

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

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

**RECEIVED**

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**DEPARTMENT OF  
EDUCATION**

**Return to:** Malinda Hugh-Reynolds  
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**APPLICATION INFORMATION**

**Applicant Serving as Fiscal Agent (Applicant Agency)**  
Storm Lake Community School District

<b>County:</b> Buena Vista		<b>Amount Requested:</b> \$325,500 (Total Form D1)	
<b>Director of Agency (Superintendent, City Manager, Executive Director, etc)</b> Carl Turner, Superintendent		<b>Grant Contact/Project Director:</b> J.B Slight, Principal	
<b>Agency Name:</b> Storm Lake Community School District		<b>Agency Name:</b> Storm Lake Middle School	
<b>Address:</b> 419 Lake Ave, PO Box 638		<b>Address:</b> 1811 Hyland Drive, PO Box 638	
<b>City:</b> Storm Lake	<b>Zip:</b> 50588	<b>City:</b> Storm Lake	<b>Zip:</b> 50588
<b>Phone:</b> 712-732-8060	<b>FAX:</b> 712-732-8063	<b>Phone:</b> 712-732-8080	<b>FAX:</b> 712-732-8084
<b>Email:</b> cturner@slcsd.org		<b>Email:</b> jslight@slcsd.org	

<b>Data Collection and Evaluation Contact:</b> J.B. Slight, Principal		<b>Fiscal Contact:</b> Trudy Pedersen, SLCSO Business Manager	
<b>Address:</b> 1811 Hyland Drive, PO Box 638		<b>Address:</b> 419 Lake Ave, PO Box 638	
<b>City:</b> Storm Lake	<b>Zip:</b> 50588	<b>City:</b> Storm Lake	<b>Zip:</b> 50588
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Is this an application for a continuation grant? (Check yes or no):  Yes  No

**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: _____ <b>OR</b> Enter School District Code _____ 6219
--------------------------------------------------------------------------------------------------

(If applicable) Enter Child Care License #: _____
------------------------------------------------------

### 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.

- Application proposes to serve children and youth in ***schools designated in need of assistance (SINA)*** under Title I (Section 1116). *5 additional points awarded*

Documentation: 2012-2013 SINA list documenting Storm Lake Middle School as SINA; copy of page showing SLMS inclusion on list can be found on page 37 of this application (district 6219 – Storm Lake Community School District; school 0209 – Storm Lake Middle School)

Example of documentation: SINA list provided by the Iowa Department of Education available at [www.educateiowa.gov](http://www.educateiowa.gov).

- 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. *5 additional points awarded*

Documentation: Memoranda of Understanding between Storm Lake CSD and Buena Vista University, CommUNITY Education, and TeamMates/BV Buddies; copies can be found on pages 20-22 of this application

Examples of documentation: Original signatures of joint applicants or MOUs recognizing joint submission.

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**Memoranda of Understanding****Pages 20-22****Required Forms****Pages 23-36**

- |                                                                  |                   |
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| 1. <i>Form A: Site Information</i>                               | <i>Page 23</i>    |
| 2. <i>Form B: Assurance and Agreements</i>                       | <i>Page 24-26</i> |
| 3. <i>Form C: Collaborative Signatures</i>                       | <i>Page 27-28</i> |
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| 8. <i>Form F: Non-Public Consultation Documentation Template</i> | <i>Page 34-36</i> |

**Attachments****Pages 37-38**

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| 1. <i>2012-2013 Title 1 SINA list (page 11 of 13)</i>              | <i>Page 37</i> |
| 2. <i>2011-2012 Iowa Title 1 Schoolwide Programs (page 5 of 5)</i> | <i>Page 38</i> |

**Title:** Tornado Learning Club (TLC)  
**Applicant Organization:** Storm Lake Community School District  
**Project Location:** Storm Lake Middle School  
**Number of Students to be Served:** 70 per day (school year); 35 per day (summer)  
**Funding Request:** \$325,500 (\$108,500 per year for 3 years)  
**Project Partners -** Storm Lake Community School District, Buena Vista University, CommUNITY Education, and TeamMates/BV Buddies Mentoring Program.

**Competitive Priority** is requested for serving children & youth in schools designated in need of assistance (SINA) under Title I. A copy of the list showing Storm Lake Middle School is provided on page 37.

**Competitive Priority** is also requested for this jointly submitted application. Evidence is provided with original signatures on letters of support/commitment on pages 20-22.

### STUDENT NEED

- **Academic Need** – Low socioeconomic status (low SES) students and English Language Learners (ELL) are trailing behind other students in academic achievements. Seventy five percent of middle school students qualify for free and reduced meals, while 64% are English Language Learners.
- **Program Need** – Middle school students need a safe place to be, with productive enrichment activities before and after school
- **Family Literacy Need** – Family members of middle school students do not have necessary skills to support their children's education.

### PROJECT

The following activities will address needs detailed in the STUDENT NEED section:

- **Academic Activities** – Homework completion assistance, Reading Plus<sup>®</sup> Comprehension, Do The Math, book clubs, Rosetta Stone for students learning English, Before School Program (homework help, computer time, math/reading groups. Small group tutoring is provided by separate funding as required by our school's SINA designation.
- **Program/Enrichment Activities** – Explorative science & technology, Learning Through the Arts, Life Skills, Leadership activities, Service Learning Projects, TeamMates, Let's Play Sports
- **Family Literacy Activities** – Family Nights, Rosetta Stone for adults learning English, GED, ELL and Adult Basic Education classes, extra library hours and internet access

The following goals and outcomes will measure activities:

- **Academic Goal** – Provide activities to help students meet and/or exceed proficiency goals in reading and math, and additional supports for ELL and low SES students to close the achievement gaps.
- **Program/Enrichment Goal** – Provide a safe and constructive use of leisure time to help youth acquire new skills, hobbies and interests that improve academic performance and peer relations, and give participants greater aspirations for their future.
- **Family Literacy Goal** – Initiate new opportunities for parents to acquire literacy tools and skills, and parent/child relationship building experiences that will support their children's academic success

### **RESEARCH BASE**

The TLC director, instructional strategist, evaluation team, Middle School Improvement Team and/or classroom teachers research all activities to be implemented in the after school program and confirm their alignment with state and national standards and district CSIP. When possible, research-based activities are chosen.

### **MANAGEMENT PLAN**

The director and assistant coordinator receive guidance from the advisory committee composed of parents, teachers, middle school principal or assistant principal, and representatives from each of our collaborative partners. The purpose of the advisory committee is to review data and suggest improvements for project activities, assist with the development of new activities, monitor student/parent participation and satisfaction, and seek continued funding. The advisory committee is also responsible for continuously seeking input from parents, volunteers, community members, and students on how to improve the program and works to secure additional partnerships that meet needs identified by our evaluation data. Committee members use the information to improve programming and ensure that all program goals and objectives are being met.

### **COMMUNICATION PLAN**

The overall goal of our communication strategy is to increase awareness about our program in order to obtain support, and ultimately make connections that will increase student participants, volunteers, activities, materials, and funding opportunities. TLC uses a number of tools to share evaluation and other program information with the community, parents, youth, and partners.

### **PARTNERSHIPS**

Storm Lake Community School District will provide facilities, school bus and maintenance, and administrative support. Buena Vista University will provide physical education activities, evaluation team leadership, and coordination for college mentors. CommUNITY Education will recruit, train and coordinate volunteers for program activities. TeamMates will provide a mentoring coordinator who will support one-to-one matches during the TLC program. St. Mary's School will provide information to parents about the after school program and the opportunity for their children to attend. ICCC provides on-going ESL, GED and Adult Basic Education classes free of charge to the community and program families.

### **EVALUATION**

- Process evaluation – basic tallies, surveys, focus groups, one-to-one contact and observation
- Outcome evaluation – Iowa Assessments, Measures of Academic Progress (MAP)
- Program evaluation - Two times per year in November and April, each member of the evaluation team will complete an on-site evaluation of the program during after school activities.

**STUDENT NEED**

- Assessment of objective data clearly defines the student needs along with school and community resources; includes Title programs data and identification of achievement gaps; summarizes transportation, safety, and accessibility needs

Storm Lake CSD has operated a middle school before and after school program, the Tornado Learning Club (TLC), since January 1999. We were fortunate in 2007 to receive a 21st CCLC grant to expand our program. Funds from Title 1 for SINA (SES funds) and one-year Monsanto Funds grants have allowed us to operate after school in an uncertain and limited capacity since then. About 30 of our more than 600 middle school students currently attend one hour each afternoon for Supplemental Education Services (SES). Another 25 students attend enrichment activities provided by Monsanto Funds. While we have community partners willing to share their time and talents, it remains a challenge in our local economy to find funding for all of TLC's components. Unpredictable single-year grants do not allow for long-range planning and implementation of a complete program to serve the needs of our students. There is a need to serve more middle school students than limited SES funds will allow.

We are proposing to supplement the limited SES activities with 21st CCLC funding and provide a program to address the many needs of our middle school students and families. Our program will address three areas of need, identified after a thorough review of objective data.

**First – Academic Need: Low Socioeconomic Status (Low SES) students and English Language Learners (ELL) are trailing behind other students in academic achievements.** Sixty four percent of Storm Lake Middle School (SLMS) students are ELL, while 75% qualify for free and reduced meals (low SES). Required Iowa Department of Education Title programs data documenting eligibility is on page 38. SLMS has been on the SINA list for eight years in reading and three years for math (proof of SINA designation is on page 37 – competitive priority). Achievement data was reviewed in reading, math and science including scores on the Iowa Assessments and Measures of Academic Progress (MAP). The greatest needs were recognized in reading and math. Table below show 5th-8th grade students not proficient in reading and math based on February 2013 scores on the Iowa Assessments. Disaggregating the data shows an achievement gap for both ELL and low SES students in all grades.

