

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

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APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)
ISU Linn County Extension (legally identified as Linn County Agricultural Extension District)

County: Linn		Amount Requested: \$223,425 (Total Form D1)	
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Is this an application for a continuation grant? (Check yes or no): Yes No

LEGAL STATUS OF APPLICANT

The STEM Academy

This application is submitted by Linn County Agricultural Extension District and the Cedar Rapids Community School District – McKinley Middle School.

McKinley is a school of free/reduced lunch rate of 53.9 percent and is also a School In Need of Assistance (SINA).

McKinley is Title 1 eligible.

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PROPOSAL ABSTRACT

Identity of Applicant/Agency or Organization: Our letter of intent identified as ISU Linn County Extension is legally identified as Linn County Agricultural Extension District, more commonly called Linn County Extension (LCE). LCE is supported with this application by McKinley Middle School (MMS) and the Cedar Rapids Community School District (CRCSD).

Documentation of Priority Status: This project meets the priority status – according to Department of Education (DOE), MMS is listed on the Iowa School Buildings Meeting the 40% free reduced lunch list and the SINA list as well both through the DOE website. While MMS is a title eligible school, CRCSD only uses title dollars for elementary buildings. This application is submitted jointly with MMS and the CRCSD. LCE is acting as fiscal agent for the project.

Expected Measurable Outcomes

1. Increase participant scores by .5 point annually in the Hope category of the Gallup Survey (<http://www.gallupstudentpoll.com/home.aspx>). Base line surveys are conducted at the beginning of each program year and conclusion of summer programming.
2. Increase the number of students scoring in the proficient and advanced standard score range on the Iowa Assessment Math test by 3% based on the 2011-12 baseline data as measured by the math subtest of the Iowa Assessment using National Standard Score (NSS). Data collected by Building Administration and tracked by paid Evaluator. This goal is similar to goals found in the MMS Improvement Plan.
3. Decrease participant office referrals through a strong family literacy engagement program by 10%. An annual survey will occur with participating families gauging their perceived level of school involvement as it relates to student office referral. The paid Evaluator position will also track office referrals of participants. The Positive Behavior Interventions and Supports (PBIS) program used in school will also be used with The STEM Academy. This goal also is found in the MMS Improvement Plan.

Program Summary

“...high-quality, well-managed and structured (out-of-school time) opportunities can help youth develop critical academic, social and emotional attributes and skills, especially if offered consistently and persistently over time.” 30 Susan J. Bodilly, et al., *Hours of Opportunity, Volume 1: Lessons from Five Cities on Building Systems to Improve After-School, Summer School, and Other Out-of-School-Time Programs*, RAND Education, 2010

Our program, The STEM Academy will feature the very things mentioned in “Hours of Opportunity”, by Bodilly. MMS is challenged with negative student behaviors and low academic achievement. Although MMS a new Learning Lab (formal tutoring program, where support is primarily given to homework completion) at risk students have few additional options during the after school time where family is also part of programming.

LCE and the UWECI of East Central Iowa (UWECII) and McKinley through this application are building on a 2 year partnership of providing programming in the summer for students at MMS focused only on Science and Engineering. The Summer STEM Academy gave students lunch and educational experiences – but needs to provide breakfast, snacks, a consistent site director, and additional transportation to allow full youth participation. Through this grant, the summer program will have additional structure and be able to deal with transportation barriers to increase student participation. The STEM Academy, will allow 45 students the opportunity to take their learning further by providing learner-centered hands-on projects, access to mentors for homework support, micro business experiences, and enhanced access to technology and decision making opportunities. Youth participants will have many ways to add their voice to the program through their oversight of a portion of the budget for them to plan explorations/projects in arts and physical literacy to peak their interests.

Family engagement is such a critical part of this project, that a staff position is dedicated in our staffing plan for The STEM Academy. In the first year, the program for parents will focus on cooking as a family and reading recipes. During the first year a program board will be formed and this group will give direction to future family literacy events. CRPL is a key partner committed to supporting the recruitment of a volunteer literacy team to support families at The STEM Academy. Parents of The STEM Academy students will engage in learning new literacy skills to support better communication with their child and school staff. Parents will learn ways to have low/no cost fun as families and learn how to use technology from their middle school student. Parents will also learn practical strategies for supporting their student academically at home.

The STEM Academy will provide an extended summer experience and after school program during the school year and with extended hours during early release Wednesdays and Friday during the winter. The program will build on the Learning Lab program (homework help) established at the school. The STEM Academy will focus on practical experience for youth in the areas of Math and Technology – topics usually not presented during the summer educational program.

We will provide high quality professional development training to AmeriCorps staff, Mt Mercy University Social Work interns, and volunteer foster grandparents in the areas of: supporting math, project based learning, experiential learning, growth and development of middle school youth, and positive behavior skills. We will seek partners in the community that can support arts and physical literacy to engage youth in new opportunities.

Partners in the project include: CRCSD and MMS, Mount Mercy University, UWECI of East Central Iowa, CRPL, Regional Economic Development Institute (Red-I) and Foster Grand Parents.

STUDENT NEED

MMS is located in the Wellington Heights Neighborhood of Cedar Rapids, Iowa. Cedar Rapids has some interesting household demographics which begin to shed light into the Wellington Heights Neighborhood.

Household Demographics¹

County	Total Family Households w/ Children under 18 years	Household Types w/ Children under 18 years	Total Family Households w/ children under 18 yrs. that are below 100% FPL (<\$19,999)		Family Households w/ children under 18 yrs. that between 100- 250% FPL (\$20,000-\$49,999)		Family Households w/ children under 18 yrs. that are above 250% FPL (\$ 50,000+)				
Linn	26,547	Married Couple/ Both Parents	305	3,172	12%	2,503	6,392	24%	15,442	16,983	64%
		Single Dad	391			903			713		
		Single Mom	2,476			2,986			828		

Combined census data using zip codes shows that 65% of the households in the middle school are female led households with children ages 6-17. The neighborhood was chosen because of key risk factors: The educational achievement of the Wellington Heights community lags far behind the rest of Cedar Rapids – 34.8% of the community has less than a high school education compared to 7.9% of Cedar Rapids. 13.2% of Wellington Heights has a High School Diploma/Equivalent compared to 28.2% of Cedar Rapids.²

UWECII dashboard data indicate residents' need for affordable out of school learning activities that support academic achievement. Parents expressed they do not have the resources available to provide meaningful options for their children while they work. The same source also shows the gap of math achievement for students from well off families and students from low resource families continues to widen.³ These indicators signal the need for additional resources supporting the families with the most challenges at MMS.

