

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

**Iowa Department of Education
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Des Moines, Iowa 50319**

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APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)
Clinton Community School District

County: Clinton		Amount Requested: \$ 750,673 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Deborah Olson, Superintendent		Grant Contact/Project Director: Loras Osterhaus	
Agency Name: Clinton Community School District		Agency Name: Clinton Community School District	
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Is this an application for a continuation grant? (Check yes or no): ☐ Yes ☒ No

LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number:

42-6049083 **OR**

Enter School District Code

(If applicable) Enter Child Care License #:

REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation: All three sites listed in this application are SINA Schools as noted on the Iowa Department of Education Website: www.educateiowa.gov

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: For this application, seven community partners have signed on for joint submission with the Clinton Community School District. All seven partners have signed the collaborative signatures form and all have signed MOUs outlining their level of commitment throughout the grant period. All MOUs are included in this application.

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

Clinton Community Schools
Bluff, Jefferson and Eagle Heights Student Adventures Proposal

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Project Abstract

Title of Program: Clinton Community Schools *Student Adventures* Program

Applicant Agency: The Clinton Community School District and Community Partners

Total Award Amount Requested: \$250,244 per year // \$750,672 over 3 years

Total Amount per Student: \$1192/student (\$1192/210 students = \$5.68/day/student)

Schools to be Served: 2nd-4th grade students at Bluff, Jefferson, and Eagle Height's Elementary Schools

Number of Students to be Served: 210 annually (150 per school-year programs and 60 per summer programs annually) // 630 students over 3 years

Program Description: The Clinton Community School District (CCSD) and collaborative partners (see MOUs) seek to narrow the achievement gaps for at-risk students currently not served by *Student Adventures* programs at Eagle Heights, Bluff, and Jefferson Elementary Schools. Our before, after-school and summer programs: (1) Provide access to high-quality academic recovery and academic enrichment programs. (2) Work to close achievement gaps between Caucasian and non-Caucasian students and low-SES and non-low-SES students. (3) Give students access to a variety of engaging activities that promote positive youth development. (4) Promote community ownership by linking a variety of community resources to the schools, children, and adults who can best benefit from those resources. (5) Give parents with latchkey children peace-of-mind because their children are supervised and involved in positive developmental experiences. (6) Lead to greater family awareness of the importance of literacy as the major skill development area that correlates with high success in other academic areas.

Under the leadership of the *Student Adventures* Community Governance Board and School Advisory Councils, needs for at-risk families in our target schools have been identified using objective school and community data:

Need 1: At-risk students at Bluff, Jefferson and Eagle Heights need early and ongoing academic assistance to meet and/or maintain reading and math proficiency.

Need 2: At risk students at Bluff, Jefferson, and Eagle Heights Elementary Schools need quality enrichment activities that decrease truancy rates and promote positive youth development.

Need 3: Parents of at-risk students at Bluff, Jefferson, and Eagle Heights need access to programs, opportunities and services that support family success.

To meet priority needs, *Student Adventures* programs will be available from 6:30-8:00 a.m. Monday-Friday and from 3:20-5:00 at Bluff and Eagles Heights. The program will be available from 6:30-7:45 a.m. Monday-Friday and from 2:55-5:00 p.m. at Jefferson. On Wednesdays, all sites will run from 1:30-5:00 p.m. Students are grouped by age, rotating through 30-45 minute blocks of remediation, enrichment, prevention, and recreation activities. At each school, the staff to student ratio for remediation is 5:1 (maximum); for enrichment it is 8:1.

Our planning teams have established ongoing goals and objectives for our programs that are the direct result of our identified priority needs. Our planning team has established a program structure that is firmly grounded in the program components and the common elements of quality after-schools programs as outlined by the Iowa Department of Education. Anticipated outcomes follow. After 12 months in the Student Adventures program:

Obj. G1-1: When matched by similar demographics to non-participants in their school, a higher percentage of 2nd-4th grade *Student Adventures* participants will be proficient in reading and math as measured by Iowa Assessments.

Obj. G1-2: 80% of parents will agree that their child's academics have improved and that the *Student Adventures* program provides extra academic support as measured by parent surveys.

Obj. G1-3: 80% of regular attendees in the *Student Adventures* program will agree that they are doing better in school since attending the program as measured by student surveys.

Obj. G1-4: Teachers with students enrolled in the *Students Adventures* programs will agree that 75% of their students have improved their academic performance as measured by teacher surveys

Obj. G2-1: 80% of *Student Adventures* participants will decrease their school absences to less than 5 days absent from the regular school day and the *Student Adventures* program as measured by program and District attendance records.

Obj. G2-2: 90% of students in the *Student Adventures* program agree that they like the program and look forward to the program and 90% of parents agree that their child has better social skills as measured by parent surveys.

Obj. G2-3: Teachers agree that 75% of their students are more engaged in the learning process, are behaving well in class, and are getting along well with others as measured by teacher surveys and school behavior reports.

Obj. G3-1: 50% of parents with students in the *Student Adventures* program will participate in a minimum of 3 family literacy activities/year as evidenced by event activity/participation records.

Obj. G3-2: 80% of parents attending Family Literacy events will agree that the event(s) helped them assist their child to succeed as measured by event-specific post-activity evaluations.

To achieve our objectives, we have established firm commitments from our partnering agencies to provide the following research-based remediation and enrichment activities:

Reading and Math Recovery: Provided by certified teachers and aides from the Clinton Community Schools.

Homework Assistance: Provided by certified teachers and aides from the Clinton Community Schools, adult mentors (from college age to senior citizens), and Ashford University Students.

Academic Enrichment Activities: Provided by certified teachers and aides from the Clinton Community Schools, Clinton Community College, and Clinton County Conservation.

Substance Abuse and Violence Prevention Activities: Provided by prevention specialists from New Directions and the Clinton County Sheriff's Department.

Positive Youth Development and Recreation Activities: Provided by the Clinton YWCA, Bridgeview Center for Mental Health and volunteer community organizations.

Family Literacy Activities: Provided by Student Adventures staff and Clinton Community College.

Project management includes a full-time Program Director, Site Coordinators and staff at each school, and a database administrator. Systems are in place for continual parent, youth, and community communication and feedback. The program has a direct programming oversight

board (the Partner Advisory Board) and a community oversight board (the Community Governance Board) responsible for continuous improvement and sustainability planning.

Narrative Section 2: Student Need

2.1: Evidence of Student Need

Need 1: At-risk students at Bluff, Jefferson and Eagle Heights need early and ongoing academic assistance to meet and/or maintain reading and math proficiency.

Schools in Need of Assistance: All three of the targeted schools in this application are designated as SINA schools. The Clinton Community School District (CCSD) is designated as a DINA District. All four of three of our target schools feed into the Clinton Middle School, which is currently a SINA-4 school in both reading and math.

Table 1: Title Programs (Required Data)			
CCSD	Bluff	Jefferson	Eagle Heights
DINA-4 Math	SINA-1 Math	Watch-Math	Delay-2 Math
DINA-6 Reading	Delay-3 Reading	SINA-4 Reading	Delay-2 Reading

Poverty Data: Poverty is a major risk factor for students in our schools (Table 2). Clinton County currently ranks 7th out of Iowa's 99 counties in terms of child welfare and food assistance expenditures. 18.4% of the city's citizens receive food assistance (www.citydata.com). Thirty-four percent of the children in Clinton are in single parent households (*Robert-Wood Johnson Foundation, 2014*). Forty-six percent of African American families live in poverty and 48.1 percent of mixed race families live in poverty.

Table 2: FRL Rates – Iowa DOE Fall 2014

School	FRL%
Jefferson Elementary	85.34
Bluff Elementary	75.99
Eagle Heights Elementary	56.94
District	57.8
State of Iowa	41.1

Academic Proficiency Data: In our target schools, rates of non-proficiency are highly specific to two populations of students: minority students and students in poverty. While the District has made substantial progress in academic achievement over the past two years, a higher percentage of students in these demographic categories continue to display reading and math skills that do not meet the minimum proficiency standards set forth in the District's C-Plan (*CCSD Data Wall 2013-2014*) (Table 2).

Table 3: 2013-2014 Iowa Assessments Grades 3-5 Non-Proficiency Rates

	Eagle Heights		Bluff		Jefferson	
	Reading	Math	Reading	Math	Reading	Math
LSES	24%	17%	18%	22%	19%	22%
Minority	31%	42%	24%	38%	28%	30%
Not LSES	15%	10%	16%	17%	15%	19%

Eagle Heights Elementary School has a current enrollment of 485 students with a minority population of 15.46% (85% Caucasian, 5% African American, 5% Hispanic and 5% mixed or other race). 10% percent of students at Eagle Heights have an IEP in place. At Eagle Heights, our target groups (LSES and minority students) fall significantly below non-LSES and Caucasian students in proficiency achievement in both math and reading. The number of students to be served during the school year and summer will be 70.

Bluff Elementary School has a current enrollment of 433 students with a minority population of 31.18 (67% Caucasian, 11% African American, and 10% Hispanic and 12% mixed or other race). 16% percent of students at Bluff have an IEP in place. At Bluff, our target groups (LSES and minority students) fall below non-LSES and Caucasian students in proficiency achievement in both math and reading. The number of students to be served during the school year and summer will be 70.

Jefferson Elementary School has a total enrollment of 379 students with a minority population of 37.73% (62% Caucasian, 11% African American, 16% Hispanic, and 11% mixed or other race). A full 10% of Jefferson students are ESL students and 19% have IEPs in place. Table 2 verifies that LSES and minority students have higher percentages of non-proficient students in both reading and math. The number of students to be served during the school year and summer will be 70.

Need 2: At risk students at Bluff, Jefferson, and Eagle Heights Elementary Schools need quality enrichment activities that decrease truancy rates and promote positive youth development.

Truancy Data: Students who do not bond to school are more likely to be absent from school, are less likely to be motivated to perform beyond the “minimum” requirements, and are more likely to engage in behaviors that

jeopardize their futures. None of our target schools met the District’s CSIP target goals for percent of students missing 5 or fewer days in an academic year (*Table 3*).

Table 3: Attendance

	Missing 5+ days
Bluff Elementary	41%
Jefferson Elementary	43%
Eagle Heights Elementary	34%

Community Risk Factors: Family Histories of Problem Behaviors: Without appropriate parental role modeling, children are disadvantaged in learning socially appropriate behaviors. Our community has high rates of family dysfunction. In its latest At-Risk Report the CCSD reported that 47% of its students are identified as having at least one of the following *critical* risk factors: Homeless (11%); Out of Home Placement (9%); Juvenile Court Involved (12%); Pregnancy/Teen Parent (17%); Verified Victim of Abuse (12%).

Community Risk Factors: Adult Substance Use/Abuse and Dysfunction: Community risk factors contribute to students’ attitudes about violence, alcohol, and other drug use risk. The number of adults in the city of Clinton who engage in excessive drinking is 24%. The number of adults who are physically inactive is 29% (*Robert-Wood Johnson Foundation, 2014*). These facts put our students at significant risk for substance abuse and for obesity.

Need 3: Parents of at-risk students at Bluff, Jefferson, and Eagle Heights need access to programs, opportunities and services that support family success.

Adult Education Levels: Sixteen percent of the population of Clinton does not hold a high school degree (*Census 2010*). Of those with high school degrees, only 16% of the population has a bachelor’s degree or higher (www.city-data.com). This leaves the city and school district with a large number of parents who may not value education, who have had negative experiences in the educational system, or who are trying to guide first generation college students.

Barriers to Out of School Childcare: Childcare is too expensive for our LSES parents. Many of our parents are working several shift jobs for minimum wage or are forced to commute to jobs outside the city. The community has seen a rise in the numbers of latchkey children after school and/or children being dropped off at school an hour before the school day begins. The ability to have children supervised during times when parents must drop children off in order to get to work on time, or delay school bus drop off times due to afternoon job hours continues to be identified by parents as a critical need (*Student Adventures Parent Surveys; CCSD Parent Surveys, CCSD Teacher Surveys 2014*).

