

**Application Cover Page
21st Century Community Learning Centers**

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

Mail Applications to:

Jodi Bruce

Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146

jodi.bruce@iowa.gov

Address all questions to: vic.jaras@iowa.gov

APPLICATION INFORMATION			
Applicant Serving as Fiscal Agent (Applicant Agency) Yes: Fairfield Community School District			
County: Jefferson		Amount Requested: \$ \$140,000 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc.) Dr. Laurie Noll		Grant Contact/Project Director: Chuck Benge, Curriculum Director	
Agency Name: Fairfield Community SD		Agency Name: Fairfield Com. School District	
Address: 403 S. 20 th Street		Address: 403 S. 20 th Street	
City: Fairfield	Zip: 52556	City: Fairfield	Zip: 52556
Phone: 641-472-2655	FAX: 641-472-2169	Phone: 641-209-6704	FAX: 641-472-2169
Email: laurie.noll@fairfieldsfuture.org		Email: chuck.benge@fairfieldsfuture.org	
DUNS Number: 085-374-924			
Data Collection and Evaluation Contact: Margaret Kelly, Independent Contractor		Fiscal Contact: Robin Leonard, FCSD CFO	
Address: 913 W. Adams Avenue		Address: 403 S. 20 th Street	

City: Fairfield	Zip: 52556	City: Fairfield	Zip: 52556
Phone: 641-472-2912	FAX:	Phone: 641-472-2655	FAX:
Email: chuck.benge@fairfieldsfuture.org		Email: robin.leonard@fairfieldsfuture.org	

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/district-level/2017/01/2016-17-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated January 24, 2017, 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: Washington Elementary School
 - Free and Reduced Lunch Rate Percentage: 55%

- **Partnerships:** Application proposes to partner with a minimum of 3-5 community organizations as evidenced by signed Memoranda of Understanding (MOUs).
- **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 FY20 Request for Applications):
 - 70 number of children x 120 days x 7.50 either \$7.50 (just afterschool) or \$10.00 (Before and after school) per day = \$63,000 (total funding request for before and after school programs)

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

LEGAL STATUS OF APPLICANT

(Check one box below and provide appropriate agency identification information)

- City or City Agency
- County or County Agency
- State or Federal Agency
- State College or University
- Community College
- County Office of Education
- School District
- Tribal Council
- Military Installation
- Private Nonprofit Organization-
Number of years in operation _____
- Private For-Profit Organization
Number of years in operation _____

Enter Federal Employer ID Number: <u>42-6036453</u> OR Enter School District Code <u>161550</u>

(If applicable) Enter Child Care License #: _____
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REQUEST FOR COMPETITIVE PRIORITY

It is the responsibility of the applicant to request and provide documentation of competitive priority in scoring of applications. Below, please check the boxes for priority you are requesting and provide explanation of the documentation provided to substantiate your request. Examples of documentation are provided.

No. Application proposes to serve children and youth in ***schools designated "Priority" or "Needs Improvement" on the Iowa School Report Card. 5 additional points awarded***

Documentation: Washington Elementary is the feeder school for Pence and Fairfield Middle School. Both Pence and Fairfield Middle School has just recently moved to "Target" schools. We need this grant to sustain the improvements in our highest poverty attendance center.

Example of documentation: Look up your school on the Iowa School Report Card online at <http://reports.educateiowa.gov/schoolreportcard>.

X Application is **jointly submitted** as a collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity. This is adding to the Pence program. *5 additional points awarded*

Documentation: Original signature of joint applicant and Indian Hills Community College

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

Cover Page.....	1-3
Table of Contents.....	4
Proposal Abstract.....	5-6
Needs Assessment.....	7-9
CCP Project.....	10-12
Research.....	13
Management Plan.....	14-17
Communication.....	18
Existing and Growing Partnerships.....	19-20
Evaluation.....	21-22
Budget Narrative.....	23-24
Memoranda of Understanding or Letters of Support.....	inserted
Appendix A: Required Forms.....	25-33
Form A: Site Information.....	26
Form B: Assurances and Agreements.....	27-29
Form C: Collaborative Signatures.....	30-31
Form D1: Funding Requirements.....	32
Form D2: Budget Forms.....	33
Form D3: Applicant Agency Fiscal Resource Information.....	34
Form E: Minority Impact Statement.....	35
Form F: Non-Public Consultation Documentation.....	36-37

CCP Proposal Abstract

Need

	Prioritized Need	Priority Type	Instrument/Process	Stakeholder Analysis
#1	Reading	Academic: Cognitive	FCSD Data Protocol (FCSD DP)	School leaders, Board, CCP partners
#2	Mathematics	Academic: Cognitive	FCSD DP	
#3	Supervision	Family: Whole Child	Family Needs Assessment (FNA)	Bldg. leaders, CCP director, teachers, nurse
#4	Nutrition	Family: Whole Child	FNA	
#5	Transportation	Family: Whole Child	FNA	
#6	Social/Emotional	Family: Whole Child	FCSD DP, FNA	District & CCP leaders, Indian Hills, CCP partners
#7	STEM Enrichment	Academic: Cognitive	2016 Laborshed Report	

Fairfield’s Data Protocol includes the analysis of summative academic data: attendance, behavior, grades, state report card results, PBIS reports, and monitoring of improvement actions. FCSD has 5 CSIP goals that focus on reading, math, science, technology, and school culture and climate. All 7 CCP prioritized needs align to one of the 5.