Hope, Engagement and Wellbeing

Hope, engagement and wellbeing data was collected by Cedar Rapids Schools through the Gallup Student Poll during the fall of 2013. This data is a better predictor of academic success than standardized tests used for entrance exams, such as ACT tests.⁴ Youth ranked themselves on the following statements related to Hope:

- I know I will graduate from high school
- There is an adult in my life that cares about my future
- I can think of many ways to get good grades
- I energetically pursue my goals
- I can find lots of ways around any problem
- I know I will find a good job after I graduate

Results of survey showed:

¹ Source: US Census; American Community Survey; Data Set: 2005-2009 American Community Survey 5 year estimates

² Source: <http://www.city-data.com/neighborhood/Wellington-Heights-Cedar-Rapids-IA.html>

³ Source: <http://unitedwayofeastcentraliowa.org/wp-content/uploads/2011/10/Education-Indicator-Dashboard.pdf>

⁴ Source: <http://www.gallupstudentpoll.com/121082/About-Us.aspx>

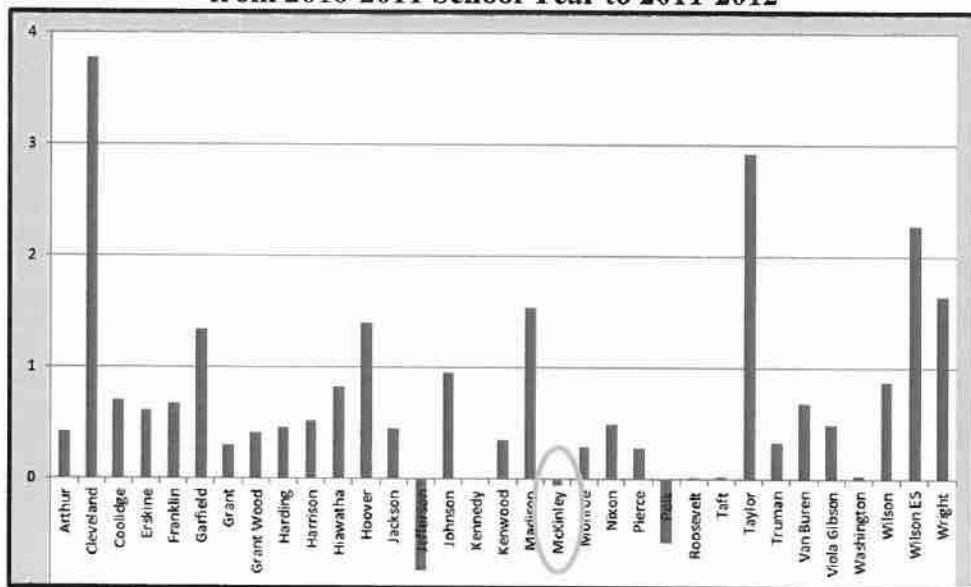
- 34% of McKinley students were labeled “stuck” and/or “discouraged” when completing the Hope assessment.
- A need for parent education/engagement has been document by building administrators, with 15% of families at MMS needing educational supports
- Students at the time of writing this application are completing a Google Docs surveys to give input into summer science academics as well as input into the physical literacy and the voice and choice section of this proposal
- While McKinley does have short term after school opportunities, there is still a strong need to provide consistent year round engagement for at-risk students and their families.

According to the building principal, the school provides a secure space (with doorbell entry system) for youth and families to participate in activities focused on learning. The building does have a track record of hosting community based STEM events – as seen by hosting an iSTEM event with Mrs. Iowa in June 2013.⁵ The building is equipped with an elevator – to meet potential needs of students with physical challenges. Students are brought to school either through school bus, city bus, or by family car. The school does provide a late bus – leaving the school at 4:00pm.

District/Building Needs

- The CRCSD is a District in Need of Assistance along with MMS being a School in Need of Assistance⁶
- Iowa Department of Education shows that MMS is a 5th year SINA in Annual Measurable Objectives (AMO) with math and a 9th year SINA in AMO with reading. (Only elementary schools in Cedar Rapids are title schools.)
- According to School data for 2012-2013 average daily office referrals 4.99
- According to School data for 2012-2013, 29% of 7th grade students are not proficient in Math
- According to School Data for 2012-2013, 33% of 8th grade students are not proficient in Math
- 53.9% of students attending school is eligible for free/reduced lunch⁷
- School Improvement Plan notes clear need for additional support around social skills/21st Century skills for low income students

Increase in Average Daily Attendance of K-12 Cedar Rapids Community Schools from 2010-2011 School Year to 2011-2012



⁵ <https://www.facebook.com/MrsIowaInternational2013LasheilaYates>

⁶ Source: <https://www.educateiowa.gov/sites/files/ed/documents/2013-2014IowaSINASchools.pdf>

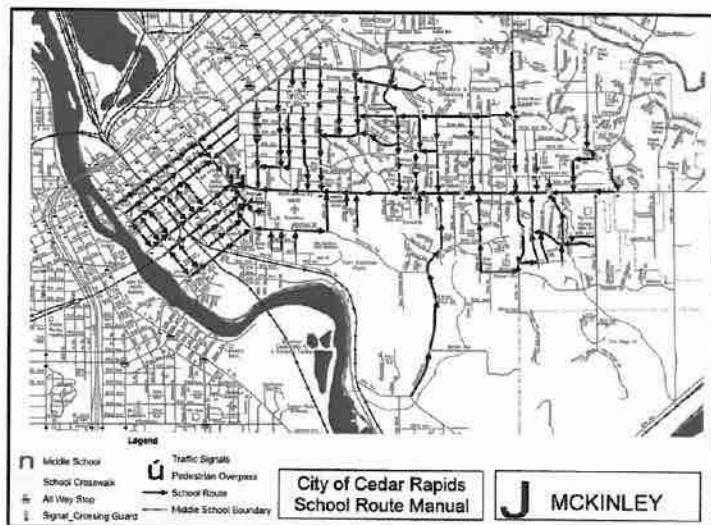
⁷ Source: <https://www.educateiowa.gov/document-type/building-level-1>

PROJECT

This project will build on two years of previously funded summer academic programming with partners. Our project will expand a collaborative effort that has provided a summer STEM academy into a year round program for 45 students and their families.

The Summer STEM Academy is a partnership with the UWECI of East Central Iowa (UWECI), MMS, and LCE. The partnership began with a goal: To provide the same quality hands on learning experiences to which youth from more affluent families have access. The Summer STEM Academy started as a pilot in 2012 and expanded to a program in 2013. AmeriCorps members provided leadership for the program. UWECI generated funds that supported summer learning, field trips, and lunch for 45 students. LCE provided curriculum and leadership for evaluation tools. Plans are ongoing for Summer STEM Academy 2014. Students are recruited by teachers and administrators with first priority given to those students with highest academic need.

Partners in The Summer STEM Academy feel that the quality of our current program would be strengthened, creating long-term impact on the lives of youth, if 21st Century funding could support year-round programming. The summer program would be enhanced by employing a site director, breakfast and the resources to strengthen what youth view as “fun” in summer by including physical literacy and the arts. In previous years, one-fourth of students attending Summer STEM Academy would walk home several miles in 100+ degree temperatures. The students and families living in the MMS boundary have a huge transportation challenge. MMS is one of the three largest school districts, having a size larger than 12 square miles. Transportation for our program fully utilizes all allowed dollars to remove barriers. Youth will be asked to use the bus pass system, that upon returning home, families call our cell phone to let staff know of safe arrival.



The LCE serves as applicant for this proposal. LCE previously served as an applicant for the successfully funded 2008-2013 Johnson Elementary 21st Century Community Learning Center Grant (STARS). During the project's time at Johnson Elementary School, the building was removed from the SINA list in the area of math. UWECI has also partnered with LCE for the past thirteen years on other grants and special projects relating to improving the quality of life for families with low resources.

