provided with compensation commensurate to the work. Building principal and program coordinator will be responsible for recruiting, hiring, and retaining staff. Building principal (site) will supervise all afterschool employees and volunteers, with assistance from district administration. Monthly meetings will be conducted by the program coordinator to ensure consistent programming, evaluation, instruction, and activity implementation. All parties will collaborate, using the district grade level standards based instruction scope and sequence to ensure alignment to school curriculum. With assistance from TLC specialists and the curriculum director, the program coordinator and staff will align all learning activities to grade level expectations. The program coordinator will organize volunteers, field trips, and teacher sign up.

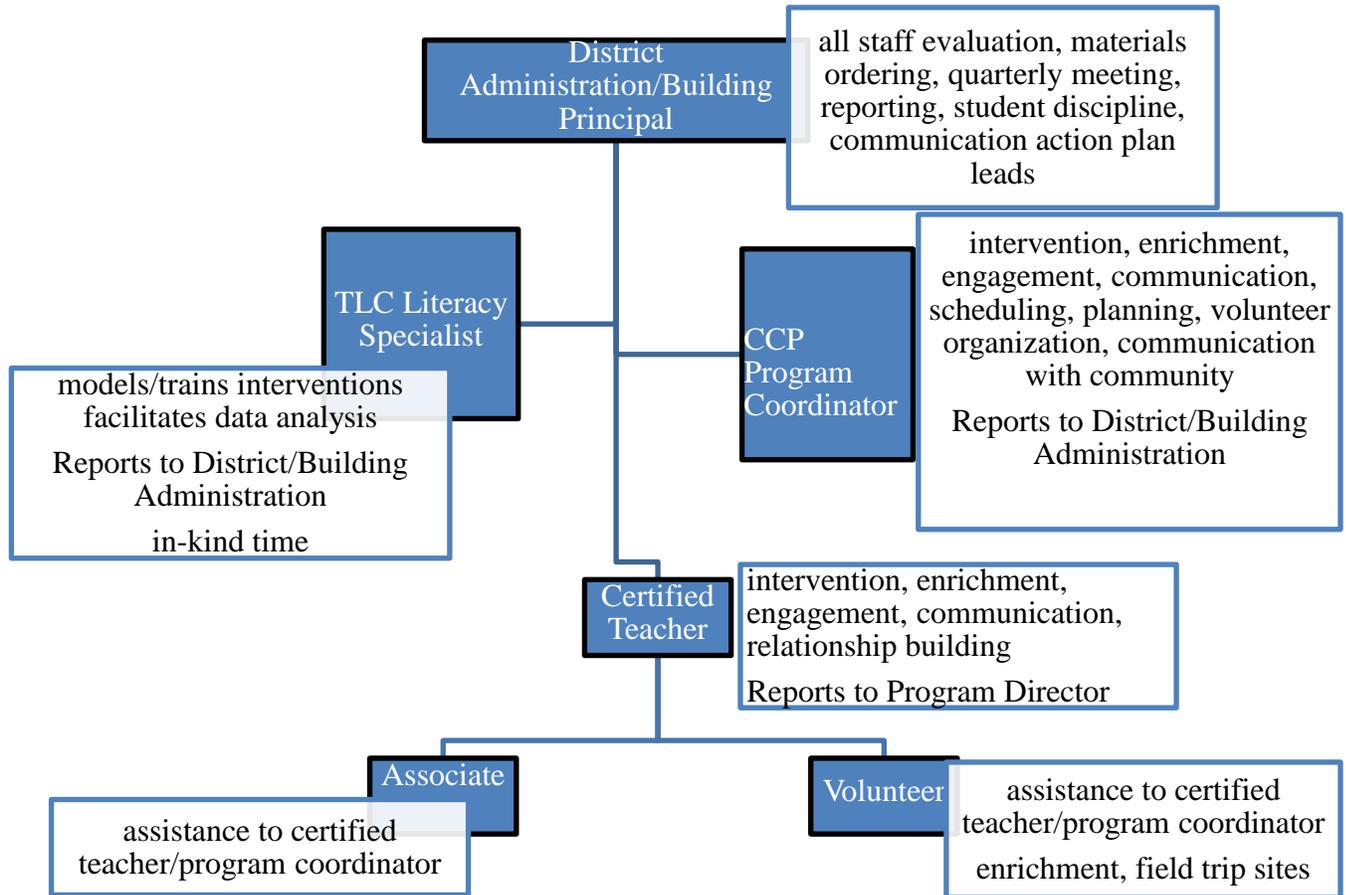
**Professional Development:** Grant director and program coordinator will attend trainings offered by the Iowa After School Alliance. Hired staff will receive quality professional development (PD) and systemic district support that transcends regular district PD. All staff will complete a 4-hour session upon entry into the CCP. Returning staff will annually complete a refresher course to ensure guaranteed viable curriculum. Based on directors and principal walk throughs, formative feedback for instructional improvement will be ongoing. Program staff (administrator, director, support staff) will be trained in CPR, first aid, universal precautions, and already have mandatory child abuse reporter training; trainings held by all staff will be posted. Program evaluation will be used in constructing needed **professional learning**. Handbooks will be created based on best practice and will be used in training all personnel. Volunteers will also be trained by the grant coordinator. PD will cover: social/emotional, cognitive, and physical developmental needs and how programming addresses those needs.