2.2 Engagement of External Stakeholders

Community Stakeholders: Within the city of Clinton there exists a highly developed multi-service collaborative called the *Student Adventures* Community Governance Board (SACGB). Initiated in 1996 as the Clinton Community Governance Board, SACGB membership includes representatives from the following community entities: Juvenile Probation, the Clinton Police Department, Clinton Community College, County Case Management, Clinton County DHS, Parents, Clinton Community Schools, and neighborhood churches. Through this planning body, service needs for at-risk families are identified and programs are designed and implemented through collaborative efforts. The SACGB meets monthly and oversees the implementation, evaluation, and sustainability of all school-based community linkages.

Community Partners for this Application: To address the needs set forth in this application, the CCSD has partnered with the following community organizations to offer before school, afterschool, and summer programming to meet the needs of children and families as described above: Clinton County Conservation (academic enrichment needs), Clinton YWCA (health and recreation needs), Ashford University (academic enrichment needs), New Directions (substance abuse prevention needs), Bridgeview Mental Health Center (positive youth development needs), and Clinton Community College (family literacy needs). In addition to direct services (partial or full in-kind), each partner has committed a representative to serve on the *Student Adventures* Partner Advisory Board.

Parents and Youth: In the CCSD, each target school has an established *School Advisory Council* composed of students, parents, and school personnel. Each Council meets monthly to provide input/feedback relating to programs/services offered in their schools and to suggest and/or implement programs/services they feel would benefit their families. The activities proposed in this application were developed jointly with our *Student Adventures* partners, the CCSD Curriculum Director, School Principals, and each school's Advisory Council. Advisory Councils are also charged with reviewing prior year program evaluations and offering input on program refinements. Program refinement is also based on direct input from youth and parents through information channels. Each school with a *Student Adventures* Program has a unique *Student Adventures* website specific to that school. Websites communicate the monthly program schedule, special events for families, stories about prior events, and ideas parents can use to help their child succeed. Each site allows for direct parent feedback via an email link to both the school Site Facilitator as well as the *Student Adventures* Program Director. In addition, semi-annual parent and youth surveys are distributed which specifically ask for parent and youth feedback regarding current *Afterschool Adventures* programs and suggestions for both program expansion and programming they would like included.

Narrative Section 3: Project

3.1 – 3.3: Program Goals, Objectives and Activities Link to Student Need

Activities to Meet Identified Need 1: Goal 1 addresses academic remediation and enrichment. Activities listed are the *core* activities planned to meet the objectives. Additional activities will be added based on ongoing parent and student feedback and the unique needs of each school.

Goal 1 (G1): Provide at-risk grade 2-4 students at Bluff, Jefferson and Eagle Heights with early and ongoing academic assistance to meet and/or maintain reading and math proficiency.	
Objectives: After 12 months in the student Adventures Program,	Activity (Eligible Activity #)
Obj. G1-1: When matched by similar demographics to non-participants in their school, a higher percentage of 2 nd -4 th grade <i>Student Adventures</i> participants will be proficient in reading and math as measured by Iowa Assessments.	<p><u>Reading and Math Recovery</u> (#1)</p> <ul style="list-style-type: none"> • CCSD Teachers: Targeted reading remediation aligned with Iowa Core: <i>Great Strides</i> (Harcourt-Brace); <i>Reading Recovery</i> (Houghton Mifflin) • CCSD Teachers: Targeted math remediation aligned with Iowa Core: <i>Growing with Mathematics</i> (McGraw-Hill) and <i>Math Trailblazers</i> (Kendall-Hunt) <p><u>Homework Assistance</u> (#5)</p> <ul style="list-style-type: none"> • Ashford University work-study students: Homework assistance • CCSD Mentoring Program: adult mentors trained in tutoring <p><u>Academic Enrichment</u> (#2, #8, #3)</p> <ul style="list-style-type: none"> • CCSD Teachers: <i>Quantum Leap Series</i> from MindWorks • Clinton County Conservation: STEM-based service learning focused on community environmental Issues • Ashford University Work-study students: Service Learning • Clinton Sherriff's Department: STEM-based DNA Analysis and Fingerprinting • CCSD Teachers and Parent Volunteers: Field trips to museums, historic places, and musical events. • Clinton Public Library: Tumblebooks series
Obj. G1-2: 80% of parents will agree that their child's academics have improved and that the <i>Student Adventures</i> program provides extra academic support as measured by parent surveys.	
Obj. G1-3: 80% of regular attendees in the <i>Student Adventures</i> program will agree that they are doing better in school since attending the program as measured by student surveys.	
Obj. G1-4: Teachers with students enrolled in the <i>Students Adventures</i> programs will agree that 75% of their students have improved their academic performance as measured by teacher surveys.	

Activities to Meet Identified Need 2: Goal 2 addresses activities that promote positive youth development. Activities listed are the **core** activities planned to meet the objectives. Additional activities will be added based on ongoing parent and student feedback and the unique needs of each school.

Goal 2 (G2): Increase positive youth development and decrease school truancy through <i>Student Adventures</i> programs at Bluff, Jefferson and Eagle Heights Elementary Schools by offering recreation, prevention and wellness activities for 2 nd -4 th grade students.	
Objectives: After 12 months in the student Adventures Program,	Activity (Eligible Activity #)
Obj. G2-1: 80% of <i>Student Adventures</i> participants will decrease their school absences to less than 5 days absent from the regular school day and the <i>Student Adventures</i> program as measured by program and District attendance records.	<u>Recreation and Health</u> (#7) <ul style="list-style-type: none"> • Clinton YWCA: Fitness and nutrition activities • CCSD Teachers and Parents Volunteers: Field trips focused on fitness and crafts (Rainbow Pottery, Reusable Usables, roller skating, martial arts, tennis etc.) • Clinton Sherriff's Department: Personal Safety (Home Alone, 911, Bus Safety, K-9) <u>Drug and Violence Prevention</u> (#12) <ul style="list-style-type: none"> • New Directions: Substance Abuse Prevention (Red Ribbon Week, Lights Out, Black History Month, American Girls Club) <u>Character Education</u> (#14) <ul style="list-style-type: none"> • Bridgeview Center for Mental Health: <i>Character Counts</i> and <i>Steps to Respect</i>
Obj. G2-2: 90% of students in the <i>Student Adventures</i> program agree that they like the program and look forward to the program and 90% of parents agree that their child has better social skills as measured by parent surveys.	
Obj. G2-3: Teachers agree that 75% of their students are more engaged in the learning process, are behaving well in class, and are getting along well with others as measured by teacher surveys and school behavior reports.	

Activities to Meet Identified Need 3: Goal 3 focuses on family literacy activities that empower parents to take an active role in assisting their child to succeed academically. Activities listed are the **core** activities planned to meet the objectives. Additional activities will be added based on ongoing parent and student feedback and the unique needs of each school.

Goal 3 (G3): Support family literacy by providing access for parents of at-risk children at Bluff, Jefferson and Eagle Heights Elementary schools to literacy programs, opportunities and services.	
Obj. G3-1: 50% of parents with students in the <i>Student Adventures</i> program will participate in a minimum of 3 family literacy activities/year as evidenced by event activity/participation records.	<u>Parental Involvement/Family Literacy</u> (#10) <ul style="list-style-type: none"> • Clinton Community College and CCSD staff: Family Literacy Events • Clinton Community College: Adult Computer and Financial Literacy workshops
Obj. G3-2: 80% of parents attending Family Literacy events will agree that the event(s)	

helped them assist their child to succeed as measured by event-specific post-activity evaluations.	<ul style="list-style-type: none"> • CCSD Student Adventures Staff: Parent Communication Portals (Bi-weekly Newsletters, Web Site updates, Personal Communications)
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Each day of operation, students are provided with a meal (before school program and summer program) or snack (after school program) that meets USDA nutritional guidelines.

3.4: Linking Program to School-Day Instruction

In 2012, the CCSD adopted the Iowa Core Curriculum and revised its C-Plan (formerly CSIP) to align with the Iowa Core. *Student Adventures* utilizes certified day-school teachers and para-educators from each school who are trained in the same remediation strategies for math and reading used in the day school. Academic enrichment activities (the *Quantum Leap* series, in particular) were chosen after extensive discussion in joint meetings with the CCSD Curriculum Director, building principals and teachers from all three schools. The *Quantum Leap* program (a core afterschool and summer program component) fully aligns with the Iowa Core and offers students multiple windows of entry into core concepts based on individual learning styles. In addition, the *Student Adventures* program asks for day-school teacher evaluations of each student's progress in the regular classroom on a semi-annual basis – thus providing additional feedback for curricular adjustments that may need to be made based on ongoing student needs.

3.5: Organizational Experience

Prior Experience with Similar Programs: The CCSD currently has in place the following *Student Adventures* programs that serve our earliest learners (kindergarten and 1st grade) at each elementary school, *Student Adventures Programs* for 5th graders about to transition to middle school at each elementary school, and a *Student Adventures* program in our middle school. This application will enable the District to serve students not served by our current programs: 2nd through 4th graders. Because the CCSD has already implemented and successfully managed before, after school, and summer *Student Adventures* programs with 21st Century grants, it is evident that the CCSD has the capacity to meet all responsibilities, contracts, and commitments to ensure that the project is fully staffed and implemented within the framework outlined in this proposal. Each collaborative partner's executive director, or appointed representative, serves on our *Student Adventures* Partner Advisory Board, which reports directly to our greater *Student Adventures* Community Governance Board. The CCSD and its partners have the experience and the human, material, and financial resources required for continuing and sustaining our programs. These commitments are clearly evidenced in the Memorandums of Understanding (MOUs) accompanying this application.

Ability to Sustain: In the summer of 2005, the Iowa Afterschool Alliance (IAA) agreed to have Clinton's after school program be the first in the state to develop a sustainability plan through their office as a pilot project. In early 2006, the State Public Policy Group assumed responsibility for the management of IAA and, under their guidance, the District completed its full sustainability plan; a 34-page document on file with the District and the state. Despite decreasing 21st Century funding levels, the CCSD has been able to sustain *Student Adventures* operations at five schools as of this date. To illustrate our ongoing sustainability efforts, the following are examples of what has already been accomplished: 1) The CCSD now contracts a resource development agency to aggressively pursue state, federal, and local grant options. 2) Mentoring

grants have allowed for adult mentors to participate in program elements with their mentees; thus increasing the number of adult volunteers. 3) 90% of our community service providers have agreed to a ***common community hourly pay rate*** for service provision (\$21.50/hour of service), which has significantly lowered program staff expenses. 4) The CCSD aggressively pursues in-kind resources. All of our partners are offering full or partial in-kind service.

Narrative Section 4: Research Base

4.0 Strong Research Base for Proposed Activities

Academics – Reading Recovery: In consultation with reading specialists, classroom teachers and the CCSD Curriculum Director, the District has chosen the following reading intervention/recovery curriculum: *Great Strides* (Harcourt Brace) and *Reading Recovery* (Houghton Mifflin). All three strategies align with the CCSD's C-Plan and the Iowa Core. All three strategies accurately assess student's reading levels through miscue analysis using running records. This ability to use ongoing assessment, allows reading teachers to make active decisions that maximize reading and writing instruction on an individualized basis.

Academics – Math Recovery: Too math recovery strategies have been chosen for the *Student Adventures* programs. *Growing with Mathematics* (McGraw-Hill) is a core mathematics program that is appropriate for all PreK – 5 student populations. The program addresses NCTM and Iowa Core standards and is recognized by the NSF as a research-based curriculum. *Math Trailblazers* (Kendall Hunt) is fully aligned with the current National Council of Teachers of Mathematics Curriculum and Evaluation Standards for School Mathematics.

Academic Enrichment: In preparation for this proposal, the CCSD Curriculum Director met 6 times with school Principals and teachers to choose a curriculum that would enhance the school-day curriculum but not be a repeat of the day curriculum. As such, the group chose to utilize the *Quantum Leap* series from MindWorks. MindWorks Resources is a Dallas-based organization specializing in language development, literacy, and learning styles in children. Lessons in the *Quantum Leap* series are STEM-based, hands-on, interactive, educational materials that engage students in cross-curricular, multisensory learning experiences. Each unit of instruction lasts six weeks. The CCSD has chosen four units: *Rewind*, *Déjà vu*, *Fast Forward*, and *Chain Reaction*.