Key staff members with this application include LCE Director Diane Hagarty and Urban 4-H Program Youth Specialist Ann Torbert. Diane has over 25 years' management experience in the public/non-profit sector. Of this time, she has dedicated twenty years to making lives better for low-resource youth and families. As Director of a Foster Grandparent Program in Floyd and Cerro Gordo Counties, she placed low-resource Foster Grandparents in classrooms to provide tutoring and mentoring to children with special needs. As Director of

⁸ Source: <http://www.cedar-rapids.org/government/departments/public-works/trafficengineering/trafficsafety/schoolsafety/Documents/McKinley.pdf>

MYEP in Johnson County, she partnered with Iowa Department of Education, Iowa Workforce Development, Iowa Department of Juvenile Justice, and Johnson County MHDD to develop programs for low-resource and special needs youth, after school and summer program for teens with developmental disabilities. Most recently, she served as V.P. of Grants & Special Projects for a HUD-subsidized 183 apartment complex in Cedar Rapids. Her strengths include the areas of financial management, fund raising (grants, special events, and individual donor solicitation), and board development, along with an MBA degree.

Ann Torbert provides support to out of school professionals through staff development, program design and evaluation. She has been a member of UWECI Education Solutions Team as well as a long term member of CRCSD Citizen Advisory Committee. Ann provided leadership for the STARS funded project. She has recently presented state/national training workshops to out of school program leaders in evaluation and project based learning. She has been with the position fifteen years and holds a Bachelor's degree in Child, Parent, Community Services – Youth Specialty and a MSE in Community Counseling.

Moving to a Year Round Program

The School year STEM Academy will operate Monday-Thursday, 3:00pm to 6:00pm and on early release days (which average two days per month) 12:30pm to 6:00pm. The program will expand hours during winter months and add Fridays from 3-6 to their schedule. During the summer, The STEM Academy will operate from 8:00am to 4:00pm Monday-Friday. Breakfast and lunch will be served daily during the summer program. Snacks during the summer program will be available as well as during the school year program through the Afterschool Nutrition Program. School District Nutrition staff will finalize details and which program best fits our needs upon receipt of grant.

Project Goals:

1. Focus on increasing participant scores by .5 point annually in the Hope category of the Gallup Survey <http://www.gallupstudentpoll.com/home.aspx>. All students in The STEM Academy will complete pre/post assessments annually.

LCE, who will provide leadership for The STEM Academy, is well suited according to research base and youth development practices, to address the questions relating to caring adults, goal setting and perseverance in problem solving. Evaluation tools used in summer programs will be added to our total data collection process. Our program design will include strategies that encourage participants to engage with the community, set goals, and increase problem solving skills in an effort to improve their individual Hope Score. Service Learning will be one of the key ways to showing participants the value of subjects they are learning in school, teaching social skills and at the same time solving a problem in their community.

2. Increase the number of students scoring in the proficient and advanced standard score range on the Iowa Assessment Math test by 3% based on the 2011-12 baseline data as measured by the math subtest of the Iowa Assessment using National Standard Score (NSS). Data collected by Building Administration and tracked by paid Evaluator. This goal is similar to goals found in the MMS Improvement Plan.

Our academic program during the school year will focus on practical uses of math, technology and service learning. Currently, MMS offers an after school tutoring program. The tutoring that STEM Academy will offer supplements educational programming. Foster Grandparents will be available for one-on-one math support and project support. Through the Summer Program, youth will participate in field trips to science focused sites and use math/technology activities. For the year-round program, engaging community partners in small business development will be a new focus – showcasing math skills. The Regional Economic Development Institute (RED-I) is engaged to support a focused youth entrepreneurship program. The RED-I Network membership represents a wide variety of businesses and business leaders from their twenties through senior adults.⁹ Using the Iowa State University Youth Marketplace curriculum and additional materials, students will complete team

⁹ <http://www.red-i.org/>

work challenges with their Red-I Mentors. These materials allow students a ‘hands-on’ experience that teaches the basics of starting a business.¹⁰

The UWECI Educational Program will continue to focus on science, technology, and engineering. Youth participants will attend field trips that encourage contact with role models in STEM careers. A “technology chat” program will be encouraged to keep youth connected to those in STEM roles.

3. Decrease participant office referrals through a strong family literacy engagement program. An annual survey will occur with participating families gauging their perceived level of school involvement as it relates to student office referral. The paid Evaluator position will also track office referrals of participants. The Positive Behavior Interventions and Supports (PBIS) program used in school will also be used with The STEM Academy.

According to an article, **MetLife Afterschool Alliance March 2008¹¹**, family engagement is the missing key to strengthening attendance and achievement. Studies show when parents and family members are involved in schools, children benefit, schools benefit, and families benefit. This involvement can also decrease office referrals. The Academy also shares that view. We believe so much in family engagement that one position is funded through the grant. This position supports family members at MMS, organizes family events, and creates a volunteer process for The STEM Academy.

First year family literacy will revolve around reading recipes and preparing meals with instruction provided by ISU Extension Nutrition Assistants. Additional components will be a literacy program for adults involved with the program provided by Cedar Rapids Public Library (CRPL). A key component of the program for adults is creating a parent library through donated books at MMS, managed by The STEM Academy families. Using partnerships with the CRPL, a volunteer literacy team is recruited, providing reading and literacy support for the families. This volunteer support includes: completing job applications, learning how to use our new library, and strengthening reading skills.

In years two and three a team consisting of a classroom teacher, administrator, site director, a Family Engagement Coordinator, and current family members will design literacy events that reflect the interests of families. The STEM Academy proposes to locate paid staff at MMS. A teacher stipend is included in the grant request to insure connection between the school year activities and the STEM Academy. The teacher will meet quarterly with the site director, plan and present programs to families, and professional development for volunteers. The site director will participate in conversations relating to IEP’s, with parent approval.

School Day and The Stem Academy Connection¹²: The program will connect to the following areas of the school day: Social Emotional –Demonstrating Respect, Goal setting and organization, managing emotions, making sense of math problems, and using technology. The teacher stipend also ensures solid connections.

Youth and their families will create two goals for their involvement in the program. One goal will focus on building hope and one on improving academics around math. Each quarter, youth and their families will get feedback on their efforts. AmeriCorps staff will have family meetings sharing success and conversations around how to strengthen weaknesses.

To keep students engaged, a Youth Board will be created. Budget dollars will be established for this portion of the program with oversight for those dollars provided by the students.

¹⁰ <http://www.isupjcenter.org/programs/youthmarketplace/>
<http://www.isupjcenter.org/programs/youthmarketplace/teachers/resources.cfm>
<http://new.4-hcurriculum.org/projects/entrepreneur/>

¹¹ Source: http://www.afterschoolalliance.org/issue_briefs/issue_parent_involvement_32.pdf

¹² Source: http://www.cr.k12.ia.us/aboutUs/curriculum/ms_expectations.cfm

RESEARCH BASE

Iowa State University Extension and Outreach 4-H (ISUEO 4-H) educational experiences empower youth to reach their full potential through youth/adult partnerships and research-based experiences. ISUEO 4-H draws on the knowledge and research base of Iowa State University and higher education institutions from across the nation and integrates youth development and experiential learning principles within programming.

