

GRANT AGREEMENT

STATE OF IOWA
Iowa Department of Education

Grimes State Office Building
Des Moines, IA 50319-0146

4/12/10
Rec'd

CFDA Number: 84-287
Source Code 4646
Agreement #: 10CL-02

Grant Program:

21ST CENTURY COMMUNITY LEARNING CENTERS

**Grantee
Name
and
Address**

Iowa City Community Schools
509 S. Dubuque Street
Iowa City, IA 52240

Grantee Federal Identification Number:
42602356700

**Name and
Address of
Grant Contact
Person:**

Iowa City Community Schools (Kirkwood Elementary)
Amy Minteer
509 S. Dubuque Street
Iowa City, IA 52240

Telephone Number:

319-688-1000

Fax Number:

319-688-1009

E-Mail Address:

minteer.amy@iccsd.k12.ia.us

Grant Amount:

\$ 150,000.00 *

Funding Period:

January 1, 2010 to June 30, 2014

Grant Period: (Year 1 of 5)

January 1, 2010 to December 31, 2010 (Yr 1)*

An Amendment to Grant Agreement will be issued annually for Yrs 2-5, at the discretion of the DE as funding permits.

Description:

The funds are designed for the development of high quality before and after school or out-of-school time programs at the local level by providing US Department of Education federal funds to local school districts, nonprofit organizations, faith-based, community-based and other public and private organizations that were reviewed and recommended for funding by the Iowa Department of Education review panel and approved for funding by the Department for the next five years. Funding for years 2 – 5 will be based on the availability of funds.

Provisions from the grantee proposal and Request for Applications (RFA) are hereby incorporated into this agreement. If there should be a conflict in language between any documents, the order of precedent shall be RFA, agreement, and proposal.

Performance Monitoring Strategy:

Grantees will be required to submit the following reports at a minimum each year. More performance and monitoring reports could be required if deemed appropriate at the federal or state level:

- (a) Quarterly financial budget reports detailing expenditures.
- (b) Year End budget report
- (c) Year End Performance and Monitoring report.
- (d) Data collection and evaluation information for the PPICS system – Profile and Performance Information Collection System (federal requirement).

Other grant conditions that must be met:

- (a) Grantees must participate in professional development opportunities at local, regional, state, and national levels according to minimum and maximums outlined within their grant budget.
- (b) Grantees must cooperate in research activities or evaluation opportunities which would help advance the before and after school movement at a locally, regional, state, or national level.
- (c) Grantees must share and disseminate information about the local 21st CCLC program with a variety of audiences, to work toward an element of sustainability of the program in the fourth and fifth years of the 21st CCLC grant when overall funding for the grant begins to occur.

An annual written year end performance and monitoring report must be provided the DE on or before January 31st following each year of the grant.

Grant applications are approved and funded for a period of five years contingent upon federal appropriations to the 21st CCLC program each year of the grant award years.

Claims for payment:

Payments will be made on an actual cost incurred basis after review and approval by the Department of fiscal activity on a quarterly basis. Claims for reimbursement should be received within 45 days of the end of each quarter. Distribution of funds will be electronic to the grant organization. Carry over of funds are permitted in years 1 – 3 only and are determined on a case-by-case basis; is not automatic; and a request must be submitted in writing or email format. Carry over funds in years 4 and 5 are not permitted. Funds in Year 4 of the grant will be reduced by 25%; Year 5 reduced by 50%; from the initial Year 1 award. Extension of grant funds beyond the fifth and final year of the grant is also not permitted at this time.

Final claims for payment and written reports are due on or before January 31st following each year of the grant with payment contingent upon receipt and acceptance the annual written year end performance and monitoring report by the DE.

*****For Department of Education Use Only*****

FY	Fund	AGENCY	ORGANIZ.	S/ORGAN.	OBJ	ARC	AMOUNT
2010	0268	282	3331		4100		\$ 150,000.00

TERMINATION: This agreement may be terminated by either party upon ten (10) days written notice.

NONTRANSFERENCE: Unless otherwise stipulated in this agreement, the grantee shall not transfer any interest in this agreement without prior written approval from the Department of Education.

AMENDMENTS: Requests for and approval of amendments to this agreement must be mutually acceptable and in writing.

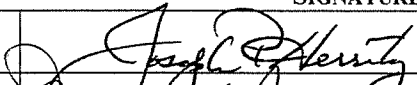
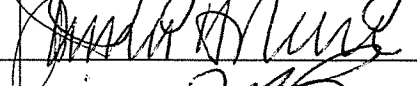

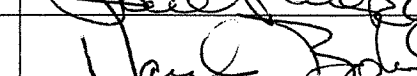

INDEMINIFICATION: The grantee agrees jointly and severally to indemnify and hold the State, its successors, and assigns harmless from and against all liability, loss, damage, or expense, including reasonable counsel fees, which the State shall incur by reason of the failure of the grantee to perform fully and comply with the terms and obligations of this agreement.

AVAILABILITY OF FUNDS: If this agreement has a multi-year operational period, its continuation is subject to the future availability of Federal and/or State funds under the program from which it is supported.

ASSURANCE: The GRANTEE, by signatures affixed below, assures the Department that the grantee is operating in compliance with all applicable FEDERAL, STATE, and LOCAL statutes, rules and regulations.

REPRESENTATIONS: Representations, verbal or written, that may have been made prior to the signing of this agreement and not expressly stated in the terms of this agreement, are nonbinding, void and of no effect. Neither party has relied on such prior representations in entering into this agreement.

Grantee: Obtain and date all required signatures and **RETURN ORIGINAL** using enclosed, addressed envelope to: Jill Corsbie, Accounting Technician 2, Bureau of Teaching and Learning Services, Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146. Retain a copy for your agency records. Receipt of the **SIGNED AND DATED ORIGINAL** agreement form will initiate the request for initial grant payment as identified in this agreement.

TITLE	SIGNATURE	DATE
DE Consultant (Program Manager, Project Director)		3/30/10
DE Bureau Chief		3/31/10
DE Authorizing Signature		4/1/10
Grantee Superintendent or Chief Administrator		4/8/10
Grantee Business Officer		4.8.10

<p>Project Application 21st Century Community Learning Centers</p>
<p>Iowa Department of Education Grimes State Office Building 400 E 14th Street Des Moines, Iowa 50319</p>

Return to: Ruth Jones
Iowa Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, Iowa 50319-0146

Due:
OCTOBER 20, 2009

PART I: APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)
Iowa City Community School District (Kirkwood Elementary)

County: Johnson		Amount Requested: \$ 150,000 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Lane Plugge		Grant Contact/Project Director: Amy Minter	
Agency Name: Iowa City Community School District		Agency Name: Iowa City Community School District	
Address: 509 S. Dubuque Street		Address: 509 S. Dubuque Street	
City: Iowa City	Zip: 52240	City: Iowa City	Zip: 52240
Phone: 319.688.1000	FAX: 319.688.1009	Phone: 319.688.1000	FAX: 319.688.1009
Email: plugge.lane@iccsd.k12.ia.us		Email: minter.amy@iccsd.k12.ia.us	

PPIC's Data Collection Contact: Amy Minter		Fiscal Contact: Amy Minter	
Address: 509 S. Dubuque Street		Address: 509 S. Dubuque Street	
City: Iowa City	Zip: 52240	City: Iowa City	Zip: 52240
Phone: 319.688.1000	FAX: 319.688.1009	Phone: 319.688.1000	FAX: 319.688.1009
Email: minter.amy@iccsd.k12.ia.us		Email: minter.amy@iccsd.k12.ia.us	

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Competitive Priorities (10 points)

School in Need of Improvement—Kirkwood is currently a School in Need of Improvement for both reading and math.