**Seniors and Volunteers:** CCP will utilize a strong partnership with Retired Senior Volunteer Program (RSVP), a senior volunteer organization who enthusiastically partnered with the district for program development. Volunteers will be organized by the CCP program coordinator. Additional volunteers include: parents, other district teachers, community members, businesses, Iowa State University, Jefferson County Conservation, Fairfield Public Library, members of the Fairfield Manufacturer's Association, and local artists. All may provide learning experiences after school, on Saturdays, or during summer school. All volunteers will complete a 4-hour training session and criminal records checks before entering the CCP. Annually, returning volunteers will complete a refresher course facilitated by the grant director. To the extent possible, FCSD will utilize regularly scheduled Monday PD days for volunteer training.

**5.2 Safe Transportation, Safe Accessible Facilities and Services:** Regular daily attendance will be logged by all staff for all sessions; absent participants will receive immediate phone calls by a CCP associate. Students qualifying for transportation will be assigned a route. In-town bus stops will be utilized as well for in-town students. All transportation to and from the CCP will be through the Fairfield CSD, whose school bus handbook and parent guide will be followed to provide disciplinary continuity for students. City transportation may be added at a later date. All vehicles are annually inspected and deemed safe for student transport. In terms of safe and

accessible facilities and services, Pence Elementary is ADA compliant and passed inspection by the fire marshal. For the 2017-18 school year, it have central air and an HVAC system to ensure air quality. Pence has an updated safety plan on file. Evacuation routes are posted. Routine drills will be enacted during CCP. Student safety will be enforced through enactment of Positive Behavior Interventions and Supports, the FCSD K-8 character program.

### 5.3 Leadership Structure/Duties & Advisory



**CCP Advisory:** CCP advisory will consist of 1 joint collaborator, 1 volunteer, 1 collaborative partners, 3 staff, 2 parents, and 1 Board member. The advisory will: review data, make program adjustments, observe the program, problem solve, and review eligibility criteria. They will meet monthly to accommodate programming needs for the first 6 months and then once every 2 months once the program is running in expanded form. District administration will be responsible for program oversight and management but will delegate. Strong collaborative relationships will be the foundation upon which the advisory links school to community.

**5.4 Sustainability/Continuous Improvement Plan:** The CCP grant coordinator assures the structure of the program will be maintained. Data collection, volunteer coordination, needs assessments, and program evaluations will be rigorous and habitual. Sustainability actions for program components can be seen below:

| Big Idea | Action Steps |
|----------|--------------|
|----------|--------------|

|  |   |
|--|---|
| Student Access to Quality Programming        | As institutional knowledge about afterschool programming grows, CCP will be sustained after ICCLC funding by coordinating with: Title I, At Risk/Drop Out, Jefferson County Juvenile Courts System D-cat Board, who issues funding for positive youth development programs. District in kind donations include: copier, electricity, accounting, payroll, general materials, building care, occasional transportation, and contributions to summer school programming out of general fund. Volunteer services are in-kind as well.  |
| Positive Human Relationships                 | With Understanding the Framework of Poverty trainers on staff, the comprehensive Pence and FMS staff understanding of this critical component will only grow. By training staff on PD days, staff awareness and contributions to relationship building will offset the achievement gap and connect kids more closely to school. Furthermore, knowing students has been and will continue to be enforced through Multi-Tiered System of Supports training, where teachers adjust instruction based on knowledge of student. A specialist is also on staff outside of the CCP.  |
| Strong Community Partners                    | Organization, clear, consistent communication on behalf of Pence's staff will sustain active community volunteerism. Outside of CCP, Pence has an active parent group, reading buddies, and a mentoring program with business/community leaders. They conduct 2 literacy nights and also have a banking program run by a local bank. Pence gym is packed with free, Saturday activities such as basketball skills. George's Pizza, Hy-Vee, Wal-Mart, Cambridge Investment, Fairfield Education Foundation, John Deere, Agri-Plastics, and Libertyville Savings Bank are significant financial and time donors to the Fairfield CSD. Jefferson County Public Health will be an incredible enhancement to the CCP. The CCP will enhance their connections to the school, but it does not replace. Looking forward, FCSD's food service director will be the liaison between CCP and the ongoing Hunger Dialogue, a poverty focus on Jefferson County. |
| STEM Enrichment                              | As PLTW Launch is a feeder program for 6-12 engineering programs; upkeep of materials will be absorbed in the curriculum budget, as Launch aligns with Next Generation Science Standards.   |
| Literacy/Math Achievement Gap                | Former SINA/DINA designations, Iowa's Differentiated Accountability Model, and the district professional desire to improve learning through more intentional instruction will sustain the focus to increase achievement for all and close the SES gap once and for all.   |
| Supervisory/Transportation Family Assistance | As institutional knowledge of afterschool programming grows, CCP will be sustained after ICCLC funding by coordinating with: Title I, At Risk/Drop Out, Jefferson County Juvenile Courts System D-cat Board, who issues funding for positive youth development programs.  |
| After School Success                         | Two years of small scale afterschool programming and the elimination of SES via NCLB creates a demand for CCP to exist and grow exponentially.  |