Longitudinal youth development research shows that youth engaged in educational 4-H learning experiences are: 3.4 times more likely to actively contribute to their communities, shown to have had significantly lower drug, alcohol and cigarette use than their peers, earn better grades, higher levels of academic competence and an elevated level of engagement at school.¹³

STEM: The online article, *STEM Learning in Afterschool: An Analysis of Impact and Outcomes*,¹⁴ summarizes evaluation studies with a particular emphasis on girls and minorities, populations that as adults are “greatly under-represented” in the STEM fields. The studies identify the benefits of STEM education through afterschool programming. Those benefits are consistent with the goals and intended outcomes of the proposed grant application to increase STEM math and computer skills, communication, teamwork and problem solving.

Project Based Learning (PBL)¹⁵: The activities engage groups of students working together toward a common goal, an approach that is similar to the type of learning and work that people do every day outside of the classroom. PBL teaches 21st Century skills that are consistent with the focus of this grant application: communication and presentation skills, organization and time management, research and inquiry, and group participation and leadership. Many resources are available to provide guidance when incorporating PBL into the afterschool program proposed in this grant.

Entrepreneurship: An online article *Encouraging Future Innovation: Youth Entrepreneurship Education*¹⁶ cites a 2001 report by the D.C. Children and Youth Investment Corporation Logic Models and Outcomes for Youth Entrepreneurship Programs. It refers to positive outcomes that are consistent with the intended outcomes of this grant application:

- Improved academic performance, school attendance, and educational attainment
- Increased problem solving and decision making abilities
- Improved interpersonal relationships, teamwork, money management, and public speaking skills
- Enhanced social psychological development in self-esteem and self-efficacy

The Gallup Student Poll has harnessed years of research and development and distilled three key indicators of student success into a single metric. The poll adds clarity to the discussion around the purpose and utility of non-cognitive measures and their relevance to student success. The poll measures student hope for the future, engagement with school, and wellbeing, factors that have been shown to drive students' grades, achievement scores, retention, and future employment.

Service Learning – Benefits for Youth Participants¹⁷

Youth who participate in high-quality community-based service-learning are likely to:

- increase opportunities they need to grow up to be healthy, caring, and responsible
- increase sense of self-efficacy and learn they can impact real social challenges, problems, and needs
- earn higher academic achievement and interest in furthering their education
- enhance problem-solving skills, ability to work in teams, and planning abilities
- enhance civic engagement attitudes, skills and behaviors

¹³ Source: <http://ase.tufts.edu/iaryd/researchPositive4H.htm>

¹⁴ Source: <http://www.afterschoolalliance.org/STEM-Afterschool-Outcomes.pdf>

¹⁵ Source: <http://www.pbl-online.org/>

¹⁶ Source: <http://bit.ly/4hinnovation>

¹⁷ Source: <http://www.servicelearning.vcu.edu/files/2012/02/benefits.pdf>

MANAGEMENT PLAN

Oversight for the academy will be provided by the Urban 4-H Program Specialist. Budget oversight will be provided by County Extension Education Director. The County Extension Education Director has a strong background in fundraising and will provide direction and guidance for sustainability of the project.

Staffing

Site Director: Recruiting of high quality applicant will happen through a variety of places, including college websites, such as Mt. Mercy University, Coe College, University of Iowa and Iowa State University and the placement of online ads. The hiring team for this position will include the school principal, teacher working with project, urban 4-H Program Specialist and LCE County Director. The job requirements will include a strong background in at risk youth, education, social work or human services, demonstrated leadership and the ability to work in teams. The Site Director will have office space at MMS.

Family Engagement Coordinator: This position will provide a consistent contact with families. The individual will work closely with families involved in the project, focus on planning events to ensure family engagement, and spend time at the Academy. They will work closely with the teacher and site director, along with community partners to create a small lending library for adults involved with the program and organize monthly literacy support events for adults.

AmeriCorps Members: UWECI of East Central of Iowa is responsible for selecting members for the project. Each AmeriCorps member will have a student/family selected for them to form teams. Each of the AmeriCorps members will provide coaching for the families of 10-13 students. AmeriCorps members will contact families, build relationships and strengthen connections with MMS.

Seniors: Our program will join forces with the local Foster Grandparents operated through Community Corrections Improvement Association & Children of Promise Program. We will utilize 2 to 4 seniors to be part of our onsite team. The Grandparents will receive orientation to The Academy and will be invited to participate in related professional development that AmeriCorps Members receive. Grandparents will also be encouraged to support social media/newsletters/emails to families. Grandparents who choose to participate at the site will support programming by sharing their knowledge of a variety of hobbies and interests, supporting academics (math) and family night engagement activities (literacy). Through senior involvement, our youth to adult ratio will be low which allows for greater success.

Community Involvement: By working with Mt. Mercy University Social Work Department, the STEM Academy will also engage social work students – junior level students in college - as part of our project. Social work students need hands on experiences working with youth in supportive environments. In addition, the CRPL staff will be assisting with the recruitment of literacy volunteers for our project by sharing our marketing materials with their volunteers.

Program Facilities: The Academy will take place at MMS. McKinley's security includes locked doors. The Academy will have access to gym space and a large classroom space. Staff serving the program will have access to meeting rooms and office space to provide proper support for the program. McKinley has elevator access for those with physical challenges. The School District would provide access to translation services, with grant funding available to pay for services, if needed. The CRCSD will utilize the afterschool nutrition program through the National School Lunch Program to ensure cost effective, nutritious snacks for students.

Transportation: During summer months, grant funding will be used to pick up and return students to elementary schools that feed into MMS through the use of public transportation or families. For families that have transportation, they will bring students directly to McKinley. During the school year, grant funding would be used to provide student transportation at the end of the program – dropping students off to one of 4 elementary neighborhoods. Parents have the option of picking up students from the city bus stop near the

elementary school in their neighborhood or students will walk home from the elementary school. Families that choose to use city bus passes will be asked to check in with program staff to ensure that students arrive home safely. Parents with transportation will have the option of picking up students directly from McKinley. Transportation would also be used for youth selected events involving physical literacy and art. Transportation would also be used for field trips relating to math/entrepreneurship development. UWECI supports summer field trips relating to STEM education. Large group transportation during programming would include utilizing either Neighborhood Transportation System or School Busses.

Professional Development: AmeriCorps members, volunteers and paid staff, will participate in monthly staff development experiences, which will build skills in supporting achieving goals of the Academy. The following topics will be covered: Encouraging school attendance, poverty awareness, team building, goal setting, hopeful coaching (how to engage youth and their families in the Academy), math strategies (taught by teacher), ages/stages of youth, managing middle school students, project based/problem based learning, service learning and evaluation tools. Monthly staff meetings will include continuous improvement and will cover the following topics: reviewing evaluation data, problem solving strategies for supporting families and making members aware of community resources that will further strengthen family engagement with the school to meet goals of the project. By staying focused on continuous improvement, our students and their families will be more likely to build strong school connections.

Organization Leadership

Project Leadership: Diane Hagarty, LCE Director, and Ann Torbert, Urban 4-H Youth Program Specialist, and Site Director will provide direction and guidance of grant along with providing budget funding updates.

Program Partners: The UWECI will provide AmeriCorps staff members and access to the UWECI resources that will further sustain the program. They will also provide additional research information relating to youth and families in low resource life situations. UWECI will participate in monthly project meetings and provide ideas and suggestions for strategies to foster sustainability.

