

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

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

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APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)
Seton Catholic School

| | | | |
|--|----------------------|---|----------------------|
| County: Wapello | | Amount Requested: \$224,100.00 (Total Form D1) | |
| Director of Agency: (Superintendent, City Manager, Executive Director, etc) Julianne Gentz, Seton Principle | | Grant Contact/Project Director: Francesca H. Djordjevich | |
| Agency Name: Seton Catholic School | | Agency Name: Seton Catholic After School Program | |
| Address: 117 East 4 th Street | | Address: 117 East 4 th Street | |
| City: Ottumwa | Zip: 52501 | City: Ottumwa | Zip: 52501 |
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|---|------------|---|----------------------|
| Data Collection and Evaluation Contact: Lois Abel Preister – Sinclair Research Group | | Fiscal Contact: Francesca H. Djordjevich | |
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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

Enter Federal Employer ID
Number:421063075

(If applicable) Enter Child Care

- Private Nonprofit Organization-
Number of years in operation 38
- Private For-Profit Organization
Number of years in operation _____

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: _____

Example of documentation: SINA list provided by the Iowa Department of Education available at 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: _____

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

Seton Catholic After School Program

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PROPOSAL ABSTRACT

SETON CATHOLIC AFTER SCHOOL PROGRAM

Seton After School Program strives to provide quality programs and activities that allow school-age children to learn through play, and has been established by Seton Catholic School to provide a safe, nurturing environment where children can be supported by quality staff as they engage in structured activities, have the opportunity for homework assistant, enjoy fun physical activity, receive a healthy snack, have a chance to enjoy structured socialization with their peers, & to help the school grow as a whole.

Our mission is to provide multiple opportunities for children to explore and experiment, supplementing their classroom experiences without the children realizing they are learning.

Being a kid in school can be hard work, and coming to after school from those long days of learning and social interaction can be overwhelming; we provide an atmosphere where kids can have old fashion play time, have quiet time, and learn through arts, science, and games to keep their brains moving. After School Care offers different opportunities than the classroom does, but we keep them together in an engaging environment that promotes friendships, physical activity, fresh air, and freedom of choices during structured activities. Kids need a chance to relax and Seton's After School Program offers that and much more.

As an educational institution we have increasingly become aware of the need for a safe and caring quality after school program to serve the needs of our students and their families. In today's society and financial instability (Ottumwa's median income is \$21,000), more students are in danger of becoming latchkey children as both parents are required to be part of the workforce to make ends meet. Our Student body represents a wide geographic area in SE Iowa, which makes our After School Program an important part of helping others. It also allows us to continue to live out our mission of service to our God and our community in a way that touches the very heart of our town—our youth.

In order for us to expand our After School Program and continue to offer an affordable option for parents, we work closely with Seton Catholic School, Great Prairie Area Education Agency, The Legacy Foundation, Ottumwa Community Players, American Home Finders, numerous local businesses who offer services and products, and finally quality staff to fulfill all our needs. With this grant our goal is to hire teachers for tutoring services, acquire a mode of transportation to allow students outside of Seton to attend our programs and for educational field trips, install safety measures for after school hours, to continue hiring qualified personnel while still providing an affordable monthly fee for attendance, purchasing technology to assistant with educational activities, and adding family literacy; all which will help us ensure our private school grows and will continue to be an option for schooling in our community. We would like to have an average daily attendance of 25 students per day, with after school hours 2:50-6:00pm, early out days starting at 1:00, no school days 8am-3pm, special Saturday events (i.e. parents night out, Christmas workshop, etc.), and special field trips. We are requesting \$224,100 for the next three years to fulfill all these needs once our current funding from The Legacy Foundation runs out in April of 2014.

STUDENT NEEDS ASSESSMENT

SETON CATHOLIC AFTER SCHOOL PROGRAM

2.1 Objective Date Used to Determine Need:

Seton Catholic School is a private school serving Wapello County. The Child and Family Policy Center, located in Des Moines, says that although across Iowa children showed improvement in their health and education condition in 2012, with teen birth rate decreasing by 30%, the story is much different in Wapello County, one of the top five counties for teen pregnancy. Wapello County has the fifth highest rate of child poverty out of 99 counties in Iowa; the study continues to show one in every four children here live below the poverty line. Wapello County also has the fourth highest rate of child abuse and neglect.