Submitted Jointly—This is a **JOINT** Application of the Iowa City Community School District (Kirkwood Elementary) **AND** the City of Coralville.

Form B

Assurance & 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.

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 21st CCLC 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 F: 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.

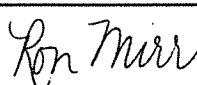
Part G: Program Site

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.

COLLABORATIVE SIGNATURES

Every 21st CCLC 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.

Attach as many additional sheets as necessary

Name/Signature	Agency Affiliation	
Name/Title Amy Minteer, Director of Extended Learning	Agency Iowa City Community School District	
Signature	Address 509 S. Dubuque Street	
	City/Zip Iowa City 52240	Phone 319.688.1000
Name/Title Janet Outland, Executive Director	Agency Systems Unlimited	
Signature	Address 2533 Scott Blvd. SE	
	City/Zip Iowa City 52240	Phone 319.338.9212
Name/Title Janet Martin, Youth Field Specialist	Agency Iowa State Extension	
Signature	Address 4265 Oak Crest Hill Road SE	
	City/Zip Iowa City 52240	Phone 319.337.2145
Name/Title Theresa Strider-Baker, Social Worker	Agency AEA 10	
Signature	Address 200 Holiday Road	
	City/Zip Coralville	Phone 319.351.2510
Name/Title Sarah Smith, Director	Agency Kirkwood Family Resource Center	
Signature	Address 1409 9 th Street	
	City/Zip Coralville 52241	Phone 319.688.1120
Name/Title Dale Simon, Executive Dean	Agency Kirkwood Community College	
Signature	Address 1816 Lower Muscatine Road	
	City/Zip Iowa City 52240	Phone 319.887.3659
Name/Title Kelly Hayworth, City Manager	Agency City of Coralville	
Signature	Address 1512 7 th Street	
	City/Zip Coralville 52241	Phone 319.248.1700
Name/Title Ron Mirr, PIRC Consultant	Agency Iowa Parent Information Resource Center Project	
Signature 	Address 12199 Stratford Drive	
		Phone 319.430.4315
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
	City/Zip	Phone

Iowa Department of Education 21st Century Community Learning Centers Grant Program Budget Form D2
 Applicant Agency: Iowa City Community School District Site: Kirkwood Elementary

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: _____

Categories	Year 1		Year 2		Year 3		Year 4 (25% decrease)		Year 5 (50% decrease)		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	119,084	4,874	119,084	4,874	119,084	4,874	89,313	3,655	59,542	2,437	526,821
Staff Travel	0	0	0	0	0	0	0	0	0	0	0
Materials	3,192	0	3,192	0	3,192	0	2,394	0	1,596	0	13,566
Professional Development (minimum 4% per year)	7,000	500	7,000	500	7,000	500	5,250	375	3,500	250	31,875
Student Access, Transportation etc. (maximum 8% per year)	5,000	0	5,000	0	5,000	0	3,750	0	2,500	0	21,250
Evaluation (minimum 4% per year)	7,500	0	7,500	0	7,500	0	5,625	0	3,750	0	31,875
Administrative/ Indirect Costs (maximum 8% per year)	2,850	0	2,850	0	2,850	0	2,138	0	1,425	0	12,113
Totals	144,626	5,374	144,626	5,374	144,626	5,374	108,470	4,030	72,313	2,687	637,500

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

Item 1—The extent to which the narrative describes the basis for estimating the costs of professional personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs, and any projected expenditures.

In this section we will provide the specific line items for each section of our year 1 budget. Our budget form D1 is located on the previous page. Following the line items for each category, you will find a narrative description of the costs for that budget category. These line item tables reflect the \$150,000 of grant funds. Since match is not required in the 1st 3 years, we have not provided a line item budget for the substantial match (both cash and in-kind) provided by our joint applicant—the City of Coralville. We have, however, provided a description of this match in the narrative portion of this section.

	Personnel	<i>Student</i>	<i>Family</i>	<i>Total</i>
1	Project Director (20%)	\$9,270	\$0	\$9,270
2	0.5 FTE Kirkwood Site Coordinator	\$17,057	\$4,264	\$21,321
3	4 Teachers--2.5 hrs/day, 140 days, \$25/hr	\$35,000	\$0	\$35,000
4	3 Associates--3 hrs/day, 140 days, \$10.50	\$13,230	\$0	\$13,230
5	FICA/IPERS--14.3%	\$10,662	\$610	\$11,272
6	Health Insurance--\$6,755, 50% for SC, 20% for PD	\$4,727	\$0	\$4,727
7	City of Coralville--Enrichment	\$18,600	\$0	\$18,600
8	Johnson County Extension--Clover, STEM, Mentors	\$8,400	\$0	\$8,400
9	Summer Tutoring (75 hours)	\$2,138	\$0	\$2,138
10	Total Personnel	\$119,084	\$4,874	\$123,958

ICCSA will employ a Director at the district level to manage our district-wide project. 0.2 FTE of the Director’s time will provide administrative support to the Kirkwood After school program. A half-time Site Coordinator for Kirkwood will supervise the day-to-day operations of the program and serve as a liaison to the school-day staff. Each night during the school year, the program will have 4 Teachers. They will work 2.5 hours each day for 140 days at a rate of \$25 per hour. The teachers will be assisted by 3 associates who will provide academic assistance through intensive tutoring. Teachers are paid at a rate of \$25 per hour (in accordance with their negotiated contract). Lines 1-4 reflect salary only. Staff salaries have been set in accordance with district policies. Line 5 shows the cost for FICA and IPERS for all paid staff (at a rate of 14.3%). Line 6 lists the health insurance costs for all staff.

In line 7 you will see funds for the City of Coralville. This proposal is being jointly submitted with Coralville. \$18,600 in grant funds will cover a portion of the recreation staff. The city will also donate \$19,500 to the project for staff time both enrichment and family literacy activities, as well as in-kind services valued at additional \$11,275. Line 8 provides for Johnson County Extension which will provide the Clover Kids, STEM and mentors. We have also budgeted funds to cover summer tutoring.

	Staff Travel	<i>Student</i>	<i>Family</i>	<i>Total</i>
11	None requested	\$0	\$0	\$0

None requested

	Materials	<i>Student</i>	<i>Family</i>	<i>Total</i>
12	Materials	\$3,192	\$0	\$3,192

We have budgeted \$3,192 annually to cover the purchase of academic support, enrichment, and family literacy materials. Many of the materials needed for the academic support activities have already been purchased or will be provided as an in-kind by the ICCSD.

Through the 21st CCLC program, participants will receive intensive academic support and enrichment. All families will participate in a variety of family literacy activities during the school year and in the summer. Partnerships with local businesses, churches and civic organizations will be further developed to engage youth and families in the Coralville community. We believe the use of grant funds, coupled with support from the City of Coralville, will offer the students and families of Kirkwood Elementary an outstanding and inexpensive program designed to improve academic performance.