MMS Staff: MMS principal and teacher will be responsible for connecting the program with students and families. In addition, they will be responsible for collecting quarterly student attendance and test data, which will help support the leadership's ability to consistently review, discuss and revise, in order to improve experiences for students in the program. Data will be shared with evaluator for interpretation and the evaluator will give data updates the month following data collection.

Representatives from RED-I, Summer STEM Business sites representatives, literacy volunteers, and foster grandparents will be part of the leadership team.

Stakeholder Advisory Board

The Site Director and the Family Engagement Coordinator will provide leadership for programming at The Academy. The two positions will build a board made up of four families; so that families will have the opportunity to share clear input into programming that meet the needs of youth and their families. Program volunteers are welcome to participate and Urban 4-H Youth Program Specialist will attend as well in order to provide access to research based programming.

Sustainability

The leadership team, project partners and volunteers will consistently look for additional grant funding sources to encourage sustainability of the program. Some of the potential funding sources for the program include: Target, Walmart, Greater Cedar Rapids Foundation and the CRCSD Foundation.

The Academy will feature a school garden – funded through local dollars – that allow students to learn strong horticulture practices, hands on science and at the end of the growing season, supply produce to be utilized to create a Gala event. Students working with local chefs and Master Gardeners would select produce grown in

garden. Local chefs would create dishes utilizing fall produce – tables would be sold to generate funds. The Leadership Team would recruit local volunteers to conduct this event. Fund raising would start in the fall of 2015. By starting then, The STEM Academy would have results to share with the community, which would encourage excitement about sustaining this project. The project understands that grant funds cannot be used to support fundraising.

LCE educational staff members will be applying to provide SES, Supplemental Educational Services, to SINA in Iowa. It is our hope that LCE will be able to provide additional SES tutoring support for eligible students in the CRCSD- specifically those elementary buildings that feed into MMS. LCE will employ licensed teachers to deliver individualized and small group tutoring services for students enrolled in our program. The funds generated from SES will also add to sustainability.

COMMUNICATION PLAN

Taking the quarterly updated evaluation materials and sharing them in “real time” will allow The Academy to be a cutting edge out of school program. Families and youth participants will be the first to know from their AmeriCorps team leaders the successes of the quarter and the items to continue to strengthen the program. Team leaders will have conversations with youth and their families to create potential strategies to decrease deficit areas. After evaluation updates are shared with the leadership team, along with the compilation of all student data, information will be shared in the following ways:

Strategy	Target Audience	Method of Outreach	Impact/Expected Outcome
Coalition meetings – Ready by 21 (UWECI) and Corridor STEM initiative	Agency Leadership	Oral information with brief handout. Always seeking new partners with this method	This method was previously used with STARS grant, and engaged two new partners to LCE. A similar outcome is to be expected.
Social Media	LCE Twitter and Facebook followers and local LCE webpage Leadership Team Agencies would also be asked to share information, via their social networks	Use appropriate social media to showcase the work of youth as well as photos and interviews	Interest in project through video conferences with students, web based ideas
Legislative Visits	Elected officials	Working together with elected officials, invite them to attend after school program. Collaborate with Iowa After School Alliance. Receive update email using Constant Contact tool to keep them updated with results of program	Provide education to elected officials on the benefits of after school programs, economic development for families as well as further learning and engagement for students
School Board, MMS Teachers, PTA	Elected School Board	Invite them to attend performance related events. Hold one of these events on night of a school board meeting	Further support from school board and an understanding of the strength of community partnerships
School Student Council	All MMS students	Peer presentations by The Academy students	Stronger peer relationship within school
CR Schools Middle School Principal meetings	All Principals	Share strategies of partnering with community agencies	Encourage more partnerships with school administration
LCE staff meeting	LCE Staff members	Share results with goal of increasing program partners within subject matter through office	LCE has Program Specialists with connections to Business/Industry, High Education Connections. A clear update webpage showcasing results will encourage community involvement
Project Leadership Team	All Team Members	Share one page results fliers both in paper/electronic version	Addition of new partners to project through personal connections

PARTNERSHIPS

Fulfillment of this grant would demonstrate the expansion of partnerships. For two years, LCE, MMS, UWECI have partnered successfully. LCE has partnered for 15 years with the CRPL. The additions of partnerships with Red-I and Foster Grandparents, shows that we have the ability to build and sustain partnerships. LCE has been selective in deciding which partners to add to the project.

Red-I brings unique partnerships in economic business development that will be beneficial to the program – sharing expertise in digital broadcasting using computer technology, entrepreneurship, connections to lending institutions as well as connections to families in the MMS neighborhood.

The Foster Grandparent program, according to their promotional materials, brings a track record of success when working with youth including the following statistics:

- 92% of Head Start children demonstrated increased attention spans
- 93% of Head Start children increased pre-reading skills
- 100% of elementary school children increased reading participation

While they are not as familiar with middle school students, the volunteers will receive extensive training in the development needs of this age group, supporting social skills, math support, and experiential learning. These volunteers also help fill the role of keeping the ratio of adults to youth low – potentially 1:6.

At monthly project meetings, a standing agenda item will be adding partners to the project. This consistent agenda item will allow the program to continue to add partners to the project.

EVALUATION

John Rogers, MSW, is retired Professor Emeritus of Social Work from Mount Mercy University. Rogers has over 25 years experience in program evaluation activities including:

- Major contributor to establishing the program evaluation project at UWECI of East Central Iowa (UWECI)
- Conducting program evaluation large group training for personnel from UWECI agencies
- Individual program evaluation consultation with UWECI funded program staff
- Two year appointment as local researcher for Pew Charitable Trust funded *WANTED: Solutions for America* assigned to the Neighborhood Transportation Service (NTS) Cedar Rapids, IA
- Follow up interview research with local client participants in the Partnership for Safe Families (PSF) program
- Consultation on outcomes with Boys and Girls Club of Cedar Rapids
- Ongoing consultation on outcomes, data collection, and data management with the Critical Services Unit of Waypoint Services of Cedar Rapids
- Independent evaluation consultant for the 5 year 21st Century Community Learning Center grant to LCE for the STARS after school program at JES (Cedar Rapids)

Evaluations Procedure

- Quantitative: Academic scores, attendance data, and office referrals for behavioral reasons and teacher evaluations required of all 21st CCLC grantees; Gallup Student Poll utilizing pre/post school year assessment
- Qualitative: individual interviews and anecdotal feedback from mentors of projects and teachers and school personnel; individual interviews with parents; group feedback sessions with students, parents and caregivers, program staff and coordinator and advisory committee of program service providers.

Examples of Data Collections Strategies

- Written surveys/feedback forms, e.g., teacher surveys;
- Review of existing records, such as academic scores, attendance data and office referrals;
- Written notes from group or individual in-person feedback sessions, for example, notes/feedback from parents, students, program staff and advisory committee participants;
- Computer generated information from students, parents, program staff, mentors and teachers.

When employing any particular data collection strategy, appropriate attention will be given to:

- Literacy level of intended respondents;
- Use of incentives that encourage participation but do not influence responses;
- Length and complexity of feedback tool used;
- Timing of administration of the feedback technique, e.g., fatigue level, work schedules, distractions like noise or competing activities in the feedback gathering environment;
- Composition of the group feedback sessions, such as heterogeneity/homogeneity of participants and internal familiarity that could lead to biases.
- Skill level with feedback strategy, including familiarity with computers, eye-hand coordination, vision acuity and English language ability.