We believe no child should be forgotten. The ones that are getting forgotten, those are the ones we want. After School care is a critical support for working families, as well as single parent households, and those seeking support for a child in need. When it comes to children, people rarely want to discuss poverty or child abuse. Those children are always someone else's kid, until they become teenagers and start causing problems. The time to avoid those problems starts early in their lives, and that's where we come in. We need to think of all children and all situations, and think long term.

Wapello County has 16 public schools, serving 6,084 students. Minority enrollment is 22% of the student body (majority Hispanic), which is more than the Iowa State average of 18%. There are 3 private schools in Wapello County, Iowa serving 232 students. Minority enrollment is 16% (majority Hispanic) of the student body, which is more than the Iowa state average of 14%.

Dropout rates in Wapello County topped out at 9% in 2010. And although our migratory population contributes to students leaving and increasing dropout rates, our average of 5% drop out is 5% too much. Our program strives to start these children in an atmosphere that encourages social and educational excellence, as well as teaching an important element to resist community factors that could lead to failure.

We currently cannot provide transportation due to high costs, parents are responsible for drop off and pick up, which causes work & school conflicts for growing program outside of our private school. We do provide the highest available safety measures (our school is ALICE trained), but need to install a lock down service on all possible entries into school during after school hours; our school is currently accessible to anyone to enter at any time, and we would like to limit that accessibility with the strongest safety measures we can take.

Based on all the above information, our program would like to provide multiple opportunities for children to explore and experiment, supplementing their classroom experiences without the children realizing they are learning. We provide an atmosphere where kids can have play time, quiet time, learn through arts and games to keep their brains moving. After School Care offers different opportunities than the classroom, but we keep them together in an engaging environment that promotes friendships, physical activity, fresh air, and freedom of choices during structured activities.

2.2 Stakeholders Engaged in the Needs Assessment:

Youth:

Students have played a vital role in helping our After School Program grow and strive to do better. We involved the students in a “first day” survey to get input in what their interests were. From this survey, we began to structure our program based on their needs and interests. After each quarter, staff sits together again to review our after school activities. Keeping the children engaged in the program has allowed us to help them grow and feel an important part of making our after school program the best it can be. We will also complete an end of the year survey to rate ourselves and make improvements that will keep the children interested and engaged into the next year.

Parents:

Parents in Ottumwa are handicapped by the lack of available high quality options for after school care, so they have played a large part in project planning, and as the program opened, we have continued to work with parents based upon their requests and needs. Some of their requests have been early out days, no school days, transportation to get children from other schools, tutoring, and a summer program. We have been able to meet the needs of early out days, but cannot meet the financial needs to provide no school day services, transportation, tutoring, field trips, or a summer program. Also essential to expanding our program, we would like to create a complementary learning environment that utilizes parents as a resource in connecting school and afterschool education and to offer additional support to ensure that learning continues even when children are not in the classroom.

Partners:

Seton Catholic School: Will provide the physical facilities for the operation of our program. They will also provide support through the utilization of the main office staff to help with communication between school and home. The Seton After School Program will also share in the resources already available to the school (printers, copy machines, etc.) and will reimburse the school for upkeep of such.

Great Prairie Education Area Education Agency: This entity will provide program support through supplemental services offered to area schools. This includes, but is not limited to, printing, media services, consultants, and staff development.

Ottumwa Community Children's Players: As part of our plan to collaborate with other child-centered organizations in the community, our partnership with OCCP will provide an access to work in the area of drama, creative expression, and socialization skills for the students involved in our program.

American Home Finders: This agency houses the staff for the Color Me Healthy Curriculum. Staff members will be trained in this program to help the program select appropriate snacks that not only meet the nutrition requirements of the program, but that are also diverse and appealing to students.

The Legacy Foundation: This foundation's mission is to improve the health, education and vitality of the Ottumwa area. They recognize and embrace the critical role they play in the community as catalyst for positive change through: initiating and advancing promising ideas, making grants, convening, promotion collaboration, providing sound information and celebrating success. In 2012 Seton's Principle applied and was awarded a \$20,000 grant to start our After School Program. These funds will be exhausted in April of 2014.