Positive Youth Development: *Character Counts* is a framework centered on basic values called the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship. A substantial body of scientific evidence supports its effectiveness in schools throughout the country. *Steps to Respect* is a violence prevention program cited as an Exemplary Program by the United States DOE and as an Effective program by the CSAP.

Family Literacy: *Family Storyteller* is an early literacy program designed to increase the amount and quality of time parents and young children spend together in literacy activities. Pre-post interviews with families have revealed significant increases in the amount of time parents read with their children, their enjoyment of reading time, and their use of specific parent reading techniques. *Tumblebooks* is an online collection of animated talking picture books, which teach kids the joy of reading in a format they love. Our adult *Computer Literacy* program (offered through Clinton Community College) is accredited through CASA (Competency Adult Student Assessment System) as an effective instructional program. Clinton Community College's *GED Completion Program* is accredited in conjunction with the American Council on Education.

Staff Training: All CCSD teachers *and* community partners are either cross-trained or oriented to the curriculum each intends to provide to ensure continuity of the learning process and to ensure cultural sensitivity and responsiveness to physical barriers, such as child care and transportation for adults. Each program listed can be offered in English or Spanish with qualified ESL personnel. All staff are trained in mandatory reporting and as first responders in the event of an emergency.

Narrative Section 5: Management Plan

5.1 Staffing, Professional Development, Leadership and Volunteerism

Staff Recruitment and Training: The effective recruitment, hiring and retention of highly qualified staff and volunteers is critical to the ongoing success of our project. We have a full-time dedicated *Student Adventures Program Director* who has successfully managed our programs for a decade. Each school has experienced *Site Coordinators* with secretarial support. Our contracted *Community Service Providers* (partners for recreation, wellness, prevention, and academic enrichment) are hired via their respective organizations. *Teachers and teacher's aides* are contracted via the school district under the supervision of the CCSD Superintendent and the Curriculum Director. To date, the District has had no difficulty filling after school, before school, or summer positions.

Professional Development: The *Student Adventures* Program Director is responsible for ensuring that training schedules are followed and that all program staff receive adequate cross-training and/or orientation in their respective roles and the roles that other providers will play. The CCSD provides *Student Adventures* staff with a minimum of 16 hours of pre-service orientation in the Fall, 16 hours of pre-service orientation for the summer program, and semi-annual all-staff development trainings. All staff are given the opportunity to attend at least one relevant outside development activity each year. Part of professional development is open communication between staff and partners. *Student Adventures* staff from all five buildings meet every other week (weekly during new program start-ups) with the Program Director. These meetings are open to all school personnel (teachers, principals etc.) who wish to partake in ongoing program planning and assessment.

Leadership to Align with School Day Curriculum: All goals and objectives of the program align with the day school curriculum through the CCSD C-Plan and School Board Oversight. The *Student Adventures* Program Director ensures that the goals and objectives of the program are being met. This is accomplished through the following communication structures: 1) Weekly meetings with Site Coordinators to review site schedules, day-to-day programming, and data collection. 2) Monthly meetings with the Partner Advisory Board to review progress on goals and objectives, attendance data, parent participation data, achievements, and continuous improvement. 3) Monthly meetings with Principals and the Curriculum Director to ensure ongoing alignment with designated curricula. 4) Monthly meetings with the *Student Adventures* Community Governance Board to report progress on the goals and objectives to community leaders. 5) Monthly progress reports to the CCSD School Board. 6) Monthly hard copy and online newsletters to inform parents and interested community members of program achievements.

Volunteer Recruitment and Training: Our project relies on volunteers for assistance in offering a full complement of educational and enrichment programs. Fortunately, the CCSD has extensive experience in recruiting, training, and retaining a large pool of highly qualified adult

volunteers. Currently the District has a pool of 178 reliable adults dedicated to various programs (63% have been involved in programs for 4 or more years and 32% are senior citizens). We have an extensive screening, orientation, and 12-hour training program in place to ensure that a volunteer's interests and strengths match the activities they will be involved with. Site Coordinators make regular contact with all volunteers to ensure they are fully supported by project/school staff.

5.2 Accessibility in Transportation, Communication and Facilities

Transportation: The CCSD provides busing for all students needing transportation to and from *Student Adventures* program sites each day of operation. Pick-up/drop-off sites are within walking distance of participants' homes and are in public areas where parents can readily meet their child. The CCSD has a strict policy that ***requires*** parent/guardian pick-up for the release of a child from the bus if the drop-off time is at/after dusk or during inclement weather. For local field trips, the *Student Adventures* program will utilize city busing at no cost to the program.

Safe Facilities: Each program site provides a safe, accessible environment with aspects unique to the population it serves. Each school meets ADA standards in terms of accessibility and accommodations for students with special needs. Our average staff to student ratio (1:8) ensures students needing accommodations can be fully involved in activities in a safe and meaningful way. Parents are welcomed in our buildings and are welcome to observe or participate in program activities. Each school has a card system to monitor all visitors.

Translation Services: Both Spanish and hearing impaired translation services are available at each school for students and parents needing these services.

5.3 Organizational Structure

Community Oversight: Within the city of Clinton there exists a highly developed multi-service collaborative called the *Student Adventures* Community Governance Board (SACGB). Initiated in 1996 as the Clinton Community Governance Board, SACGB membership includes representatives from the following community entities: Juvenile Probation, the Clinton Police Department, Clinton Community College, County Case Management, Clinton County DHS, Private Citizens (2), Clinton Community Schools, and neighborhood churches. Through this planning body, service needs for at-risk families are identified and programs are designed and implemented through collaborative efforts. SACGB meets monthly and continues to oversee the implementation, evaluation, and sustainability of all school-based community linkages.

Student Adventures Advisory Board Oversight: Operating in parallel with SACGB, are the CCSD C-Plan Advisory Committee and the *Student Adventures* Partner Advisory Board. Both are responsible for direct project planning and administration at each site to ensure that project activities align directly with the current School C-Plan.

Building-Level Oversight: As stated previously, at the individual building level, School Advisory Councils (includes parents, youth, school principals, teachers and staff representatives) determine the unique needs of each school in terms of program priorities and specialized program offerings.

Fiscal Management: The CCSD is the fiscal manager of our *Student Adventures* programs. Because this program involves three school sites with individual site revenues and expenditures, the *Student Adventures* Program Director and CCSD's CFO set up individual cost centers for

each site. In order to insure accountability for all program activities, the District executes written contracts for service with all program providers. The SACGB assists the CCSD in coordinating contracted services, resolving conflicts, and addressing programmatic and contractual issues in an expedited fashion. Contracts outline provider responsibilities, specific timelines, and reporting requirements. Once contracts are in place, responsibility for individual site budgets shifts to our *Student Adventures* Site Coordinators, who are under the direct supervision of the *Student Adventures* Program Director.

5.4 Continuous Improvement, Sustainability, and Effective Use of Public Resources

Continuous Improvement and Sustainability Plan: At the core of *Student Adventures*' continuous improvement is community engagement. First and foremost: Program oversight is community-based. At the core of our planning process is a dedicated and committed group of CCSD staff, community leaders, and community based organization executives called the *Student Adventures* Community Governance Board (SACGB). Second, we engage the community through regular multimedia communications and encourage feedback with annual surveys distributed to students, parents, teachers, community service providers, and the community at large. This respect for, and engagement of all sectors of the community, ensures that *Student Adventures* is aligned with data-driven community needs. Our sustainability approach represents a diversified funding plan that involves re-directing current resources as appropriate, developing local support, incorporating additional federal, state and local funding as appropriate, and coordinating the use of all available resources. Five key components underlie our sustainability plan: Advocacy Efforts; Media Relations; Strong Community Partners; Key Champion Development; and Adaptability to Changing Conditions. Before applying for any new funding, the CCSD and SACGB engage in a planning process involving 3 steps: (1) Carefully projecting the costs of maintaining the program. (2) Identifying the time frames for developing sustainability funding. (3) Identifying all potential funding streams that can be redirected over the course of the initial grant to sustain the program when a grant expires. The following are just a few examples that illustrate our success in using this planning process to sustain our current *Student Adventures* programs: 1) Program partners shifted partial financial responsibility to their respective agencies by agreeing to a common hourly rate for services and/or providing additional hours of in-kind service. 3) State and federal mentoring grants allowed for shared funding of staff positions in each building. 4) From 2008-2010, and again in 2014, DECAT funding supported summer programs. 5) In 2009, the District and the Clinton Wellness Coalition partnered for a Wellmark grant to support before school programs. 6) In 2014, the *Student Adventures* program applied for and was accepted as a United Way funding recipient.

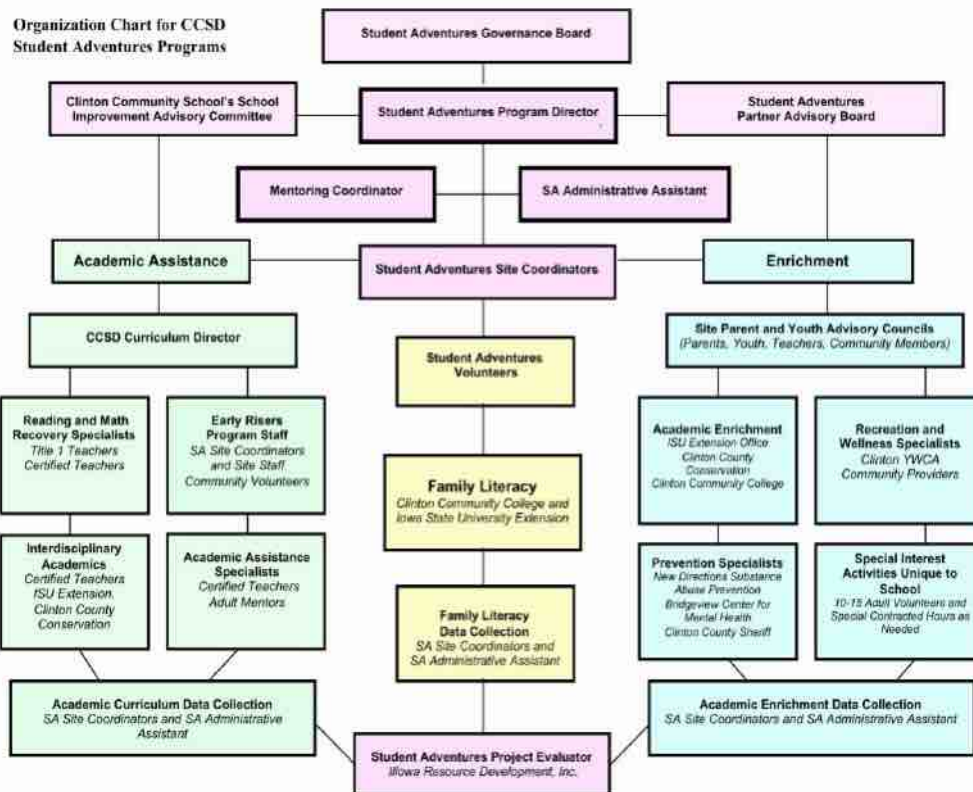
Effective Use of all Public Resources: Each of our partners brings all available *public resources* to our *Student Adventures* planning table. We thoroughly assess each partner's resources and determine how to best utilize those resources in our community. The following are examples of how the CCSD and community partners work together to integrate services offered in our *Student Adventures* programs: (1) State and federal mentoring programs have structured to integrate directly into after-school, before school, and summer activities. As a result, we cost-share *Student Adventures* Site Coordinator salaries as well as administrative support salaries. Our Mentoring Recruiter also assists in recruiting adult volunteers for the *Student Adventures* program. (2) Site Coordinators are utilized to refer families to Clinton Community College; in turn, CCC identifies and refers families needing literacy support to our literacy programs. (3) We cost-share comprehensive drug/violence prevention programs with New Directions through

Comprehensive Substance Abuse and Community Partnership grants. (4) We have used a variety of public and private dollars to support our *Student Adventures* summer program. (5) All providers have agreed to a ***common community service provision rate*** of \$21.50 per hour. This agreed upon rate was set to match the contracted rate CCSD teachers are allowed for provision of services outside the regular school day. Ongoing integration and cost sharing of resources between providers increases efficient use of community resources, eliminates duplication, and increases community investment in supporting and sustaining the *Student Adventures* program.