**Data:** Data collection includes baseline stakeholder surveys, attendance, growth in reading/mathematics, connection to school, parent perception and program evaluation, teacher program evaluation, and advisory evaluation. Staff hours, Iowa Core alignment, anecdotal notes, photos and videos, and volunteer logs are also archived. Focus groups will also be conducted.

## **6. Communication**

**Purpose:** The two purposes of the communication plan is to provide information and receive information from families, and to recruit new participants. The plan also covers how to collect, analyze, and share information with all stakeholders. Information shared: student growth and goal acquisition, program changes and successes, results of summative or formative evaluations, student testimonials/videos/projects, upcoming field trip permissions, peer to peer sharing, and parent adult education success stories. Executed clearly, consistently, and transparently, communication will cement the bonds of the CCP. Audience members will include: other students, families, current and potential community stakeholders, building staff, and potentially other schools of students and staff.

**Student Identification:** All students will be invited to the CCP, however students identified through district K-5 at risk programming criteria will be recruited heavily. District at risk coordinators will: 1) make contact with the families, 2) collaborate with classroom teachers to ensure organized parent contact and persuasion, 3) share data that says afterschool programming can help students achieve at higher levels, 4) and promote adult education program offerings and student participation incentives. Modes of communication in prioritized order: home visits, phone calls, emails, letters mailed, letters home. CCP program director will assist in this early communication action plan.

**Service Communication:** Enrolled students will receive bi-monthly reading and mathematics intervention progress reporting as well as ongoing student updates regarding activity and nutrition logs, STEM projects, and service learning projects. Public communication may come in the form(s) of: power points, videos, voice recordings, essays, letters, speeches, advertisements, newspaper articles, or radio interviews. Once a semester CCP advisory will meet with the students to collect feedback.

**Marketing/Outreach Strategies:** To sustain student and adult involvement, FCSD will advertise! Indian Hills Community College will partner for adult education classes, as will the Jefferson County Juvenile Courts system. FCSD will orchestrate CCP Afterschool Program booths at: parent teacher conferences, family literacy nights, and during other building functions. Adults of identified at risk students will be cordially invited through at least two phone calls, and one hard copy invitation explaining the monthly options. In terms of recruiting new after school students, CCP will utilize appropriate social media and peer invitations in addition to teacher referral and parent-request.

**7. Existing and Growing Partnerships:** In order to serve the whole child, FCSD Pence Elementary School realized that it was going to take a village to raise the child. In this era of families in crisis, poverty, and heightened academic expectations, the school system cannot operate in isolation to serve our highest families in need. The Fairfield community is strong, with an abundance of community and family services available. However, what we are not is organized. The missing component in serving at risk families has been clear, consistent, focused collaboration with a unified objective of improving the lives of residents in our community. School achievement in literacy and mathematics is critical, don't misunderstand. However, if a child is stressed, hungry, isolated, and unsupported, learning is the furthest thing from their mind. Experts outside of FCSD have so much to offer: life experiences, perspectives, energy, time...why wouldn't we want that for our students? As a school district it is easy to wait for people to come to us. The outreach to community organizations for partnerships has already drastically improved the small afterschool program. This monumental leap forward will help us watch kids soar to even greater heights.

**Existing STEM:** Fairfield's most integral STEM partner over the years has been Agri-Plastics, a local blow mold plastic industry that has championed engineering education since early 2008. With their expertise, community involvement, and contributions, FCSD has already established high school and middle school PLTW programming. It is because of the legacy of their commitment that PLTW Launch was a natural fit for CCP program expansion.