**February 2013 Iowa Assessments Data - % of students NOT proficient**

READING	5th	6th	7th	8th	MATH	5th	6th	7th	8th
All	39	50	42	49	All	32	32	37	38
ELL	57	85	78	94	ELL	41	59	76	73
Non-ELL	16	26	23	35	Non-ELL	21	14	16	26
Low SES	46	56	47	55	Low SES	35	38	43	46
Not low SES	15	28	26	31	Not low SES	21	11	16	14

Individual and small group tutoring is provided for identified students utilizing SES funds.

21st CCLC funds will provide access to Rosetta Stone for ELL students learning English. The district owns 30 consecutive-use site licenses. Many of our after school students use the program during the day. TLC will give them more practice time and trained staff to help.

Additional academic activities w reinforce school day learning and may include homework help, Reading Plus®, Do the Math, or a Reading Club using e-readers purchased with 21st CCLC funds. E-readers will allow for unlimited access to books as chosen by students themselves.

**Second – Program Need: - Middle School students need a safe place to be, with productive enrichment activities before and after school.**

Informal surveys of parents at middle school parent meetings and Family Nights, along with interest shown at school registration and parent/teacher conferences, confirm that a before and after school program is needed for a greater number of students than we can currently serve. Many students go home after school to an empty house, are cared for by older siblings, or are caring for younger siblings. Afternoons may find them in front of the television or outside unsupervised. Parents begin work before school starts, and work later than the regular school day. Many are single parents, or both parents are working, some work multiple jobs. Working families need supervision for their children during these hours.

Storm Lake does not have a recreation center, YMCA, or childcare facility in town. This presents a need for safe activities in a safe location for youth after school. 2011 Iowa Department of Public Health data shows that 74% of county residents are overweight. Students need activities after school that will promote physical activity and healthy choices.

SLMS is located on the western side of Storm Lake. We have a small cab company in town and no public bus system. This makes accessibility & transportation a necessity for our families to access our program. We have found that attendance at activities greatly increases when transportation is provided.

Our program will support enrichment needs by partnering with community organizations to provide a variety of activities in a safe place led by supportive adults. These activities provide for a constructive use of leisure time geared to help youth acquire new skills, hobbies and interests that can improve academic performance, improved peer relations and give participants greater aspirations for their future.

**Third – Family Literacy Need: Family members of middle school students do not have necessary skills to support their children's education success.**

Sixty four percent of middle school students are English Language Learners, as evidenced by district ELDA tests. Their parents do not have English as their primary language. Many have not completed their high school education and would like to take advantage of Adult Basic Education opportunities.

Data is collected at school registration, parent/teacher conferences, and is a frequent topic at Family Nights and parent meetings. It is also evidenced by more than 60% of families needing interpreters at these events and meetings. The most common primary language is Spanish.

To assist these families, our program proposes to use Rosetta Stone to teach English to middle school parents. This is a very successful activity offered for parents of our elementary students. Our program will also offer opportunities for parents to access the internet and check out library books by providing staff during afternoon hours in the school library.

Also as part of this 21st CCLC grant program, a survey will be conducted to ask families what services are needed for both adults and students. TLC will work to provide the requested services and bridge the gap toward success for all students.

Iowa Central Community College offers English Second Language (ESL) classes, GED completion, and Adult Basic Education classes free of charge during times that meet the needs of working families. We support these programs by making sure our families know of these opportunities and tracking the number of our families utilizing them.

Family Nights are held once per year at the middle school. Community partners, including, Buena Vista Regional Medical Center (BVRMC) and Teammates Mentoring Program provide sessions for parents such as the hazards of drug and alcohol abuse, the benefits of mentoring, making healthy snack and meal choices, and promoting easy physical activities. Middle school teachers also offer sessions promoting academic excellence and how to help students at home.

Interpreters are available when needed for all activities and all written communication sent home to parents is translated into Spanish.

In order for the program to succeed, many partners and resources will be utilized, details of which can be found on pages 13-17:

- Storm Lake CSD - provides space and utilities; administrative support for payroll, accounts payable, accounts receivable and data collection; school bus for transportation to and from the program, and field trips; professional development for after school staff; program support from SLMS principal; student and staff support from SLMS assistant principal
  - Buena Vista University – programming for our physical activities; evaluation support; mentoring program support
  - CommUNITY Education – recruitment & coordination of program volunteers
  - TeamMates – supervision and monitoring for mentoring program
  - St. Mary’s School – linkage to the school day through contact with principal and teachers; students will attend after school at Storm Lake Middle School
  - Iowa Central Community College – on-going Adult Basic Education, ESL, and GED classes for family members
- Evidence that a wide variety of stakeholders identified needs and developed the program

As an on-going part of our previous 21st CCLC program, students identify interesting activities through focus groups, surveys and one-on-one conversations with program staff. These choices are reflected in some of the activities described in this proposal. Through brainstorming sessions and spontaneous daily choices, our 5th through 8th grade students decide some of the recreation, service learning, art, and computer activities. Our program will create a Student Leadership Board to make this a more formal and consistent activity. Each month, staff will meet with 4-6 students from each grade level to identify successful activities, discuss student needs, and address improvements. Information from these meetings will be collected by staff and reviewed at advisory committee and evaluation team meetings.

The TLC director will attend middle school parent meetings, Family Night meetings, and is available during parent/teacher conferences. Parents currently share information about what they would like to see added, removed or continued in TLC, and discuss the reasons their children need our program. As part of this grant project, we will undertake a survey to determine services and activities for students and adults. Specific questions or talking points will be established by the advisory committee and evaluation team and answers will guide development of activities. We also rely on one-on-one communication between parents and staff during the after school program. Our advisory committee includes parents representing each of our grade levels and the diversity of our students. Through these opportunities parents were, and will continue to be actively involved in identification of needs, development and evaluation of the program.

In addition to youth and parents, stakeholders in TLC include Storm Lake CSD administrators, Buena Vista University, CommUNITY Education, TeamMates, and St. Mary’s School. Each partner has a long-standing positive relationship with Storm Lake CSD, SLMS and TLC itself. Each partnership noted in this application represents an established relationship between the community organization and the before and after school program or school district. A member of the 21st CCLC grant team talked individually or as a group with every partner during the identification of student, program and family needs, planned update of the current program, and development of the grant application. While discussions of this application with some partners were less formal than others, that is the nature of our working relationships.



**PROJECT**

**Scope of Operation:** We propose to serve 70 students per day during the school year with 21st CCLC funds. We will operate before and after school 155 days, 4 hours per day for a total of **620 student hours**. This is an average of 65 hours per month during the school year (9.5 months). Family Literacy activities will add more than **200 adult hours** – Family Night; Rosetta Stone classes; GED, ELL, ABE classes; extra library hours & internet access.

- Evidence that activities are linked to student needs identified in the previous section

The tables below and on the following page provide extensive evidence of activities linked to identified student and family needs noted in the previous section. It is a sample of activities for 2014-2015. Activities will be led by middle school teachers, Title I qualified staff or other staff as appropriate. Please refer to these tables when reviewing this sub-section of the rubric.

- Extensive variety of academic, enrichment & family literacy services fitting within eligible federal activities & snacks that meet USDA guidelines

Immediately after school is let out, students are offered a nutritional snack. We contract with our district’s licensed food service provider for our after school snacks. They choose, order, store, and prepare snacks based on USDA nutrition guidelines.

ACADEMIC NEED: Activities to address proficiency, achievement gaps	Grade served	Time frame for activity	Eligible Federal Activity
<b>Homework Completion Assistance</b>	all grades	5x per week, 120"	1. rem ed, 5. tutor
<b>Reading Plus<sup>®</sup> Comprehension</b> – activities to supplement those used during the school day	all grades	2-4x per week, 60" per session	1. remedial educ., 8. tech.
<b>Reading Clubs</b> – book clubs led by staff using Kindles purchased with 21st CCLC funds	all grades	2x per week, 60" per session	1. remedial educ., 6. ESL, 8. tech.
<b>Do The Math</b> – computer activities to supplement those used during the school day	all grades	2x per week, 60" per session	1. remedial educ., 2. math, 8. tech.
<b>Rosetta Stone</b> – computer program for Spanish speakers to learn English; for identified students	all grades	2x per week, 20-25" per session	1. remedial educ., 6. ESL activities
<b>Before School Program</b> – homework help, computer, math/reading groups	all grades	5x per week, 75" per session	1. remedial educ., 5. tutoring, 8. tech.

Students select their own hands-on activities in health, life skills, technology, fine arts, service learning, recreation and youth development for each day of the week. In order to offer a wide variety of activities and more in-depth learning, sessions are offered to all grades, one or two days per week, 45-60" per session, each for a six-week session. A sample of the activities that may be offered are listed below.

PROGRAM NEED: Activities to provide a safe place and enrichment activities	Eligible Federal Activity
<b>Explorative science &amp; tech</b> – Flight, The Private Eye, robotics	2. STEM, 8. technology
<b>Learning through the Arts</b> – music, art & drama activities	3. arts & music
<b>Life Skills</b> –cooking, health, sewing, alcohol/drug prevention	2. math, 12. drug prevention.
<b>Leadership activities</b> – selected activities through ISU Extension	4. entrepreneur, 14. char. educ
<b>Service Learning</b> – quilts for CASA, visiting elderly, recycling	2. math, 3. arts, 14. char. educ.
<b>TeamMates</b> – mentor program w/BVU students & community members	5. mentoring, 14. char. educ.
<b>Let's Play Sports</b> –BVU students & Iowa Parks & Rec.	7. recreation act.