Item 1—The extent to which the description provides assurance that this funding will supplement, rather than supplant, existing funding is included.

Funds from this project will not be used to supplant any existing funding. All 21st CCLC grant funds will be used to implement expand programming for the students at Kirkwood Elementary school.

Item 1—The extent to which partners in the project will provide in-kind support or funding.

The ICCSD is submitting this proposal jointly with the City of Coralville. The city is contributing \$19,500 to the project for Family Resource Center and enrichment staff time. Staff from the City of Coralville have provided hours of planning time to this project. The City Manager and the Director of the Parks and Recreation Department have organized a series of planning meetings to develop an after school program. The Parks and Recreation Department will be providing enrichment activities valued at \$11,275. The City of Coralville Transit will be providing transportation services, the Police Department and other city departments will be donating time for career academies and leadership programs.

The Iowa City Community School District (ICCS) will contribute in-kind support in the way of significant family support services, space, transportation, and materials. In addition, ICCSD will provide supervision time for project staff from the district's Director of Extended Learning, the building principal and from the district's Youth and Family Development Coordinator.

In addition to the City of Coralville, the project includes six other important partners. Listed below is a description of what they will be contributing. Staff from our partner agencies will serve on the project Advisory Committee and will assist with evaluation and data collection.

(1) **Johnson County Extension**—The Extension Office will provide \$5,000 of in-kind support for the Pick-a-Better-Snack Program, and Clover Kids.

(2) **Kirkwood Community College**—Kirkwood provide faculty and student volunteers and will be offering adult English as a Second Language classes on-site.

(3) **Kirkwood Family Resource Center**—The Family Resource Center staff will assist with family literacy efforts described in this proposal. Providing as an in kind Welcome Center activities, estimated to be \$10,000

(4) **AEA 10**—AEA 10 will contribute a variety of support services to meet the needs of students and families. In particular, AEA 10 will assist with integrating after school activities into the IDM plans for Kirkwood students. AEA 10 staff will also assist Kirkwood Elementary with the implementation of school-wide efforts/programs to promote positive student behaviors.

(5) **Iowa Parent Information Resource Center (PIRC)**—PIRC staff will contribute both materials and support for family engagement activities designed to promote student achievement. Kirkwood program staff will be invited to participate in a wide-range of PIRC sponsored training and will also receive on-site technical assistance from PIRC staff.

(6) **Family Systems**—Family Systems will provide a variety of counseling services to meet the needs of students and families. In particular, Family Systems will contribute on-site behavioral assessments, Aggression Replacement Training Groups on-site, and accept referrals for home-based program for parents.

Project Objectives/Goals & Expected Outcomes:**Goal 1: Students at Kirkwood will demonstrate increased competency in reading and math. (Academic)**

- At least 75% of students make "good progress" or complete monthly reading, writing and math goals
- 100% of students complete homework at least 80% of the time
- An increasing number of students are proficient on the Diagnostic Reading Assessment (DRA)
- An increasing number of students are proficient on the district writing assessment
- An increasing number of students are proficient in math
- The number of student on IDM plans is reduced

Goal 2: Students at Kirkwood will demonstrate appropriate social skills, have positive self-images, and display appropriate behaviors both at school and at home. (Enrichment Goal)

- An increasing # of students display appropriate social skills at school
- Office referrals for behavior are reduced
- Suspensions for behavior are reduced
- Students feel connected to the school
- Students have positive relationship with 1 or more caring adults

Goal 3: Kirkwood families will be active supporters of their child's educational growth. (Family Literacy)

- Parents feel welcome at school
- Parents have positive attitudes about school
- Parents believe they are an important part of the Kirkwood community
- Parents understand the need for literacy and math activities in the home
- Parents provide literacy/math experiences at home
- Parents are aware of existing community services and how to access them in the community

Program Background: This proposal is being jointly submitted by the City of Coralville and the Iowa City Community School District. Kirkwood Elementary School and the City of Coralville have a strong partnership that started five years ago when the city and the district pooled their resources to establish the Coralville Family Resource Center. Funded by both the city and the district, this successful program has grown and provides numerous opportunities for family literacy.

In 2008, our partnership grew to provide more out-of-school opportunities for youth. City and school officials, and citizens had become increasingly concerned about unsupervised youth making poor choices during out-of-school time. In 2007, the Coralville Police Department recorded 1,207 juvenile offenses, with youth as young as ten years old charged with assault. Lead by the city manager and the building principal, a series of planning meetings were held to develop a plan for an after school and outreach program. City councilors, parents, the CEO of ACT, the ICCSD superintendent, and the directors of city departments all participated in the development an after school and summer program which would engage youth in the community, and build social and academic skills. Even though Coralville experienced significant flood damage that has stretched its budget, an additional \$10,000 was allocated to help staff an after school and community outreach program. Additionally significant services from the Coralville Parks and Recreation Department were provided at no charge. Despite our own budget shortfalls, the ICCSD matched the city's funding.

The program began in January of 2009 and in this short period of time strong, positive outcomes have already been seen, including an increase in reading skills. Funding from this 21st Century Community Learning Center proposal would allow this successful collaboration to expand, serving more students with more intensive programming.

recreational activities that guide learning and engage children and youth in wholesome activities. Our program has 3 distinct components. Our first project component addresses academic assistance through intensive tutoring in reading, writing, and math, as well as homework help. Our second component focuses on educational enrichment and includes multiple daily recreation options, pro social skill development, and service learning projects. Our third component is family literacy through which students and family members at Kirkwood will participate in literacy activities through First Books program, Family Reading & Math Nights, Adult ESL, and Science PALS. Our program also includes Family Support activities that help families connect to many services, including educational opportunities for parents.

Element 2 recommends both goal setting and strong management. To develop this project, we began with a broad planning team that carefully examined Kirkwood student achievement and family needs data. Following this data review process, the planning team worked to develop goals in 3 areas—academic assistance, educational enrichment, and family literacy. As you read our detailed plan, you will see how activities for all 3 goals address the specific academic and enrichment needs of Kirkwood students. To ensure we achieve all project goals, we will hire a half time Site Coordinator who will have sufficient time to plan and coordinate all academic elements. S/he will be assisted by the district’s Director of Extended Learning and an active Advisory Committee that represents all project partners as well as the students and parents of the Kirkwood community. We will also use our extensive volunteer network of parents, senior citizens, community members, and retired teachers.

Element 3 suggests planning for long-term sustainability. Later in this narrative you will see that our plan includes 5 separate strategies. Ron Mirr, a district consultant, helped us use materials from the Finance Project to develop an effective sustainability plan. The Finance Project currently provides consultation and support to existing 21st CCLC projects in the state on these issues. Everything we have developed for this program was done with sustainability in mind. Our district uses \$170,000 of its own funding to support after school programs. **Element 4** recommends quality after school staffing. All staff delivering academic assistance activities will be supported by certified teachers from Kirkwood Elementary school who teach in the day program. The teachers who work in the after school program will be fully certified. All project non-professional staff will meet the minimum Title I requirements. The after school academic staff will participate in appropriate district and building level professional

daytime and after school programs through extensive involvement of our daytime professional staff. All students in the program will have individualized learning goals for reading, writing and math developed jointly by daytime and after school staff. **Element 10**, the final element, requires evaluation of program progress and effectiveness. Mr. Ron Mirr will provide all evaluation support for our project.