Programming/Curriculum

- **Literacy** Interventions-Really Great Reading Interventions, and Wonders
- **Mathematics** Interventions-ST Mathematics and Illustrative Math Bata Pilot
- **Family Need:** supervision, nutrition, transportation, and adult classes
- **Enrichment** PLTW Launch and additional STEM activities
- **Social/Emotional Learning:** PBIS, Employability, Community Interaction, and service learning projects

Research

- **Literacy and Mathematics Direct Instruction**-Hattie’s effect size: .82 on explicit instruction by academic need: McGraw-Hill EDM games; ST Math; RGR and Wonders
- **STEM**-Hattie’s effect sizes of .59 on coop. learning and .72 on tchr/student relationships
- **Quantity of Instruction**- Hattie’s effect size of .84 on instructional quantity
- **Quality After School Programs**-Harvard Family Research Project’s findings on 3 key elements: sustained student access, quality programming, and strong partnerships.
- **Connection to School**- Hattie’s effect size of .53 on peer effects, which impacts student perception of school

Management/Sustainability

- **CCP Advisory**-consists of 2 joint collaborators, 2 staff; 2 parents, and one FCSD Board member. Meetings facilitated by grant coordinator occur every 6 weeks.
- **Transportation/Safety:** provides transportation for all sessions and field trips
- **Staffing:** all positions advertised and compensated. Site principal evaluates staff. Monthly status meetings w/monthly reports to building principal.

- **Sustainability**-alignment of programming and goals with annual and 5-year strategic planning. Action plan by program component on pg. 16-17

Communication

- Desired communication outcomes listed on pg. 18
- Monthly digital/hard copy newsletters to all families and FF Econ. Dev. Assoc.
- Digital, messaging via Infinite Campus for program communications
- Monthly CCP website publication and development
- Student recruitment efforts for all students gr. K-1, public and private
- Program instructor training and protocol reminders on a monthly basis.

Evaluation

- Contracted service for rigorous, evaluation in compliance with state/federal requirements as well as local instruments

Budget Narrative

- All budgeting falls within parameters of the ICCLC grant guidelines.
- Budgeting exemplifies coordination of services and long range planning to sustain supplemental programming.

Needs Assessment

2.1 Student/Community Needs Assessment

Free and/or Reduced Price Lunch Eligibility for Targeted Schools	
School	Eligibility: As % of total student pop. must meet/exceed 40%.
Washington Elementary	55%

Impact of Poverty: Stress. Hunger. Fear. Isolation. If a student or their parents are experiencing these real emotions, then learning will not occur. Psychologically, nutritionally, the impact of stress on learning is documented. Students in poverty may not have computers; they do not have rich learning experiences outside of school, and their health may suffer because there is no money to provide the nutrition they need to thrive. Hattie documents the effect size of home environment as .52. Research also supports the hypothesis that underachieving students become overachieving criminals, a phenomena supported in the School to Prison Pipeline theory (Teaching Tolerance 2013). Research also proves correlation between nutrition and healthy brain development in children, as stated in Food for Thought (Caviness 2009). In Jefferson Co., there are a limited number of accessible/affordable alcohol, drug avoidance, family mental health, daycare, and parenting programs. If programs exist, families may not have the awareness or means to participate. Fairfield seeks to fill this service gap by building relationships with local providers and coordinating efforts through CCP. Academics, supervision, food, transportation, employee development, and enrichment sum up comprehensive stakeholder needs. Student achievement and wellbeing of kids in poverty is the greatest need met by CCP.

Program Prioritized Needs: Data collected on family needs was combined with annual academic analysis to establish prioritized program needs, labeled **1-7**. **First** and foremost, CCP will increase student reading and mathematics achievement by serving the whole child with supplemental, research-based reading and then **2)** math intervention. The program will also: **3)** eliminate familial stress regarding after school student supervision (**student safety**); **4)** provide nutrition to ease financial burdens and continue healthy brain development; **5)** provide transportation to/from programming (**transportation**); **6)** social/emotional development for students and parents, **7)** enrich student learning with advanced STEM experiences that enhance critical thinking and applied mathematics skills (**enrichment**). The 7 goals position CCP as a service-oriented after school program that meets family and student needs (**accessibility**) in a **safe, accessible** environment for learning.

2.1.1 Student Achievement

FAST scores for Beginning of Year, Middle of Year, and End of Year

2016/17

Grade	BoY	MoY	EoY
Kg	72%	93%	94.17%
1st	78.74%	73.02%	72.13%

2017/18

Grade	BoY	MoY	EoY
Kg	74%	88%	92%
1st	83%	64%	73%

2018/19

Grade	BoY	MoY	EoY
Kg	49%	92%	91%
1st	76%	66%	71%

2019/20

Grade	BoY	MoY	EoY
Kg	70%	85%	COVID
1st	80%	69%	COVID

Academic needs are addressed in CCP program goals #1-2 Reading/Math.