<b>FAMILY LITERACY NEED: Activities to provide adults skills to support student success</b>	<b>Age served</b>	<b>Time frame for activity</b>	<b>Eligible Federal Activity</b>
<b>Family Nights – family-oriented educational enrichment activities</b>	<b>all grades adults</b>	<b>1x per year, 75' per session</b>	<b>7. recr. act., 8. tech, 10. parents</b>
<b>Rosetta Stone for adults – computer program for Spanish speakers to learn English</b>	<b>adults</b>	<b>1x per week, 60' per session</b>	<b>8. technology, 10. family literacy</b>
<b>GED, ELL, Adult Basic Education classes – free adult education classes provided by ICC</b>	<b>adults</b>	<b>3x per week, 90' per session</b>	<b>10. family literacy</b>
<b>Extra Library Hours &amp; Internet Access – library open after school, adult internet access</b>	<b>adults</b>	<b>1-2x per week, 90' per session</b>	<b>8. technology, 9. extra library hrs</b>

- Logical, clear, and measurable goals and objectives

The tables below and on the following page identify logical, clear and measurable goals for the activities which address identified academic, program and family literacy needs. (MAP – Measures of Academic Progress.)

<b>Goal 1: Provide activities to help students meet and/or exceed proficiency goals in reading &amp; math, and additional supports for ELL and low-SES students to close the achievement gaps (Addresses Academic Need – proficiency, achievement gaps)</b>		
<b>Objectives</b>	<b>Outcomes</b>	<b>Indicators</b>
<ol style="list-style-type: none"> <li>1. Train staff to provide homework help</li> <li>2. Train staff for Do the Math and Reading Plus® activities</li> <li>3. Train staff to supervise Rosetta Stone software</li> <li>4. Train staff, &amp; implement academic computer activities</li> </ol>	<ul style="list-style-type: none"> <li>• Students attending TLC more than 80 days (regular attendees) - achievement gaps for ELL &amp; low SES students will reduce greater than students who do not attend or not regularly</li> <li>• The % of TLC regular attendees proficient in reading &amp; math will increase at a greater rate than for students who do not attend or not regularly</li> <li>• 75% of TLC regular attendees will increase their Iowa Assessments scores by 5% from prev. year</li> </ul>	<ul style="list-style-type: none"> <li>◀ MAP, Iowa Assessments</li> <li>◀ MAP, Iowa Assessments</li> <li>◀ Iowa Assessments</li> </ul>

<b>Goal 2: Provide a safe &amp; constructive use of leisure time to help youth acquire new skills, hobbies &amp; interests that improve academic performance &amp; peer relations, &amp; give participants greater aspirations for their future. (Addresses Program Need – safe place &amp; enrichment activities)</b>		
<b>Objectives</b>	<b>Outcomes</b>	<b>Indicators</b>
<ol style="list-style-type: none"> <li>1. Preserve partnerships to enhance mentoring program &amp; enrichment activities</li> <li>2. Train TLC staff to use PBIS (Positive Behavioral Intervention &amp; Supports)</li> <li>3. Encourage partnership with BVU to promote benefits of physical activity</li> <li>4. Share benefits of program with non-TLC families</li> </ol>	<ul style="list-style-type: none"> <li>• Negative behaviors for TLC regular attendees will decrease by 5% annually</li> <li>• Voluntary enrollment in physical activity sessions will increase each year</li> <li>• Average daily afternoon attendance at TLC will increase to 70 by May 2017</li> </ul>	<ul style="list-style-type: none"> <li>◀ Discipline referrals</li> <li>◀ Attendance tracking</li> <li>◀ Attendance tracking</li> </ul>

**Goal 3: Initiate new opportunities for parents to acquire literacy tools and skills, and parent/child relationship building experiences that will support their children's academic success (Addresses Family Literacy Need – skills to support student success)**

Objectives	Outcomes	Indicators
<ol style="list-style-type: none"> <li>1. Develop new partnerships to support Family Night events</li> <li>2. Preserve partnerships for adult ELL, GED, &amp; Basic Education classes, &amp; Rosetta Stone classes</li> <li>3. Hire &amp; train staff for extra library time &amp; internet access</li> <li>4. Conduct survey for needed services; implement activities</li> </ol>	<ul style="list-style-type: none"> <li>• Number of families attending and reporting positive experience or a new skill learned at Family Nights will increase by 20 each year</li> <li>• The number of TLC parents participating in ELL, GED or ABE, Rosetta Stone classes will increase by 5 each year</li> <li>• Number of parents using library &amp; internet after school each week will increase by 10 each year</li> <li>• Most-requested activities or services will be provided for families</li> </ul>	<ul style="list-style-type: none"> <li>◀ Attendance tracking, post-event survey</li> <li>◀ Attendance tracking</li> <li>◀ Attendance tracking</li> <li>◀ Survey results, attendance</li> </ul>

• **Explanation of how programming will link to school day instruction**

The TLC director will be a member of the Middle School Improvement Team which includes grade-level team leaders, District School Improvement Team members, and administrators. This team meets monthly for management, planning school events and building-level communication. The TLC director's office is in the middle school building for prompt interaction with teachers or students during the school day. Parents are contacted with recommendations for attendance in after school activities.

Storm Lake CSD and St. Mary's School have been sharing activities such as orchestra and sports teams for many years. A member of the 21st CCLC grant team and St. Mary's principal met during preparation of this application and created a basic plan for communication between St. Mary's teachers and the TLC director. St. Mary's will provide access to test scores and contact with teachers as needed for non-public students enrolled in TLC. The TLC director will attend staff and/or parent meetings at St. Mary's as requested to provide and receive information. As this partnership grows, adjustments and refinements will be made to the basic plan.

All activities are approved by the SLMS principal, instructional strategist, or MSIT team, providing alignment with state and national standards. Programming aligns with the district's CSIP by providing activities that impact prioritized 5<sup>th</sup>-8<sup>th</sup> grade student needs. Specifically, improvement in reading fluency and comprehension for low SES students and ELL students; improvement in vocabulary and language acquisition for all students; and, improved math performance. Our district's CSIP will be revisited during the 2014-2015 school year. TLC will evolve as appropriate to support the new CSIP while following 21st CCLC grant guidelines.

• **Experience providing educational and related activities that enhance student achievement and positive youth development**

Beginning with federal 21st CCLC funds awarded in January 1999, and then a state 21st CCLC grant, TLC has far exceeded all expectations originally proposed. Forty-eight percent of 21st CCLC students showed an increase in reading and math proficiency, compared with a goal to increase by 15%. The frequency of high-risk behaviors (as reported by Iowa Youth Survey results) decreased by 12%, vs the goal of 5%.

Storm Lake CSD's experience with grant projects includes more than \$1 million in U.S. and Iowa Department of Education funds, Public Health funds, and private foundation funding used to benefit youth in specific developmental areas. TLC has successfully operated at SLMS since 1999. Many of our current partners have been providing services and working with our program since it began. A similar program has served our elementary students since 2000. The elementary program, serving 175 students every afternoon, is a current 21st CCLC grant recipient.

### **RESEARCH BASE**

- **Evidence from multiple sources of a strong research base for proposed activities**

According to the Afterschool Alliance, studies of after school programs suggest that “quality after school programs have a positive impact on student academic achievement, behavior and discipline, and help relieve parents’ worries about their children’s safety.” Researchers at the University of Connecticut identified six characteristics of quality after school programs, all of which are discussed in this application as part of the TLC program:

1. Prepared staff (Management Plan section, pages 9-12)
2. Intentional programming (Project section, pages 6-8)
3. Alignment with school day (Project section, pages 6-8)
4. Promotion of varied youth engagement (Project section, pages 6-8)
5. Strong community partners (Partnerships section, pages 13-15)
6. Safety, Health, Wellness (Management section, pages 9-11)

The TLC director, instructional strategist, evaluation team, MSIT team, curriculum director, and/or classroom teachers research activities implemented in the after school program and confirm alignment with state and national standards and district CSIP. When possible, research-based activities are chosen. Below are examples of activities and research behind their success.

- **Mentoring** – Studies of mentoring programs with formal one-to-one relationships have provided strong evidence of success in reducing the incidence of academic failure and promoting improved self-esteem and social skills. TeamMates is a nationally recognized mentoring program which began in Nebraska. The program at Storm Lake Middle School provides one-to-one relationships in a school-based setting. All mentors are professionally trained, with special care in making matches based on similar interests and qualities to ensure match longevity. TeamMates mentors currently average 34 months of longevity with their mentees compared to a nation-wide average of 9 months. A partnership with BVU’s Director of Civic Engagement and the TeamMates program coordinator ensures that this program operates effectively at TLC.
- **Let’s Play Sports** – A physical activity supplement researched and developed by the Iowa Parks and Recreation Department that provides grade-specific sessions in a variety of sports such as football, golf, baseball or softball, wrestling, basketball, soccer, and cheerleading. These activities are led by BVU students as part of course work for an exercise science class. Professor Bev Ahern and the TLC director work closely in supervision and evaluation of students and activity outcomes.

### **MANAGEMENT PLAN**

- **Effective staffing, recruitment and retention of staff, professional development, leadership, and use of volunteers**

Activities are staffed to provide the greatest benefit for our students and their families. Academic activities have a 1-to-10 staff/student ratio. Educational enrichment and family literacy activities have a 1-to-15 ratio and a 1-to-20 ratio is used for recreational activities.

All project staff supervising academic assistance activities will be certified teachers or meet Title I guidelines for paraprofessionals. Bilingual staff members assist in communication with ELL or ESL students and parents. Staff generally work with the same students or grade level allowing staff to build relationships with students. Partners have staff in place for their activities.