**Existing Partners Programming Contributions:** Cambridge Investments and Hy-Vee were early committed to supporting the startup afterschool program with granting funds or donating food sources when there was no funding available. Through their financial contributions, CCP began to slowly roll. In essence, Cambridge, Hy-Vee, and Agri-Plastics were the pioneering partners in building the vision for CCP. FCSD is in partnership currently with community members, parents, teachers, and volunteers. CCP represents a significant **scale up from silo-ed, fragmented programming**. The CCP advisory board will be the structure through which the CCP is made more cohesive, efficient, and productive for students and families.

**New Collaborators and Partners:** Community organizations new to the CCP are: Jefferson County Conservation, Public Health, and Juvenile Courts; Fairfield Arts and Convention Center; French Reneker Engineers and Surveyors, Fairfield Area Chamber of Commerce; Fairfield Public Library, Fairfield Economic Development Association, Family and Home Garden, Elks Club, RSVP, Indian Hills Community College, the Lord's Cupboard, and Fairfield Park and Recreation. Each organization has contributed to the vision of CCP, as well as investing in the economic future of our community by assisting in the development of our future employees and leaders. Many additional organizations provide volunteer services or charitable donations throughout the year.

| <b>Type</b>         | <b>Organizations</b>  |
|---------------------|---|
| Contractor          | Evaluator, Margaret Kelly, paid<br>PLTW Launch Training-paid<br>Literacy Intervention-in-district, in-kind  |
| Joint Collaborators | Jefferson Co. Park and Rec, Conservation, Juvenile Courts, and Public Health<br>Fairfield Economic Development Association<br>Fairfield Chamber of Commerce<br>Fairfield Public Library |
| Existing Partners   | Cambridge Investments, Hy-Vee, Agri-Plastics, Various independent student mentors   |
| New Partners        | FCSD Food service, Pence and FMS staff, RSVP, Fairfield Home and Garden, Pence Pals parent group, Fairfield Arts and Convention Center  |

## 8. Evaluation

Fairfield CSD will be contracting with a highly-qualified, outside evaluator to implement, analyze, display, and write summaries for utilization of evaluative results: student progress, program evaluation, identified, ongoing family needs, adult participant evaluation, community perception, specialized focus group and staff surveys. The evaluator will utilize **NWREL out of School Time Program Evaluation Instrument**. The local evaluator will be Margaret Kelly, a retired curriculum director with extensive experience in measurement, statistics, and data analysis. Ms. Kelly held administrative positions in the district for 20+ years and currently supervises student teachers and serves on the Great Prairie AEA Board. Kelly will utilize the instrument in measuring all facets of effectiveness, perception, and need. A combination of digital, hard copy, and focus group interviews will be archived and their data converted into electronic format for analysis using software provided by QuestionPro. Evaluation will be conducted as scheduled below.

| Outcomes                                     | Data Source   |
|--|---|
| Student Achievement: Reading/Mathematics     | 3-5: Grades, progress monitoring trendlines, FAST ; 4-5: MAP Reading/Math |
| Student Behavior-quarterly                   | Campus SIS, PBIS Data Collection Protocol                                 |
| Student Participant Baseline Survey-1 time   | NWREL Survey  |
| Parent Survey-quarterly                      | NWREL Survey  |
| Student Participant Surveyqtrly w/summative  | NWREL Survey  |
| Student Participant Focus Group: bi-annually | NWREL Survey  |
| Teacher Survey: quarterly                    | NWREL Survey  |
| Attendance: weekly, quarterly                | NWREL Survey  |
| Academics: bi-weekly, quarterly w/summative  | NWREL Survey  |
| Parent Focus Group: bi-annually              | NWREL Survey  |
| Staff Survey: quarterly                      |   |
| Adult Participant Survey: bi-annually        | NWREL Survey  |
| Partnership Survey: bi-annually              | NWREL Survey  |
| Staff Focus Group: bi-annually               | NWREL Survey  |

**8.2 Evaluation Results:** Data will be shared in layman terms on: the district website, via campus messenger to participant families, shared at board meetings, in digital/hardcopy newsletters, and published in the Fairfield Ledger. After CCP Advisory qualitative and quantitative data review, Advisory determinations will be made on goal acquisition or failure. Support will be provided in areas of needed improvement to strengthen programming. Areas for continuous improvement will include: objective refinement, change in measures of progress, data sources, program revisions based on student/staff/community/parent surveys, perception data, and needs assessment data. CCP Advisory response to quarterly reports will be shared in action plan template form on the district and CCP websites, as well as communicated in corresponding monthly board meetings 4 times a year. Teachers will communicate celebrations regularly throughout each session, at least once every two weeks. Special consideration will be given to providing families encouragement, tips, and accolades for student growth and development as seen through achievement data. CCP Advisory will utilize data to conduct end of session improvements and program revision.