2.1.2 Family Needs: When surveyed, families indicated that, in rank order, after school supervision, nutrition, and transportation were essential to improve family living. This data was collected through a district-created needs assessment that families completed. PBIS data and Connection to School student survey data was analyzed; from that leadership determined that social/emotional development in the realm of stress management and self-control was a priority. **Family prioritized needs are addressed in CCP program goals #3-6 supervision, nutrition, transportation, and social/emotional.**

2.1.3 Other Student Needs

Based on instructional, behavioral, and medical records data from 2015-17, trends indicate negative at risk student behaviors log higher than their non-at risk peers. **Other student needs are addressed in CCP program goal #6 Social/Emotional.** Areas of primary concern:

- School Attendance-PBIS goals and behavior reinforcement utilized in CCP
- Participation in learning activities during COVID.

- Leadership Development-Iowa Core Employability
- Food Insecurity-Collaboration with “Carry on Bags”, an organization that provides full meals over the weekend for families struggling to meet nutritional needs of families
- Medical Maintenance/Upkeep-Vision, Dental, and annual well-child check ups provided during summer school programming
- The District has opened a Food Bank on premisses

2.2. Stakeholder Engagement in Needs Assessment

Tool	Stakeholder Input	Stakeholders Involved	Prioritized Need Derived
Spring Academic Data Protocol	Summative building data, broken down by grade level and demographics	district admin, TLC leadership, teachers, Board	#1-Reading achievement #2-Mathematics achievement Overarching: SES vs. non-SES gap
Connection to School Survey (BoY, EoY)	Gr. 3-5 students	Pence, FMS building TLC leaders, at risk coordinator, CCP director, Trojans Unite PTO (summative only)	#6-Social/Emotional development: leadership/employability development
20120 Laborshed Report	Employers in the Fairfield and surrounding communities	District administration, Indian Hills CC	#7-STEM Enrichment w/employability skills training
Family Needs Assessment	Parents/Guardians of gr. K-1 students	Washington TLC leadership, CCP program director, principal, curriculum director, September	#3-after school supervision #4-nutrition #5-transportation
PBIS and Infinite Campus	Student attendance, grades, medical records, behavior	Washington TLC leadership and school Counselor	#6-Social/Emotional development: attendance, homework completion, regular vision/dental care

3. CCP Project

3.1 Aligned to Student Needs: All programming is **aligned with current student and family needs**. The CCP impacts reading and mathematics achievement for students in grades K-1 while providing **positive human relationships** with teachers and volunteers. **Effective programming** will target risk and protective factors while improving academics and social/emotional growth. The broadest goal for CCP is that all youth thrive in a safe, healthy learning environment, while contributing to the community. Time allotments reflect prioritized needs. 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.

Prioritized Needs Alignment	Time	Program Components ID A=academic E=enrichment F=fam. engmt	CCP Goals Aligned to Which Program Component(s)	Materials	Joint Collaborator/ Partner
Prioritized Need #1	25%	1. A -Research-Based Rdg Intervention 2. A/E -Home Work Help	1-Objective #1 2-Objective #6C	RGR: Blast, Boost, HD Word, Countdown; Wonders	1. Fairfield Public Library 2. Community Volunteers
Prioritized Needs #2, #7	35%	3. A/E - ST Math intervention; Launch, STEM enrichment	3-Objective #2/7	ST Math Intervention PLTW Launch IM activities	3. Trojans Unite
Risk and Protective Factors Prioritized Needs #3-6	40%	4. F -Decrease unsupervised time out of school 5. F -Nutrition USDA-approved snacks/meals 6. F -Employability via service learning 7. F -self management 8. F -PBIS	4-Objective #3/5 5-Objective #4 6-Objective #6B 7-Objective #6A 8-Objective #6A	4. CCP attendance 5. Play 360, MyPlate 6. Iowa Core Emp. Rubric 7. Mind Up 8. PBIS	4. All Partners 5. Hy-Vee, Lord's Cupboard, Park and Rec 6. CCP teachers, FF Chamber 7. Jeff. County Health 8. CCP teachers, GPAEA
<i>Community Need #6D: Family Engagement</i>	<i>Additional Time outside of CCP</i>	9. F-Adult Courses 10. F-Lit. Nights 11. F-Service Coord.	9-11. Objective #6D		<i>Washington Staff Trojans Unite PTO</i>
Project Focus		Schedule w/Time Priority			
After School 3:30-5:30pm; 2 hours 70 students 120 days		3:30-4:00 Snack/Reading Intervention 4:00-4:48 Risk and Protective Factors 4:48-5:30 Math Intervention/STEM			
Saturday 9-3 pm 6 hours; 70 students		9-10:10am Student Reading, Reading Interventions 10:15-11:15 Risk and Protective Factors 11:45-3:00 Lunch/ Math Intervention/STEM			
Summer School 8-12:30pm; 4.5 hours 220 students 35 days		8-9:12 am Reading Intervention 9:12- 10:24 am Risk and Protective Factors 10:24-12:30 Math Intervention/STEM/Lunch			

3.2 Program Variety: All students will participate in hands-on, engaging activities that promote academic achievement and whole child development. They will read weekly, think like mathematicians, utilize technology, build relationships, improve nutrition, manage emotions/behavior, and tackle fascinating STEM projects. **Services for ELL or special education students will be provided as academic supports financed outside of the CCP grant.** **Enrichment** is provided by our staff and partners: emotional/behavioral support, field trips, service learning projects, literacy/nutrition content provided by qualified professionals. Research-based programming will be used to achieve objectives. Materials include: **Math/STEM(A)**-Project Lead the Way Launch, ST Math Illustrative Mathematics; **Family Engagement/Enrichment:** Play360-wellness, MindUp-wellness, MyPlate-nutrition, Adult/Parenting Courses via Indian Hills Community College and other local resources; **Reading:** Really Great Reading Interventions, Wonders. Field trips, guest speakers, Read aloud activities, and empowering problem solving will be the focus to bring learning out of the classroom and into the community.