Certified teachers, paraprofessionals and volunteers are recruited from Storm Lake CSD

employees, substitutes, retired staff, BVU, and the community. Volunteers of all ages, middle and high school students, parents, and seniors, are recruited and coordinated through COMMUNITY Education's volunteer program. Paid and volunteer positions are posted on our district's website and in the two local newspapers. Word of mouth among current staff has also been a great success in attracting qualified personnel. A panel reviews applications and interviews applicants. Depending on the position being filled, this panel may include the TLC director, superintendent, principal, assistant coordinator, and members of the advisory committee. Staff reviews are held once per year or as necessary, with an open-door policy in effect for staff to contact the director or assistant coordinator with concerns or program suggestions. Pay for all staff is comparable to similar positions within the district and community which supports retention of quality staff.

The TLC director will meet once per month with staff from each grade level. This allows for guidance on program activities and discussions relating to specific students. Monthly all-staff meetings are held for professional development and team-building.

The Iowa Professional Development Model is used and a minimum of 25 hours of training is provided per year. Monthly training is coordinated with the district's elementary before and after school program and is available to all project staff, volunteers and advisory committee members. Topics include best practices in reading and math; Love & Logic, PBIS, and other behavioral tools; CPR & First Aid; mandatory child abuse reporting; and sexual harassment. School district, hospital, AEA staff and other qualified consultants provide these trainings and are available to provide on-going assistance and coaching throughout the year.

The SLMS Instructional Strategist supervises SES activities. A project coordinator currently oversees the Monsanto Funds grant activities, which will end in June 2014. With 21st CCLC funds, a TLC director will be hired and 100% of their time will be allocated to the program. Duties will include overseeing the budget, planning and coordinating staff development and assessing progress in meeting program goals. They will work closely with the instructional strategist and other district staff to provide academic activities that meet identified needs, are aligned with local, state and national standards and the district's CSIP. They will work with district employees and community agency staff to coordinate activities with the numerous state and federal programs already in place. Other director duties include public relations, interaction with community partners, coordinating surveys for evaluation purposes and aggregating program data. The TLC director will participate on the Middle School Improvement Team and will have their office in the middle school building to maintain alignment with school day instruction.

An assistant coordinator will aid with day-to-day implementation of academic assistance and educational enrichment activities. The assistant coordinator will work five hours per day for the TLC program. The assistant coordinator helps create and maintain a site plan, schedule activities, recruit participants, coordinate staff, monitor supplies and resources, collect attendance data and other routine issues associated with the successful operation of the program. Both the director and assistant coordinator will have a high level of interaction with students, parents and staff.

The director and assistant coordinator will meet daily to review and discuss program issues. Monthly meetings with all project staff and volunteers provide time for training and team-building. The director will attend middle school building staff meetings, which provide additional opportunities to blend after school with regular day programming.

Payroll, accounts payable, technology support and other administrative duties for TLC will be provided in-kind by Storm Lake CSD personnel.

Volunteers are utilized in a variety of ways – Teammates mentors, Family Nights, individual, small group, and large group academic and recreation instruction by BVU students.

CommUNITY Education recruits and coordinates program volunteers and utilizes senior volunteers as appropriate to our activities. Senior volunteers are an important resource for TLC. The experience they share with our students and staff is a valuable part of our program.

- **Plan for student transportation to and from program, student access, and program facilities**

Our before and after school program and Family Nights are held at Storm Lake Middle School. This is the building that public school students attend during the school day. Students attending St. Mary's School during the day and registered to attend TLC ride a public school bus two miles across town to Storm Lake Middle School each afternoon. This plan is already used for St. Mary's School students who attend orchestra and sports practice at the middle school.

Transportation is provided to our morning program and home again following our after school program via school bus. Parents receive a bus schedule that identifies drop off sites and arrival times. These busses also take students home from the district's elementary program. Costs will be shared between the two programs. Fuel costs and bus driver salary will be supported by 21st CCLC funds, with bus and maintenance costs contributed by the district. Bus drivers are CDL certified school district employees. Students being picked up or walking home leave the program based on instructions provided by parents on the program registration form.

Translation for all program materials is provided by school day staff. Bilingual after school staff provide interpreting services as needed to communicate with students and parents.

Our program has sufficient adult supervision to ensure the children are kept safe. Though the building has multiple entrances/exits, most are locked from the outside requiring visitors to enter through main doors. This discourages unauthorized people from entering. Students with disabilities are encouraged to participate in program activities. The building is a single-level facility, handicap accessible, safe and accommodating to all students and their families.

- **Organizational and program leadership structure, and how it will develop and engage a stakeholder advisory group**

TLC's leadership structure has been discussed in detail on the previous page. The director and assistant coordinator will receive guidance from the advisory committee which will meet monthly. It will be composed of parents, teachers, middle school principal or assistant principal, and representatives from each of the collaborative partners. Leadership structure of the committee will be determined by members during the first meeting. A leader other than the TLC director will provide independent direction for the program. The purpose of the advisory committee is to review data and suggest improvements for project activities, assist with the development of new activities, monitor student/parent participation and satisfaction, and seek continued funding. The advisory committee is responsible for continuously seeking input from parents, volunteers, community members, and students on how to improve the program and working to secure additional partnerships that meet needs identified by our evaluation data. Committee members use the information to improve programming and ensure that all program goals and objectives are being met. A report will be made to the school board annually.

- **Plan for continuous program improvement & sustainability; combining resources for effective use of public funds**

Continuous improvement of our program is guided by the comprehensive evaluation plan detailed on pages 15-17, communication plan on pages 12-13, dedication of our partners, and commitment of staff and administration. We have identified five factors for sustainability:

**First**, our current partners have both human and financial resources in place and have committed to the financial responsibility of sustaining their activities.

**Second**, Iowa allows local boards of education to raise property taxes without a public referendum if the funds will be spent on programs and services benefiting At-Risk youth and their families. While current At-Risk funds are spent in other areas of the district, our school board will carefully consider this Maximum Allowable Growth funding as a source of continued funding for TLC. **Third**, Storm Lake CSD receives in excess of \$1 million in U.S. and Iowa Department of Education funds that are used to benefit youth in specific developmental areas. These include Title I, Title IV, and Migrant funds. As with At-Risk funds, administration will consider these funding sources to continue the program.

**Fourth**, private, corporate, federal and other state grants are researched and applied for. This has been a funding source in the past, but it takes many hours to generate income to sustain the program. Fund-raisers are planned and carried out by parents, advisory committee and partners. Although large amounts of money are not earned through fund-raisers, the raised awareness in the community and ownership by parents will improve the overall financial status of the project.

**Fifth**, Storm Lake Foundation, a non-profit foundation, accepts tax exempt donations that can be designated to benefit Storm Lake CSD's before and after school programs. TLC will participate in funding drives organized by the Foundation to support our local community.

The following chart details how our program leverages existing school and community resources to provide diverse opportunities for our students. Resources may be in the form of funding, staff time and/or materials.

Program/Resource	Contributions to program	Source of Funding
At-Risk	Remediation, sustainability funds	State – Mod. Allowable Growth
Recreation Activities	Physical Educ. activities and instruction	Local – Buena Vista University
Evaluation Team Ldrshp	Evaluation of TLC program	Local – BVU, SLMS
Volunteers	Volunteers to assist in all areas of project	Local – CommUNITY Education
Parents In Action	Volunteers, asset building, parent literacy	Local – parent organization
Health & Nutrition activities	Health & nutrition educational programs	Local – BVRMC
School Resource Officer	Support for troubled youth	Local – Storm Lake Public Safety
Family Literacy activities	GED, ELL, ABE classes for adults	Local – ICCC
TeamMates	After school mentoring program	Local – TeamMates

While we have community partners willing to share their time and talents, it remains a challenge in our local economy to find funding for all of TLC's components. Many of the services being applied for in this application were in place with the previous 21st CCLC program – tutoring, homework help, mentoring, recreation, enrichment sessions, Adult Basic Education with Iowa Central Community College, etc. They were refined and enhanced during the five-year term of the grant, as would be expected from any quality program.

### COMMUNICATION PLAN

- Description of outreach strategies to share program information with community, parents, youth, and partners.

The overall goal of our communication strategy is to increase awareness about our program in order to obtain support, and ultimately make connections that will increase student participants, volunteers, activities, materials, and funding opportunities. TLC will use a number of tools to share evaluation and other program information with the community, parents, youth, and partners.

- Local newspaper coverage – Two local newspapers frequently provide coverage of

activities, successes and challenges, evaluation results, and volunteer or staff opportunities. Distribution of newspapers is two and three times per week and offers widespread community support.

- Local radio stations – As appropriate, program information, evaluation results, and volunteer or staff opportunities are publicized on our local radio stations, KAYL and KKIA. This medium reaches a large community population.
- School newsletter and district website – Our district produces a monthly on-line newsletter that is sent to all parents via e-mail, and posted on the district's website. Included in both of these locations is program data and detailed evaluation results as they are available from team assessments. Information similar to the newspaper is available on a regular basis to all who visit the district's website including community, parents, youth and partners.
- School registration and parent conferences – The TLC director is on-site during school registration and parent/teacher conferences. Program information and registration information is provided personally to all parents in both English and Spanish.
- Parent notices – All information regarding program information, such as enrollment opportunities, upcoming events, activities, and evaluation results are sent home via paper copy throughout the school year. All notices are translated by school staff into Spanish.
- School board – Presentation of evaluation results, successes, and challenges are presented annually to the school board. This is another opportunity to communicate with the community, gather program support, and seek sustainability options.
- E-mail – E-mail is used to communicate with parents, partners, and school day staff. Parents may let staff know if their child will not be in attendance or ask questions about the program. E-mail is also used by partners to relate meeting agendas and minutes, program data and evaluation results throughout the school year.
- Phone calls – The director, teachers and/or reading strategist will contact parents directly for any student issues or to personally invite students who are identified as needing the extra academic support provided by the program. Interpreters are used as needed.
- Monthly meetings – Advisory Committee meets monthly to discuss the program and evaluation results. The director also attends monthly Middle School Improvement Team meetings to receive and provide details about the program and activities
- Students – Daily discussions are held between TLC staff and students about activity opportunities and expectations
- Student Leadership Board – Our program proposes for TLC staff to meet monthly with 4-6 students from each grade level to identify successful activities, discuss student needs, and address improvements.