(2) System Capacity Summary (16 points)

Item 4—Applicant agency and partners have capacity to meet time lines.

The ICCSD has the administrative capacity to implement a successful after school program and meet all project milestones. Likewise, we are confident our partners will be successful in their efforts because they have a long history of working with Kirkwood Elementary. All project partners are making in-kind or cash contributions. The attached memoranda of understanding not only detail agency contributions, they also document each partner's understanding of project time lines and their willingness to meet their commitments. We continue to work with these agencies because they are consistently able to deliver quality programming. The City of Coralville was an active member of the planning process. Through their participation, we were able to define what programming they would provide with grant funds and with their own resources. This was accomplished through several planning meetings and multiple phone, E-mail, and face-to-face contacts. All activities to be conducted by our partners have been piloted at Kirkwood or elsewhere in our district with great success. With new funds, our partners will provide full implementation of these pilot projects and serve more students in culturally competent ways. All partners have had sufficient human, material, and financial resources to implement activities at Kirkwood in the past. New funding will improve their ability to implement quality programming.

Item 5—Applicant has experience and evidence of previous success.

We believe our district's experience with academic performance, youth development, 4 previous 21st CCLC grants, as well as many other federal and state grants makes us an excellent candidate for new funding for Kirkwood. Since 1990, our district (ICCSD) has completed every grant-funded project on time and within budget. On each grant project, we not only delivered the promised activities, we have usually exceeded all expectations of the funding agencies. The lessons learned from the successful management of previous grants have resulted in the management processes to be used for this project. Each year the ICCSD successfully manages in excess of \$10 million in state and federal grants. We practice sound fiscal management and have all necessary financial and administrative resources. It is

is to continue building on past district successes by fully implementing an after school program at Kirkwood Elementary. We will continue to identify students who are not proficient in math and reading and provide explicit target instruction, academic support, enrichment, positive youth development, and family literacy services. Through our assessment process, program staff and partners will work closely with Kirkwood staff to implement what we know works and build upon our district's previous success. The new program will have a clear emphasis on improving academic achievement through engaging academic, enrichment, and family involvement activities. As you will read throughout this proposal, activities in all 3 components will be clearly "linked to learning."

Item 6— Capacity to administer the program, previous experience with similar funding, annual audit report & linkage plan

The Iowa City Community School District (ICCSA) has successfully managed many different grant projects to support at-risk children and their families over the past several years. These include federally- and state-funded 21st CCLC grants, several grants for homeless children and families, family resource center grants, federal PE and mentoring grants, and other at-risk support grant programs which total over \$10 million every year. ICCSA has an annual audit which includes all grant projects (copy of audit is attached to the original copy of this grant). This audit meets the requirements of a federal A133 audit—the standard used by the US Department of Education. According to district audit reports, since 1990 ICCSA has completed all grant projects on time and within budget. On every grant project, not only has ICCSA delivered the promised activities, it has usually exceeded all expectations of the funding agencies. The district practices sound fiscal management and has all necessary financial and administrative resources to manage this grant.

The lessons learned from the successful management of previous grants have resulted in practical and efficient grant management processes that will be used to guide this project. These processes include effective linkages with community partners. We believe collaboration is more than community agencies coming to the site, providing services, and then leaving. Our partners are true collaborators. Our partners were active members of the planning process, will be key members of our project Advisory Committee, and will assist in the review and application of project evaluation data. Some of our agency partners are also active members of the district CSIP team. Our schools (including Kirkwood) have had staff from community programs in their buildings providing services for many years. Our experience in this area will only help this project succeed.

Sample Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
3:00 to 3:15	Snack/SSR/PBS Site Coordinator Program Associates Volunteers	Snack/SSR/PBS Site Coordinator Program Associates Volunteers	Snack/SSR/PBS Site Coordinator Program Associates Volunteers	Snack/SSR/PBS Site Coordinator Program Associates Volunteers	Snack/SSR/PBS Site Coordinator Program Associates Volunteers
3:20 to 4:10	Intensive Assistance <i>Reading</i> Certified Teachers Associates	Enrichment & Service Learning <i>Parent Community Outreach</i> Associates/Partners City of Coralville	Intensive Assistance <i>Reading</i> Certified Teachers Associates	Enrichment & Service Learning <i>Parent Community Outreach</i> Associates/Partners City of Coralville	Intensive Assistance <i>Reading</i> Certified Teachers Associates
4:10 to 5:00	Intensive Assistance <i>Math/Homework</i> Certified Teachers Associates Volunteers	Enrichment Programs City of Coralville & Community Partners Associates	Intensive Assistance <i>Math/Homework</i> Certified Teachers Associates Volunteers	Enrichment Programs City of Coralville & Community Partners Associates	Intensive Assistance <i>Math/Homework</i> Certified Teachers Associates Volunteers
5:00 to 5:15	Community Building All Staff	Community Building All Staff	Community Building All Staff	Community Building All Staff	Community Building All Staff
5:15	Transportation Services	Transportation Services	Transportation Services	Transportation Services	Transportation Services

Item 2—Evidence this application was developed as an integral part of the school district's CSIP process

Each year Kirkwood Elementary develops a Comprehensive School Improvement Plan (CSIP) that is aligned with the district's mission and goals. The CSIP is a working document with planned steps to improve student achievement. During the 2007-2008 school Kirkwood and 5 elementary schools in the Iowa City School District joined together to develop a "Closing the Achievement Gap" initiative. The focus of this group of schools is to purposefully design instructional processes that enable teachers to address the learning needs of non-proficient students and accelerate their learning. The CSIP at Kirkwood is reflective of the plan to create Professional Learning Communities (DuFour) that analyze formative data weekly and adjust instruction and enrichment accordingly. Professional development and school resources will be aimed at supporting teachers and monitoring student progress. The after school program has adapted to the Professional Learning Community (PLC) structure so that all interventions in the after school project will be individually targeted for student improvement. The PLC Leadership team includes AEA 10 staff and after school directors. Another goal in Kirkwood's CSIP is to implement a Positive Behavior Supports (PBS) Program that is a collaborative process of developing clear behavioral expectations, teaching these expectations to all students and consistently rewarding positive behaviors. The PBS leadership team has included members from the after school program to

referral form is appended on page 54. On this form, teachers must include achievement data as well as narrative information to document need for the program. We will offer a wide range of enrichment activities to help students address social, emotional and behavioral issues, and to provide students with positive adult role models and appropriate cultural experiences. We intend to help students develop appropriate social skills and refusal skills that will help reduce disruptive behavior and bullying. Our family literacy component will help parents provide literacy experiences for their children both at school and in the home. We will also help family members with their own academic issues through Adult Education courses provided by Kirkwood Community College.