Prioritized Need	3.3 Program Goals 1-7	As Measured By...
Academic Goal : CCP students will achieve reading and math proficiency.(CSIP Goals1-2)		
#1 Objective	80% of all CCP students will achieve GL reading prof. or surpass 1 year’s growth on IA Assessments and FAST.	IA Ass. Reading FAST EoY Ass.
#2 Objective	80% of all CCP students will achieve GL math prof. or surpass 1 year’s growth on IA Assessments and ST Math.	IA Ass. Math Everyday Math EoY Ass.
Risk & Protective Factors Goal: All involved families will improve well-being. (CSIP Goal5)		
#3 & #5 Objective	80% of all CCP students will attain average daily CCP and school attendance of 80% or higher.	Infinite Campus
#4 Objective	80% of all CCP students will increase nutrition intake/activity levels from baseline to end of year.	Student nutrition logs and surveys
#6A Objective	Decrease Washington Elementary disciplinary referrals by 25%.	Infinite Campus
#6B Objective	80% of all CCP students will rank employability at a “3” or higher by May 2023.	BoY to EoY Employability Self-Reflection
#6C Objective	80% of CCP students will rate “positive outlook on school and relationships” above neutral on Spring CTS Survey.	Fall to Spring Connection to School Surveys 3-5
#6D Objective	All involved families will improve overall family well-being rating to at or above neutral, or at least 1 SD from baseline.	Parent Summative CCP Eval
#6E Objective	50% of all non-English speaking CCP parents will participate in 1 or more adult education course offerings.	IHCC Enrollment

Community/Technology Enrichment Goal: CCP students will be empowered to problem solve and collaboratively learn in the digital age. (CSIP Goal 3,4)		
#7 Objective	70% CCP students will achieve at or above grade level in quarterly classroom evaluations of engineering.	FCSD Report Cards

3.4 Cohesion of Programming CCP and School Day: Wonders, Illustrative Mathematics, ST Math, and Really Great Reading are foundational components of Fairfield’s guaranteed viable curriculum gr. K-5. Programs will be used to **supplement** class day instructional interventions. Nutrition programming aligns with Fairfield’s Nutritional programming, PE curriculum, and PBIS programming. PLTW Launch, our primary STEM enrichment component, aligns to NGSS science benchmarks and will be used to enhance engineering expectations. Connection to School student data is also used in the district’s at risk programming; goals, although differentiated, align to serve the greater good of student wellbeing. CCP adult education courses are planned in conjunction with ESL Title III grant opportunities. Alignment to CSIP goals in reading, math, science, technology, and school culture/climate are indicated on prioritized area goals in bold.

Engagement: CCP students, participate in Iowa State University Extension and Outreach activities, create programming for Family Fitness nights, and move to increase overall wellness. They make as real engineers do, and they celebrate as their reading and math achievement increases.

3.5 Extensive Experience in Coordinating Services: As FCSD is currently in its 3rd year of implementing an unfunded after school program, it has proven that successful, diversified programming is more achievable but **takes consistent funding to sustain student access**. FCSD has coordinated the .5 million dollar annual teacher leadership and compensation grant for 3 years, multiple STEM scale up grants, and state Title I, III, and II grants annually. FCSD also successfully enacts and operates the school wide voluntary preschool grant. TAG, At Risk, ESL, Drop Out, Special Education, and Title I services all operate with the priority of coordinating services so students, doubly or even triple-disenfranchised, have access to all necessary programming based on their individual needs.