### **PARTNERSHIPS**

- **Existing partnerships and their role in programming and sustainability**

Our program will use 21st CCLC funding and contributions of partners to offer a wide range of services and programs to our middle school students and their families. We will build upon existing collaborations and connect existing programs to avoid duplication of services. We have commitments from the following community agencies:

- Buena Vista University–
  - Physical Education activities – Bev Ahern, assistant professor of exercise science, proposed a partnership between students in one of her college classes and our middle



school students. As part of her exercise science class syllabus, students plan and implement PE activities for middle school after school students. The partnership provides activities for our after school students, as well as practical training for college students wanting to become PE teachers. Professor Ahern and the TLC director will share supervision responsibilities of BVU students.

- TeamMates/BV Buddies – is a mentoring partnership between Storm Lake Middle School and BVU for 12 years. BVU provides a college coordinator, Dr. Ashley Farmer-Hanson, the director of Civic Engagement to advise the group. The BVU coordinator works with TeamMates coordinator, Angie Woodford, to provide college students who mentor middle school students an hour a week during the time that TLC meets. Additionally, BV Buddies fundraises and financially supports this program. Dr. Farmer-Hanson works directly with the mentoring coordinator to ensure it is an equal partnership and share responsibilities of supervising the college students.
  - Evaluation team leadership – Julie Finnern, Assistant Dean to the School of Education, will fill the role of outside evaluator on the evaluation team. She will visit TLC during program hours at least two times during the school year for a formal evaluation of activities, staff, and data. She will meet with other team members to review their observations. The team will present findings, celebrate successes and suggest program adjustments to the program director and advisory committee. The team will provide on-going support as changes are implemented. Ms. Finnern is also the leader of the 21st CCLC elementary program evaluation team. Her experience in education will guide the team in conducting a comprehensive evaluation of the program.
  - CommUNITY Education will recruit, train and coordinate volunteers for program activities as necessary. CommUNITY Education staff has extensive connections within the community, at Buena Vista University, and Storm Lake High School to fill volunteer needs of the before and after school program. Their staff is experienced in training volunteers for all aspect of the program including activity expectations, confidentiality, responsibility, and safety at school and with middle school students. The director, Pat Fisher, will provide additional support and direction for our program as part of the advisory committee.
  - TeamMates will provide a mentoring coordinator who will support one-to-one matches between middle school students during the TLC program and BVU students or community members. TeamMates will provide screening, training and the framework for a program that follows the guidelines of the Elements of Effective Practices. There is also technical support and a data base that gives a year-to-year record of student performances.
  - St. Mary's School will provide information to parents about the after school program and the opportunity for their children to attend. The principal will work with the TLC director to link the after school program with their school day. This may include meeting attendance, contact with teachers, and test scores. Tim Wagner, preK-5 principal, or Steve Lueck, 6-12 principal, will provide additional support as a member of the advisory committee. This is a new partnership and will likely evolve as we include St. Mary's students in our after school program. On-going communication will be the key to making this a positive experience for both organizations.
  - ICCC provides on-going ESL, GED and Adult Basic Education classes free of charge to the community and program families. Data, including simple attendance counts and class completion rates are provide for TLC families.
- All agencies have a history of working with Storm Lake CSD and/or the before and after

school program and are important components of our program. All partners have agreed to provide and sustain services and/or materials. Community partners have representation on the advisory committee and are active and committed stakeholders in the project.

• **Plan for engaging partners, recruiting new partners and maintaining relationships**

Each partner will fill a position on the TLC advisory committee. This committee will meet monthly during the school year in order to make rapid changes to the program as needed. In the beginning, the TLC director will plan and prepare meeting agendas, coordinate data for distribution, plan upcoming events, and inform members of program needs.

Our goal for the advisory committee is to have parents or partners lead the committee. The committee would initiate other partnership opportunities, request information and make suggestions to the director and evaluation team for agenda items, data collection activities, and program offerings. We believe this to be a positive approach to engage and recruit partners, maintain relationships, and create a meaningful exchange of ideas leading to sustainability opportunities. The TLC director and current partners will approach local businesses, as approved by district administration, for support and additional partnership opportunities.

**EVALUATION**

• **Evidence of the capacity to conduct comprehensive, rigorous evaluation of program effectiveness**

A highly qualified team will be assembled to provide a comprehensive and rigorous evaluation of our program. Team members include Julie Finner, Assistant Dean to the School of Education at Buena Vista University; at least two staff members that currently sit on the Middle School Improvement Team; and the TLC director. The evaluation will include information required by the Iowa Department of Education. All requested data and program information will be provided to the Iowa Department of Education as required. The information will be provided in an acceptable format and produced in a timely manner.

The process evaluation provides data on how well an activity is implemented, allowing for precise replication of successful activities. Monitoring data is collected which will identify challenges, while recording efforts and methods used.

The chart below, and continued on the next page, shows process evaluation tools we will utilize to demonstrate that we have provided all promised activities.

PROCESS EVALUATION measurement tool	Frequency of Use	Who will administer	Use of data
<b>Basic Tallies</b> – Discipline referrals, activities; attendance; (Academic, Program & Family Lit. goals & activities)	Each time an activity takes place; quarterly for discipline referrals	TLC program staff, teachers, partners	Verify attendance & activities provided
<b>Surveys</b> – data on effectiveness of activities offered (Academic, Program & Family Lit. goals & activities)	End of year, and at special events	Teachers, program participants, parents, & adults	Data for state reporting; modify activities
<b>Focus Groups</b> – data from a sample of participants (Academic & Program goals and activities)	Monthly	TLC director and/or asst. coordinator	Modify activities, celebrate successes
<b>One-to-One Contact</b> – forms record conversations w/students, parents, teachers, and partners (Academic, Program & Family Lit. goals & activities)	As needed	TLC director, asst. coordinator, & TLC staff	Modify activities, celebrate successes

<b>Observation</b> – forms record observations of staff & activities (Academic, Program & Family Lit. goals & activities)	Formal – 2 times per school year; informal – as needed	Evaluation team, TLC director, teachers, partners	Modify activities, celebrate successes
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Our outcome evaluation is used to determine whether or not our efforts are having a positive impact on the academic performance of our students. Data will be disaggregated by regular program attendees, non-regular attendees and those who do not attend at all. The outcome evaluation will illustrate the effect of our program on reading and math proficiency; decreasing achievement gaps; social, physical and emotional behavior; and parents becoming active supporters of their children’s educational success. All of the tools below will be administered by teachers and instructional assistants, all tests will provide data for academic activities, and all will provide data for state reporting and modification of activities.

<b>OUTCOME EVALUATION:</b> measurement tool	Frequency of Use
<b>Iowa Assessments</b> – records proficiency in math, reading and science for 5th – 8th grade students (used to support Academic, Program and Family Literacy goals)	Mid-year (February)
<b>Measures of Academic Progress (MAP)</b> – given to 5th – 8th grade students (will be used to support Academic, Program and Family Literacy goals)	Fall and spring

Two times per year in November and April, each member of the evaluation team will complete an on-site evaluation of the program during after school activities. The tool for these site visits will be completed by November 2014. Recorded data may include staff and student use of time, engagement of students and staff in scheduled activities, implementation from recent trainings and professional development, and observation of safety protocols. The team will then meet to discuss their observations, review appropriate process, outcome, or other program data, make recommendations for program improvement, and celebrate successes. The director may also initiate internal probes for specific targets, e.g., is staff actively engaged in supervision of students during computer time?

Outcomes presented with our goals will be measured using the noted indicators. Collection of data will be the responsibility of the program director, assistant coordinator, program staff, evaluation team, and partners. The TLC director will prepare data for review by the evaluation team and advisory committee. *Afterschool 21*, a program designed by Cayen Systems specifically for before and after school programs, will store student and family data along with attendance records. Test scores will be imported into *Afterschool 21* providing a complete picture of each student’s attendance, ELL or low-SES designation, and academic proficiencies. The use of Microsoft and *Afterschool 21* software allow us to report demographics, analyze outcomes, create participant lists, prepare mailings, and evaluate activities.

Appropriate data is reviewed by the project director and assistant coordinator weekly, monthly at advisory committee meetings, monthly at middle school parent meetings, and at least monthly by program staff at grade level staff meetings. This provides for effective review, discussion, feedback, and prompt program adjustment.

- Evidence of how evaluation results will be used to refine and improve program, and build community support and align with goals, objectives and program activities

The TLC director and assistant coordinator are charged with reviewing evaluation data and making necessary changes to the implementation of programs. Weekly reviews allow for the

quick and effective response required to refine and improve the overall program. At monthly advisory committee meetings, relevant evaluation data is shared for further review and refinement. Our communication plan on pages 12-13 provides further details of how evaluation results will be shared in order to build community support.

Our evaluation plan's alignment with goals, objectives and program activities is clearly shown in tables throughout this application. Each table represents efforts to address the Academic, Program, and Family Literacy needs of our middle school students and their families.