The Academy Evaluation Timeline

2014	
June	Program receives funding award
July	Finalize templates for computer use
August	Evaluator meets with middle school staff for testing orientation
August-September	Hold orientation event
September	Staff led goal setting with youth for school year – review barriers to attendance, expectations and planning with youth to achieve goals
October-December	Collect data from project events & family events
December	Collect school-based data for first semester of attendance and testing
December	Project team review first semester’s data with families and school staff
2015	
January	Share progress with youth concerning goals set in September by implementing appropriate sections of communication plan
Feb-May	Collect survey data; share 2014 progress at family event
April	Collect teacher evaluation data (PPICS-Federal Reporting)
May	Collect end of school year attendance and test results
July	Evaluator meets with project team, school staff and school administrators to review progress of project. Upon conclusion of review share progress by using selected parts of communication plan
July-August	LCE works to design template used to share data through communication channels. Update webpage & social media.

BUDGET NARRATIVE

The budget for The STEM Academy Project involves one program utilizing MMS as a summer site as well as an after-school site for the school year. Our goal is to provide programs to 45 youth after school during the school year, and 45 youth during the summer. Our model is to partner with local agencies to utilize existing resources in the community (Americorps Vista volunteers, Foster Grandparents, student interns and other volunteers) to bring on-site programming for youth and families who are enrolled at MMS. **This will supplement not supplant current programs.** *First, we are providing a new service and partners that are not currently involved at MMS. Second, the collaboration will track new students.*

PERSONNEL COSTS

<i>Position/FTE</i>	<i>Wage*, Benefits, Service Provided</i>	<i>Cost</i>
Project Site Director .63 FTE	(\$17/hr. x 1,310 hrs.) + (\$3,564 SS/IPERS + \$4,536 health ins.) Project oversight, coordination of resources from partner agencies, volunteer development, data collection, staff and volunteer scheduling	\$30,377
Family Engagement Coordinator .30 FTE	(\$13/hr. x 624 hrs.) + (1,298 SS/IPERS) Work with families to identify barriers to engagement, encourage families to participate in family activities, refer families to appropriate community resources, build a stakeholder advisory board	\$9,410
Teacher 4 hrs./mo.	\$25/hr. x 48 hrs. (contract with CRCSD) Meet with Project Site Director to review activities and ensure appropriate support of school curriculum	\$1,200
Total for staff:		\$40,987

PERSONNEL TRAVEL

Estimated at \$100/month x 12 months	\$1,200
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MATERIALS

4-H Memberships at 45 youth x \$31 = \$1,395	\$1,395	
General activity supplies, literacy materials, field trip admissions @ \$62.39 x 206	\$8,853	
Family Literacy Materials estimated at \$2,180 per year	\$2,180	
Youth Decision-making budget for art/physical literacy	\$2,000	
Total for materials		\$14,428

PROFESSIONAL DEVELOPMENT (minimum 4% per year)

On-going professional development calculated at 4% x \$74,475	\$2,980
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STUDENT ACCESS/TRANSPORTATION (maximum 8% per year)

City bus passes for daily transportation, school bus for field trips, calculated at 8% x \$74,475	\$5,950
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EVALUATION (about 4%/year)

Project Evaluation estimated at 4% x \$74,475	\$2,980
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ADMINISTRATION/INDIRECT COSTS (maximum 8% per year)

Linn County Extension is requesting 8% per year (\$5,950) for administration; this will cover bookkeeping and record management, supervision and evaluation of the Project Site Director, supervision and evaluation of the Family Engagement Coordinator, and grant oversight.	\$5,950
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TOTAL FUNDS REQUESTED (annually)	\$74,475
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** Hourly rates are consistent with current pay scale.*

In-kind

		In-kind
AmeriCorps Vista Volunteers	.50 FTE – 4 staff 1,040 hrs. x \$17.55(Iowa average volunteer rate) = \$18,252 x 4	\$73,008
Foster Grandparents	.50 FTE – 4 staff 1,040 hrs. x \$17.55(Iowa average volunteer rate) = \$18,252 x 4	\$73,008
MMS	gym, cafeteria, two classrooms for programming, office space for Site Director and Family Engagement Coordinator	Approximately \$7,000
LCE	Computers, desks, chairs and office supplies	\$3,000
Mt. Mercy	Social Work Intern 70 hrs. per semester x \$17.55 (Iowa average volunteer rate)	\$1229
TOTAL		\$157,245

The total amount of the program will cost \$231,720 annually. Cost per youth is \$5,149 per year or \$7.19 per hour. Due to the expected adult to youth ratio of 1:5, focus on academics, social skills, enrichments and field trips, our costs are somewhat higher than local after school programs that do not offer these supplemental services. We also have depth of community partners supporting this effort.

January 24th, 2014

Ann Torbert, 4-H Urban Youth Development Program Specialist
Iowa State University Extension
383 Collins Road NE, Suite 201
Cedar Rapids, IA 52402

Dear Ann,

I am pleased to write this letter in support of Iowa State University – Extension and Outreach as they submit an application for the STEM Academy over at McKinley Middle School to the 21st Century Community Learning Center grant.

Iowa State University Extension's STEM Academy will be very beneficial to McKinley Middle School as its efforts supplement, while not supplanting, current STEM work that United Way's Youth Achievement AmeriCorps is providing. Currently, through the Youth Achievement AmeriCorps program, United Way provides in-school math tutoring during the school year. Over the summer, Youth Achievement AmeriCorps members engage McKinley Middle School students in a summer STEM Academy. In 2012-2013 two different sessions, GPS and Natural Energy, were offered. The STEM Academy programming includes projects, speakers, and interactive trips to local businesses such as Rockwell Collins, Kirkwood Community College, and Alliant Energy, to engage students in activities related to high-demand fields in the local area.

Iowa State University's STEM Academy would supplement current efforts by (1) extending the summer STEM programming time previously provided and (2) providing year-round STEM support. Although United Way has provided math tutoring throughout the school year, there has not yet been an after-school component or an in-school science focused component. Through the addition of a site director for year-round programming, teacher stipends, snacks, transportation, family engagement coordinator, and other materials provided by 21st Century Learning grant support of Iowa State University Extension's STEM Academy, the overall work at McKinley will engage the students and their families in STEM work in a powerful and life-changing way.

Thank you again for your interest in further enhancing STEM efforts at McKinley Middle School. Together our combined STEM efforts will provide an engaging experience in high demand workforce areas to help create a strong future for children most in need of these services.

Sincerely,



Leslie Wright
Vice President, Community Building

over →

Chart to differentiate United Way funds and 21st Century Grant funds

	Funded by United Way/partners	Funded through 21 st Century Grant
Site Director for year round programming		X
Family Engagement (for year round programming)		X
Teacher Stipend		X
AmeriCorps	X	
STEM Field Trips during summer	X	
Lunch during summer	X	
Educational supplies during summer	X	
Breakfast/snacks during summer		X
Snacks during school year		X
Transportation (bus passes for participants in summer/school year as well as appropriate field trips)		X
Math/entrepreneurship/project based learning/service learning educational materials and field trips		X
Professional Development for staff		X
Evaluation		X
Family Engagement/Literacy		X
Materials – to support youth voice/choice section (for things like art, physical literacy, technology)		X

William McKinley Middle School

620 10th Street S.E. • Cedar Rapids, IA 52403-1299

Mr. Steve Goodall, Principal

319-558-2348

Mr. Brian Litts, Associate Principal

Date: January 23, 2014

From: Steven D. Goodall
Principal
McKinley Middle School
600 10th ST S.E.
Cedar Rapids, IA 52403

Youth Development Grant

To Whom It May Concern:

The Cedar Rapids Community School District and McKinley Middle School are committed to this opportunity for programming here in our building. We will have the space available for the students and adults involved in the program. Students and adults will have access to technology and the appropriate furniture and equipment necessary to support the success of the summer and after school programs.