4. Research

Risk & Protective Factors Goal: All involved families will improve well-being. (CSIP Goal 5)	
#3 Obj.	80% of all CCP students will attain 80% average CCP and school attendance.
#4 Obj.	80% of all CCP students will increase nutrition levels by end of year.
#6A Obj.	Decrease Washington disciplinary referrals by 25%.
#6B Obj.	80% of all CCP students will rank employability at a “3” or higher by May 2023.
#6C Obj.	80% of CCP students will rate “positive outlook on school and relationships” above neutral on Spring CTS Survey.
<p>Quality After School Programs: According to the Harvard Family Research Project’s meta-analysis, afterschool programs have “...the potential to impact a range of positive learning and developmental outcomes.” (HFRP 2008) The most critical components were: access to and sustained programs; quality programming; strong partnerships (HFRP 2008). The HFRP has evidence that the outcomes can be replicated. Durlak and Weissberg’s concluded positive benefits in: academics, behaviors, drug use, self-confidence, and self-esteem (2007).</p> <p>Mind Up: MindUp is derived from psychological theory and informed by research in the fields of developmental neuroscience (Diamond 2012), contemplative science and mindfulness (Roeser & Zelazo 2012), and positive psychology (Lyubomirsky, Sheldon, and Schkade 2005). <i>Enhancing Cognitive and Social-Emotional Development...A Randomized Controlled Trial</i>, authors concluded that MindUp students out performed students in other social emotional programs in all areas, including math (Schonert-Reichl et al. 2010).</p>	
Community/Technology Enrichment Goal: CCP students will be empowered to problem solve and collaboratively learn in the digital age. (CSIP Goal 3, 4)	
#7, 1 Obj.	75% CCP students will achieve at or above GL in Engineering on quarterly report cards; 80% of CCP student will achieve at GL in Math on IA Assessments
<p>PLTW Launch: Dr. Robert H. Tai, associate professor at the U of Virginia conducted a meta-analysis of the correlation of PLTW enrollment and science and mathematics achievement and perceptions. 12/17 studies concluded a positive impact on student scores. Tai says, “Out findings from this review show the strong, positive impact of PLTW on math and science achievement” (Tai 2012). The <i>Journal of STEM Education</i> published a meta-analysis by Kurt Becker, Utah State, that concluded that integrative approaches among STEM subjects have a positive effect on student achievement. In June of 2016, Betsy McCarthy concluded research in <i>Transmedia Activities: Engaging Families to Improve Child Math Achievement</i>, stating that engaging math activities improved student achievement in math and science.</p>	
Academic Goal : 80% of CCP students will achieve reading and math proficiency. (CSIP Goals 1-2)	
#1 Obj.	80% of all CCP students will achieve GL reading prof. or surpass 1 year’s growth on FAST Assessment.
<p>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</p>	

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 has an effect size of .9 (Hattie 2012).

5. Management/Sustainability Plan

5.1 Effective Staffing: A model for expanded afterschool programming will be based on current successful afterschool programming. CCP staff will apply, interview, and be selected on the same criteria TLC leaders do. Positions will be posted locally and state-wide. Teachers must be certified. Priority will be given to site and feeder building staff. To retain quality staff, personnel will be compensated commensurate to the work. **Posting:** grant director; interview and hiring: Washington Principal. **Evaluation/Termination:** Washington Principal and contracted evaluator. **Staff Supervision:** Washington principal and grant director will supervise all CCP employees and volunteers.

Professional Development: All FCSD staff receive data-driven professional learning monthly. CCP PD will be supplemental to district PD if the need is present. **Reading and Math:** Really Great Reading, Illustrative Mathematics, Wonders, Launch, and ST Math intervention training aligns with district PD goals. **Social/Emotional:** Leader In Me training will be needed. Grant director, building principal, and program coordinator will attend training offered by the Iowa Afterschool Alliance. Hired staff will receive quality professional development (PD) and systemic district support that transcends regular district PD. All teachers and associates will complete a 3-hour training upon entry into CCP. Returning staff will annually complete a refresher session to ensure programming fidelity. Volunteers will also be trained by the program coordinator. Based on grant director and principal walk throughs, formative CCP teacher feedback, instructional improvement will be ongoing. Program staff will be trained in CPR, first aid, universal precautions. All training held for all CCP staff will be posted. Summative CCP evaluative/programming data will be analyzed during the spring FCSD data protocol to prepare for district strategic planning and improvements for the upcoming year.

Leadership: Any significant program changes will flow through the CCP advisory. Day to day operations of the program are overseen by: building principal and program coordinator. Data collected for program monitoring are: walk thoughts, notes from staff meetings, and student/parent programming feedback. CCP leadership, before program enactment, will devise a procedures handbook which outlines training for staff, volunteers, associates, and essential communication for families. The handbook will outline regularly-scheduled partnership meetings and evaluations.