Item 11—All activities were selected to address the prioritized needs identified in the above needs assessment

As we met with the district's Assistant Superintendent and the Kirkwood staff to plan this grant, we used multiple sources of data to document the needs of students and families and then prioritized these needs. We chose to focus primarily on literacy for our low performing students. We will offer intensive support in reading, writing, and math that individually targets each student's particular deficit. For example, students who have difficulty with phonological awareness will be placed in groups that target this issue. A review of the data shows that not only are our targeted students in the low achievement band of the ITBS (below the 41st percentile), many are significantly below this level. Research indicates our low income and ELL students are at high risk for entering school with language deficits. We believe the best way to help these students is to provide intensive literacy experiences aimed at attaining basic proficiency. Clearly, improvement in reading is the first step to improvement in other curricular areas.

The following 3 tables list the activities for our goals of Academic Assistance, Educational Enrichment, and Family Literacy. Each row includes the activity along with the number of students served, how many days each week the activity will occur, and how long the activity will last each day.

ACADEMIC ASSISTANCE—Goal 1	Students	Days	Minutes per day
Kindergarten Literacy – Small group instruction and activities, 4 nights per week.	10	4	90
1st/2nd Grade Intensive Academic Instruction – guided reading groups and math small group instruction delivered by certified teachers, semester long, 5 nights/wk	20	5	60
1st/2nd Grade Skill Development – small group activities for reading and math skill development	20	5	60
3rd/4th grade Intensive Academic Instruction – guided reading groups & math small group instruction delivered by certified teachers, semester long, 5 nights/wk	20	5	30

Goal 1: By June 2014, students at Kirkwood will demonstrate increased competency in reading and math. (Academic Goal)

<i>Student Outcomes</i>	<i>Teacher Outcomes</i>	<i>Family Outcomes</i>
<ul style="list-style-type: none"> • At least 75% of students make "good progress" or complete <u>monthly reading, writing & math goals</u> • 100% of students complete <u>homework</u> at least 80% of the time • An increasing number of students are proficient on the <u>Diagnostic Reading Assessment (DRA)</u> • An increasing number of students are proficient on the <u>district writing assessment</u> • An increasing # of students are <u>proficient in math</u> • The number of student on <u>IDM plans</u> is reduced 	<ul style="list-style-type: none"> • 100% of Kirkwood teachers <u>describe the program as "helpful"</u> • 100% of Kirkwood teachers <u>actively work with after school staff</u> to develop individual student learning goals in reading, writing, and math • Teachers at Kirkwood <u>develop and provide materials</u> so that parents can help their children learn at home in ways which support what is being taught in the curriculum 	<ul style="list-style-type: none"> • Students will have multiple <u>literacy experiences at home</u> • Students will have <u>math learning opportunities at home</u>

Goal 2: By June 2014, students at Kirkwood will demonstrate appropriate social skills, have positive self-images, and display appropriate behaviors both at school and at home. (Enrichment Goal)

<i>Student Outcomes</i>	<i>Teacher/Community Outcomes</i>	<i>Family Outcomes</i>
<ul style="list-style-type: none"> • An increasing number of students display <u>appropriate social skills at school</u> • <u>Office referrals</u> for behavior are reduced • <u>Suspensions</u> for behavior are reduced • Students <u>feel connected</u> to the school • Students have <u>positive relationship</u> with 1 or more caring adults 	<ul style="list-style-type: none"> • 100% of Kirkwood teachers actively support the <u>implementation PBS</u> • Students have positive relationship with <u>1 or more caring adults</u> • Kirkwood Elementary has an overall <u>climate of respect</u> for self and others • <u>Disruptive behaviors in the community</u> are reduced 	<ul style="list-style-type: none"> • Parents report students display <u>appropriate social skills at home</u> • An increasing % of families participate in recommended <u>family support services</u>

Goal 3: By June 2014, Kirkwood families will be active supporters of their child's educational growth. (Family Literacy Goal)

<i>Family Outcomes</i>	<i>School Outcomes</i>
<ul style="list-style-type: none"> • Parents feel <u>welcome at school</u> • Parents have <u>positive attitudes</u> about school • Parents <u>believe they are an important part</u> of the Kirkwood community • Parents <u>understand the need for literacy and math activities in the home</u> • Parents <u>provide literacy/math experiences</u> at home • Parents are <u>aware of existing community services and how to access them</u> in the community 	<ul style="list-style-type: none"> • The <u>Family Center</u> is always open • <u>Home visits</u> are made to all new families • Parents report they feel "<u>honored</u>" by school staff • All family activities are "<u>linked to learning</u>" • <u>Translators</u> are readily available • Parents are <u>focused on improving achievement</u> • Families are <u>involved in major school decisions</u> • Teachers <u>contact families each month</u> to discuss student progress

Alignment with the school day (Not on score sheet but in RFP narrative)

To ensure that: (1) student goals are appropriate to students needs; (2) the program is aligned and supports the school day curriculum; and (3) that students are making growth, this requires strong communication between the day staff and after school staff. Before students enter our program there will be several meetings between daytime and after school staff to thoroughly examine the student's

with a good reason to participate in our voluntary after school program. As a result of significant input from students in the development of this proposal, we will provide students with many different interesting, age-appropriate activities that will not only encourage student participation in our after-school program, they will directly contribute to the academic success of Kirkwood students. Program staff will provide daily recreation opportunities for all participating students.

Kirkwood staff and Family Systems will implement the **Positive Behaviors Supports** program and the **Aggression Replacement Training (ART)** program. These 2 programs include school wide, group, and individual activities. Both programs were selected because of their strong evidence base that documents improved school climate and a reduction in aggressive and disruptive behaviors. Participants will learn how to create a safe school environment and maintain the values of kindness and decency. Students will also have the opportunity to participate in **Clover Kids**—a science and nutrition program provided through Johnson County Extension.

Another exciting enrichment element we will offer, in collaboration with the City of Coralville, are Junior Leadership Academies, which will include tours of various city departments. Coralville Police officers will also do activities with students twice a month on safety issues. Kirkwood teachers and program staff will sponsor field trips to local museum, the public library and other community-based sites. Most of our targeted students and their families have never been exposed to enrichment opportunities in our area. With the University of Iowa as part of our community, our area offers a wide range of potential sites for field trips, most of which are free. These field trips will be designed to give targeted students the “background knowledge” that most children develop through experiences with their families. All field trips will be linked to the academic component of our project—students will be encouraged to write and talk about all of these experiences.

Our after-school program will also offer several different **positive youth development** and **service learning** projects to help students develop a sense of civic commitment as well as give students an opportunity to apply academic skills in real world settings. The theme of the projects will be selected by the students with the assistance of the teacher. An example of a project could be a Kirkwood Garden in which students raise vegetables on the Kirkwood property. As they work with the plants, staff members would help students understand the science and math involved with the project. The food that is grown would then donated to Table-to-Table, a social service agency in Johnson County that

them learns how to best read this (and other books) to and with their children.

Kirkwood Elementary school created a Family Resource Center several years ago because of the overwhelming needs of families. With previous funding, we expanded this program to include a Welcoming Visit component. The purpose of the Welcome Visit is to ensure all families new to Kirkwood are familiar with the school and community. All new families will have a 1 time visit for 60-90 minutes. Teachers from the Kirkwood day program will conduct a **home visit** with all new families to develop a strong-home school relationship. We will have 2 family nights at the school to welcome new families. Through the Family Resource Center, we will reach out to **ALL** families and connect them to any services they need, including enrolling their children in our 21st CCLC program activities.