## **Budget Narrative**

### **9.1 Justification and Alignment of Proposed Activities**

The estimated budget is based on the daily cost of services to meet funding standards:

120 after school days @ \$7.50/day for 70 students for \$63,000 annually

35 summer school days @ \$10.00/day for 220 students for \$77,000 annually

Annual request: \$140,000; 3-year Request: \$420,000

**Personnel 67%; \$93,800/year:** CCP is evaluated on improving academic skills in literacy according to FAST and Iowa Assessments. The program also measure attendance, caliber of service to families, and social/emotional development of participants. Therefore, it is critical to provide research-based programs and activities to build the student's mind, body, and heart. Pence and Fairfield MS teachers will provide literacy intervention services for the CCP. Literacy intervention education will be a cohesive extension of ongoing literacy remediation occurring during the school day for students in grades 3-5. Staffing projections are: 5 employees (3 teachers-2 associates) for after school sessions, 3 personnel (2 teachers-1 associate) for Saturday sessions, and 15 (10 teachers-5 associates) staff for a 30-day summer school session. CCP sessions will also focus on: relationship building, health and nutrition development, positive behavior interventions and supports, all evidence-based programming as well. CCP personnel funding also includes: a program coordinator, family literacy nights facilitators. One program coordinator will oversee the extended program by managing attendance, ordering snacks/meals, handling behavior issues, implementing data teams, and evaluating family needs and program execution.

**Staff Travel 3%(\$4,200/year):** CCP staff travel costs are based on the amount needed for key staff to attend professional development and networking sessions to benefit student outcomes and their own professional growth. Staff members will attend the ICCLC Summer Institute held annually in Des Moines, IA. Funds will cover: registration, lodging, mileage, and meals for 3 2-day trips. Staff members will also travel to the national ICCLC 4 day conference at approximately \$550 per staff member and will cover the same expenditures as listed for the state-level conference. All staff interested in working within the CCP have requested professional training. As the district has not been awarded an ICCLC grant, these will be new expenditures. Teachers will gain knowledge and skill to: maintain a high quality after school program, review current research and programming, and train for PLTW Launch. Remaining travel expenses will be covered by Teacher Quality: Iowa Core categorical district funding.

**Materials 11% (\$15,400/year):** Materials will consist of food and project supplies. Food for CCP will include USDA approved snacks and meals for after school and Saturday programming. Working through the district Food Service Director, Steph Hawkins, CCP is dedicated to providing high levels of taste and nutrition that are compliant with Iowa Healthy Kids standards. Project materials will include: STEM project-based Project Lead the Way Launch curriculum, science lab supplies, volunteer and staff handbook printing, literacy intervention materials, individual reading books, art supplies, 3-D printing materials, and incidental materials such as paper, pens, markers, erasers, and glue.

**Professional Development 4% (\$5,600/year):** Volunteers for CCP will complete a specially-designed 4-hour training session. This session will include policy, emergency procedures, theory of youth development, conflict resolution, MTSS literacy intervention protocol, social norms through PBIS, and stakeholder participation expectation and incentives. Content of the session will be available in handbook form for sustainable best practice. All CCP staff will participate in

quarterly professional learning, conducted by outside experts or by the CCP program coordinator. Staff Training may include: PLTW Launch, Mandt, Iowa Core 21<sup>st</sup> Cn, Mind Up, Project-based learning, Wrap Around services, and/or Play360. Student achievement and program formative assessment data will determine the most needed focus for professional growth to impact student achievement and development. For clarity of mission, coherence of instructional programming, and commitment to developing student in Fairfield, professional development is a critical component to the scale up, implementation and maintenance of a quality, research-based after school program.

**Student Access/Transportation 8% (\$11,200/year):** CCP after school, Saturday, and summer school sessional all rely on district transportation for field trips and/or attendance. This service supports parents who are unable to transport students outside of school hours due to work or lack of funds. As a district with over 50% F/R lunch, transportation is one of the most critical components of the CCP. The importance of field trips, the pedagogy through which CCP students will gain life experiences and knowledge of services offered in their community, cannot be stressed enough.

**Evaluation 4% (\$5,600/year):** An external evaluator will be contracted for 5 full days, one after each quarter of programming, to conduct required state and local CCP evaluations. The evaluator will also write up concluding statements based on evaluative data collected. This outsourced evaluation protocol will ensure data-driven, consistent, unbiased measurement of programming outcomes, strengths, and weaknesses. Evaluation data will be used by the CCP advisory to plan programming adjustments, arrange public information, and program coordinator evaluation.

**Administrative/Indirect Cost 3% (\$4200/year): Indirect costs include general expenses required to operate programming** at Pence elementary. These costs may include: technological expenses, accounting services, janitorial services, heating, or lighting.