- Detailed plan, including timelines and strategies to make evaluation results public in a form and language that is easily understood

The overall goal of our communication strategy is to increase awareness about our program in order to obtain support, and ultimately make connections that will increase student participants, volunteers, activities, materials, and funding opportunities. TLC uses a number of tools to share evaluation and other program information with the community, parents, youth, and partners. Details of these tools were discussed in the Communication Plan section, and can be found on pages 12-13.

**TOTAL 21ST CCLC GRANT REQUEST: \$108,500**

Funding Formula: \$10.00 per day x 70 students x 155 days before and after school = \$108,500

- The basis for cost estimates is described in detail, includes reserved funds for evaluation, access, administration, and professional development; costs are justified as necessary and reasonable; costs are aligned with the project's activities

Category totals for grant year one are listed below and followed by a description for that budget category. In our narrative, we provide information detailing proposed activities relating to TLC's needs and goals. Every item below has been budgeted to provide these activities for students and their families.

**PERSONNEL: \$68,973 (63.57% of total request)**

A full time program director and part-time assistant coordinator will oversee the program and be paid with 21st CCLC funds. The director will have varied duties and so portions of that salary are expensed to personnel (75%), professional development (4%), evaluation (2%) and administrative (18%). Six paraprofessionals will assist the director and assistant coordinator to implement academic, enrichment & family literacy activities before and after school. This is in-line with our plan to provide low staff to student ratios for activities. The greatest asset a program can have is quality staff to research, plan and implement activities. As such, the largest percentage of our budget is spent on personnel.

Benefits (FICA, IPERS, life, disability and medical insurance as appropriate) are included in this category. Salaries will be appropriate for duties performed and set in accordance with district policies.

**STAFF TRAVEL: \$0**

There will be no local staff travel charged to this grant. All travel related to professional development activities are expensed in that category.

**MATERIALS: \$15,081 (13.9% of total request)**

We have budgeted for general project materials – craft supplies, office supplies, paper, etc. representing \$30 per student per year, along with an amount to support family activities – refreshments for Family Nights, survey materials, etc. We contract with our district's food service provider for healthy snacks. Because they lease our district's kitchens and appliances, any money saved by directly participating in a food service reimbursement program would ultimately be spent on appliance rental, storage space and staff time spent shopping, preparing food and completing paperwork. The amount budgeted reflects a cost of \$0.50 per student for a snack and milk or juice. The remainder of the materials budget is set aside to purchase reusable materials for specific academic and enrichment activities. These may include e-readers for TLC book clubs; robotics kits for STEM activities; music, art or drama supplies; materials for service learning projects; etc. Needed items will be purchased for activities chosen by students and approved by the SLMS principal, instructional strategist, or MSIT team to align with state and national standards. Only items deemed acceptable under grant provisions will be considered for purchase.

**PROFESSIONAL DEVELOPMENT: \$5,750 (5.3% of total request)**

SLCSD will send staff to all state grant trainings as appropriate and required. This is estimated for meals, lodging and travel for 1 person, 2 times per year to Des Moines for 2 days. We have also budgeted for one person to attend a national after school conference. TLC staff will participate with district staff and

elementary after school staff in on-going professional development on topics including: best practices in reading and math; Love & Logic & other behavioral tools; as well as, blood borne pathogens; CPR & first aid; mandatory child abuse reporting; and sexual harassment. A part (4%) of the Project Director's salary is budgeted here since a portion of their duties involve staff training. Our budget for professional development meets the 5% minimum required.

**STUDENT ACCESS, TRANSPORTATION: \$6,446 (5.94% of total request)**

SLCSD will use budgeted funds to provide bus transportation for students after our program. Our transportation department will provide a qualified bus driver. Also included in this category is the cost of fuel which is estimated based on costs for the past two years. Cost of transportation in the morning, bus rental and maintenance will be provided in-kind by the SLCSD. Transportation costs are well below the 8% maximum amount allowed.

**EVALUATION: \$4,750 (4.38% of total request)**

We have budgeted for the purchase of a support agreement for our data tracking software for evaluation purposes. We will provide a stipend to each Evaluation Team member (not including the program director) for their time and expertise in evaluating the program. A part (2%) of the Project Director's salary is budgeted here since a portion of their duties involve program evaluation. Our evaluation budget meets the recommended 4% minimum.

**ADMINISTRATIVE / INDIRECT COSTS: \$7,500 (6.91% of total request)**

A portion (18%) of the Project Director's salary is budgeted here. Administrative duties include overseeing the budget, staff supervision, interaction with agency staff and public relations. Other administrative costs are provided in-kind by Storm Lake CSD – payroll administration, accounts payable/receivable, technology support, and other various duties. Administrative costs are less than the 8% maximum allowed by the grant.

- Proposed expenditures will supplement rather than supplant existing funding

No 21st CCLC funds will be used to supplant any existing funding.

Our current before and after school program is funded by Title 1 funds set aside for Supplemental Education Services required for Schools in Need of Assistance. This funding fluctuates from year-to-year and pays only for tutoring of identified students. These students' attendance after school will be tracked separately from activities provided with 21st CCLC funds. Payment to staff will also be identified to specific and separate funding sources.

The other current source of funding for after school is from a one-year Monsanto Funds grant which will be completed in June 2014. It provides only limited access to enrichment activities for middle school students.

Storm Lake CSD has in place accounting practices that enable TLC to differentiate between activities provided with separate funding streams. The Storm Lake CSD Business Manager will assist the TLC Director as necessary.

All requested data and program information pertaining to attendance or financial details will be provided to the Iowa Department of Education as required.

Storm Lake Community School District, TeamMates/BV Buddies mentoring program, and Buena Vista University's Office of Civic Engagement, have come together to collaborate and to make an application for the 21st Century Community Learning Centers Program grant (21st CCLC). Grant funds will be used to serve students in grades 5-8 at Storm Lake Middle School's Tornado Learning Club (TLC).

The partners have agreed that Storm Lake CSD will provide leadership for the overall TLC program and will be the designated applicant in the 21st CCLC application. All other agencies will be considered partners in this application. This a true partnership, as there is no compensation provided to any partner.

TeamMates/BV Buddies and Buena Vista University (BVU) have partnered with TLC for many years. BV Buddies began as a group mentoring program in 2002 and has evolved into a one-to-one mentoring program. TeamMates Mentoring Program's national oversight & program standards were adopted in 2011.

TeamMates/BV Buddies recruits and trains mentors from the community and works with the Office of Civic Engagement at BVU to recruit and train mentors from the university. Both community members and university students meet with their mentees in a school-based setting during after school time at TLC.

The roles and responsibilities listed below are already in place and in action.

It is agreed that Storm Lake CSD will:

- Assist the TeamMates coordinator and Director of Civic Engagement at BVU to identify potential middle school students as mentees.
- Provide on-site supervision of matches during TLC, if TeamMates coordinator is unavailable.
- Provide enrichment activities for mentees on afternoons when they meet with their mentor.
- Assist in fundraising activities for the TeamMates/BV Buddies mentoring program.

It is agreed that TeamMates and the Office of Civic Engagement at BVU will:

- Recruit, assess, and train potential mentors as directed by the national TeamMates Mentoring Program.
- Supervise and evaluate matches as directed by the national TeamMates Mentoring Program.
- Provide mentor, mentee and match data for inclusion in 21st CCLC grant reports as allowed by confidentiality guidelines.
- Attend 21st CCLC grant partner meetings as scheduled.

By signing below, the partners acknowledge that we agree with this MOU. Furthermore, we have reviewed the proposed project and approve it.

By CTM  
Carl Turner, Superintendent  
Storm Lake Community School District

Date 1/28/2014

By Angie Le Woodford  
Angie Woodford, Coordinator  
TeamMates/BV Buddies Mentoring Program

Date \_\_\_\_\_

By [Signature]  
Ashley Farmer-Hanson, Director  
Office of Civic Engagement at BVU

Date 1/28/14

Storm Lake Community School District and Buena Vista University, specifically Bev Ahern, Associate Professor of Exercise Science, have come together to collaborate and to make an application for the 21st Century Community Learning Centers Program grant (21st CCLC). Grant funds will be used to serve students in grades 5-8 at Storm Lake Middle School's Tomado Learning Club (TLC).

The partners have agreed that Storm Lake CSD will provide leadership for the overall TLC program and will be the designated applicant in the 21st CCLC application. All other agencies will be considered partners in this application. This a true partnership, as there is no compensation provided to either partner.

Buena Vista University (BVU) has partnered with TLC for many years. A few years ago, Professor Ahern approached our district with the offer to provide volunteers and activities for both our elementary and middle school after school programs. A mutually beneficial partnership developed from this first meeting.

Through college course work led by Professor Ahern, BVU students are required to lead or participate in a certain number of program hours or afternoons each semester. Students pursuing an education degree prepare and assist in general recreation activities. Students pursuing a degree in exercise science prepare and lead more formal physical education activities.

The roles and responsibilities listed below are already in place and in action.

It is agreed that Storm Lake CSD will:

- Provide access to middle school students during after school hours.
- Provide on-site supervision of BVU student volunteers during volunteer time.
- Provide feedback to Professor Ahern regarding volunteer activities.
- Provide general orientation of the middle school and TLC procedures for BVU student volunteers.

It is agreed that Professor Bev Ahern will:

- Provide direction to BVU student volunteers regarding best practices for supervision of middle school students.
- Provide direction to BVU student volunteers regarding age-appropriate recreation and physical education activities.
- Provide schedules of attendance for BVU student volunteers at TLC.
- Attend 21st CCLC grant partner meetings as scheduled.

By signing below, the partners acknowledge that we agree with this MOU. Furthermore, we have reviewed the proposed project and approve it.