With a program from the University of Chicago, parents will learn how to have fun with math at home. Everyday Math is a researched based program that makes math fun for families while helping reinforce the skills students need to be successful. Families participate in evening Everyday Math events where they receive materials and learn how to implement the program at home. Our district currently has an outstanding science curriculum that includes multiple family activities to support what is going on in the day program. Science PALS was developed with a grant from the National Science Foundation and includes kits for use at home. As part of the teacher home visits, they will model ways in which parents can work with their children on the science units at home.

Program staff will use ideas from *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships (2006)* to help families feel welcome, honored and connected to Kirkwood. Our goal is to actively engage parents in their child's learning. The Iowa Parent Information Resource Center (funded by the US Department of Education) has agreed to provide ongoing technical assistance to ensure our family literacy efforts are evidenced-based and likely to be effective.

Item 16—Activities meet all three “principles of effectiveness” and are based on effective performance measures

Our project very clearly meets all 3 principles of effectiveness. **Principle 1** requires an assessment of objective data. We began our planning process with a review of multiple sources of achievement and family needs data. We used the data to define students and family needs and then developed corresponding activities. **Principle 2** requires an established set of performance measures aimed at ensuring high-quality academic enrichment opportunities. Earlier in this section we provided a list of outcomes/performance indicators for each of our 3 project component areas. All of our performance

and girls. Science PALS is a well researched program funded by the National Science Foundation with an evidence base that shows gains for students in science. The First Books program encourages pre-literacy skill development through the provision of new books to economically disadvantaged young children and training to their parents in using the books with the children. Evaluation of the First Books program shows participants are more likely to read more often each week, have more children's books in the home, and are more likely to have a regular reading time. All of our program activities have strong evidence bases and are closely tied to improving achievement for all students and closing current achievement gaps.

(4) Effective Collaboration and Partnerships (48 points)

Item 1Z—Collaborative process and partnerships, which represent a wide variety of relevant and committed key stakeholders

This project is a joint application of Kirkwood Elementary and the City of Coralville. Coralville is an extremely important part of our project team. The city's recreation building and pool is just across the street from the school grounds and the city's library is just 1 block away. Over the 5 years of this project the City of Coralville is providing extensive cash and in-kind match to project.

Our intention is to use this 21st CCLC project to offer a wide range of services to students and parents that unify both existing and new efforts of multiple agencies into a single, seamless program. The project builds upon a strong, existing partnership between Kirkwood Elementary School, the City of Coralville, Johnson County Extension, the University of Iowa, Sylvan Learning Center, Kirkwood PTO, Family Systems, and Kirkwood Community College. All of these agencies have a history of implementing strong programs at Kirkwood Elementary. Each agency was an important player in the development of our sustainability plan and this grant application and have agreed to contribute match, services and materials to the project. All community partners will be part of a Advisory Committee that meets monthly to manage project implementation. Together with Kirkwood staff, our agency partners will continue to be part of a program that builds on existing, effective district programming. Many of the services to be delivered in our after school program are already in place in our daytime programming. Funds from this grant will allow Kirkwood to build on current efforts (e.g. tutoring, violence prevention, positive youth development) in a comprehensive after school program. Funds will not be used to supplant current programming but will, instead, expand our service offerings.

performance, and writing. These dissemination activities will not only help students apply academic skills, they will help students take more ownership in the after school program.

Item 22—A 21st CCLC Advisory Committee engagement in design and implementation

The Advisory Committee will include members who serve on the Kirkwood School Improvement Team (SIT). The SIT is the driving force behind the CSIP and their active engagement as members of the advisory committee will ensure that the project activities are aligned with the school improvement plan. Our intention is to have an active Advisory Committee that consists of 2 school staff, the principal, 1 representative from each agency partner, 4-6 parents, and 2 students. Its membership will continue to represent the diversity (both ethnically and socioeconomically) of our school. Advisory Committee members will review all project activities and provide advice to the Site Coordinator. Advisory Committee members will share project information with their constituents and gather information and feedback from their constituents to help adjust the project. Advisory Committee members will also participate in professional development that helps them know how to use data in the planning process. Through this training, committee members will learn how to review, interpret, and use this data to improve programming.

(5) Program Administration (20 points)

Item 23—Evidence of program and fiscal management plan, time lines, and milestones that are realistic

We have been the direct recipient of many federal and state grants over the past 15 years. Kirkwood Elementary, as a school, has experience with the management of grant projects and the integration of grant activities with the daytime programming. The Kirkwood 21st CCLC Project is led by the Iowa City Community School District (ICCSA) and involves multiple community agencies. The programming for the Kirkwood project is based on our past experience with 21st CCLC funding. ICCSD has successfully managed grant programs to support at-risk children and their families for the past 15 years. The district has received numerous federal and state grants for innovative programs, managing them well and receiving strong evaluations. ICCSD has completed every grant-funded project on time and within budget. On every grant project, ICCSD has not only delivered the promised activities, it has usually exceeded expectations of the funding agencies. The lessons learned from the successful management of previous grants have resulted in the successful grant management processes which will be used for this project. Each year, ICCSD successfully manages in excess of \$10 million in local,

basis. The coordinator's duties will include creating and maintaining a site plan; scheduling activities; recruiting participants; coordinating volunteers; handling of minor/routine issues; monitoring supplies and resources; assisting with the snack program; collecting attendance data; coordinating surveys for the evaluation; and all other day-to-day issues associated with the successful operation of programs at the site level. The Site Coordinator will have a high level of interaction with students, parents, staff, and community members and will be the key contact person for all program activities.

The Site Coordinator will receive assistance with planning and implementation of all learning activities from the district's Director of Extended Learning, who will assist project staff to constantly align project activities with ICCSD standards and benchmarks and other after school projects in the district. The Director of Extended Learning, the Site Coordinator, and other key staff members will have extensive experience in the following areas:

- Grant management and administration;
- Effective use of academic materials to provide enrichment and remedial experiences;
- Working with students from different cultural backgrounds;
- Working with students from different socioeconomic backgrounds;
- Collaboration with community agencies through school-based programs;
- Evaluating and documenting innovative programs which serve at-risk children and families;
- Developing and implementing innovative curricula with rigorous assessment components; &
- Preparing and delivering high-quality products to enable replication.

The Director of Extended Learning will meet monthly with all project staff and volunteers and make quarterly reports to the Kirkwood teaching staff, and yearly reports to the ICCSD School Board. Kirkwood staff and community agency staff will assist the Director of Extended Learning and project management by providing feedback and reviewing all program products. In addition, the Director of Extended Learning will be assisted with project management by an independent evaluator (Mr. Ron Mirr). Mr. Mirr has expertise with the evaluation of school-based programming. He is currently working with ICCSD on the evaluation of its 5 after school projects in other schools. Through process evaluation activities, Mr. Mirr will help the Director of Extended Learning and participating staff to: (1) identify implementation problems as they occur; (2) assure prompt feedback to project staff so that adjustments can be made; (3) provide a record of project inputs and methods used during implementation; and (4) provide judgment about the efficacy of the project implementation process. Milestones include:

staff receive in-service training on best practices in communicating information effectively to parents. Project staff will continue to identify ways in which to inform all parents about the project. Finally, each trimester we will survey and interview parents on a variety of topics including how well they understand the information we are sharing with them. We will use these evaluation results to continually improve the methods we use to share project information.