Narrative Section 6: Communication Plan

A strategic communication plan is in place, with communication channels illustrated in the organizational chart below. The *Student Adventures* Program Director coordinates the following communications: 1) Weekly Site Coordinator meetings to review site schedules, day-to-day programming, and data collection. 2) Monthly Partner Advisory Board meetings to review progress on goals and objectives, attendance data, parent participation data, achievements, and continuous improvement. 3) Monthly meetings with Principals and the Curriculum Director to ensure ongoing alignment with designated curricula. 4) Monthly meetings with the *Student Adventures* Governance Board to report progress on the goals and objectives to community leaders. 5) Monthly progress reports to the CCSD School Board. 6) Teachers are provided with orientation to the program on in-service days throughout the year.

Our *Student Adventures* programs are marketed to students, parents and the community through a variety of methods. In most cases, a counselor at the school identifies students meeting at-risk criterion and initiates direct contact with the child's family. Because any student is allowed to participate, each site disseminates information to *all* parents through their school newsletters, school website, and weekly take home information. To keep the community at large informed, program information is updated monthly on the CCSD Web site. Clinton's local newspaper publishes articles specific to the program about six times per year. Collaborative partners include program information in their agency newsletters (publication frequency varies). Local evaluation results are provided to all community members through a link on *Student Adventures* Web Sites and the CCSD Web site.



Section 7: Partnerships

7.1 Effective Collaborative Process and Partners

As stated previously, Clinton Schools and our community partners have a long history of collective strategic planning, program development, implementation, management, and sustainability. Beginning with the implementation of our first Community Health Advisory Council in 1992, our community's experience in collaborative process has grown and evolved into a highly refined system of community planning, joint program development, and management. At the core of our planning process is a dedicated and committed group of CCSD staff, community leaders, and community based organization (CBO) executives called the *Student Adventures Community Governance Board (SACGB)*. Formed in 1994 and originally called “the Gateway Initiative,” the SACGB is a ground breaking collaborative endeavor that brings to one table representatives from a variety of community sectors. SACGB has one primary goal: “Develop and implement a single, comprehensive system of services, delivered to the community through our schools”. At the core of the SACGB is the understanding that collectively the group can accomplish for the community what no one group or agency can accomplish alone. For 2013-2014, SACGB is composed of the following community representatives:

SACGB Membership 2014-2015	
Juvenile Probation	Ms. Addie Rupp
1 st Methodist Church	Jennifer Henry, Pastor
Clinton Community College	Lisa Miller

Clinton Police Department	Brian Guy, Chief of Police
Clinton County DHS	Tiffany Sager
Clinton Community Schools	Loras Osterhaus, Student Adventures Program Director
Clinton County Case Management	Becky Eskildsen
Community at Large	LaMetta Wynne

Serving under the oversight of the SACGB is the *Student Adventures Partner Advisory Board*. The separation of direct *Student Adventures* partners from SACGB in 2005, has created two important planning levels: 1) An objective oversight level (SACGB) and 2) A direct program planning and implementation level. Serving on the Partner Advisory Board, are the CEOs or appointed representatives from the following *Student Adventures* Partners:

Partner	Involvement	Investment
New Directions	ATOD and violence prevention activities	35% reduced cost services
Bridgeview Center for Community Mental Health	Positive youth development activities	15% reduced cost services
Clinton YWCA	Health and recreation activities	20% reduced cost services
Clinton Community College	Family Literacy activities Adult Computer/Financial Literacy	40% reduced cost services 100% in-kind
Clinton County Conservation	Service-learning activities	100% in-kind
Ashford University	Work-Study Students – Homework Help Service Learning Activities	100% in-kind 100% in-kind

Also serving on the partner advisory board, but not “partners” as defined on page 45 of the 21st Century RFP are the following: ***Clinton County Sheriff’s Department, Women’s Health Services, Site Coordinators*** from Bluff, Eagle Heights, and Jefferson (on-site day-to-day program managers); ***Teacher Representatives*** (1 is elected by *Student Adventures* teachers at each school); ***Parent Representatives*** (2 are elected by *Student Adventures* parents at each school); ***Youth Representatives*** (2 are elected by *Student Adventures* students at each school).

Each community partner has signed an MOU outlining their role in our before, after school and/or summer programs for the upcoming 3-year cycle.

7.2 Engaging Partners Over the Life of the Grant

The design of our *Student Adventures* program and provision of services is not a "new" venture for the CCSD or our collaborative partners: It represents a collective vision developed over many years. As such, our *Student Adventures* programs incorporate and integrate a number of services currently offered by our partners through the collaborative planning process of the *Student Adventures* Partner Advisory Board and the oversight management of the *Student Adventures* Community Governance Board into a seamless continuum of before/after school and summer programs for targeted youth and their families. The *Student Adventures* Community Governance Board and Partner Advisory Boards meet monthly to oversee the implementation, evaluation, and sustainability of all school-based community linkages. Our ongoing planning process keeps

our community partners engaged because all partners have a common goal: Combining resources and sharing resources so that all entities in the community are able to effectively provide services without duplication of efforts. All partners are involved in providing feedback to the program through monthly planning/progress meetings and annual feedback surveys and focus groups that are part of the *Student Adventures* evaluation process. As evidence of our success in maintaining relationships, the Clinton YWCA, New Directions, and Bridgeview Center for Mental Health have been involved in our *Student Adventures* program from the outset a decade ago. As evidence of our ability to recruit new partners, ISU Extension has partnered with the CCSd when they have programs that match our needs; Ashford University came on as a partner on 2012, and Clinton Community College joined as a partner in 2010. In 2014, the United Way partnered with the program to provide Americorp volunteers as reading tutors.

The CCSd has, and will continue to facilitate the involvement of parents and youth in our *Student Adventures* collaboration. Each of our target schools has established School Advisory Councils composed of parents, elected students, community members, and school personnel. These advisory councils meet monthly to provide input/feedback relating to programs/services offered in their schools and to suggest future programs/services they feel would benefit their schools. The educational and enrichment activities proposed were developed with past and recent input from School Advisory Councils at each target school. Ongoing refinement of both our initial and quarterly program offerings will be based on, and depend upon, direct input from youth and parents and their perceptions of the unique needs at each individual site. To accommodate individual school wishes/needs, our programming schedules include some “flexible hours” dedicated to enrichment activities requested by individual schools. Parents and students are also involved in providing feedback to the program through School Advisory Council meetings, semi-annual anonymous feedback surveys, direct email contact with Site Coordinators and the Program Director through *Student Adventures* Websites, and annual focus groups that are part of the *Student Adventures* evaluation process.

Section 8: Evaluation

Our evaluation plan encompasses all the quantitative and qualitative outcomes required by the Iowa DOE: student-level Iowa Assessment outcome data; student-level attendance data; student-level behavior data; and implementation, process, and continuous improvement data.

8.1 Evaluator Expertise

External Objective Evaluator: The CCSD utilizes an outside, independent evaluator for all grant-funded programs to ensure that all evaluation processes are objective and independent of personnel directly involved in the *Student Adventures* program. Heading up the evaluation team will be Ms. Susan Troy of Illowa Resource Development, Inc. (IRDI). IRDI has been the District's independent evaluator for sixteen federal and state-funded programs, including all 21st Century programs to date. Ms. Troy's contact information is IRDI, 2020 Clarke Drive, Dubuque, Iowa 52001. Email is: troys@nicc.edu. Phone: 563-590-6718.

Implementation/Process Evaluation and Timelines: Process data is used to provide visual evidence of program implementation and timeline compliance. IRDI evaluators are provided with implementation/process data monthly in the initiation phase of any project. IRDI evaluators are responsible for reviewing all materials related to daily operations and analyzing data to determine if the program is on schedule and progressing toward target goals. Process evaluation is provided to the District monthly in the first six months of project start-up and then quarterly in subsequent months throughout the life of the project. Process data is collected weekly by Site Coordinators, compiled monthly by the Program Director, forwarded quarterly to IRDI for analysis, and forwarded to our Partner Advisory and Governance Boards for quarterly review.

Outcome Evaluation and Timelines: IRDI is directly responsible for evaluating academic and behavioral outcome data. For each group of students enrolled in the program, Iowa Assessments baseline data is collected in the semester prior to the year of initial enrollment. Annual academic progress involves comparative data on Iowa Assessments. Classroom teachers complete semi-annual academic and behavioral progress reports for children in their classroom who are enrolled in the program to determine program impact in the regular classroom. Academic outcome data is forwarded to IRDI in January and August of each year for analysis. Attendance data is recorded daily, compiled monthly, reviewed quarterly, and analyzed annually by IRDI. Project outcomes are clearly delineated as follows:

After 12 months of regular attendance in the *Student Adventures* program:

Obj. G1-1: When matched by similar demographics to non-participants in their school, a higher percentage of 2nd-4th Grade *Student Adventures* participants will be proficient in reading and math as measured by the Iowa Assessments.

Obj. G1-2: 90% of students in the *Student Adventures* program agree that they like the program and look forward to the program and 90% of parents agree that their child has better social skills as measured by parent surveys

Obj. G1-3: 80% of regular attendees in the *Student Adventures* program will agree that they are doing better in school since attending the program as measured by student surveys

Obj. G1-4: Teachers with students enrolled in the *Students Adventures* programs will agree that 75% of their students have improved their academic performance as measured by teacher surveys.

Obj. G2-1: 80% of <i>Student Adventures</i> participants will decrease their school absences to less than 5 days absent from the regular school day and the <i>Student Adventures</i> program as measured by program and District attendance records.
Obj. G2-1: 90% of students in the <i>Student Adventures</i> program agree that they like the program and look forward to the program and 90% of parents agree that their child has better social skills as measured by parent surveys.
Obj. G2-3: Teachers agree that 75% of their students are more engaged in the learning process, are behaving well in class, and are getting along well with others as measured by teacher surveys and school behavior reports
Obj. G3-1: 50% of parents with students in the <i>Student Adventures</i> program will participate in a minimum of 3 family literacy activities/year as evidenced by event activity/participation records.
Obj. G3-2: 80% of parents attending Family Literacy events will agree that the event(s) helped them assist their child to succeed as measured by event-specific post-activity evaluations.

The YSI Data System: Data will be collected using the District's current YSI (Youth Services Incorporated) data system developed for the Iowa DOE. The system tracks all services by student, provider, type of service, number of service contacts, length of service, hours of service contact, and cost of service. The YSI also allows the District to track pre and post-outcome measures delineated by individual student, cohorts of students, student demographics, and service providers. Data from this system is used to populate the federal and/or state reporting systems.

Coordination of Information: Process data is collected weekly by Site Coordinators, reviewed/compiled monthly by our *Student Adventures* Program Director, and forwarded to IRDI monthly in the first six months of program start-up and then quarterly. Non-academic outcome data is collected weekly and academic outcome data is collected semi-annually by Site Coordinators, reviewed/compiled monthly by our Student Adventures Program Director, and forwarded to IRDI semi-annually.

8.2 Using Evaluation Results

Utilizing Evaluation Results for Program Improvement: If programmatic issues or data issues warrant further review, the Program Director calls together site personnel, service providers, and school administrators. Potential solutions are identified and a written plan of corrective action is determined. A follow up meeting is held within 60 days to measure progress in the corrective action plan. Modifications of actual target goals (if necessary) are submitted in writing to the appropriate personnel at the Iowa Department of Education.

Reporting: Local evaluation is completed in October of each year. The Partner Advisory Board, Community Governance Board, CSIP Committee, and School Board review evaluation summaries within 45 days of compilation. The report is published to the CCSD *Student Adventures* website by the end of November. In addition to the annual local evaluation forwarded to the Iowa DOE, the CCSD provides an annual progress report (similar to the District's Annual C-Plan report) to be distributed to parents, community members, and teachers in the Spring of each year. *Student Adventures* annual progress reports are also been presented in easy-to-understand annual PowerPoint presentations. These presentations are used to educate and inform the community of *Student Adventures* progress.