### **9.2 Supplement vs. Supplant**

Funding awarded to FCSD for the CCP will supplement current programming to support families, enhance student learning, and diversify student life experiences for positive youth development. FCSD expects to more than double student participation in afterschool programming. ICCLC supplemental funds will be used to reach many more families and students not currently receiving needs-identified services. Enrichment activities, development of positive self-esteem, and STEM hands on learning are areas where current programming lacks. Due to this reality, CCP will solidify the structure with highly-trained (through powerful professional development) staff, administration and volunteers implementing research-based programming for cognitive, family, and social/emotional support.

**FORM A: SITE INFORMATION**

*Please fill out this section for each site you plan to operate under the grant.*

| <b>21CCLC Site Name: Pence Elementary School</b>   |                    |   |
|--|--------------------|---|
| <b>Site Address: 1000 S. 6<sup>th</sup> Street</b> |                    |   |
| <b>City, State, Zip: Fairfield, IA 52556</b>       |                    |   |
| <b>Phone: 641-472-2957</b>                         |                    |   |
| <b>Site Contact Person: Justin Messer</b>          |                    |   |
| Feeder School Name(s)                              | Building Number(s) | # of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program |
| Fairfield Middle School, Gr. 5                     | 0209               | 96  |

*(If more sites are included in the application, please duplicate this form.)*

## **FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS**

### **Part A: Nondiscrimination**

As the designated applicant agency representative, I certify that the 21<sup>st</sup> Century Community Learning Centers Program will comply with federal and state laws which prohibit discrimination on the basis of gender, race, national origin, disability, age, and religion in educational programs. Multicultural, gender fair approaches will be used in planning and implementing request for applications programs. Programs will provide accommodations to students learning English as a second language.

### **Part B: Use of Funds**

As the designated applicant agency representative, I certify that the 21<sup>st</sup> Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I school wide eligible programs and their families.

### **Part C: Supplement, not Supplant**

As the designated applicant agency representative, I certify that funds from 21st Century Community Learning Centers Program will supplement, not supplant, existing services and funds.

I further certify that funds under this program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.

### **Part D: Fiscal Control and Accounting Procedures**

As the designated applicant agency representative, I certify that an annual fiscal audit will be conducted and adequate, accurate attendance records will be kept for the 21st Century Community Learning Centers Program. I further certify that the collaborative will 1) submit periodic program and fiscal reports as required by the state fiscal agent, including but not limited to, the number of pupils served, and expenditure of funds for which they were granted; 2) maintain records and provide access to those records when requested by the state fiscal agent; 3) maintain all supporting documentation of the status and results of the initiative for up to three years following completion of the 21CCLC award period.

### **Part E: Control of Funds**

As the designated applicant agency representative, I certify that it assumes responsibility for the control of funds received under this request for applications. It is acceptable to subcontract with another agency for fiscal management of the grant funds.

### **Part F: Program Accountability**

The request for applications program manager or fiscal agent is responsible to notify the Iowa Department of Education immediately any time a deviation occurs or necessity arises to alter any of the goals, program elements, budget or other sections as stated in the request for applications. Program agrees to provide a minimum of 60 hours contact time a month and 30 days of summer school (if applicable).

**Part G: Evaluation and Data Collection**

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program agrees to collect additional data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by the Iowa Department of Education and the U.S. Department of Education, if requested.

**Part H: Program Site**

As the designated applicant agency representative, I certify that the 21<sup>st</sup> Century Community Learning Centers Program will take place in a safe and easily accessible facility. The program site selected is either an elementary or secondary school-site setting or another location that is at least as available and accessible as the school site.

**Part I: Collaboration with Schools**

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program was developed and will be carried out in active collaboration with the schools the students attend. Effective integration of the 21CCLC with the regular school day requires that there be a dedicated effort to achieve ongoing communication and articulation of issues between regular school and before and after school staff. Such efforts might include, but are not limited to, combining meetings or training opportunities, identifying preferred methods of communication (e.g., a note in the school mailbox, e-mail, etc.), or case conferencing regarding individual students.

**Part J: Notice to the Community**

As the designated applicant agency representative, I certify that the community to be served by the 21<sup>st</sup> Century Community Learning Centers Program was given prior notice of this applicant's intent to submit an application.

**Part K: Public Review of the Application**

As the designated applicant agency representative, I certify that this application and any waiver requested have been made available for public review.

**Part L: Parent Consent**

As the designated Applicant Agency, I certify that a process will be put in place to obtain parent consent from the parents of students who participate in the proposed Community Learning Center program for the purpose of transferring records between the participant students' schools and the proposed program. The Applicant agrees to meet with project staff at the Iowa Department of Education upon request.

**Part M: Private and Public School Consultation**

As the designated Applicant Agency, I certify that I have consulted with the private and public school(s) within the boundaries of the school(s) that this application proposes to serve. I certify that the proposal meets the requirement that grantees must provide comparable opportunities for the participation of both public- and private-school students in the areas served by the grant. Include names, dates, and signatures on the separate form.