Item 2Z—Plan for the recruitment, hiring, and retention of high quality staff and volunteers, including seniors

Our district is the home of the University of Iowa. The number of professionals, retirees, and students in our community and their very high levels of education provide us with a large pool of qualified applicants for all of our professional positions in the district. For the half-time Site Coordinator position, we have increased the salary to appeal to certified staff who do not have a full-time teaching assignment at Kirkwood. The addition of a district Director of Extended Learning will help retain qualified staff, by providing administrative support and professional development. We have budgeted \$7,500 annually for professional development. Staff development will occur on a monthly basis and will be open to all program staff, volunteers and Advisory Committee members. We will use the professional development funds to contract with AEA 10 and other consultants to provide professional development in multiple areas including: (1) Positive Behavioral Supports; (2) best practices in reading and math; (3) tutor training in literacy activities; (4) using data in the planning process; (5) best practices in family engagement; and (6) cultural competence in working with families from minority cultures. Staff development will be more than a 1 time events and will include ongoing assistance to staff development participants as they work to integrate their new knowledge into practice. Staff development consultants will be available to provide ongoing assistance and coaching to project staff, volunteers and Advisory Committee members.

UI offers our school a wealth of volunteers and potential staff members. We currently have a diverse pool of volunteers who come from the ranks of university staff and students (especially the College of Education) as well as Kirkwood Community College. For many years we have had a successful volunteer program at Kirkwood that provides a wide range of support, including tutoring and classroom assistance. The district has also successfully partnered with RSVP (Retired Senior Volunteer Program.) Volunteers from RSVP helped implement the “Read Together” and the “Rock and Read” programs at Kirkwood during the school day and individual tutoring after school.

funds, combined with our districts leadership and our partners support, will help us keep the effective components of this project in place long after Iowa DE funding ends.

(7) Monitoring, Evaluation, and Program Accountability (16 points)

Item 22—Evidence of the capacity to conduct a comprehensive, rigorous evaluation of program effectiveness,

We will fully cooperate with the Iowa Department of Education on any state-led evaluation efforts and will provide all requested data and program information to the state in a timely manner. Like all project evaluations, our evaluation has been designed to answer 3 basic questions—(1) **How much** did we do?; (2) **How well** did we do it?; and (3) **Is anyone better off** as a result? While collection of data is an important aspect of the overall project evaluation, we are most concerned about how we use our data to adjust project performance to improve results for students and families. Throughout the 5 year project period, our data will inform ongoing conversations designed to help us answer the 3 basic questions listed above. Our lead evaluator (Mr. Mirr) will facilitate **monthly** conversations with the Project Director and Site Coordinator to review project data. During these evaluation conversations, Mr. Mirr will present summary data (much of it in chart form) to track progress over time for key measures. He will help the Advisory Committee review and reflect on the data through the use of the following 7 questions as the agenda for each meeting: (1) **Who have we targeted** for services and support?; (2) What are the **outcomes** they were expected to attain?; (3) **What do our data tell us** about their success in attaining these outcomes?; (4) What **other data** do we need to collect?; (5) What would work **to do better**?; (6) Do we need any **new partners**?; and (7) How will we **adjust programming** (action plan adjustments)?

These regular monitoring meetings are not about simply reporting data. Instead, they will help the project staff and the Advisory Committee understand the “story behind the data” so they can reflect on how well current strategies are working. All of the monitoring meetings will end with clear action steps that call for adjusting current methods or implementing new activities. The monitoring meetings will keep the focus on the question, “Are our students better off?”

The Kirkwood 21st CCLC Project has both a process and an outcome evaluation. The purpose of the process evaluation will be to: (1) identify continuation problems as they occur; (2) ensure prompt feedback to project staff so that adjustments can be made; (3) provide a record of project inputs and methods used during continuation; (4) provide judgment about the efficacy of the project as it continues; and (5) develop replication manuals and other materials that will assist other schools in our district

all project materials. The table on the next page lists how our data will be gathered. Included with each data collection item is the date(s) when the data will be collected and a listing of which of the 4 "Results for Iowa Youth" are related to that data collection effort. As a reminder, Result Area 1 is that youth are healthy and socially competent, Result Area 2 is that youth will succeed in school, Result Area 3 is that youth are prepared for productive adulthood, and Result Area 4 is that youth have the benefit of safe and supportive families, schools, and communities.

Data Collection Method	When Collected	Result Areas Addressed
<u>Attendance</u> counts and lists for all activities	After each event	1, 2, 3, 4
Students behaviors/climate through <u>PBS data collection system</u>	Ongoing	1, 3
Yearly administration of portions of the <u>Iowa Youth Survey</u>	Given each Fall	1, 3, 4
District <u>reading & math assessments</u> given at all grade levels	In Fall and in Spring	2
Data Collection Method	When Collected	Result Areas Addressed
The <u>ITBS</u> sub tests on reading, math, and science	Every Fall	2
Grade-level <u>teacher reports</u>	Reported quarterly	2
School records which show the # of students achieving <u>benchmarks</u>	Yearly	1, 2, 3
The change in <u>office referrals</u> for students	Measured yearly	1, 3
The change in <u>juvenile court referrals</u> for substance abuse/violence	Measured yearly	1, 3
<u>Student surveys</u> to measure satisfaction, progress, identify new activities, changes in self-esteem, and measure changes in climate	Yearly	1, 3, 4
<u>Parent surveys</u> to measure parent satisfaction, changes in school climate and changes in parents' feelings toward the school	Yearly	1, 3, 4
<u>Teacher surveys</u> to document teacher observation of student progress	Yearly	1, 2, 3, 4
<u>Grades</u> and other academic records	Reported quarterly	2
<u>Teacher observation</u> of progress made by targeted students	Each semester	2
Activity and <u>attendance logs</u> for all component activities	After each activity	1, 2, 3, 4
Parent <u>participation log</u>	After each activity	1, 2, 3, 4
<u>Post attitudinal surveys</u> for violence prevention groups	At the end of groups	1, 3, 4

Collection of information will be the responsibility of project staff with the help of Mr. Mirr. Project staff will utilize student and family participation in the data collection phase. Student and family participation in the evaluation process is an effective method of assisting participants to "own" the project and its results. A stand-alone database developed using the FilemakerPro program will be used for storing all evaluation data. Samples of the screens for this database are appended on pages 57-58.

Project data will be shared with the Advisory Committee regularly for discussion and feedback. Project staff will provide reports on project progress and success to the community at the end of each

youth and family perceptions of safety and engagement, and perceptions of school climate.

Item 31—Evidence of how evaluation results will be used to refine, improve program, and build community support

Each month our Advisory Committee will meet, and one focus of their meetings will be a review of project data. As the project begins, these discussions will deal with what is being done and how well it's being done. As the project progresses and we are able to collect outcome data, the Advisory Committee will be able to discuss how effective our activities have been. Our Advisory Committee includes students, parents, school staff and community agency personnel. We expect these Advisory Committee members to share project evaluation data with their constituent groups and to bring the feedback of their groups back to the Advisory Committee. Through this regular discussion on program processes and outcomes, not only will our project continually be refined and improved, we will also more fully engage the community in our program. To help ensure that the Advisory Committee members are prepared to review data and use it well in the planning process, part of our staff development during the first year will be for Advisory Committee members on the topic of using data in the planning process.