Section 9: Budget Narrative

9.1 Reasonable Costs in Relation to Number to be Served

Too long here Each school meets the required 60 hours per month of program activities: 7.5 hours per week before school and 8.0 hours per week afterschool. Projected costs are reasonable and cost-effective. With careful planning, and in-kind cooperation from our community partners, our program proposal is well below the proscribed funding formula. All three sites will operate before and after school for 180 days and for 30 days in the summer. With a proposed annual budget of \$250,224, the cost equates to \$1192 dollars per day. Dividing \$1192 per day by 210 students annually, ***our cost average per day/per student is \$5.68***. This budget clearly meets the criteria for reasonable as related to expected benefit. The *Student Adventures* program utilizes only licensed teachers and paraprofessionals for all academic remediation services; including teachers with reading and BD endorsements. All children receive the benefit of individualized instruction they might not receive in the day-school program (teacher to student ratio in remediation/ recovery strategies is no higher than 5:1). All children receive the benefit of an array of exciting academic enrichment, prevention, and youth development activities from community experts in their field. Children benefit from maximum exposure to an array of positive adult role models: college students to seniors citizens. All children receive District transportation to and from the program, use of safe facilities, nutritious snacks, and maximum use of technology resources at no cost. Parents receive the benefit of “peace-of-mind”; knowing their children are in safe, supportive, and enriching activities that foster positive development.

9.2 Funding will Supplement, not Supplant, Existing Funding

The District currently has *Student Adventures* Programs for kindergarten, 1st and 5th graders at Jefferson, Eagle Heights, Whittier, and Bluff Elementary Schools and for 6-8th graders at Clinton Middle School that are running successfully. This proposal represents the addition of three grades not currently served by those programs: 2nd, 3rd and 4th grade. New funding will be used to reach new populations and to introduce programs and opportunities to students currently not served by existing programs. The budget for our *Student Adventures* Program involves three separate program sites. All three sites are similar in size and scope so the number of students targeted in this application is the same for each school. Some costs in our budget are common to the overall program (additional staff program hours, contracted staff etc.) and have been spread across all program sites. Our narrative reflects our ***annual program costs*** for each site. Total program cost per site is \$82,592.00 annually.

Personnel: 67% of the budgets for all three sites are dedicated to the hiring CCSD teachers and Site Aides, to increasing Site Coordinators hours, increasing contracted community partners to deliver the services and activities outlined in our proposal, and for increased responsibilities for our database manager and Program Director. District employees, contracted teachers and site aides represent \$45,056 per year/program site, which includes an effective benefits rate of 16.7% for District employees (blended rate for full and part-time staff). Each site will have multiple community service providers engaged in providing enrichment, ATOD and family literacy services as detailed in the partnership MOU’s. Our partners represent a blend of contracted services as well as partial in-kind services. Contracted services are budgeted at \$10,386 per site. Contract rates for 90% of providers represent the common agreed-upon community provider rate of \$21.50/hour. This blended rate represents partner in-kind personnel contributions ranging

from 15% to 40% of normal hourly wages. Two partners: Ashford University and Clinton County Conservation provide services at 100% in kind.

Staff Travel: Each site has a travel budget of \$500 (1%) annually. We estimate that staff travel costs will include at least three trips to state meetings/training events at an average cost of \$125 each. The remaining \$125 per site is for local mileage reimbursement travel between the 3 sites for the Program Director. Any additional costs required for staff travel are provided in-kind by the Clinton Community School District from general funds.

Materials and Supplies: Each program site has an equal individual site budget for materials and supplies totaling 13%. \$4000.00 of each site's budget is dedicated to the purchase of *Quantum Leap* materials (MindWorks): Materials include teacher training, student supplies, and assessments necessary to successfully teach and evaluate each unit. Each site will also have a general supply budget (approximately \$152/week/per site/per week of operation annually). General supply costs are based on a daily cost formula derived from currently operating programs. The weekly formula is an average of all material and planned activity costs, including costs for paper, copy costs, postage, family literacy materials, marketing, etc. Budgeted funds will be leveraged to produce additional contributions from local partners, businesses and community groups (i.e. in-kind resources, etc.). Each Site Coordinator will be responsible for managing their general supply budget to ensure that all activities offered are adequately supported. The Project Director will monitor all site budgets and approve all site expenditures.

Professional Development Budget: Paramount to provision of high quality services and program sustainability is the development and advancement of skills among our staff. 5% of each site's total budget has been set aside for professional development activities. The SA Program Director and Partner Advisory Board will assess the overall development needs for program staff and the individual development needs of each site. In addition, each staff person will have the opportunity to select one-two outside training activities directly related to their role in the program. The SA Program Director will also utilize professional development funding to reimburse contracted program staff requesting additional training to enhance programs.

Transportation: 5% of each site's total budget (\$4500) has been set aside for transportation costs. For additional students added to each school site, the CCSD estimates that total busing costs for students in the afterschool and summer program (busing to-and-from home) would be about \$5500.00/year. Because the city of Clinton has agreed to provide busing to and from field trips within the city at no cost; we are able to deduct \$1000.00 from the estimated cost.

Evaluation: 4% of each site's total budget is a negotiated contract for local evaluation efforts. The CCSD will contract with Illowa Resource Development, Inc (IRDI) to evaluate all aspects of our project. IRDI will be responsible for employing competent evaluation personnel to complete process reviews, assess curriculum coordination, analyze outcome data, and audit the program. IRDI has agreed to implement and complete evaluation activities at each site for a contract sum of \$2450/site/year. \$816.00/site/year is included for our annual Youth Services database license.

Administration: 6.0% of the total project budget for each site has been set aside for project administration and indirect costs associated with managing the project. \$3200.00 per site will cover the Director's time in collecting data, preparing reports, conducting management functions, budget reporting, and program reporting. The balance of the administrative budget (\$1800/site) will be used to cover the cost of processing program payable/receivables, accounting, and audit functions.

***Memorandum of Understanding and Commitment
November 30th, 2014***

**Clinton Community School District
and
Ashford University**

The Clinton Community School District intends to include grade 2 - 4 students in the Student Adventures before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2015 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Ashford University is committed to assisting in fully implementing the activities outlined in the proposal. In addition, Ashford University is committed to serving on the CCSD Student Adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Ashford University will provide:

- A representative to serve on the Student Adventures Partner Advisory Board.
- In-kind services to include the oversight staff, work study students, and/or student volunteers needed to design and implement Service Learning activities and homework assistance for the after school programs at the sites indicated in the CCSD's proposal (commitment of 30+ hours at Bluff, 30+ hours at Jefferson, and 30+ hours at Eagle Heights for a contracted total of 90+ hours annually)

Ashford University is committed to assisting the Clinton Community School District in sustaining the activities outlined in their Student Adventures proposal. Ashford University will continue its sustainability commitment of a 90+ in-kind hours in years 1-3 of the project. In-kind hours may be any combination of staff hours, student volunteer hours and and/or project supplies. In addition, Ashford University will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to implement the District's current written sustainability plan to ensure project continuation beyond the grant-funding period.

Deborah Olson, Superintendent, CCSD

Charlie Minnick, Vice President/Campus
Director
Ashford University

***Memorandum of Understanding and Commitment
November 30th, 2014***

**Clinton Community School District
and
Bridgeview Mental Health Center**

The Clinton Community School District intends to include grade 2-4 students in the Student Adventures before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2015 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Bridgeview is committed to assisting in fully implementing the activities outlined in the proposal. In addition, Bridgeview is committed to serving on the CCSD Student adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Bridgeview will provide:

- A representative to serve on the Student Adventures Partner Advisory Board.
- Staff and materials dedicated to the provision of Character Building programming in the after-school programs at the sites indicated in the CCSD's proposal (commitment of 10 hours at Bluff, 10 hours at Jefferson, and 10 hours at Eagle Heights for a contracted total of 30 hours annually at the provider rate of \$25.00/hour or \$750.00 total).

Bridgeview is committed to assisting the Clinton Community School District in sustaining the activities outlined in their Student Adventures proposal. Bridgeview will continue its sustainability commitment of 30 hours in years 1-3 of the project at the provider rate of \$25.00/hour, which represents a 15% in-kind commitment covering the balance of the hourly wages for staff committing to the program. Bridgeview will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to implement the District's current written sustainability plan to ensure the project continuation beyond the grant-funding period.

Deborah Olson, Superintendent, CCSD

Paul Blair, Executive Director
Bridgeview Mental Health Center

***Memorandum of Understanding and Commitment
November 30th, 2014***

**Clinton Community School District
and
Clinton County Conservation**

The Clinton Community School District intends to include grade 2- 4 students in the Student Adventures before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2015 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Clinton County Conservation is committed to assisting in fully implementing the activities outlined in the proposal. In addition, Clinton County Conservation is committed to serving on the CCSD Student Adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Clinton County Conservation will provide:

- A representative to serve on the Student Adventures Partner Advisory Board.
- In-kind services to include the staff needed to design and implement service learning and environmental education for the after school programs at the sites indicated in the CCSD's proposal (commitment of 20+ hours at Bluff, 20+ hours at Jefferson, and 20+ hours at Eagle Heights for a contracted total of 60+ hours annually)

Clinton County Conservation is committed to assisting the Clinton Community School District in sustaining the activities outlined in their 21st Century Learning Centers Continuation Proposal. The Clinton County Conservation Office will commit to a 100% in-kind match in years one through three to cover the costs of any and all contracted services. In addition, the Clinton County Conservation Office will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to implement the District's current written sustainability plan to ensure project continuation beyond the grant funding period.

Deborah Olsen, Superintendent, CCSD

Mark Roberts, Environmental Education
Coordinator
Clinton County Conservation Office

***Memorandum of Understanding and Commitment
November 30th, 2014***

**Clinton Community School District
and
Clinton Community College**

The Clinton Community School District intends to include 2 – 4 grade students in the Student Adventures before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2015 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Clinton Community College is committed to assisting in fully implementing the activities outlined in the proposal. In addition, Clinton Community College is committed to serving on the CCSD Student Adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Clinton Community College will provide:

- A representative to serve on the Student Adventures Partner Advisory Board.
- Staff dedicated to the provision of family literacy programs in the after-school programs (commitment of 10 hours at Bluff Elementary, 10 hours at Eagle Heights Elementary and 10 hours at Jefferson Elementary at \$21.50/per hour for a contracted total of \$645.00 annually)
- Service learning student volunteers to assist as Reading Buddies and to assist in recreational activities.
- In-kind services to include adult computer and financial literacy classes and GED completion information sessions at each school.

Clinton Community College is committed to assisting the Clinton Community School District in sustaining the activities outlined in their Student Adventures proposal. Clinton Community College will continue its sustainability commitment of a 30 hours in years 1-3 of the project at the common community provider blended rate of \$21.50, which represents a 40% in-kind commitment covering the balance of the hourly wages for staff committing to the program. In addition, CCC will provide direct in-kind services as listed above. Clinton Community College will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to implement the District's current written sustainability plan to ensure project continuation beyond the grant-funding period.

Deborah Olson, Superintendent, CCSD

Karen Vickers, President
Clinton Community College

***Memorandum of Understanding and Commitment
November 20th, 2014***

**Clinton Community School District
and
Bluff, Jefferson, and Eagle Heights Elementary Schools**

The Clinton Community School District intends to include grade 2 – 4 students in the Student Adventures before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2015 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Bluff, Jefferson, and Eagle Heights are committed to assisting in fully implementing the activities outlined in the proposal. In addition, each elementary school is committed to appointing representatives to serve on the CCSD Student Adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Bluff, Eagle Heights and Jefferson will provide:

- Teachers (one per school) to serve on the Student Adventures Partner Advisory Board.
- Parents and youth representatives to serve on School Advisory Councils.
- Adequate space in our school buildings for activities outlined in the proposal.
- Coordination between school day staff and before/after and summer program staff.
- Program orientation for school staff each semester.
- Daily snacks/meals for program participants under the USDA meal program.
- Licensed teachers to provide 1779 hours of academic remediation and enrichment activities in the Student Adventures afterschool and summer for a total contract of \$38,248.00 plus plus benefits.
- Site Aids to provide 944 hours of academic enrichment activities in the before school program for a total of contract of \$8,361.00.
- Transportation via school busing to and from the afterschool program.