PROJECT

SETON CATHOLIC AFTER SCHOOL PROGRAM

3.1 Link to Student Need

Wapello County school districts have 50% of families that are economically disadvantaged with 43% qualifying for the Free and Reduced Lunch Program, and an average of 5% drop out rate. Seton Catholic School's incentive to expand this program is based on research we have done in the area of decreasing risk-taking behaviors in students and supporting literacy. By offering an after school program from the end of the school day to when parents come home from work has shown to greatly decrease the likelihood of risky behavior which can cause harm to self or others. Additional time spent with a focus on literacy and social interactions will make a positive impact on skills, as we move forward towards meeting the mandates of legislation and the demand of a world outside of the classroom which requires ever increasing literacy & social competency from the students we serve.

3.2 Academic, Enrichment, & Family Literacy

Academic -- We currently offer 30 minutes of homework time, but would like to expand into a tutoring service that offers daily assistance that is aligned with school day curriculum and provides extra assistant to students individualized needs with teacher expertise.

Enrichment & Family Literacy -- Our current daily activities include science projects, music, art, physical activities, and other activities geared towards student interests. We would like to expand our program to include family literacy events. These events could include lesson plans for math, reading, science, PE, and art/music. The literacy events would be geared towards students in our community who can benefit from activities that target literacy and social interaction with parents. All teachings will be performed by quality staff, community partners, and Seton Catholic School teachers.

3.3 Goals and Objectives

Goals:

The main goal of Seton's After School Program is to implement, expand, coordinate, and evaluate the integrated educational, health, safety, cultural, and recreational services to the youth of the surrounding community.

It is the goal of the ASP to provide a safe, culturally diverse, and positive atmosphere to the students that participate in the After-School Program through the following:

- By enriching and empowering our children
- By building on the strengths of our community
- By applauding their achievements
- By expanding our resources
- By working with the community, schools, and organizations in the area we serve
- By planning, implementing, expanding, coordinating, and evaluating the ASP

Objectives:

The objectives of the Seton After-School Program are as follows:

- Our children will grow academically through academic activities & tutoring
- Our children will grow socially through our cultural activities
- Our children will develop emotionally through our health and recreation programs
- Our children will feel safe and secure while being supervised by a competent and caring staff
- Our community will benefit in a positive manner as we teach the children caring and cooperative attitudes
- Our children will be enriched artistically through our art, music, and theatre activities
- Our children will develop good health and nutrition habits through snack and health supervision provided by American Home Finders
- Students will learn responsibility and positive behavior through our PBIS program

3.4 Alignment with School Day

Our Program activities offer multiple opportunities for children to explore and experiment, supplementing their classroom experiences without the children realizing they are learning. We developed our After School Program with input from Seton School's Principle, teachers, para's, parents, Great Prairie Area Education Agency, & the Legacy Foundation

Afterschool is at its best when it complements and coordinates with – but does not replicate – the learning that occurs during the formal school day. In this relationship with regular school time, afterschool can provide a host of unique opportunities for students to succeed and remain engaged in school-day learning. Several aspects of afterschool provide advantages for students that are more difficult to offer during the regular school day:

- Flexible schedules, providing the time and space to offer in-depth learning projects
- Low student-to-instructor ratios
- More flexibility for field trips and learning outside the classroom
- Informal learning environments that encourage active participation
- Greater access to parents because programs often extend into the early evening
- A diverse group of workers who can connect with youth in new and meaningful ways
- Community partners that can address specific needs of children and fill gaps in enrichment

Instead of filling their out-of-school hours with idleness and risky behaviors, through afterschool students can continue to expand upon the knowledge gained at school in innovative ways. In this way, afterschool programs can be a strong partner with schools to increase academic outcomes, reinforce learning and promote confidence among all students involved.

3.5 Organization Experience

The mission of Seton Catholic School is to provide meaningful educational experiences for our students in an environment integrated by Gospel values which nurture faith, community, prayer, and service. Therefore, we believe: Seton School teaches the Gospel message of Jesus Christ and to love your neighbor; Parents are the child's primary educator, and Seton School is a partner with parents in the education process; Seton School will provide a warm, caring environment where children can develop to their full potential spiritually, academically, socially, psychologically, and physically. The school has been ranked the top school within the Diocese and in the top 20 statewide for Catholic Schools.

All children in Seton's After School Program will learn the values of human dignity and the concepts of peace and justice to enable them to be involved participants in a global society; each child, regardless of race, cultural heritage, or gender will grow in self-esteem and develop their talents, skills, and interests.