Item 32—Detailed plan, including time lines, to make the evaluation results public in a form that is easily understood

Our evaluation plan calls for monthly sharing with the Advisory Committee, semester reports to building staff, and annual reports to the Superintendent and School Board. We intend to make information about the project available to parents in as many different ways as possible. First, all project information will be posted to the district web site. Second, every written parent communication that comes home from the school will contain information about the project in English and Spanish. Third, we will regularly hold Family Nights to which all parents are invited. Student participants will work with project staff to showcase what they are doing in their classroom and to share project activities results. Fourth, one of the educational enrichment activities will involve having students create projects showcasing the activities they have been working on. Our students will apply their math, writing, and art skills through the graphing, charting, illustrating, and descriptions of project activities and results. Fifth, project staff will receive in-service training on best practices in communicating information effectively to parents. Through this staff development effort, project staff will continue to identify ways in which to inform all parents about the project. Sixth, each semester we will survey and interview parents on a variety of topics including how well they understand the information we are sharing with them. We will use these evaluation results to continually improve the methods we use to share project information.

City of Coralville
Memorandum of Understanding

We are signing this memorandum of understanding to confirm our commitment to the Kirkwood Elementary After School program.

1. City of Coralville staff were extensively involved in the planning of this project.
2. City of Coralville staff will participate on the Advisory Committee and in all future planning.
3. The City of Coralville will provide in-kind support for Enrichment and Family Literacy activities (\$11,275).

Kelly Hayworth, City Manager

Date

**Kirkwood Family Resource Center
Memorandum of Understanding**

We are signing this memorandum of understanding to confirm our commitment to the Kirkwood Elementary After School program.

- 1) Family Resource Center Staff will participate in Advisory Committee and in all planning
- 2) Family Resource Staff will work with the after school program to extend current Family Resource Center services in the building. These will include helping families meet their basic needs, improving family relationships, and working to help families help their children with learning in the home.
- 3) Family Resource Center Staff will assist with the collection of evaluation data and work to help sustain the project.

Sarah Smith, Director
Kirkwood Family Resource Center

Date

Iowa Parent Information Resource Center
Memorandum of Understanding

We are signing this memorandum of understanding to confirm our commitment to the Kirkwood Elementary After School program.

1. Iowa Parent Information Resource Center (PIRC) staff participated in the development of this proposal.
2. PIRC staff will actively participate in the project's Advisory Committee.
3. PIRC staff will provide both materials and support for family engagement activities designed to promote student achievement. Kirkwood program staff will be invited to participate in a wide-range of PIRC sponsored training and will also receive on-site technical assistance from PIRC staff.



Ron Mirr, PIRC Consultant

9-13-2009

Date

Systems Unlimited
Memorandum of Understanding

We are signing this memorandum of understanding to confirm our commitment to the Kirkwood Elementary After School program.

1. Family Systems staff were involved in the planning of this project.
2. Family Systems staff will participate on the Advisory Committee and in all future planning.
3. Family Systems will provide a variety of counseling services to meet the needs of students and families. In particular, Family Systems will contribute on-site behavioral assessments, Aggression Replacement Training Groups on-site, and accept referrals for home-based program for parents.

Janet Outland, Executive Director

Date

Student Goal Sheet—This form is used to track student progress toward individualized reading and math goals. On the next page you will see the artifacts that help after school staff document student progress toward these goals.

Month of October

Student Name: _____

Personal Goals	Assessment Date:
L. Arts.: <u>Writing</u> P1) <u>sentence structure-</u> <u>noun, verb, adjective</u>	<u>Needs to finish</u> <u>good/limited goal</u>
Math: P2) <u>subtraction by</u> <u>hand, 2-4 digits,</u> <u>0s, borrowing</u>	<u>Completed</u> <u>goal!</u>
Grade Level Goals:	Assessment Date
L. Arts: G1)	
Math: G2)	

Screen 1 from the Database. This screen tracks demographic information.

Kirkwood 21st CCLC Program

Jane, Doe Basic Data

Student Name: Doe Jane
 ID#: 37
 06-07 Grade: 4
 07-08 08-09
 In Program:

Ethnicity & Gender

Gender: Female
 Ethnicity: Hispanic

Free/Reduced Lunch

07-06 08-09 09-10 10-11
 F/R Lunch:

Screen 3 from the Database. This screen tracks homework completion & goal attainment.

Kirkwood 21st CCLC Program

Jane, Doe Homework & Goals

Homework (90% complete)

07-08

October	<input checked="" type="checkbox"/>	<input type="checkbox"/>
December	<input checked="" type="checkbox"/>	<input type="checkbox"/>
February	<input checked="" type="checkbox"/>	<input type="checkbox"/>
April	<input checked="" type="checkbox"/>	<input type="checkbox"/>
June	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Individual Goals

	Language Arts 07-08	Math 07-08
October	Limited Progress	Good Progress
December	Good Progress	Good Progress
February	Completed	Good Progress
April	Good Progress	Completed
June		

Screen 2 from the Database. This screen tracks scores on district assessments—DRA is for grades 1-6 & KELA is for Kindergarten.

Kirkwood 21st CCLC Program

Jane, Doe Academic Tests

DRA

	07-08	08-09	09-10	10-11
Fall:	24	34		
Spring:	20	28	40	

KELA

	07-08	08-09	09-10	10-11
KELA Fall:				
KELA Spring:				

ITBS

	Fall 06	Fall 07	Fall 08	Fall 09	Growth 06-07
Reading Comprehension:	18.0	22.0			4.0
Math Total:	12.0	15.0			3.0

Screen 4 from the Database. This screen tracks office referrals and suspensions.

Kirkwood 21st CCLC Program

Jane, Doe Behavior

Office Referrals

	07-08	08-09	09-10	10-11
Disrespectful:	0	0		
Inflicting Injury:	0	0		
Defiance:	0	0		
Not Following Directions:	0	0		
Inappropriate Language:	0	0		
Leaving School Property:	0	0		
Other:	0	0		

Suspensions

	07-08	08-09	09-10	10-11
Suspensions:	0	0		

Exhibit D

CERTIFICATION REGARDING PLAGIARISM

By signing and submitting this form, the undersigned certifies to the best of his or her knowledge and belief, that:

- A. The work product in this grant application is the original work of the district/applicant and its agents who worked on the application.
- B. If a discovery of plagiarism is made known or brought to the attention of officials at the Iowa Department of Education during a current grant competition, then at the discretion of the Department, the Department has the right to remove the grant application for funding consideration because of the occurrence of cause.
- C. Plagiarism of the work of another person or entity could result in a private cause of action against the undersigned and/or the undersigned's employer, as well as a complaint being filed against the undersigned with the Iowa Board of Educational Examiners.

Signature: _____

Title: _____ **Superintendent** _____

Organization: _____ **Iowa City Community School District** _____

Date: _____ **October 1, 2009** _____