Clinton Community Schools is committed to assisting the Clinton Community School District in sustaining the activities outlined in their Student Adventures proposal. Clinton Community Schools will continue to explore District resources that can be re-allocated to support the program over the long term; including in-kind resources that may be any combination of staff hours, volunteer hours and and/or project supplies. In addition, representatives from each school will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to implement the District's current written sustainability plan to ensure project continuation beyond the grant-funding period.

Deborah Olson, Superintendent, CCSD

Loras Osterhaus, Student Adventures
Program Director

***Memorandum of Understanding and Commitment
November 20th, 2014***

**Clinton Community School District
and
The Clinton County Sherriff's Department**

The Clinton Community School District intends to include grade 2-4 students in the Student Adventures before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2015 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. The Clinton County Sherriff's Department is committed to assisting in fully implementing the activities outlined in the proposal. In addition, the Clinton County Sherriff's Department is committed to serving on the Student Adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, the Clinton County Sherriff's Department will provide:

- A representative to serve on the Student Adventures Partner Advisory Board and/or the Student Adventure Community Governance Board.
- The staff and/or officers needed to design and implement personal safety activities in the Student Adventures after school program (commitment of 12 hours at Bluff, 12 hours at Jefferson, and 12 hours at Eagle Heights Elementary Schools for a contracted total of \$1708.00 annually)
- In-kind materials and pre- and post-activity surveys/quizzes to help assess student understanding of the materials presented.

The Clinton County Sherriff's Department is committed to assisting the Clinton Community School District in sustaining the activities outlined in their Student Adventures proposal. The Clinton County Sherriff's Department will continue its sustainability commitment of 36 hours in years 1-3 of the project. The Clinton County Sherriff's Department will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to implement the District's current written sustainability plan to ensure the project continuation beyond the grant-funding period.

Deborah Olson, Superintendent, CCSD

Rick Lincoln, Sherriff
Clinton County Sherriff's Department

***Memorandum of Understanding and Commitment
November 20th, 2014***

**Clinton Community School District
and
Illowa Resource Development, Inc**

The Clinton Community School District intends to include K-1 and 5th grade students in the Student Adventures before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2015 project has been developed through an extensive collaborative effort involving many key community based organizations, the CCSD School Improvement Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. IRDI is committed to assisting in fully implementing the activities outlined in the proposal. IRDI will provide:

- Monthly review and reporting of all implementation/process data in the first six months of project start-up.
- An annual independent evaluation and review of all program process and outcome data
- An annual report of program progress for local and state evaluation for a flat fee contract of \$2458.00/school/year for an annual fee of \$7350.00

IRDI is committed to assisting the Clinton Community School District in sustaining the activities outlined in their Student Adventures Proposal. IRDI will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to monitor progress in the District's data collection and database management processes.

Deborah Olsen, Superintendent, CCSD

Susan Troy, Executive Director
Illowa Resource Development, Inc

Memorandum of Understanding and Commitment
November 30th, 2014

**Clinton Community School District
and
Clinton YWCA**

The Clinton Community School District intends to include grade 2- 4 students in the Student Adventures before, afterschool, and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2015 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Clinton YWCA is committed to assisting in fully implementing the activities outlined in the proposal. In addition, Clinton YWCA is committed to serving on the CCSD Student Adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Clinton YWCA will provide:

- A representative to serve on the Student Adventures Partner Advisory Board.
- Staff and materials dedicated to the provision of recreation activities in the after-school programs at the sites indicated in the CCSD's proposal (commitment of 20 hours at Bluff, 20 hours at Jefferson, and 20 hours at Eagle Heights for a contracted total of 60 hours annually at the common community provider rate of \$21.50/hour or \$1290.00 total).
- Two YWCA swimming activities at the YWCA facilities per school at \$140.00/date for a total of \$840.00.
- Hiring assistance for the afterschool program at a flat rate of \$450.00/month.

Clinton YWCA is committed to assisting the Clinton Community School District in sustaining the activities outlined in their Student Adventures proposal. Clinton YWCA will continue its sustainability commitment of 60+ hours in years 1-3 of the project at the common community provider blended rate of \$21.50/hour, which represents a 20% in-kind commitment covering the balance of the hourly wages for staff committing to the program. Clinton YWCA will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to implement the District's current written sustainability plan to ensure the project continuation beyond the grant-funding period.

Deborah Olson, Superintendent, CCSD

Shannon Sander-Welzien, Executive
Director
Clinton YWCA

***Memorandum of Understanding and Commitment
November 30th, 2014***

**Clinton Community School District
and
New Directions**

The Clinton Community School District intends to include grade 2- 4 students in the Student Adventures before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2015 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Clinton County Conservation is committed to assisting in fully implementing the activities outlined in the proposal. In addition, Clinton County Conservation is committed to serving on the CCSD Student Adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, New Directions will provide:

- A representative to serve on the Student Adventures Partner Advisory Board.
- Staff needed to design and implement substance abuse and violence prevention education for the after school programs at the sites indicated in the CCSD's proposal (commitment of 20 hours at Bluff, 20 hours at Jefferson, and 20 hours at Eagle Heights for a contracted total of 60 hours annually) at the community blended rate of \$21.50/hour for a contract total of \$1290.00

New Directions is committed to assisting the Clinton Community School District in sustaining the activities outlined in their 21st Century Learning Centers Proposal. New Directions will continue its sustainability commitment of 60 hours in years 1-3 of the project at the common community provider blended rate of \$21.50/hour, which represents a 35% in-kind commitment covering the balance of the hourly wages for staff committing to the program. In addition, New Directions will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to implement the District's current written sustainability plan to ensure project continuation beyond the grant funding period.

Deborah Olsen, Superintendent, CCSD

Melissa Walker, Deputy Director
New Directions

FORM A: SITE INFORMATION

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

21CCLC Site Name: Bluff Elementary School		
Site Address: 1421 South Bluff Blvd		
City, State, Zip: Clinton, Iowa 52732		
Phone: 563-242-1606		
Site Contact Person: Mark Bloom, Principal ; Phylcia King, Site Coordinator		
Feeder School Name(s)	Building Number(s)	#of pupils from this school in 21CCLC program
Bluff Elementary		70 (50 school year, 20 summer)
21CCLC Site Name: Eagle Heights Elementary School		
Site Address: 1350 Main Avenue		
City, State, Zip: Clinton, Iowa 52732		
Phone: 563-243-4288		
Site Contact Person: Roger Winterlin, Principal ; Anne Blount, Site Coordinator		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Eagle Heights Elementary		70 (50 school year, 20 summer)
21CCLC Site Name: Jefferson Elementary School		
Site Address: 720 4 th Avenue South		
City, State, Zip: Clinton, Iowa 52732		
Phone: 563-243-0479		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
Jefferson Elementary School		70 (50 school year. 20 summer)
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

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.

Clinton Community Schools
Student Adventures Program Application

Signature of Local Education Agency Superintendent	Local Education Agency Name
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name

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 Shannon Sander-Welzein, Ex. Director	Agency YWCA	
Signature	Address 317 7 th Avenue South	
	City/Zip Clinton 52732	Phone 563-242-2110
Name/Title Karen Vickers, President	Agency Clinton Community College	
Signature	Address 1000 Lincoln Blvd	
	City/Zip Clinton 52732	Phone 563-244-7022
Name/Title Mark Roberts, Env. Ed Coordinator	Agency Clinton County Conservation Board	
Signature	Address PO Box 68	
	City/Zip Grand Mound 52751	Phone 563-846-7202
Name/Title Paul Blair, Executive Director	Agency Bridgeview Community Mental Health	
Signature	Address 638 South Bluff Blvd	
	City/Zip Clinton 52732	Phone 563-243-5633
Name/Title Melissa Walker, Deputy Director	Agency Area Substance Abuse Council (New Directions)	
Signature	Address 250 20 th Ave North	
	City/Zip Clinton 52732	Phone 563-243-2124
Name/Title Charlie Minnick, VP/Campus Director	Agency Ashford University	
Signature	Address 400 North Bluff Blvd	
	City/Zip Clinton 52732	Phone 563-242-4023
Name/Title Deborah Olson, Superintendent	Agency Clinton Community School District	
Signature	Address 1401 12 th Avenue North	
	City/Zip Clinton 52732	Phone 563-242-4923
Name/Title Rick Lincoln, Sheriff	Agency Clinton County Sheriff's Office	
Signature	Address 241 7 th Avenue North	
	City/Zip Clinton 52732	Phone 563-242-9211
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: <u>3</u>	Total number of students being served (all sites for one year): <u>210</u>	Total first-year funding request (all sites): <u>\$ 250,224</u>	Total three-year funding request (all sites): <u>\$ 750,672</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
Bluff Elementary	\$ 83,408	\$ 83,408	\$ 83,408	\$ 250,224	70
Jefferson Elementary	\$ 83,408	\$ 83,408	\$ 83,408	\$ 250,224	70
Eagle Heights Elementary	\$ 83,408	\$ 83,408	\$ 83,408	\$ 250,224	70
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 210

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

Applicant Agency:
Clinton Community School District

Site:
Bluff Elementary School

Directions: **Provide a proposed budget for each proposed program site. Totals are to be listed on Form D1.**

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions. **Number of Students Served: 70 annually / 210 Total**

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$52,797	\$2645	\$52,797	\$2645	\$52,797	\$2645	\$166,326
Staff Travel	\$500	----	\$500	----	\$500	----	\$1500
Materials	\$9500	\$900	\$9500	\$900	\$9500	\$900	\$31,200
Professional Development (minimum 4% per year)	\$3900	\$400	\$3900	\$400	\$3900	\$400	\$12,900
Student Access, Transportation etc. (maximum 8% per year)	\$4000	\$500	\$4000	\$500	\$4000	\$500	\$13,500
Evaluation (about 4% per year)	\$2866	\$400	\$2866	\$400	\$2866	\$400	\$9798
Administrative/ Indirect Costs (maximum 8% per year)	\$4800	\$200	\$4800	\$200	\$4800	\$200	\$15,000
Totals	\$78,363	\$5045	\$78,363	\$5045	\$78,363	\$5045	\$250,224

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 D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET

Applicant Agency:
Clinton Community School District

Site: Jefferson Elementary School

Directions: **Provide a proposed budget for each proposed program site. Totals are to be listed on Form D1.**

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions. **Number of Students Served: 70 annually / 210 Total**

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$52,797	\$2645	\$52,797	\$2645	\$52,797	\$2645	\$166,326
Staff Travel	\$500	----	\$500	----	\$500	----	\$1500
Materials	\$9,500	\$900	\$9,500	\$900	\$9,500	\$900	\$31,200
Professional Development (minimum 4% per year)	\$3900	\$400	\$3900	\$400	\$3900	\$400	\$12,900
Student Access, Transportation etc. (maximum 8% per year)	\$4000	\$500	\$4000	\$500	\$4000	\$500	\$13,500
Evaluation (about 4% per year)	\$2866	\$400	\$2866	\$400	\$2866	\$400	\$9798
Administrative/ Indirect Costs (maximum 8% per year)	\$4800	\$200	\$4800	\$200	\$4800	\$200	\$15,000
Totals	\$78,363	\$5045	\$78,363	\$5045	\$78,363	\$5045	\$250,224

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

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

Applicant Agency:
Clinton Community School District

Site: Eagle Heights Elementary School

Directions: **Provide a proposed budget for each proposed program site. Totals are to be listed on Form D1.**

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions. **Number of Students Served: 70 annually / 210 Total**

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$52,797	\$2645	\$52,797	\$2645	\$52,797	\$2645	\$166,326
Staff Travel	\$500	----	\$500	----	\$500	----	\$1500
Materials	\$9500	\$900	\$9500	\$900	\$9500	\$900	\$31,200
Professional Development (minimum 4% per year)	\$3900	\$400	\$3900	\$400	\$3900	\$400	\$12,900
Student Access, Transportation etc. (maximum 8% per year)	\$4000	\$500	\$4000	\$500	\$4000	\$500	\$13,500
Evaluation (about 4% per year)	\$2866	\$400	\$2866	\$400	\$2866	\$400	\$9798
Administrative/ Indirect Costs (maximum 8% per year)	\$4800	\$200	\$4800	\$200	\$4800	\$200	\$15,000
Totals	\$78,363	\$5045	\$78,363	\$5045	\$78,363	\$5045	\$250,224

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

The School District's General Fund Budget through state aid will be used to cover the cost of the first 90 days of the grant.