RESEARCH BASE

SETON CATHOLIC AFTER SCHOOL PROGRAM

After School Alliance shows us the following:

- In Iowa, 32% (166,583) of K-12 youth are responsible for taking care of themselves after school.
- Of all Iowa children not currently enrolled in afterschool, 35% (161,290) would be likely to participate if an afterschool program were available in their community.
- 92% of parents in Iowa are satisfied with the afterschool program their child attends.
- 11% (58,123) of Iowa's K-12 children participate in afterschool programs, including 5,613 kids in programs supported by the U.S. Department of Education's 21st Century Community Learning Centers initiative, the only federal program dedicated to afterschool.

While schools are doing their best to provide specialized instruction for struggling students, and expanded learning programs continue to target those most in need with stimulating and engaging enrichment opportunities, more needs to be done among Iowa's most disadvantaged communities, such as ours, to ensure that children are receiving a comprehensive education to catch up with their peers.

Afterschool programs that are aligned with the school day curriculum can support student learning and attack the achievement gap by offering additional supports to struggling students that complement and reinforce learning that takes place in the classroom in new and exciting ways. Collaboration and alignment among schools, expanded learning programs, and the greater community offers students the opportunity to enjoy a complementary learning environment where they can truly thrive.

Seton's After School Program is aware of the need for this type of learning and wants to expand and take the steps needed to align our content with that offered during school to ensure youth participants have ample opportunity to reinforce and practice the skills they need to succeed. Together with our staff, school teachers, parents, and community partner's, we can reach out and expand our program to all in need.

MANAGEMENT PLAN

SETON CATHOLIC AFTER SCHOOL PROGRAM

5.1 Ensuring Effective Staffing

Seton Catholic School recruit's and hires effective, quality staff to maximize student achievement. We partner with the Great Prairie Area Education Agency (GPAEA), who improves teaching and learning by developing leaders, discovering solutions, and delivering services through collaboration with students, families, schools, and communities. As educators, we are constantly striving to learn new skills and strategies that will improve student learning. GPAEA programs are coordinated to enhance the professional, personal, and organizational staff development needs of LEA and AEA staff. These include credit courses, leadership development programs, support staff workshops, school improvement institutes, para-educator certification and internal staff development. Seton After School staff will continue to grow by using such resources to give optimum help to all students. GPAEA will also assist our program in making high-quality, data-driven decisions that support our local comprehensive school improvement plans.

Seton staff is required to complete VIRTUS training, and a complete background check is done before being hired. All staff attends a PBIS training, and monthly meetings are held with After School Staff to discuss goals, objectives, how we are meeting those goals and how to make improvements, and to discuss how our students are growing academically and socially through our activities.

Seton volunteers are encouraged to attend all trainings and complete VIRTUS training. Volunteer examples from this year: a retired teacher who comes to read to the students on a monthly basis who uses Curious George stories to talk about important topics for our elementary aged students, Heartland Human Society visits with pets to discuss the importance of animals and their proper care, local Firefighters visited during Fire Prevention Week and our students participated in their Toy Drive at Christmas time, Senior Volunteers visited as Santa and Mrs. Clause, and a family visited twice with farm animals and horseback riding. It is local support that helps us implement our activities and show relationship between school life and the real world.

5.2 Ensuring Safe Transportation

Currently our After School Program does not utilize any transportation options. We would like to expand our program to include field trips and to allow transportation of students from other schools, to offer the option of coming to our facility for after school hours. Our budget includes a cost for transportation throughout the year by using Southern Iowa Transit. Southern Iowa Transit meets the needs and requirements for

safe and accessible facilities and services, translation services, and serves students with disabilities. They would be available to transport students to our facilities, which are fully accessible, and would be met by an after school staff member to escort them into the building.

5.3 Stakeholders

As Seton's After School Program continues to grow and expand, an ASP Committee is in the process of being formed. It will consist of Seton's Principal, ASP Director, ASP staff, teachers, Home and School Committee, School Board Members, and parents. The group will meet to assess our program goals and objectives, monitor students behaviors and parent involvement, evaluate success and finances, schedule family literacy events, field trips, and special events. The committee will also develop strategies to sustain our program and continue to expand into a program that meets all criteria for continued funding.