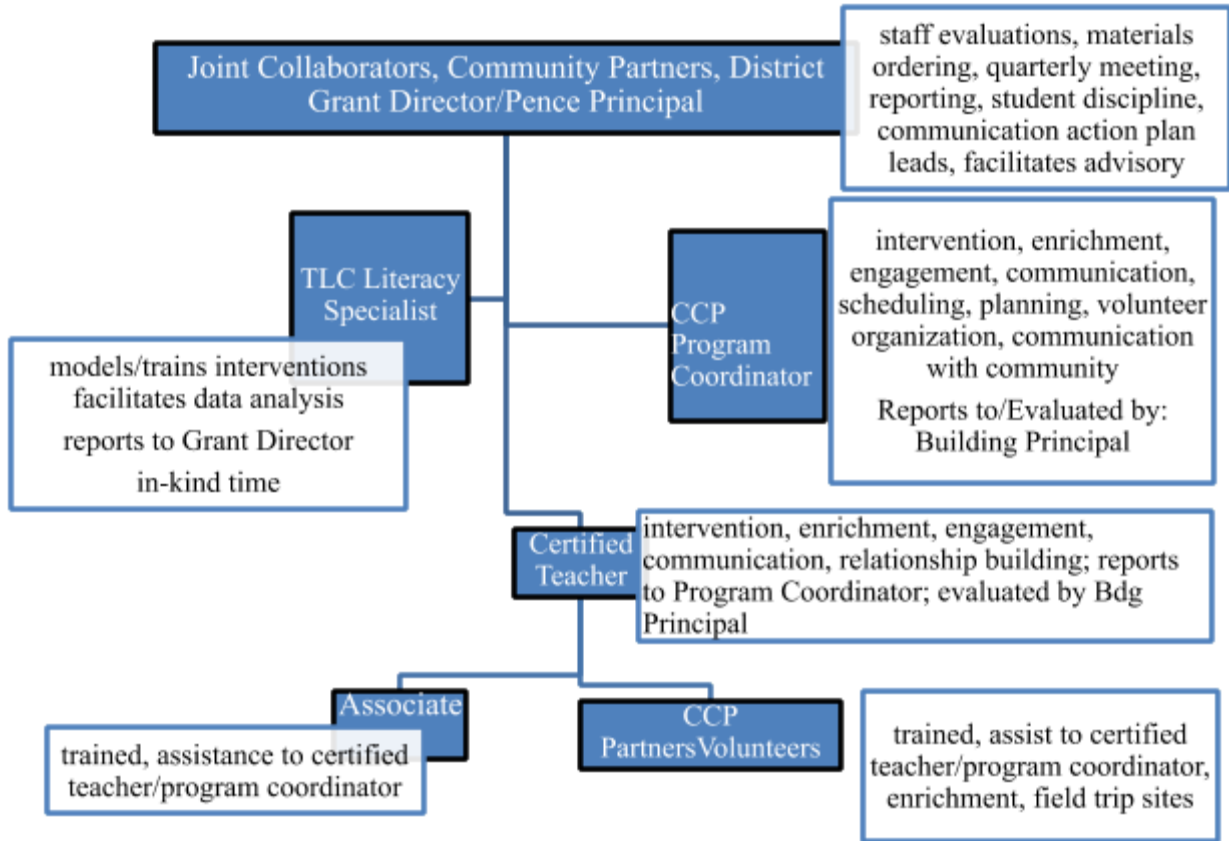
Integration of Academic Services: Building-wide data teams will share data with CCP in order to ensure students are grouped according to diagnosed reading and math needs on a monthly basis. Monthly staff meetings will be conducted by the program coordinator to ensure consistent programming, evaluation, instruction, and activity implementation. With assistance from the

literacy specialist and 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. Building principal will approve all field trips and outside of school activities. Students whose academic needs are greater than their non-identified peers will be provided academic supports: 504, IEP, ESL, Health Care plans.

Volunteers: Volunteers will be organized by the CCP program coordinator. Volunteers include: FHS student mentors, Trojans Unite (PTO), Iowa State University Extension, Cambridge Financial, members of the Fairfield Chamber of Commerce, and other community partners. All may provide learning experiences after school, on Saturdays, or during summer school. All volunteers will complete a 1-hour training session and pass criminal records checks before entering the CCP. Annually, returning volunteers will complete a refresher course facilitated by the building principal. To the extent possible, FCSD will utilize regularly scheduled PD days for volunteer training. Community partners are the lifeblood of the program; they will bring life experiences and perspectives to CCP students that transcend school or family life.

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 or building secretary. Students qualifying for transportation will be assigned a route. In-town bus stops will be utilized. 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 (**safety**). All vehicles are annually inspected and deemed safe for student transport. In terms of safe and accessible facilities and services, Washington Elementary is ADA compliant and passed inspection by the fire marshal. For the 2020-21 school year, it will have central air and an HVAC system to ensure air quality. Washington has an updated safety plan on file. Evacuation routes are posted. Routine drills will be enacted during CCP.

5.3 CCP Leadership Structure/Duties



CCP Advisory: CCP advisory will consist of 1 joint collaborator, 1 volunteer, 1 collaborative partners, 3 staff, 1 parents, and 1 Board member. The advisory will: review data, make program adjustments, observe the program, problem solve, and review staff/student 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 grant facilitator will continue budget management, and structure of program oversight and management. Strong collaborative relationships will be the foundation upon which the advisory links school to community.

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

Big Idea	CCP Sustainability Actions
Student Access to Quality Programming	<ul style="list-style-type: none"> ● Build knowledge of afterschool programming ● Include budgeting meetings with Title I, III, At Risk, TAG, Special Education, 504 coordinators to generate effective, integrative budgeting ● Continue pursuit of stand-alone grants for programming materials, i.e. Jefferson County Juvenile Courts System D-cat Board positive youth development funding, STEM Scale Up awards ● Focus acquisition on in-kind district contributions to comprehensive program development that aligns with strategic improvement. District in-kind: copier, electricity, accounting, payroll, general materials, building care, occasional transportation, and grant director time ● Maintain research base of best practice-align CCP programming to identified gr. 3-5 student academic and social/emotional needs ● Involve strong community partnerships in evolution of CCP ● Maintain a strong, educated CCP staff who builds and follows the program's vision
Positive Human Relationships	<ul style="list-style-type: none"> ● Train all gr. 3-5 staff on Understanding the Framework of Poverty ● Facilitate enhance teacher/family communication and invitations ● Establish adult classes and provide translators for non-English speaking families ● Coordinate services for families in crisis: food, shelter, clothing, supplemental medical care, ● Include the voice of the parent in CCP programming changes; think outside the school "box" to achieve effective family service ● Integrate adult education into family literacy and fitness nights, and ESL family nights, and Title I parent meetings
Strong Community Partners	<ul style="list-style-type: none"> ● Organization, clear, consistent CCP communication sustain active community partnerships ● Invite CCP leaders to partner board meeting, radio shows, newspaper interviews to share the word in realms outside of the school district ● Practice servant leadership and show appreciation and recognition to joint partners and community partners
STEM Enrichment	<ul style="list-style-type: none"> ● Access STEM scale up grants for Launch teacher training ● Access Juvenile Courts Positive Youth Program grants to maintain CCP STEM materials ● Communicate with community engineers: Agri-Plastics in particular.
Literacy/Math Achievement Gap	<ul style="list-style-type: none"> ● Integrate research-based, guaranteed viable curriculum and interventions in reading and mathematics into the CCP program ● Train teachers and associates on scripted reading and math interventions