The United Way of East Central Iowa, the Iowa State Extension Service and the Cedar Rapids Community School District have had solid partnerships during my time here at McKinley and both of those agencies have sought to provide solid programs, both after school and in the summer months, for kids.

Let this letter serve as a letter of commitment by McKinley to the successful implementation programming provided by the resources applied for from this grant.



Steven D. Goodall
McKinley Middle School

The purpose of this Memorandum of Understanding (MOU) is to describe mutual goals and efforts between United Way of East Central Iowa (hereafter UWECI) and Iowa State University – Extension and Outreach (hereafter ISU). These agreements form the basis to provide a comprehensive STEM program to children at McKinley Middle School.

UWECI agrees to:

- Supply four (4) AmeriCorps members to support a year-round STEM project during after-school hours and over the summer.
- Connect with other agencies/contacts to further improve the program (convene community partners with similar interests to support ISU efforts).
- Provide additional research information relating to youth/families in low-resource situations (including research on Adverse Childhood Experiences – ACEs; Gallup Hope, Engagement, Well-Being research; etc.)
- Have at least one individual who represents UWECI participate in monthly project meetings.
- Provide ideas/suggestions for strategies for sustainability. Suggest volunteers/resources that would help with fund raising efforts of project.
- Support efforts to share progress of the project - through presentations at Ready by 21, Education Solutions Team, Cabinet, social media etc.
- Suggest research based strategies to continue to foster family engagement at school.

ISU agrees to:

- Supply a site director and family engagement staff for the program at McKinley Middle School.
- Act as fiscal agent for grant: serve as fiscal agent for the project, serve as employer of record for site director and family engagement coordinator, prepare reports, etc.
- Provide ongoing professional development for AmeriCorps staff and United Way agencies (e.g. Foster Grandparents) directly involved with the project (in teambuilding, project based learning, group management, ages/stages, conflict management with youth.)
- Share results of project with McKinley community, Ready by 21, UWECI Education Solutions Team and others
- Share promising practices with out of school partners/educators as a result of the work at McKinley.
- Be a community resource for agencies with an interest in creating engaging out of school programs for middle school youth.
- Be an internship site for local Colleges/Universities

This Memorandum shall be in effect for the period of three years beginning May 1, 2013. Both parties reserve the right to renegotiate this Memorandum upon the mutual consent of the other party. Each year, this Memorandum will be reviewed and updated by common written consent of both parties.



Ann Torbert

4-H Urban Youth Development Program Specialist

1/27/14

Date



Leslie Wright

Vice President, Community Building

Date



January 24, 2014

To Whom It May Concern:

The Cedar Rapids Public Library would like to show its support for the Iowa State University – Linn County Extension 4-H of their application for the 21st Century Community Learning Center grant for McKinley Middle School. As you already know, after school programs can have a positive impact on any student and their family but the proposed project has a unique opportunity to serve both adults and children in our community.

Preparing youth for success in school and life is part of the mission of the Cedar Rapids Public Library. The proposed project goes one step above this and embraces *adult* lifelong learning. It has the potential to connect the essentials of literacy to applicable uses in daily life and make lasting impacts to those outside of the project's initial scope. Most parents understand literacy is important in their child's development but some struggle with how to build literacy in the home. By partnering with the Library and developing programs to address this, families will gain new perspectives and tools.

The Library could support the project in many ways but most importantly, we would provide the literacy expertise to bolster the project. Our guidance could uniquely position the project in ways other programs could not while giving families more exposure to the Library in general, thereby enticing readers.

We have witnessed firsthand the success of the ISU Extension 4-H program. This last fall, they held a STEM program in the library. The event, complete with hands-on experiences for kids, provided an excellent spark for wanting more. We are confident that the project will give adults the same spark that the kids experienced.

As a community advocate for lifelong learning and literacy, we are pleased to support the ISU Extension 4-H project. We hope you consider this project for funding and we look forward to building a partnership.

Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink that reads "B.W. Pasicznyuk". The signature is written in a cursive style with a large, prominent initial "B".

Bob Pasicznyuk
Director, Cedar Rapids Public Library



Lloyd Smith
President

375 Collins Rd NE suite 103
Cedar Rapids, IA 52402
319-431-3006
WWW.RED-I.ORG

Diane L. Hagarty
Director: Linn County Extension Service
383 Collins Rd NE Suite 201
Cedar Rapids, IA. 52402

January 22, 2014

Re: Letter of Support

Dear Ms. Hagarty,

It is with great enthusiasm that I write this letter of support for the proposed STEM Academy in the McKinley Middle School area. As you may be aware, it is part of our core mission to promote financial competency and entrepreneurship in the African American Community. One of our target areas has been Wellington Heights (a.k.a The McKinley School Neighborhood) where we launched our community garden and housing project. We know if we are to be successful, we will have to engage families and capture the imagination of the youth of that community. To that end we are aggressively seeking partners to help us do just that. It is serendipitous that you are pursuing this project at this time as your efforts to create a network of role models, engage families and promote entrepreneurship among youth and their families' dovetails with our goals as well.

We not only support your efforts in spirit, but to the extent possible, our organization stands ready to help move this project forward. RED-I believes that STEM and enterprise are inextricably linked now. If our community is to prosper both STEM and Business must become second nature to its citizens... all of its citizens. The best of luck in this endeavor.

Sincerely,

Lloyd Smith





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Iowa Dept of Economic Development
- SUSIE WEINACHT**
Executive Director, Iowa PTA
Manager, RWDSU-UFCW Local 110

January 24, 2014

To Whom It May Concern:

It is my pleasure to write a letter in support of the 21st Century Community Learning Center Grant proposal being submitted on behalf of the Linn County Extension 4-H Program and McKinley Middle School.

The Foster Grandparent Program places adult volunteers age 55 and older in classrooms and after school programs, where they support young people in academics and social skill development. Foster Grandparents serve a minimum of 15 hours each week and focus on working with youth one-on-one or in small groups. Volunteers agree to several background checks and participate in ongoing trainings with program staff while serving.

Through this partnership with Linn County 4-H, the Foster Grandparent Program intends to provide between 2 to 4 adult volunteers who will offer consistent support to the project, with a focus on social skill development and supplemental math support for participants. The Foster Grandparent Program will offer ongoing coaching, training, and guidance to these volunteers as needed.

The Linn County 4-H Program will provide regular supervision and professional development for Foster Grandparent volunteers, helping them learn skills related to working with middle school youth, experiential learning, and social skill development. Foster Grandparents will be encouraged to share their own hobbies and skills with participants, and the Urban 4-H Program will provide funds to facilitate these intergenerational learning opportunities. Urban 4-H Program staff will be a regular source of support and guidance for Foster Grandparents mentoring youth at the Stem Academy.