5.4 Plan for Program Sustainability

- Create a Quality Program Coupled with Constant Outreach
- Collaborate and Develop Win-Win Partnerships
- Identify and Build a Portfolio of Funding

Outreach--We will demonstrate to our school board and administration the importance of the program. Make program users, families, and lead staff aware of the program quality and funding fragility. We will set expected outcomes, measure them, and report them loudly and often to everyone touched by the program. Balance academics with fun and enrichment.

Partnerships--Develop strong community collaboration, have a developed group of volunteers to help staff.

Funding-- Begin with philosophical buy-in of potential partners and gain financial support later. Partners will help find funds to replace any we received from the grant. Form a sustainability committee to work on alternate funding ideas. Recognize all kinds of resources and invite all kinds of contributions, which would include the city, county, and school.

COMMUNICATION PLAN

SETON CATHOLIC AFTER SCHOOL PROGRAM

Seton After School Program is committed to open, honest and ongoing communication with our target audience and stakeholders. We understand that maintaining a two-way conversation with students, parents, and stakeholders is essential for building relationships. These relationships are the foundation for a strong school system. This communication plan was designed to establish a comprehensive and integrated communication process for effective communication with all. It aligns with Seton School and the After School Program. It is used as a basis for the school's accountability, as well as for providing a framework for future resource and budgetary consideration.

After School Program Goal: The main goal of Seton's After School Program is to implement, expand, coordinate, and evaluate the integrated educational, health, safety, cultural, and recreational services to the youth of the surrounding community.

Communications Goal: Develop and maintain positive, collaborative relationships to Strengthen support for our After School Program.

In order to meet these goals, we will do the following:

- Utilize local news sources to promote our program, which include the Catholic Digest
- Newsletters will/are being sent to all school staff, board members, parents, and students
- Website is being developed with a specified section for our ASP
- Provide opportunities and resources for students to build connections with groups outside of the classroom
- Program flyers and brochures
- Program evaluations

PARTNERSHIPS

SETON CATHOLIC AFTER SCHOOL PROGRAM

7.1 Existing Partnerships

All of our program partners provide services and activities at no cost and co-exist with our school and after school program throughout the year. They help train, recruit, give academic assistance, offer advertising, technology and print services, and family literacy partnerships.

Seton Catholic School: Will provide the physical facilities for the operation of our program. They will also provide support through the utilization of the main office staff to help with communication between school and home. The Seton After School Program will also share in the resources already available to the school (printers, copy machines, etc.) and will reimburse the school for upkeep of such. The School also provides us with a support system through their School Board.

Great Prairie Education Area Education Agency: This entity will provide program support through supplemental services offered to the area schools. This includes, but is not limited to, printing, media services, consultants, and staff development.

Ottumwa Community Children's Players: As part of our plan to collaborate with other child-centered organizations in the community, our partnership with OCCP will provide an access to work in the area of drama, creative expression, and socialization skills for the students involved in our program.

American Home Finders: This agency houses the staff for the Color Me Healthy Curriculum. Staff members will be trained in this program to help the program select appropriate snacks that not only meet the nutrition requirements of the program, but also diverse and appealing to students.

The Legacy Foundation: This foundation's mission is to improve the health, education and vitality of the Ottumwa area. They recognize and embrace the critical role they play in the community as catalyst for positive change through: initiating and advancing promising ideas, making grants, convening, promotion collaboration, providing sound information and celebrating success. In 2012 Seton's Principle applied and was awarded a \$20,000 grant to start our After School Program. These funds will be exhausted in April of 2014.

7.2 Engagement from partners

All partners will/have been updated and communicated with on a regular basis to help us evaluate, expand, and enhance our programming needs, which ultimately meet the needs of our students. Monthly After School Program meetings are held, where evaluation is encouraged and goals and objectives are discussed and adjusted as needed. All our partnerships are collaborated with groups that have been a staple to our community and will continue because of their commitment to our community and schools.

EVALUATION

SETON CATHOLIC AFTER SCHOOL PROGRAM

8.1 External evaluator

The Seton After School Program will work with Sinclair Research Group to conduct a comprehensive evaluation of our program's success, and Seton Catholic After School Program will provide all requested program information to the Iowa Department of Education. Evaluation is an important means to inform and strengthen our work, measure impact, outcomes, accountability for our program, and a means towards continuous improvement.

We will first research key components of after school care and the challenges facing our program to expand and advance our available resources. Our evaluations will help establish benchmarks and track progress being made in reaching specific goals. Strategic learning will be our commitment to fully utilize what is learned through evaluations to inform and strengthen the continuing work of our After School Program for parents, students, and the community.