By CT  
 Carl Turner  
 Superintendent  
 Storm Lake Community School District

By Bev Ahern  
 Bev Ahern  
 Associate Professor of Exercise Science  
 Buena Vista University

Date 1/28/2014

Date Jan 23, 2014



Storm Lake Community School District and CommUNITY Education have come together to collaborate and to make an application for the 21st Century Community Learning Centers Program grant (21st CCLC). Grant funds will be used to serve students in grades 5-8 at Storm Lake Middle School's Tornado Learning Club (TLC).

The partners have agreed that Storm Lake CSD will provide leadership for the overall TLC program and will be the designated applicant in the 21st CCLC application. All other agencies will be considered partners in this application. This a true partnership, as there is no compensation provided to any partner.

CommUNITY Education has partnered with TLC for many years. CommUNITY Education provides volunteer coordination for many different organizations in our community, as well as coordinating youth and adult recreation activities and adult enrichment activities.

The roles and responsibilities listed below are already in place and in action.

It is agreed that Storm Lake CSD will:

- Provide general orientation of the middle school and TLC procedures for volunteers.
- Track volunteer service hours and report to CommUNITY Education for reporting purposes.

It is agreed that CommUNITY Education will:

- Recruit, train and coordinate volunteers for program activities as necessary.
- Attend 21st CCLC grant partner meetings as scheduled.

By signing below, the partners acknowledge that we agree with this MOU. Furthermore, we have reviewed the proposed project and approve it.

By CT  
 Carl Turner, Superintendent  
 Storm Lake Community School District

By Pat Fisher  
 Pat Fisher, Director  
 CommUNITY Education

Date 1/28/2014

Date 1/28/14

**FORM A: SITE INFORMATION**

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

<b>21CCLC Site Name: Storm Lake Middle School</b>		
<b>Site Address: 1811 Hyland Drive, PO Box 638</b>		
<b>City, State, Zip: Storm Lake, IA, 50588</b>		
<b>Phone: 712-732-8080</b>		
<b>Site Contact Person: J.B. Slight, Principal</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
St. Mary's School	8102	5
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
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 21<sup>st</sup> Century Community Learning Centers Program will comply with federal and state laws which prohibit discrimination on the basis of gender, race, national origin, disability, age, and religion in educational programs. Multicultural, gender fair approaches will be used in planning and implementing request for applications programs. Programs will provide accommodations to students learning English as a second language.

**Part B: Use of Funds**

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

**Part C: Supplement, not Supplant**

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

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

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

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

**Part E: Control of Funds**

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

**Part F: Program Accountability**

The request for applications program manager or fiscal agent is responsible to notify the Iowa Department of Education immediately any time a deviation occurs or necessity arises to alter any of the goals, program Elements, budget or other sections as stated in the request for applications.

**Part G: Evaluation and Data Collection**

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

**Part H: Program Site**

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

**Part I: Collaboration with Schools**

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

**Part J: Notice to the Community**

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

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

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

**Part L: Parent Consent**

As the designated Applicant Agency, I certify that a process will be put in place to obtain parent consent from the parents of students who participate in the proposed Community Learning Center program for the purpose of transferring records between the participant students schools and the proposed program.

The Applicant agrees to meet with project staff at the Iowa Department of Education upon request.


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

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

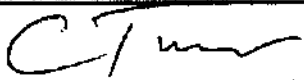

**Part N: Grant Termination (Additional conditions in appendix D)**

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
	Storm Lake Community School District


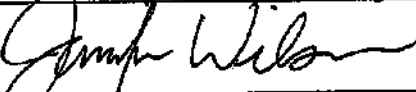



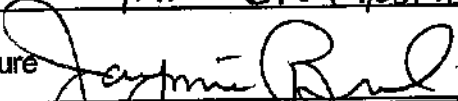



**Certification:** As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement 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
	Storm Lake Community School District
Signature of Site Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name
	Storm Lake 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	J.B. Slight - <sup>Middle School</sup> Principal	Agency	Storm Lake Community Schools
Signature		Address	1811 Hyland Dr.
		City/Zip	Storm Lake - 50588 Phone 712-732-8080
Name/Title	Jennifer Wilson - <sup>6th Science</sup>	Agency	Storm Lake Middle School
Signature		Address	1811 Hyland Dr.
		City/Zip	Storm Lake IA Phone 712-732-8080
Name/Title	Sandra L. Dugue - <sup>ELL-IA</sup>	Agency	Storm Lake Middle School
Signature		Address	1811 Hyland Dr.
		City/Zip	Storm Lake IA Phone 712-732-8080
Name/Title	Dewey Hupke - <sup>6th Grade</sup> Teacher	Agency	Storm Lake Middle School
Signature		Address	1811 Hyland Dr.
		City/Zip	Storm Lake IA Phone 712-732-8080
Name/Title	Angie Woodford - <sup>Youth Mentor</sup> coordinator	Agency	Storm Lake Comm. School District
Signature		Address	1811 Hyland Drive
		City/Zip	Storm Lake 50588 Phone 712-732-8080
Name/Title	Jaymie Bral - <sup>Asst. Principal</sup>	Agency	Storm Lake Middle School
Signature		Address	1811 Hyland
		City/Zip	Storm Lake, IA Phone 712-732-8080
Name/Title	Math Teacher Lori Darrow	Agency	Storm Lake Middle School
Signature		Address	1811 Hyland
		City/Zip	Storm Lake 50588 Phone 712-732-8080
Name/Title	Sue Gouley - <sup>8th LA Teacher</sup>	Agency	Storm Lake Middle School
Signature		Address	1811 Hyland Dr.
		City/Zip	Storm Lake 50588 Phone 712-732-8080
Name/Title	Kevin Besch - <sup>5-8 Phys Ed</sup>	Agency	Storm Lake Middle School
Signature		Address	1811 Hyland Dr.
		City/Zip	Storm Lake 50588 Phone 712-732-8080

## 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	Kezi Schuelke Support Staff	Agency	Storm Lake Middle School
Signature	<i>Kezi Schuelke</i>	Address	1811 Hyland Dr.
		City/Zip	Storm Lake 50588 Phone 732-8080
Name/Title	Teacher - Rex Hawkins	Agency	Storm Lake Middle School
Signature	<i>Rex Hawkins</i>	Address	1811 Hyland Drive
		City/Zip	Storm Lake Phone 732 8080
Name/Title	Todd Larson / Custodian	Agency	Storm Lake Middle School
Signature	<i>Todd Larson</i>	Address	1811 Hyland Dr.
		City/Zip	Storm Lake 50588 Phone 732-8080
Name/Title	Quita Snyder/Cook	Agency	Storm Lake Middle School
Signature	<i>Quita Snyder</i>	Address	1811 Hyland Dr.
		City/Zip	Storm Lake Phone 732-8080
Name/Title	Rhonda Mangold, School Social Worker	Agency	Storm Lake Middle School
Signature	<i>Rhonda Mangold</i>	Address	1811 Hyland Dr
		City/Zip	Storm Lake 50588 Phone 732-8080
Name/Title	Steph Grundmeier / Admin Asst	Agency	Storm Lake Middle School
Signature	<i>Steph Grundmeier</i>	Address	1811 Hyland Dr.
		City/Zip	Storm Lake 50588 Phone 732-8080
Name/Title	Erin Nguyen - Teacher	Agency	Storm Lake Middle School
Signature	<i>Erin Nguyen</i>	Address	1811 Hyland Dr
		City/Zip	Storm Lake Phone 732-8080
Name/Title	Lynn Rebenbaugh	Agency	Storm Lake Elementary School - EA
Signature	<i>Lynn Rebenbaugh</i>	Address	1810 Hyland Dr
		City/Zip	Storm Lake Phone 732-8074
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone

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

21CCCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application:	1	Total number of students being served (all sites for one year):	70
		Total first-year funding request (all sites):	\$108,500
		Total three-year funding request (all sites):	\$325,500

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
Storm Lake Middle School	\$108,500	\$108,500	\$108,500	\$325,500	70
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

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

Applicant Agency: Storm Lake CSD Site: Storm Lake 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: 70

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	66,903	2,070	66,903	2,070	66,903	2,070	206,919
Staff Travel	0	0	0	0	0	0	0
Materials	14,780	301	14,780	301	14,780	301	45,243
Professional Development (minimum 4% per year)	5,578	172	5,578	172	5,578	172	17,250
Student Access, Transportation etc. (maximum 8% per year)	6,446	0	6,446	0	6,446	0	19,338
Evaluation (about 4% per year)	4,655	95	4,655	95	4,655	95	14,250
Administrative/ Indirect Costs (maximum 8% per year)	7,350	150	7,350	150	7,350	150	22,500
<b>Totals</b>	<b>105,712</b>	<b>2,788</b>	<b>105,712</b>	<b>2,788</b>	<b>105,712</b>	<b>2,788</b>	<b>325,500</b>

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.

District general funds will be used to start up and operate this program until reimbursement is received

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: Inherent in this grant application is the requirement to have a positive impact on student test scores and close achievement gaps. Based on the percentage of our population that are in the groups indicated, our after school program will increase test scores, and positive social behavior for 5<sup>th</sup> through 8<sup>th</sup> grade students.

Indicate which group is impacted:

- |                                                       |                                                   |
|-------------------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> Women                        | <input type="checkbox"/> American Indians         |
| <input checked="" type="checkbox"/> Asians            | <input checked="" type="checkbox"/> Latinos       |
| <input type="checkbox"/> Persons with a Disability    | <input type="checkbox"/> Alaskan Native Americans |
| <input checked="" 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: CT  
Title: Carl Turner, Superintendent, Storm Lake CSD

**Definitions**

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

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

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

"Disability" does not include any of the following:

(a) Homosexuality or bisexuality.

(b) Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.

(c) Compulsive gambling, kleptomania, or pyromania.

(d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.