- ☐ Check this box if you are a private nonprofit organization, private for profit organization, community-based organization, or Tribal Council. In this section, list and describe fiscal resources (cash, line of credit, emergency loans, etc) the agency has or can access to cover initial start up and operating costs, or as may be necessary for program operation. Fiscal resource information should be specific (e.g., bank or lender names; name of the holder of the account.)*

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

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

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

FORM E: MINORITY IMPACT STATEMENT

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

Please choose the statement(s) that pertain 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:

The CCSD has in force a policy of nondiscrimination in hiring, enrolling or providing access to services. The CCSD is proactive in ensuring that all students in the District have equal access to District programs regardless of gender, race, origin, or age. While Students Adventures programs are open to all District students, the schools targeted in this application have a greater number of minority students, economically disadvantaged students, parents with limited educational backgrounds and some families with limited English proficiency. This project will provide direct outreach to these students and families.

Indicate which group is impacted:

- | | |
|--|---|
| <input type="checkbox"/> Women | <input type="checkbox"/> American Indians |
| <input type="checkbox"/> Asians | ✓ <input checked="" type="checkbox"/> Latinos |
| <input type="checkbox"/> Persons with a Disability | <input type="checkbox"/> Alaskan Native Americans |
| <input type="checkbox"/> Pacific Islanders | <input type="checkbox"/> Other |
| ✓ <input checked="" type="checkbox"/> Blacks | |

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

Present the rationale for the existence of the proposed program or policy:

Provide evidence of consultation of representatives of the minority groups impacted:

Indicate which group is impacted:

- | | |
|--|---|
| <input type="checkbox"/> Women | <input type="checkbox"/> American Indians |
| <input type="checkbox"/> Asians | <input type="checkbox"/> Latinos |
| <input type="checkbox"/> Persons with a Disability | <input type="checkbox"/> Alaskan Native Americans |
| <input type="checkbox"/> Pacific Islanders | <input type="checkbox"/> Other |
| <input type="checkbox"/> Blacks | |

- ☐ The proposed grant project programs or policies are **not expected to have** a disproportionate or unique impact on minority persons. Present 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: _____

Title: _____

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: October 28, 2014 Time: 9 a.m. Location: Prince of Peace Schools</p>
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Meeting called by: Loras Osterhaus

Type of meeting: Grant

Attendees: Loras Osterhaus, Karen Witt (Development Director, Prince of Peace Schools)

----- Agenda Topics -----		
Welcome	Loras Osterhaus	45 minutes in length
<p><u>Discussion:</u> Karen and I met to discuss the afterschool grant application from the Iowa D.E. to see if they would be interested in participating with Clinton Schools. She asked many questions as the requirements and expectations of the grant and how they would fit into this.</p>		
<p><u>Conclusions:</u> Since the school administrator was gone today, she wanted to speak with her and schedule another meeting with all of us in a couple days to answer more questions.</p>		
<u>Action Items:</u>	<u>Person responsible:</u>	<u>Deadline:</u>
<p>Another meeting will be scheduled soon.</p>	<p>Karen Witt</p> <p>—</p>	<p>October 31, 2014</p> <p>—</p>
Resources for Non-Public Schools	Loras Osterhaus	30 minutes
<p><u>Discussion:</u> I gave Nancy the weblink from the Iowa DE to access the grant application as well as gave her the weblink for the curriculum we are planning to use which is called Mindworks which is an Enrichment Based program/curriculum.</p>		
<p><u>Conclusions:</u> They will review for the grant application and the curriculum online prior to our next meeting. They will contact me on a meeting date.</p>		
<u>Action Items:</u>	<u>Person responsible:</u>	<u>Deadline:</u>
<p>Prince of Peace will contact for 2nd meeting.</p> <p>—</p>	<p>Karen Witt</p> <p>—</p>	<p>October 31, 2014</p>

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

	<p>Private School Consultation Meeting Log</p> <p>Date: October 30, 2014 Time: 1 p.m. Location: Prince of Peace Schools</p>
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Meeting called by: Loras Osterhaus

Type of meeting: Grant

Attendees: Loras Osterhaus, Karen Witt(Development Director, Prince of Peace Schools) and Nancy Peart(Prince of Peace School Administrator.)

----- Agenda Topics -----		
Welcome	Loras Osterhaus	45 minutes in length
<p><u>Discussion:</u> All of us met today to discuss additional questions that Karen had discussed previously with me as well as questions on the financial aspects of the grant that centered on reimbursements and how long they would have to upfront costs. They also asked about whether they could have just a summer program versus an entire afterschool program.</p>		
<p><u>Conclusions:</u> They wanted to meet privately and discuss their options. Their was concern on their part if they could upfront costs for 3 months because of their financial situation.</p>		
<u>Action Items:</u>	Person responsible:	Deadline:
They will follow up with me on their intent.	Karen Witt	November 3, 2014
Resources for Non-Public Schools	Loras Osterhaus	30 minutes
<p><u>Discussion:</u> I shared the weblinks from the Iowa DE to access the grant application as well as the weblink for the curriculum we are planning to use which is called Mindworks which is an Enrichment Based program/curriculum so they could review privately.</p>		
<p><u>Conclusions:</u> They will review the grant application and the curriculum online and get back to me within a couple days.</p>		
<u>Action Items:</u>	Person responsible:	Deadline:
They will follow up to inform me on intent.	Karen Witt	November 3, 2014

Hi Loras,

We have decided that we do not have the capacity to participate in the grant at this time. Thank you for your time in explaining it to us. Please let us know of future opportunities. Nice meeting you,

On Mon, Nov 3, 2014 at 8:23 AM, Loras Osterhaus <losterhaus@clintonia.org> wrote:

Karen:

Just touching base to see if you have made a decision on the grant.

Loras

Memorandum of Understanding and Commitment
November 30th, 2014

Clinton Community School District
and
Ashford University

The Clinton Community School District intends to include grade 2 - 4 students in the Student Adventures before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2015 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Ashford University is committed to assisting in fully implementing the activities outlined in the proposal. In addition, Ashford University is committed to serving on the CCSD Student Adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Ashford University will provide:

- A representative to serve on the Student Adventures Partner Advisory Board.
- In-kind services to include the oversight staff, work study students, and/or student volunteers needed to design and implement Service Learning activities and homework assistance for the after school programs at the sites indicated in the CCSD's proposal (commitment of 30+ hours at Bluff, 30+ hours at Jefferson, and 30+ hours at Eagle Heights for a contracted total of 90+ hours annually)

Ashford University is committed to assisting the Clinton Community School District in sustaining the activities outlined in their Student Adventures proposal. Ashford University will continue its sustainability commitment of a 90+ in-kind hours in years 1-3 of the project. In-kind hours may be any combination of staff hours, student volunteer hours and and/or project supplies. In addition, Ashford University will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to implement the District's current written sustainability plan to ensure project continuation beyond the grant-funding period.



Deborah Olson, Superintendent, CCSD



Charlie Minnick, Vice President/Campus
Director
Ashford University

***Memorandum of Understanding and Commitment
November 30th, 2014***

**Clinton Community School District
and
Bridgeview Mental Health Center**

The Clinton Community School District intends to include grade 2-4 students in the Student Adventures before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2015 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Bridgeview is committed to assisting in fully implementing the activities outlined in the proposal. In addition, Bridgeview is committed to serving on the CCSD Student adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Bridgeview will provide:

- A representative to serve on the Student Adventures Partner Advisory Board.
- Staff and materials dedicated to the provision of Character Building programming in the after-school programs at the sites indicated in the CCSD's proposal (commitment of 10 hours at Bluff, 10 hours at Jefferson, and 10 hours at Eagle Heights for a contracted total of 30 hours annually at the provider rate of \$25.00/hour or \$750.00 total).

Bridgeview is committed to assisting the Clinton Community School District in sustaining the activities outlined in their Student Adventures proposal. Bridgeview will continue its sustainability commitment of 30 hours in years 1-3 of the project at the provider rate of \$25.00/hour, which represents a 15% in-kind commitment covering the balance of the hourly wages for staff committing to the program. Bridgeview will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to implement the District's current written sustainability plan to ensure the project continuation beyond the grant-funding period.



Deborah Olson, Superintendent, CCSD



Paul Blair, Executive Director
Bridgeview Mental Health Center

**Memorandum of Understanding and Commitment
November 30th, 2014**

**Clinton Community School District
and
Clinton County Conservation**

The Clinton Community School District intends to include grade 2-4 students in the Student Adventures before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2015 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Clinton County Conservation is committed to assisting in fully implementing the activities outlined in the proposal. In addition, Clinton County Conservation is committed to serving on the CCSD Student Adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Clinton County Conservation will provide:

- A representative to serve on the Student Adventures Partner Advisory Board.
- In-kind services to include the staff needed to design and implement service learning and environmental education for the after school programs at the sites indicated in the CCSD's proposal (commitment of 20+ hours at Bluff, 20+ hours at Jefferson, and 20+ hours at Eagle Heights for a contracted total of 60+ hours annually)

Clinton County Conservation is committed to assisting the Clinton Community School District in sustaining the activities outlined in their 21st Century Learning Centers Continuation Proposal. The Clinton County Conservation Office will commit to a 100% in-kind match in years one through three to cover the costs of any and all contracted services. In addition, the Clinton County Conservation Office will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to implement the District's current written sustainability plan to ensure project continuation beyond the grant funding period.



Deborah Olson, Superintendent, CCSD



Mark Roberts, Environmental Education
Coordinator
Clinton County Conservation Office

Memorandum of Understanding and Commitment
November 30th, 2014

**Clinton Community School District
and
Clinton Community College**


The Clinton Community School District intends to include 2 – 4 grade students in the Student Adventures before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2015 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Clinton Community College is committed to assisting in fully implementing the activities outlined in the proposal. In addition, Clinton Community College is committed to serving on the CCSD Student Adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Clinton Community College will provide:

- A representative to serve on the Student Adventures Partner Advisory Board.
- Staff dedicated to the provision of family literacy programs in the after-school programs (commitment of 10 hours at Bluff Elementary, 10 hours at Eagle Heights Elementary and 10 hours at Jefferson Elementary at \$21.50/per hour for a contracted total of \$645.00 annually)
- Service learning student volunteers to assist as Reading Buddies and to assist in recreational activities.
- In-kind services to include adult computer and financial literacy classes and GED completion information sessions at each school.

Clinton Community College is committed to assisting the Clinton Community School District in sustaining the activities outlined in their Student Adventures proposal. Clinton Community College will continue its sustainability commitment of a 30 hours in years 1-3 of the project at the common community provider blended rate of \$21.50, which represents a 40% in-kind commitment covering the balance of the hourly wages for staff committing to the program. In addition, CCC will provide direct in-kind services as listed above. Clinton Community College will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to implement the District's current written sustainability plan to ensure project continuation beyond the grant-funding period.