We intend to implement a comprehensive, ongoing and rigorous program evaluation system for our program. This system will be both formative and summative in nature, collect qualitative and quantitative data from children, parents and staff at multiple times during the year and compare results over time. The program evaluation system is based on W. Edwards Deming's "plan-do-check-act...wheel within a wheel" cycle (1986). This theoretical framework was transformed into a formative program assessment model (plan, implement, reflect, improve - Abel 1994) and the continuous improvement cycle. The day-to-day work of program evaluation has its basis in the logic model of:

- Inputs (collection of comprehensive and reliable data from all stakeholders regarding program effectiveness),
- Outputs (thorough analysis of data with clear results)
- Outcomes (how data results are used to drive ongoing program improvement)

This theoretical background focuses the program evaluation and ensures the continuous monitoring and adjustment. In the first year we plan to examine the effectiveness of this program through:

- Parents & Student needs assessment (August 2014)
- Structured Interviews with Staff (January 2015)
- Parent & Student Survey (End of school year)
- Peer Reviews (End of school year)

In the first year we plan to examine the effectiveness and impact of this program through data we will collect, analyze, and utilize to drive program improvements.

- Collect – Qualitative and quantitative data will be continuously collected from all stakeholders using the multiple formats above. Data results will be aligned to the goals of the plan.
- Analyze – Data results will be aggregated, disaggregated, triangulated and compared by role group and over time. Results will clearly identify strengths and address the needs of the whole or the various stakeholders.
- Utilize – We will use data as the basis for all training and program improvement decisions, both in the immediate and in the long term.

In the plan, implement, reflect, improve cycle that drives this program evaluation system, there are multiple measures that will assist us to continuously monitor and make formative adjustments. Data will be collected from all stakeholders, and results will be examined continuously. In this way we will ensure formative change in goals and processes in immediately respond to the changing needs of teachers.

Summative (yearly), we will spend a day sharing with another program in a formal Peer Review. A protocol will be followed, triangulated data examined, and a rationale for strengths and areas of growth presented. The peer review team will examine final results from all data sources, agree as to areas of strength or areas for growth, and develop a written annual plan for improvement. All improvement decisions will be based on the result of data.

8.2 How we will use evaluation results

Working together with Sinclair Research Group, the Seton After School Program will expand our program into a larger and more effective program that helps students from area schools become more proficient in the community in the long term. The nature of the formative assessment is that the summative results become formative as they move the programs and participants forward in constant improvement. The overall goal for the program evaluation plan ensures that students, staff and the program are all functioning at their highest level.

In order to strengthen our program, we will be hiring teachers to add tutoring services, adding transportation options, holding family literacy events, installing safety measures to keep children safe during after school hours, adding technology to help with educational activities, & activities that continue the class room learning into non-school hours.

BUDGET NARRATIVE

SETON CATHOLIC AFTER SCHOOL PROGRAM

9.1 Budget Justification

PERSONNEL –

Staffing costs reflect our desire to expand on our program so we are able to offer and meet expressed program additions. All these additions to our program will enable my staff to be highly trained in areas of after school care to promote expressed program goals which will help improve student academics and social improvements. As our program expands, we would like to add an additional position who will plan daily activities and set educational expectations, as well as two tutors for a new tutoring service.

STAFF TRAVEL –

This amount reflects our desire to keep our staff up to date on all after school training and Seton School's staff training expectations. We will attend applicable training available for after school staff, and also any costs associated with bringing trainers in house.

MATERIALS –

Material costs include snacks/drinks, art supplies, technology, recreational supplies, additional printing costs outside of what Seton School provides for us, drama supplies, educational materials as needed for tutoring services, and a system to allow us to provide the highest safety measures during after school hours.

PROFESSIONAL DEVELOPMENT –

By keeping staff highly trained and informed on the best care and activities for our targeted audience, this will keep us competitive and reliable, which allows us to expand and sustain our program in the years to come. Trained personnel will help us ensure our students are receiving the best support they need. We will partner with After School Alliance and the Great Prairie Area Education Agency to formerly plan all training needs. We will also hold monthly staff meetings to keep up crucial communication within staff and perform in-service training to keep up on essential skills and knowledge.