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

**FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG**



**Private School Consultation Meeting Log**

**Date:** January 13, 2014

**Time:** 9:00 a.m.

**Location:** St. Mary's School

**Meeting called by:** Lynn Redenbaugh    **Type of meeting:** 21<sup>st</sup> CCLC grant discussion  
**Attendees:** Lynn Redenbaugh, grant writer & ETA Director; Tim Wagner, St. Mary's Pre-K-5 principal  
(see attached sign-in sheet, page 36 of grant application)

**----- Agenda Topics -----**

**Welcome**

**Discussion:** Lynn shared information about Storm Lake Community School District's upcoming 21<sup>st</sup> Century Community Learning Centers (CCLC) grant application being submitted to serve 5<sup>th</sup>-8<sup>th</sup> grade students before and after school at Storm Lake Middle School (SLMS). The grant requires discussion with non-public schools about involvement in the grant opportunity. This is Tim's first year as principal at St. Mary's, so Lynn shared the history of this grant between the two schools. Storm Lake CSD has approached St. Mary's in year's past about involvement with this grant opportunity, and until two years ago when Storm Lake Elementary School applied, St. Mary's chose to decline participation. St. Mary's elementary students currently attend some after school activities at Storm Lake Elementary School, mostly on days when school gets out early for professional development activities. Lynn is the director of the before and after school program, Elementary Tornado Academy (ETA).

With limitations of the current 21<sup>st</sup> CCLC program RFA, there is not an opportunity for a separate program at St. Mary's School. It was discussed that there would never be enough students attending to qualify for the minimum grant amount. If St. Mary's students want to attend the program at SLMS, they may ride the school bus from St. Mary's to SLMS after school. This plan is already in place for students riding to SLMS for orchestra.

The new TLC director would be available to attend staff and parent meetings at St. Mary's to discuss this new opportunity for students. If any students choose to attend, St. Mary's teachers would work with the TLC director to address specific academic needs and enrichment opportunities.

One concern that Tim had was that St. Mary's students would want to switch schools for their regular academic classes. Lynn assured him that no recruitment to this end would take place. That is not the intent of this grant or of Storm Lake CSD.

**Conclusions:** Tim is interested in offering this as an option for St. Mary's middle school students.

<b>Action Items:</b>	<b>Person responsible:</b>	<b>Deadline:</b>
1. Lynn will forward details of this meeting to the SLMS principal, and superintendent.	Lynn R	NA
2. Tim and St. Mary's will be notified of the status of the grant awards.	Lynn R or J.B. Slight, SLMS principal	April 2014 (expected awards notification)
3. If a grant is awarded to SLMS, a meeting will be held before school is out this year to put in place a plan for St. Mary's students to enroll in TLC.	Lynn R, J.B. Slight, or new TLC director	May 2014

**Resources for Non-Public Schools**

**Discussion:** At the beginning of the meeting, Lynn provided Tim with a copy of the meeting sign-in sheet. Included on this was her contact information, as well as the 21<sup>st</sup> CCLC grant program website. (see attached sign-in sheet, page 36 of grant application). Tim was asked to contact Lynn if he had any further questions.

**Conclusions:** NA

<b>Action Items:</b> NA	<b>Person responsible:</b> NA	<b>Deadline:</b> NA
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**Consultation Procedures**

**Discussion:** NA  
**Conclusions:** NA

<b>Action Items:</b> NA	<b>Person responsible:</b> NA	<b>Deadline:</b> NA
----------------------------	----------------------------------	------------------------

**Questions** All Staff [Insert time allocation]  
**Discussion:** NA  
**Conclusions:** NA

<b>Action Items:</b> NA	<b>Person responsible:</b> NA	<b>Deadline:</b> NA
----------------------------	----------------------------------	------------------------

**Other Information**

<b>Resource persons:</b>	
<b>Special notes:</b>	

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.

**Meeting with St. Mary's School Administrators**  
**Monday, January 13, 2014 9:00a.m. at St. Mary's School**

Discussion of Storm Lake Community School District's upcoming application for a 21st Century Community Learning Centers Program grant

Grant application website - <https://www.educateiowa.gov/pk-12/title-programs/title-iv-part-b-21st-century-community-learning-centers>

SLCSD contact:

Lynn Redenbaugh  
Director, Elementary Tornado Academy (ETA)  
lredenbaugh@slcsd.org  
(712) 732-8074, x540

Attendees sign-in:

Name

Title

Tim Wagner

PK-5 Principal St. Mary's

Lynn Redenbaugh

ETA director, grant writer

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

	District	Building	City	Grade Span of Plan
175	Starmont CSD	Starmont Elementary School	Arlington	K-6
176	Storm Lake CSD	East Early Childhood Ctr	Storm Lake	PK-K
177		Storm Lake Elementary	Storm Lake	K-4
178		Storm Lake Middle School	Storm Lake	5-8
179	Urbandale CSD	Jensen Elementary School	Urbandale	1-5
180	Villisca CSD	Sylvia Enarson Elementary School	Villisca	K-5
181	Washington CSD	Stewart Elementary School	Washington	PK-3
182		Lincoln Upper Elementary School	Washington	4-6
183	Waterloo CSD	Edison Elementary School	Waterloo	PK-5
184		Highland Elementary School	Waterloo	PK-5
185		Kittrell Elementary School	Waterloo	PK-5
186		Cunningham School	Waterloo	K-5
187		Irving Elementary School	Waterloo	K-5
188		Lincoln Elementary School	Waterloo	K-5
189		Lou Henry Elementary School	Waterloo	K-5
190		Lowell Elementary School	Waterloo	K-5
191		Poyner Elementary	Evansdale	K-5
192		George Washington Carver Academy	Waterloo	6-8
193	Wayne CSD	Wayne Elementary School	Corydon	PK-6
194	West Burlington Independent CSD	West Burlington Elem School	West Burlington	PK-5
195	West Des Moines CSD	Phenix Elementary Early Childhood Center	West Des Moines	PK-3
196	West Liberty CSD	West Liberty Elementary School	West Liberty	1-5



2012-2013 SINA List

12 District	12 District Name	12 School	12 School Name	11-12 Participation Math	11-12 Participation Reading	11-12 AMO Math	11-12 AMO Reading	11-12 Other Academic Indicator
6093	Soton Comm School District	0209	Salon Middle School				SINA-1	
6097	South Page Comm School District	0172	South Page Senior High School			SINA-1		
6098	South Tama County Comm School District	0109	South Tama County High School			SINA-3		
6098	South Tama County Comm School District	0209	South Tama County Middle School			SINA-4		
6098	South Tama County Comm School District	0439	South Tama County Elementary School			SINA-5		
6101	Southeast Polk Comm School District	0109	Southeast Polk High School			Delay-3		
6101	Southeast Polk Comm School District	0209	Southeast Polk Junior High School			SINA-4		
6101	Southeast Polk Comm School District	0438	Spring Creek 6th grade center			SINA-7		
6101	Southeast Polk Comm School District	0454	Clay Elementary			SINA-1		
6102	Spencer Comm School District	0209	Spencer Middle School			SINA-1		
6102	Spencer Comm School District	0409	Fairview Park Elementary School			SINA-6		
6102	Spencer Comm School District	0436	Lincoln Elementary School			SINA-2		
6120	Spirit Lake Comm School District	0209	Spirit Lake Middle School			SINA-3		
6219	Storm Lake Comm School District	0109	Storm Lake High School			SINA-2		
6219	Storm Lake Comm School District	0120	St Lake/A Cmrl/Buena Vista Early College HS			SINA-5		
6219	Storm Lake Comm School District	0209	Storm Lake Middle School			SINA-1		
6264	West Central Valley Comm School District	0172	West Central Valley Middle School			SINA-3		
8408	Tipton Comm School District	0209	Tipton Middle School			SINA-4		
8462	Tri-County Comm School District	0709	Tri-County High School			SINA-2		
8462	Tri-County Comm School District	0436	Tri-County Elementary School					
9538	Union Comm School District	0109	Union High School			SINA-1		
9538	Union Comm School District	0250	Union Middle School			SINA-2		
9538	Union Comm School District	0109	Union High School			SINA-1		
9579	Urbandale Comm School District	0209	Urbandale Middle School			SINA-3		
9579	Urbandale Comm School District	0427	Karen Acres Elementary School			SINA-4		
9591	Valley Comm School District	0109	Valley High School			SINA-2		
9591	Valley Comm School District	0427	Valley Elementary			SINA-1		
9592	Van Buren Comm School District	0109	Van Buren Community High School			SINA-1		
9651	Villisca Comm School District	0109	Villisca Community High School			SINA-2		
9660	Vinton-Shellsburg Comm School District	0109	Vinton-Shellsburg High School			SINA-4		
9660	Vinton-Shellsburg Comm School District	0209	Vinton-Shellsburg Middle School			SINA-5		
9660	Vinton-Shellsburg Comm School District	0421	Shellsburg Elementary School			SINA-3		
6700	Waco Comm School District	0409	Waco Elementary School			Delay-1		
6741	East Sac Comm School District	0209	East Sac County Middle School			SINA-2		
6759	Wapello Comm School District	0209	Wapello Junior High School			SINA-3		
6762	Wapsie Valley Comm School District	0436	Rural Elementary School #1			SINA-1		
6762	Wapsie Valley Comm School District	0445	Rural Elementary School #2			SINA-1		
6768	Washington Comm School District	0209	Washington Junior High School			SINA-2		
6768	Washington Comm School District	0409	Lincoln Upper Elementary School			SINA-4		
6768	Washington Comm School District	0418	Stewart Elementary School			SINA-3		
6795	Waterloo Comm School District	0109	East High School			SINA-6		
6795	Waterloo Comm School District	0118	West High School			SINA-7		