Deborah Olson, Superintendent, CCSD



Karen Vickers, President

***Memorandum of Understanding and Commitment
November 20th, 2014***

**Clinton Community School District
and
Bluff, Jefferson, and Eagle Heights Elementary Schools**

The Clinton Community School District intends to include grade 2 – 4 students in the Student Adventures before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2015 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Bluff, Jefferson, and Eagle Heights are committed to assisting in fully implementing the activities outlined in the proposal. In addition, each elementary school is committed to appointing representatives to serve on the CCSD Student Adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Bluff, Eagle Heights and Jefferson will provide:

- Teachers (one per school) to serve on the Student Adventures Partner Advisory Board.
- Parents and youth representatives to serve on School Advisory Councils.
- Adequate space in our school buildings for activities outlined in the proposal.
- Coordination between school day staff and before/after and summer program staff.
- Program orientation for school staff each semester.
- Daily snacks/meals for program participants under the USDA meal program.
- Licensed teachers to provide 1779 hours of academic remediation and enrichment activities in the Student Adventures afterschool and summer for a total contract of \$38,248.00 plus plus benefits.
- Site Aids to provide 944 hours of academic enrichment activities in the before school program for a total of contract of \$8,361.00.
- Transportation via school busing to and from the afterschool program.

Clinton Community Schools is committed to assisting the Clinton Community School District in sustaining the activities outlined in their Student Adventures proposal. Clinton Community Schools will continue to explore District resources that can be re-allocated to support the program over the long term; including in-kind resources that may be any combination of staff hours, volunteer hours and and/or project supplies. In addition, representatives from each school will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to implement the District's current written sustainability plan to ensure project continuation beyond the grant-funding period.

***Memorandum of Understanding and Commitment
November 20th, 2014***

**Clinton Community School District
and
The Clinton County Sherriff's Department**

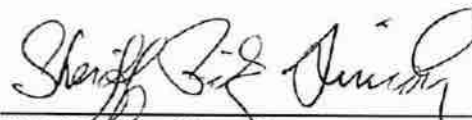
The Clinton Community School District intends to include grade 2-4 students in the Student Adventures before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2015 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. The Clinton County Sherriff's Department is committed to assisting in fully implementing the activities outlined in the proposal. In addition, the Clinton County Sherriff's Department is committed to serving on the Student Adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, the Clinton County Sherriff's Department will provide:

- A representative to serve on the Student Adventures Partner Advisory Board and/or the Student Adventure Community Governance Board.
- The staff and/or officers needed to design and implement personal safety activities in the Student Adventures after school program (commitment of 12 hours at Bluff, 12 hours at Jefferson, and 12 hours at Eagle Heights Elementary Schools for a contracted total of \$1708.00 annually)
- In-kind materials and pre- and post-activity surveys/quizzes to help assess student understanding of the materials presented.

The Clinton County Sherriff's Department is committed to assisting the Clinton Community School District in sustaining the activities outlined in their Student Adventures proposal. The Clinton County Sherriff's Department will continue its sustainability commitment of 36 hours in years 1-3 of the project. The Clinton County Sherriff's Department will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to implement the District's current written sustainability plan to ensure the project continuation beyond the grant-funding period.



Deborah Olson, Superintendent, CCSD



Rick Lincoln, Sherriff
Clinton County Sherriff's Department

***Memorandum of Understanding and Commitment
November 20th, 2014***

**Clinton Community School District
and
Illowa Resource Development, Inc**


The Clinton Community School District intends to include K-1 and 5th grade students in the Student Adventures before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2015 project has been developed through an extensive collaborative effort involving many key community based organizations, the CCSD School Improvement Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. IRDI is committed to assisting in fully implementing the activities outlined in the proposal. IRDI will provide:

- Monthly review and reporting of all implementation/process data in the first six months of project start-up.
- An annual independent evaluation and review of all program process and outcome data
- An annual report of program progress for local and state evaluation for a flat fee contract of \$2458.00/school/year for an annual fee of \$7350.00

IRDI is committed to assisting the Clinton Community School District in sustaining the activities outlined in their Student Adventures Proposal. IRDI will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to monitor progress in the District's data collection and database management processes.



Deborah Olsen, Superintendent, CCSD



Susan Troy, Executive Director
Illowa Resource Development, Inc

***Memorandum of Understanding and Commitment
November 30th, 2014***

**Clinton Community School District
and
Clinton YWCA**

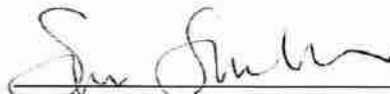
The Clinton Community School District intends to include grade 2- 4 students in the Student Adventures before, afterschool, and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2015 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Clinton YWCA is committed to assisting in fully implementing the activities outlined in the proposal. In addition, Clinton YWCA is committed to serving on the CCSD Student Adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Clinton YWCA will provide:

- A representative to serve on the Student Adventures Partner Advisory Board.
- Staff and materials dedicated to the provision of recreation activities in the after-school programs at the sites indicated in the CCSD's proposal (commitment of 20 hours at Bluff, 20 hours at Jefferson, and 20 hours at Eagle Heights for a contracted total of 60 hours annually at the common community provider rate of \$21.50/hour or \$1290.00 total).
- Two YWCA swimming activities at the YWCA facilities per school at \$140.00/date for a total of \$840.00.
- Hiring assistance for the afterschool program at a flat rate of \$450.00/month.

Clinton YWCA is committed to assisting the Clinton Community School District in sustaining the activities outlined in their Student Adventures proposal. Clinton YWCA will continue its sustainability commitment of 60+ hours in years 1-3 of the project at the common community provider blended rate of \$21.50/hour, which represents a 20% in-kind commitment covering the balance of the hourly wages for staff committing to the program. Clinton YWCA will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to implement the District's current written sustainability plan to ensure the project continuation beyond the grant-funding period.



Deborah Olson, Superintendent, CCSD



Shannon Sander-Welzien, Executive
Director
Clinton YWCA

***Memorandum of Understanding and Commitment
November 30th, 2014***

**Clinton Community School District
and
New Directions**

The Clinton Community School District intends to include grade 2- 4 students in the Student Adventures before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2015 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Clinton County Conservation is committed to assisting in fully implementing the activities outlined in the proposal. In addition, Clinton County Conservation is committed to serving on the CCSD Student Adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, New Directions will provide:

- A representative to serve on the Student Adventures Partner Advisory Board.
- Staff needed to design and implement substance abuse and violence prevention education for the after school programs at the sites indicated in the CCSD's proposal (commitment of 20 hours at Bluff, 20 hours at Jefferson, and 20 hours at Eagle Heights for a contracted total of 60 hours annually) at the community blended rate of \$21.50/hour for a contract total of \$1290.00

New Directions is committed to assisting the Clinton Community School District in sustaining the activities outlined in their 21st Century Learning Centers Proposal. New Directions will continue its sustainability commitment of 60 hours in years 1-3 of the project at the common community provider blended rate of \$21.50/hour, which represents a 35% in-kind commitment covering the balance of the hourly wages for staff committing to the program. In addition, New Directions will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to implement the District's current written sustainability plan to ensure project continuation beyond the grant funding period.



Deborah Olsen, Superintendent, CCSD



Melissa Walker, Deputy Director
New Directions

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

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.

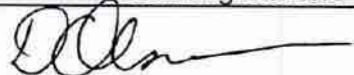
Part M: Private and Public School Consultation

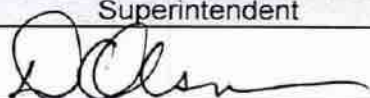
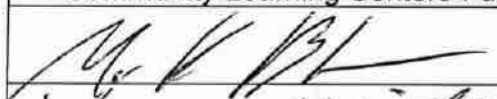
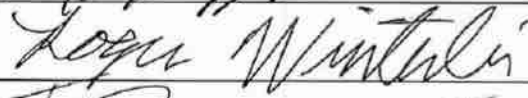
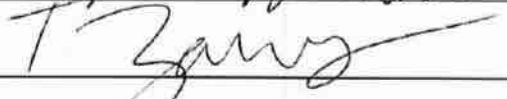
As the designated Applicant Agency, I certify that I have consulted with the private and public school(s) within the boundaries of the school(s) that this application proposes to serve. I certify that the proposal meets the requirement that grantees must provide comparable opportunities for the participation 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.

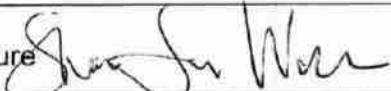
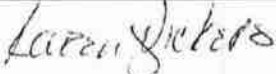

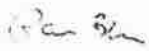


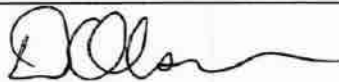
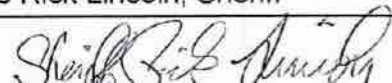
Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	

Signature of Local Education Agency Superintendent	Local Education Agency Name
	Clinton Community Schools
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Bluff Elementary School
	Eagle Heights Elementary School
	Jefferson Elementary School

FORM C: COLLABORATIVE SIGNATURES

Every 21CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector.

Applications only allowed up to five (5) additional pages for signatures.

Name/Signature	Agency Affiliation	
Name/Title Shannon Sander-Welzein, Ex. Director	Agency YWCA	
Signature 	Address 317 7 th Avenue South	
	City/Zip Clinton 52732	Phone 563-242-2110
Name/Title Karen Vickers, President	Agency Clinton Community College	
Signature 	Address 1000 Lincoln Blvd	
	City/Zip Clinton 52732	Phone 563-244-7022
Name/Title Mark Roberts, Env. Ed Coordinator	Agency Clinton County Conservation Board	
Signature 	Address PO Box 68	
	City/Zip Grand Mound 52751	Phone 563-846-7202
Name/Title Paul Blair, Executive Director	Agency Bridgeview Community Mental Health	
Signature 	Address 638 South Bluff Blvd	
	City/Zip Clinton 52732	Phone 563-243-5633
Name/Title Melissa Walker, Deputy Director	Agency Area Substance Abuse Council (New Directions)	
Signature 	Address 250 20 th Ave North	
	City/Zip Clinton 52732	Phone 563-243-2124
Name/Title Charlie Minnick, VP/Campus Director	Agency Ashford University	
Signature 	Address 400 North Bluff Blvd	
	City/Zip Clinton 52732	Phone 563-242-4023
Name/Title Deborah Olson, Superintendent	Agency Clinton Community School District	
Signature 	Address 1401 12 th Avenue North	
	City/Zip Clinton 52732	Phone 563-242-4923
Name/Title Rick Lincoln, Sheriff	Agency Clinton County Sheriff's Office	
Signature 	Address 241 7 th Avenue North	
	City/Zip Clinton 52732	Phone 563-242-9211

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 potential impact of the grant projects proposed programs or policies on minority groups.

Please choose the statement(s) that pertain 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:

The CCSD has in force a policy of nondiscrimination in hiring, enrolling or providing access to services. The CCSD is proactive in ensuring that all students in the District have equal access to District programs regardless of gender, race, origin, or age. While Students Adventures programs are open to all District students, the schools targeted in this application have a greater number of minority students, economically disadvantaged students, parents with limited educational backgrounds and some families with limited English proficiency. This project will provide direct outreach to these students and families.

Indicate which group is impacted:

- | | |
|--|---|
| <input type="checkbox"/> Women | <input type="checkbox"/> American Indians |
| <input type="checkbox"/> Asians | <input checked="" type="checkbox"/> Latinos |
| <input type="checkbox"/> Persons with a Disability | <input type="checkbox"/> Alaskan Native Americans |
| <input type="checkbox"/> Pacific Islanders | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Blacks | |

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

Present the rationale for the existence of the proposed program or policy:

Provide evidence of consultation of representatives of the minority groups impacted:

Indicate which group is impacted:

- | | |
|--|---|
| <input type="checkbox"/> Women | <input type="checkbox"/> American Indians |
| <input type="checkbox"/> Asians | <input type="checkbox"/> Latinos |
| <input type="checkbox"/> Persons with a Disability | <input type="checkbox"/> Alaskan Native Americans |
| | <input type="checkbox"/> Other |

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge:

Name: 

Title: _____

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.



Clinton Community Schools
ntures Program Application

December 3, 2014

To Whom It May Concern:

United Way of Clinton County, Iowa supports the Clinton Community School Districts efforts in applying for State Department of Education grants to provide enrichment and academic supports for students in Second through Fourth grades.

They provide quality programming and have a proven track record in achieving results that enable student to increase their skills to grade level and beyond for a successful school career.

Regards,

A handwritten signature in black ink, appearing to read "Cheryl S. McCulloh".

Cheryl S. McCulloh
Executive Director