STUDENT TRANSPORTATION –

In order to expand our program to students outside of Seton School, we will partner with Southern Iowa Transit to provide bus services to Ottumwa students. These services are not limited to just transportation to our school, they will assist us with any field trips planned throughout the year.

EVALUATION –

This portion represents the cost to hire contractual services to conduct all required evaluation requirements. Evaluation requirements will help us assess our progress and adapt as needed to sustain our after school program.

ADMINISTRATION –

This amount is designated for the After School Program Director, who will be in charge of all record keeping, hiring staff, coordinating staff trainings, special events, and marketing. It will be the responsibility of the Director to keep accurate records for grant requirements and to communicate to all partners, staff, students, parents, teachers, board members, and others as needed.

9.2 Supplement vs. Supplant

Seton After School Program currently runs its program as a fun, safe, caring, quality after school program which meets the needs of 43 families. It is our ultimate goal to expand our program into one that offers an extension of the classroom. We want to reach all in the Ottumwa area and provide an after school program that is much more than a daycare. We want to reach out to students who need extra help academically, socially, and physically.

We have been funded by the Legacy Foundation for the 2013-2014 school year, and as funds run out in April 2014, we have had communication with school officials, families, and others in the community who have expressed their desire to keep our program open and expand what we have done in this school year. We currently cannot provide academic assistant at a quality level, transportation is non-existent, safety issues have become apparent, technology needs to be added, tutoring staff would need to be hired, we would like to stay open on school out days, add family literacy programs, special events, field trips for educational & service learning purposes, and better snack funds for good quality food and drinks for our students.

Our Student body represents a wide geographic area in SE Iowa, which makes our After School Program an important part of helping others. It also allows us to continue to live out our mission of service to our God and our community in a way that touches the very heart of our town—our youth. By expanding our program with more focus on literacy and outreach, we will be able to make a positive impact on skills as these youth move toward meeting the demands of a world outside the classroom.

FORM A: SITE INFORMATION

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

| | | |
|--|---------------------------|---|
| 21CCLC Site Name: SETON CATHOLIC SCHOOL PROGRAM | | |
| Site Address: 117 East 4th Street | | |
| City, State, Zip: Ottumwa, IA 52501 | | |
| Phone: 641.682.8826 | | |
| Site Contact Person: Francesca H. Djordjevich | | |
| Feeder School Name(s) | Building Number(s) | #of pupils from this school in 21CCLC program |
| Seton Catholic School | | 41 |
| | | |
| | | |
| 21CCLC Site Name: | | |
| Site Address: | | |
| City, State, Zip: | | |
| Phone: | | |
| Site Contact Person: | | |
| Feeder School Name(s) | Building Number(s) | # of pupils from this school in 21st Century Community Learning Centers Program |
| | | |
| | | |
| | | |
| 21CCLC Site Name: | | |
| Site Address: | | |
| City, State, Zip: | | |
| Phone: | | |
| Site Contact Person: | | |
| Feeder School Name(s) | Building Number(s) | # of pupils from this school in 21CCLC program |
| | | |
| | | |
| | | |
| 21CCLC Site Name: | | |
| Site Address: | | |
| City, State, Zip: | | |
| Phone: | | |
| Site Contact Person: | | |
| Feeder School Name(s) | Building Number(s) | # of pupils from this school in 21CCLC program |
| | | |
| | | |
| | | |

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

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

Part M: Private and Public School Consultation

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

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

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

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

| | |
|---|-------------------------------------|
| Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program | Applicant Agency Name |
| <i>Francesca H. Djordjevich</i> | Seton Catholic After School Program |

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 |
|--|-----------------------------|
| <i>Leland E. Morrison</i> | Davenport Diocese |
| Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site | Site Name |
| <i>Julianne Gentz</i> | Seton Catholic 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 | Agency | |
| Signature | Address | |
| | City/Zip | Phone |
| Name/Title | Agency | |
| Signature | Address | |
| | City/Zip | Phone |
| Name/Title | Agency | |
| Signature | Address | |
| | City/Zip | Phone |
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| Signature | Address | |
| | City/Zip | Phone |
| Name/Title | Agency | |
| Signature | Address | |
| | City/Zip | Phone |
| Name/Title | Agency | |
| Signature | Address | |
| | City/Zip | Phone |