I fully support the efforts of the Linn County Extension 4-H Program as they seek funding to provide academic enrichment and critical afterschool alternatives for young people in our community. We are excited by the possibilities for effective collaboration and look forward to working together on this initiative.

Sincerely,

Gina Tarullo
Coordinator
Children of Promise, Foster Grandparent Program



January 24, 2014



1330 Elmhurst Drive NE
Cedar Rapids, Iowa 52402-4797
319-363-8213
www.mtmercy.edu

Dear Selection Committee:

I'm writing in support of the Iowa State Extension Office grant application to create a 21st Century Community Learning Center for McKinley Middle School in Cedar Rapids, Iowa. As Mount Mercy University's Social Work Program Field Director, I am familiar with Ms. Torbert and the 21st Century Community Learning Center mission. Over the course of four years, individual Mount Mercy social work students completed 14 week field practicum placements with the 21st Century Community Learning Center's *STARZ Program* at Johnson Elementary School for the Arts. Our program highly regarded *STARZ*, and recognized it as a valuable setting where social work students could gain knowledge, values and skills for working with at-risk school age children and their families.

Although the literature consistently notes the importance of integrated, interdisciplinary children's services, and social work educator journals are increasingly attentive to the importance of preparing students for effective integrated practice, the fact is, it can be difficult to locate social work field placements in schools. Having a 21st Century Learning Center at McKinley Middle School would help our program fill a current void in the field placement options available in the middle school venue. Additionally, based on our previous work with Ms. Torbert and her staff, we are confident such a field placement would model professional practice, and reinforce important social work values such as empowerment, dignity, and self-determination.

Ms. Torbert has indicated a program at McKinley Middle School would sponsor a social work student at least one semester per year. In this way, the program would provide a vital community service for preparing future social work professionals.

Please contact me at the listed telephone number or email address if you need further information about our program needs or our experience working with Ms. Torbert and a 21st Century Community Learning Center in the past.

Sincerely,

A handwritten signature in cursive script that reads "Joni R. Howland".

Joni R. Howland, MSW, LISW
Field Director, Social Work Program
Mount Mercy University
1330 Elmhurst Drive
Cedar Rapids, Iowa 52402
(319)363-1323, ext. 1235
jhowland@mtmercy.edu

FORM A: SITE INFORMATION

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

21CCLC Site Name: McKinley Middle School		
Site Address: 620 10 th Street SE		
City, State, Zip: Cedar Rapids, IA 52403		
Phone: (319) 558-2348		
Site Contact Person: Steve Goodall		
Feeder School Name(s)	Building Number(s)	#of pupils from this school in 21CCLC 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 21CCLC 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 21CCLC 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 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.

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 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.

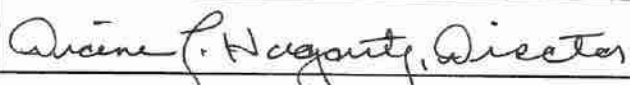
Part M: Private and Public School Consultation

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.



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
	Linn County Agricultural Extension District

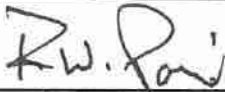


Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement 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
	Cedar Rapids Comm School District
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	McKinley Middle 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 five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Robert Pasiecznyuk, Director	Agency	Cedar Rapids Public Library
Signature		Address	450 5th Avenue
		City/Zip	Cedar Rapids 54401 Phone 319-261-7323
Name/Title	Lloyd Smith, President	Agency	RED - I
Signature		Address	375 Collins Rd NE Ste 103
		City/Zip	Cedar Rapids 54402 Phone 319-431-3006
Name/Title	Erica Tamule, Coordinator	Agency	Foster Grandparent Program
Signature		Address	901 29th Ave SW
		City/Zip	Cedar Rapids Phone 319-730-1214
Name/Title	Soni R. Howland	Agency	Mount Mercy Univ.
Signature	Soni R. Howland	Address	1330 Elmwood Dr. NE
		City/Zip	Cedar Rapids IA Phone 363-1323 x1235
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		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:	Total number of students being served (all sites for one year):	Total three-year funding request (all sites):
1	45	\$ 223,425
	Total first-year funding request (all sites):	
	\$ 74,475	

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
McKinley Middle School	\$ 74,475	\$ 74,475	\$ 74,475	\$ 223,425	45
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

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

Applicant Agency:
Linn County Agricultural Extension District

Site: Cedar Rapids Community School District – McKinley Middle School

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: 45

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$40,987		\$40,987		\$40,987		\$122,961
Staff Travel	\$1,200		\$1,200		\$1,200		\$3,600
Materials	\$14,428		\$14,428		\$14,428		\$43,284
Professional Development (minimum 4% per year)	\$2,980		\$2,980		\$2,980		\$8,940
Student Access, Transportation etc. (maximum 8% per year)	\$5,950		\$5,950		\$5,950		\$17,850
Evaluation (about 4% per year)	\$2,980		\$2,980		\$2,980		\$8,940
Administrative/ Indirect Costs (maximum 8% per year)	\$5,950		\$5,950		\$5,950		\$17,850
Totals	\$74,475		\$74,475		\$74,475		\$223,425

Required: One form D2 per site. Please reproduce this page for each site included in the application. CONTINUATION GRANTEEES MUST ALSO SUBMIT FORM D4. SEE THE APPENDIX ON CONTINUATION GRANTS FOR THE FORM.

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.

Property Tax 40010-0-000-0CU

- 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 start up 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.)*

* 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:

Indicate which group is impacted:

- | | |
|--|---|
| <input checked="" 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 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: Steven D. Goodely Steven D. Goodely


Title: Principal

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:

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

	Private School Consultation Meeting Log	
	Date	1/28/14
	Time	1:30
	Location	Regis Middle School

Meeting called by: Ann Orbert Type of meeting: face to face
 Attendees: (Attach attendance sign-in sheet)

----- Agenda Topics -----		
Welcome	[Insert Name]	[Insert time allocation]
Discussion:	<u>Potential students for program</u> <u>Family Engagement</u>	
Conclusions:	<u>potential for less than 10 students</u>	
Action Items:	Person responsible:	Deadline:
<u>Notify if funds received</u>	<u>Ann</u>	<u>4/30/14</u>
<u>- Promotional materials</u>	<u>- Ann</u>	<u>- 5/15/14</u>
Resources for Non-Public Schools	[Insert Name]	[Insert time allocation]
Discussion:	<u>Service Learning, Family Engagement,</u> <u>3 goals of project, 3 year project</u>	
Conclusions:	_____	
Action Items:	Person responsible:	Deadline:
_____	_____	_____
-	-	-

[continues on next page]

Consultation Procedures [Insert Name] [Insert time allocation]		
Discussion: _____ _____ _____		
Conclusions: _____ _____		
<u>Action Items:</u> _____ -	<u>Person responsible:</u> _____ -	<u>Deadline:</u> _____ -
Questions All Staff [Insert time allocation]		
Discussion: <i>transportation - process</i> _____ _____		
Conclusions: _____ _____		
<u>Action Items:</u> _____ -	<u>Person responsible:</u> _____ -	<u>Deadline:</u> _____ -

Other Information

Resource persons:	
Special notes:	

[Signature] - Principell
[Signature] - Associate principal / Campus Ministry

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, B) Services were declined.