6. Communication

Purpose: The two purposes of the communication plan is to provide 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, Board Members, building staff, and potentially other schools' students and staff. **Expected Outcome:** Positive community perception of district advanced student programming; enhanced, data-driven programming development, increased awareness of poverty's impact on learning.

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, Program Coordinator, or Building Principal 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.

Expected Outcome: Increased CCP student enrollment.

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 stakeholders will present at a Board meeting. Once a semester CCP advisory will meet with the students to collect feedback.

Expected Outcome: Increased CCP champions/advocates, community eagerness to partner with CCP

Marketing/Outreach Strategies: To sustain student and adult involvement, FCSD will advertise! Indian Hills Community College will partner for adult education classes. 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. **Expected Outcome:** Increased CCP student enrollment.

7. Existing and Growing Partnerships: In order to serve the whole child, CCP 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...for middle-classed families and above, but not for struggling families. 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 due to Washington's 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. Washington has started using PLTW Launch in the past 2 years.

Existing Partners Programming Contributions: Iowa State University Extension and Outreach has been providing programming 2 days a week. 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: Public Health, and Juvenile Courts; Fairfield Arts and Convention Center; Fairfield Area Chamber of Commerce; Fairfield Public Library, Elks Club, Indian Hills Community College ESL Department, the Lord's Cupboard, and Fairfield Park and Recreation, and Fairfield Arts and Convention Center. Each organization has contributed to the vision of CCP at one of the other sites (Pence), as well as investing in the economic future of our community by assisting in the development of our future employees and leaders. New partners **impact the grant by bringing new perspectives, connections, and experiences to our students. They enrich the lives of CCP participants.** Many additional organizations provide volunteer services or charitable donations throughout the year. We anticipate they will continue to support that program as well as the Washington site.

Type	Organizations
Contracted	Evaluator: Margaret Kelly- paid PLTW Launch Training: in-district, in-kind & STEM Scale Up Grant Literacy Intervention: in-district, in-kind
Joint Collaborators	Indian Hills Community College Iowa State Extension
Existing Partners	Iowa State University Extension and Outreach
New Partners	FCSD Food service, Trojans Unite-PTO, Fairfield Arts and Convention Center, MSAE elementary school, Indian Hills Community College, Fairfield Public Library, Jefferson County Health Department, Great Prairie AEA, Fairfield Chamber of Commerce, Fairfield Recreation Center, Lord's Cupboard, Hy-Vee,

8. Evaluation

In addition to the supplemental evaluations listed below, CCP Afterschool Program will evaluate using state-required instruments with regularity and fidelity. 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, and specialized focus group and staff surveys. The evaluator will utilize **NWREL Out of School Time Program Evaluation Instruments.**

Evaluation Instrument. The local contracted 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, serves on the Great Prairie AEA Board, and has worked with the Iowa Department of Ed. On 21st Century Iowa Core development. Kelly will utilize the instruments in measuring all facets of effectiveness, perception, and need. A combination of digital, hard copy, and focus group interview questions will be archived and their data converted into electronic format for analysis using software provided by Google. Evaluation will be conducted as scheduled:

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 Survey-Fall, Spring	Connection to School
Parent Survey-quarterly	NWREL Survey
Student Participant Survey qtrly w/summative	NWREL Survey
Student Participant Focus Group: bi-annually	NWREL Survey
Teacher Survey: quarterly	NWREL Survey
Attendance: weekly, quarterly	Infinite Campus
Academics: bi-weekly, quarterly w/summative	FAST and Infinite Campus
Parent Focus Group: bi-annually	NWREL Survey
Staff Survey: quarterly	NWREL Survey
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 input. 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 2 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 upon approval of the advisory.

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: All staff funding is to enrich currently existing program coverage. 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. Washington 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 and family literacy/fitness night 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 kits, science lab supplies, volunteer and staff handbook printing, supplemental literacy intervention materials, individual reading books, art supplies, 3-D printing materials, and incidental materials such as paper, pens, markers, erasers, and glue; as well as construction materials for the miniature golf course.

Professional Development 4% (\$5,600/year): *Please refer to pg. 10 Professional Development for PD costs that will be absorbed by the district.* Volunteers for CCP will complete a

specially-designed 3-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, Everyday Math Games, ST Math, Iowa Core 21st Cn, Mind Up, MyPlate, 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 and an identified parent need. 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 10 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 Washington 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.