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

| 21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds) | | | |
|--|--|---|--|
| Number of program sites included in this application: | Total number of students being served (all sites for one year): 50 | Total first-year funding request (all sites): \$70,500.00 | Total three-year funding request (all sites): \$224,100.00 |
| <u>1</u> | | | |

| FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION | | | | | |
|---|-------------------------------|-------------------------------|-------------------------------|---|--|
| NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site. | | | | | |
| Name of Program Site | Year 1 Funding Request | Year 2 Funding Request | Year 3 Funding Request | Total Funding Request (3-year total) | Number of Students Served per site per year |
| Seton Catholic After School Program | \$70,500.00 | \$74,700.00 | \$78,900.00 | \$224,100.00 | 50 |
| | \$ | \$ | \$ | \$ | |
| | \$ | \$ | \$ | \$ | |
| | \$ | \$ | \$ | \$ | |
| | \$ | \$ | \$ | \$ | |
| | \$ | \$ | \$ | \$ | |

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

Applicant Agency:
Seton Catholic After School Program

Site: _____ Seton Catholic 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:** _____

| Category | Year 1 | | Year 2 | | Year 3 | | Totals |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------|
| | Student Program | Family Literacy | Student Program | Family Literacy | Student Program | Family Literacy | |
| Personnel | \$35,000 | \$3,000 | \$37,000 | \$3,200 | \$39,000 | \$3,400 | \$120,600 |
| Staff Travel | \$500 | | \$600 | | \$700 | | \$1,800 |
| Materials | \$4,000 | \$1,000 | \$4,200 | \$1,100 | \$4,400 | \$1,200 | \$15,900 |
| Professional Development (minimum 4% per year) | \$2,000 | | \$2,200 | | \$2,400 | | \$6,600 |
| Student Access, Transportation etc. (maximum 8% per year) | \$19,000 | | \$20,000 | | \$21,000 | | \$60,000 |
| Evaluation (about 4% per year) | \$2,000 | | \$2,200 | | \$2,400 | | \$6,600 |
| Administrative/ Indirect Costs (maximum 8% per year) | \$4,000 | | \$4,200 | | \$4,400 | | \$12,600 |
| Totals | \$66,500 | \$4,000 | \$70,400 | \$4,300 | \$74,300 | \$4,600 | \$224,100 |

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.

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.)*

Resources: School Tuition/Fees, Program Fees, Local Parish Donations, Alumni Donations, Local Parish Donations, Glen Fund

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

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

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

FORM E: MINORITY IMPACT STATEMENT

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

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

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

Indicate which group is impacted:

- | | |
|--|---|
| <input type="checkbox"/> Women | <input type="checkbox"/> American Indians |
| <input type="checkbox"/> Asians | <input checked="" type="checkbox"/> X 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 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: Francesca H. Djordjevich

Title: Seton Catholic After School Program Director

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

| | |
|---|--|
|  | <p>Private School Consultation Meeting Log</p> <p>Date Time Location</p> |
|---|--|

Meeting called by:

Type of meeting:

Attendees: (Attach attendance sign-in sheet)

| ----- Agenda Topics ----- | | |
|---|--|--|
| <p>Welcome [Insert Name] [Insert time allocation]</p> | | |
| <p><u>Discussion:</u> _____</p> <p>_____</p> <p>—</p> <p>_____</p> <p>—</p> | | |
| <p><u>Conclusions:</u></p> <p>_____</p> <p>_____</p> <p>—</p> | | |
| <p><u>Action Items:</u></p> <p>_____</p> <p>—</p> | <p>Person responsible:</p> <p>_____</p> <p>—</p> | <p>Deadline:</p> <p>_____</p> <p>—</p> |
| <p>Resources for Non-Public Schools [Insert Name] [Insert time allocation]</p> | | |
| <p><u>Discussion:</u> _____</p> <p>_____</p> <p>—</p> <p>_____</p> <p>—</p> | | |
| <p><u>Conclusions:</u></p> <p>_____</p> <p>_____</p> <p>—</p> | | |

| | | |
|------------------------------------|-----------------------------------|-------------------------|
| <u>Action Items:</u> _____ - | Person responsible: _____ - | Deadline: _____ - |
|------------------------------------|-----------------------------------|-------------------------|

[continues on next page]

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

| | | |
|--|--|--|
| | | |
|--|--|--|

Other Information

| | |
|--------------------------|--|
| Resource persons: | |
| Special notes: | |

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.