**FORM C: COLLABORATIVE SIGNATURES**

**Part N: Grant Termination (Additional conditions in Appendix D)**

Grantees are subject to annual progress review by the Iowa Department of Education. The department may terminate a grant with a 10 day notice as a result of a non-compliance issue(s).

**Certification:** As the authorized representative of the Applicant Agency, and on behalf of the 21st Century Community Learning Centers Program, I agree to fulfill all of the above agreements and conditions.

|  |  |
|--|--|
| Signature of Applicant Agency Representative<br>on behalf of the 21st Century Community Learning Centers Program | Applicant Agency Name                  |
|  | Marci Dunlap, FCSD Curriculum Director |

**Certification:** As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement data, attendance and other requested data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by the Iowa Department of Education.

|  |                                     |
|--|-------------------------------------|
| Signature of Local Education Agency Superintendent   | Local Education Agency Name         |
|  | Fairfield Community School District |
| Signature of Site Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Funded Site | Site Name                           |
|  | Pence Elementary School             |
|  |                                     |
|  |                                     |

Every 21CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector.

**FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY**

| <b>21CCLC TOTAL FUNDING REQUEST</b><br>(Before and/or After School and Summer Program Funds) |  |  |  |
|--|--|--|--|
| <b>Number of program sites included in this application:</b><br>1                            | <b>Total number of students being served (all sites for one year):</b><br><u>290</u> | <b>Total first-year funding request (all sites):</b><br>\$ 140,000 | <b>Total three-year funding request (all sites):</b><br>\$ 420,000 |

| <b>FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION</b>   |                               |                               |                               |   |  |
|---|-------------------------------|-------------------------------|-------------------------------|---|--|
| NOTE: A <b>program site</b> may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site. |                               |                               |                               |   |  |
| <b>Name of Program Site</b>   | <b>Year 1 Funding Request</b> | <b>Year 2 Funding Request</b> | <b>Year 3 Funding Request</b> | <b>Total Funding Request (3-year total)</b> | <b>Number of Students Served per site per year</b> |
| <b>Pence Elementary</b>   | <b>\$140,000</b>              | <b>\$140,000</b>              | <b>\$140,000</b>              | <b>\$420,000</b>                            | <b>290</b>   |

**TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 290**

**FORM D2: 21ST CENTURY COMMUNITY LEARNING  
CENTERS GRANT PROGRAM BUDGET**

Applicant Agency: Fairfield  
Community School District

Site: Pence Elementary School 1000 6<sup>th</sup> Street Fairfield,  
IA 52556

Directions: **Provide a proposed budget for each proposed program site. Totals are to be listed on Form D1.**

**Restrictions:** Please refer to **Section II C** of the RFA for specific budget restrictions. **Number of Students Served: 290**

|  | Student<br>Prog Y1 | Family<br>Literacy Y1 | Student<br>Prog Y2 | Family<br>Literacy Y2 | Student<br>Prog Y3 | Family<br>Literacy Y3 |
|--|--------------------|-----------------------|--------------------|-----------------------|--------------------|-----------------------|
| Personnel  | \$83,800           | \$10,000              | \$83,800.0<br>0    | \$10,000.00           | \$83,800.00        | \$10,000.00           |
| Staff Travel   | \$4,200            | 0                     | \$4,200.00         | \$0.00                | \$4,200.00         | \$0.00                |
| Materials  | \$14,000           | \$1,400               | \$12,000.0<br>0    | \$4,800.00            | \$12,000.00        | \$4,800.00            |
| Professional<br>Development<br>(minimum 4%<br>per year)                  | \$5,600            | 0                     | \$4,200.00         | \$0.00                | \$4,200.00         | \$0.00                |
| Student<br>Access,<br>Transportation<br>etc.<br>(maximum 8%<br>per year) | \$11,200           | \$0                   | \$11,200.0<br>0    | \$0.00                | \$11,200.00        | \$0.00                |
| Evaluation<br>(about 4% per<br>year)                                     | \$5,600            | 0                     | \$5,600.00         | \$0.00                | \$5,600.00         | \$0.00                |
| Administrative/<br>Indirect Costs<br>(maximum 8%<br>per year)            | \$4,200            | 0                     | \$4,200.00         | \$0.00                | \$4,200.00         | \$0.00                |
| <b>Sub Total</b>   | \$128,600          | \$11,400              | \$125,200.<br>00   | \$14,800.00           | \$125,200.0<br>0   | \$14,800.00           |
| Totals   | \$140,000          |                       | \$140,000.00       |                       | \$140,000.00       |                       |

*Required: **One form D2 per site.** Please reproduce this page for each site included in the application.*

### FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

It is recommended that each applicant, including school districts, public entities, or government agencies, possess sufficient fiscal resources in order to start up and operate the program being requested for a period of up to three months.