Appendix A: Required Forms

Forms should be reproduced, completed in full, and submitted with the application. Any redesign, alterations, changes, or modifications will warrant disqualification from the grant review process and eligibility.

FORM A: SITE INFORMATION

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

21CCLC Site Name: Washington Elementary School		
Site Address: 400 East Madison		
City, State, Zip: Fairfield, Iowa 52556		
Phone: 641-472-2110		
Site Contact Person: Chuck Bengé		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program

(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 21st 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 21st Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I school 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 21st 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 21st Century Community Learning Centers Program was given notice of this applicant's 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.

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 on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Fairfield Community School District

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 st Century Community Learning Centers-Funded Site	Site Name
	Washington Elementary School

FORM C: COLLABORATIVE SIGNATURES

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.

Applications only allowed up to three (3) additional pages for signatures.

Name/Signature	Agency Affiliation	
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
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	City/Zip	Phone

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

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

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

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 290

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

Site: WashingtonElementary 1000 6th Street Fairfield, IA

Applicant Agency: Fairfield CSD 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 annually; 870 over 3 years

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$83,800	\$10,000	\$83,800	\$10,000	\$83,800	\$10,000	\$281,400
Staff Travel	\$4,200	0	\$4,200	\$0.00	\$4,200	\$0.00	\$12,600
Materials	\$14,000	\$1,400	\$12,000	\$4,800	\$12,000	\$4,800	\$49,000
Professional Development (minimum 5% per year)	\$5,600	0	\$4,200	\$0.00	\$4,200	\$0.00	\$14,000
Student Access, Transportation etc. (maximum 8% per year)	\$11,200	\$0	\$11,200	\$0.00	\$11,200	\$0.00	\$33,600
Evaluation (maximum 4% per year)	\$5,600	0	\$5,600	\$0.00	\$5,600	\$0.00	\$16,800
Administrative/ Indirect Costs (maximum 8% per year)	\$4,200	0	\$4,200	\$0.00	\$4,200	\$0.00	\$12,600
Totals	\$128,600	\$11,400	\$125,200	\$14,800	\$125,200	\$14,800	\$420,000

Required: One form D2 per site. Please reproduce this page for each site included in the application. **NOTE:** This is a projected budget and you can make line item adjustments when approved by IDOE. See the budget guide for more information.

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)
(materials/personnel/training)

Governor's STEM Scale Up Award: Launch Training

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.)^{1*}

* 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.

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, blacks, and Hispanics in gr. 2-5 annually underachieve in mathematics, while black and Hispanic students in gr. 2-5 annually underachieve in reading and mathematics in FCSD. Furthermore, FCSD identifies Hispanic and black students for remedial reading services at a disproportionate rate due to their underachievement in reading. The CCP will support closing these specific achievement gaps through research-based literacy and mathematics interventions and through evidence-based family support programming. Supplemental instruction in the core content areas and family assistance with supervision will have a positive impact on identified subgroup student achievement. Indicate which group is impacted:

- Women
- Persons with a Disability
- Blacks
- Latinos
- Asians
- Pacific Islanders
- American Indians
- Alaskan Native Americans
- Other: Hispanics

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:


- Women
- Persons with a Disability
- Blacks
- Latinos
- Asians
- Pacific Islanders
- American Indians
- Alaskan Native Americans
- Other

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: Chuck Benge
 Title: FCSD Curriculum Director

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

	Private School Consultation Meeting Log
	Date: December 9, 2020 Time: 2:00-2:10 pm Location: Via phone

Meeting called by: FCSD, Chuck Benge **Type of meeting:** Phone call
Attendees: (Attach attendance sign-in sheet) Chuck Benge, Richard Beall,

----- Agenda Topics -----		
Welcome [Richard Beall] [November 22, 2017]		
<u>Discussion:</u> <u>Re: Gr. K-1 participation/invitation in CCP, schedules, content, needs assessment's role in programming, attendance goals</u>		
<u>Conclusions:</u> <u>MSEA will participate.</u>		
<u>Action Items:</u> share schedules, meet with Director this summer for sign up/information sharing, share positions with elementary MSEA teachers	<u>Person responsible:</u> <u>Chuck Benge</u>	<u>Deadline:</u> June 30, 2021
Resources for Non-Public Schools [Chuck] [15 minutes]		
<u>Discussion:</u> <u>Nutrition, academic intervention in reading and mathematics, enrichment with STEM activities, supervision of students between school end and parent work-end times.</u>		
Questions		
<u>Discussion:</u> <u>N/A</u>		

Outcome of Consultation Participation (check the appropriate box)	The private school <u>will</u> participate.	The private school <u>will not</u> participate.
	X	

Other Information

Resource persons:	Chuck Benge
Special notes: n/a	Participate on Site: Washington Elementary Students Served: 10

Note: This is not an official U.S. Department of Education document. Adapted with permission from NCLB *Private School Services, Local Education Agency Resource Guide, A Handbook for District Administrators*, Orange County, Calif., Department of Education, 2006. **Note: Outcomes for your consultation: A) Services will be provided, name site, and number of children to be served:**

Site: Washington Elementary

MSAE Students Served: 10

Staff Signature:

Position:

Date: 12/9/2020