Check this box if you are a public entity, (e.g., a local education agency, state college or university, community college, or a governmental entity), and identify your agency's funding source within your organization (e.g., budget line item number, account number, or any other applicable reference,) that will be used to start up and operate the program for up to three months:

Fairfield CSD At Risk/Potential Drop Out Categorical Funding (materials and after school funding)

Fairfield CSD Early Literacy Initiative Categorical Funding (materials/personnel)

Fairfield CSD Teacher Quality: Iowa Core Curriculum Categorical Funding (training)

Fairfield CSD Pence Elementary School SINA Categorical Funding (materials/personnel)

Check this box if you are a private nonprofit organization, private for profit organization, community-based organization, or Tribal Council. In this section, list and describe fiscal resources (cash, line of credit, emergency loans, etc) the agency has or can access to cover initial startup and operating costs, or as may be necessary for program operation. Fiscal resource information should be specific (e.g., bank or lender names; name of the holder of the account.)<sup>1\*</sup>

\* Note: If you do not have the financial resources available equal to the amount of funding you are requesting, you do not have the financial capacity for this project.

Agencies that do not have adequate fiscal resources on hand are eligible to participate in the application process. However, the applicant must describe in this section the agency's plan to secure the necessary fiscal resources for this program application.

\* Note: Agencies must validate their resources before any award can be made.

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## FORM E: MINORITY IMPACT STATEMENT

Pursuant to 2008 Iowa Acts, HF 2393, Iowa Code Section 8.11, all grant applications submitted to the State of Iowa which are due beginning January 1, 2009 shall include a Minority Impact Statement. This is the state's mechanism to require grant applicants to consider the potential impact of the grant project's proposed programs or policies on minority groups.

**Please choose the statement(s) that pertains to this grant application. Complete all the information requested for the chosen statement(s).**

- The proposed grant project programs or policies could have a disproportionate or unique **positive** impact on minority persons. Describe the positive impact expected from this project: Female students in gr. 3-5 historically underachieve in mathematics, while black students in gr. 3-5 historically underachieve in reading and in mathematics in FCSD.

**The CCP will support closing these specific achievement gaps through research-based literacy and mathematics interventions and through evidence-based family support programming. Females in math, and persons with disabilities and black underachieve compared to their non-disabled and non-black counterparts in reading.**

Indicate which group is impacted:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Women                     | <input type="checkbox"/> American Indians         |
| <input type="checkbox"/> Asians                               | <input type="checkbox"/> Latinos                  |
| <input checked="" type="checkbox"/> Persons with a Disability | <input type="checkbox"/> Alaskan Native Americans |
| <input type="checkbox"/> Pacific Islanders                    | <input type="checkbox"/> Other                    |
| <input checked="" type="checkbox"/> Blacks                    |   |

- The proposed grant project programs or policies could have a disproportionate or unique **negative** impact on minority persons. Describe the negative impact expected from this project:

Present the rationale for the existence of the proposed program or policy:  
Provide evidence of consultation of representatives of the minority groups impacted:

Indicate which group is impacted:

- |  |   |
|--|---|
| <input type="checkbox"/> Women                     | <input type="checkbox"/> American Indians         |
| <input type="checkbox"/> Asians                    | <input type="checkbox"/> Latinos                  |
| <input type="checkbox"/> Persons with a Disability | <input type="checkbox"/> Alaskan Native Americans |
| <input type="checkbox"/> Pacific Islanders         | <input type="checkbox"/> Other                    |
| <input type="checkbox"/> Blacks                    |   |

- The proposed grant project programs or policies are **not expected to have** a disproportionate or unique impact on minority persons. Present the rationale for determining no impact:

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge:

Name: \_\_\_\_\_

Title: Curriculum Director, Fairfield CSD

## **Definitions**

“Minority Persons”, as defined in Iowa Code Section 8.11, mean individuals who are women, persons with a disability, Blacks, Latinos, Asians or Pacific Islanders, American Indians, and Alaskan Native Americans.

*“Disability”, as defined in Iowa Code Section 15.102, subsection 5, paragraph “b”, subparagraph (1):b. As used in this subsection:*

(1) *“Disability”* means, with respect to an individual, a physical or mental impairment that substantially limits one or more of the major life activities of the individual, a record of physical or mental impairment that substantially limits one or more of the major life activities of the individual, or being regarded as an individual with a physical or mental impairment that substantially limits one or more of the major life activities of the individual.

*“Disability”* does not include any of the following:

- (a) Homosexuality or bisexuality.
- (b) Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.
- (c) Compulsive gambling, kleptomania, or pyromania.
- (d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.

“State Agency”, as defined in Iowa Code Section 8.11, means a department, board, bureau, commission, or other agency or authority of the State of Iowa.