

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

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

Mail Applications to:

Jodi Bruce

Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146

jodi.bruce@iowa.gov

Address all questions to: vic.iasas@iowa.gov

APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)
Neighborhood Centers of Johnson County

County: Johnson		Amount Requested: \$150,000 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Brian Loring, Executive Director		Grant Contact/Project Director: Diane Dingbaum	
Agency Name: Neighborhood Centers of Johnson County		Agency Name: Neighborhood Centers of Johnson County	
Address: P.O. Box 2491		Address: P.O. Box 2491	
City: Iowa City	Zip: 52244	City: Iowa City	Zip: 52244
Phone: 319-358-0438	FAX: 319-358-0484	Phone: 319-358-0438	FAX: 319-358-0484
Email: brian-loring@ncjc.org		Email: diane-dingbaum@ncjc.org	

DUNS Number: 180299117

Data Collection and Evaluation Contact: Valerie R.M. Decker, MA		Fiscal Contact: Alison Dietsch	
Address: 125 Lindquist Center		Address: P.O. Box 2491	
City: Iowa City	Zip: 52242	City: Iowa City	Zip: 52244
Phone: 319-335-5351	FAX:	Phone: 319-358-0438	FAX: 319-358-0484
Email: valerie-decker@uiowa.edu		Email: alison-dietsch@ncjc.org	



TABLE OF CONTENTS

PROPOSAL ABSTRACT.....	1
STUDENT NEEDS ASSESSMENT	3
PROJECT	6
RESEARCH BASE.....	9
MANAGEMENT AND SUSTAINABILITY PLAN	10
COMMUNICATION PLAN	14
PARTNERSHIPS.....	15
EVALUATION	17
BUDGET NARRATIVE	19
MEMORANDUMS OF UNDERSTANDING AND LETTERS OF SUPPORT	21
FORM A: SITE INFORMATION.....	37
FORM B: ASSURANCES AND AGREEMENTS	38
FORM C: COLLABORATIVE SIGNATURES	41
FORM D1: FUNDING REQUIREMENTS.....	43
FORM D2: BUDGET FORMS.....	44
FORM D3: APPLICANT AGENCY FISCAL RESOURCE INFORMATION	46
FORM E: MINORITY IMPACT STATEMENT	47
FORM F: NON-PUBLIC CONSULTATION DOCUMENTATION TEMPLATE	49
FORM G: PREVIOUS SUSTAINABILITY FORM	51
FRL% AND FUNDING FORMULA.....	52
LEGAL STATUS OF APPLICANT	53
STUDENT SURVEY K-2	55
STUDENT SURVEY 3-6	56
FAMILY SURVEY.....	57
TEACHER SURVEY	58

1. Proposal Abstract

Title:	Grant Wood 21 st Century Community Learning Center Program
Applicant:	Neighborhood Centers of Johnson County
	Grant Wood Elementary School
Students Served:	91 after school, 15 before school, 51 summer
Funding Request:	\$150,000 / year

The southeast quadrant of Iowa City has undergone profound demographic shifts over the past decade. Grant Wood Elementary is located in the southeast quadrant and represents a concentrated community that amplifies those changes; including growth in the numbers of low-income families, immigrants, and refugees.

In addition to the neighborhood changing, the catchment area for Wood has also shifted. In 2015, the Iowa City Community School District (ICCS) opened a third school in our neighborhood. The new attendance boundary for Wood has created new needs that require additional resources, new partnerships and fresh supports and interventions to get children on a path to academic achievement and well-being. Supplemental academic and social supports are necessary for afterschool and summer to address increasing numbers of students facing **poverty and language barriers**, with poor academic and social emotional outcomes.

Southeast Iowa City has received considerable media attention over the past 20 years as it transitioned to a more diversely populated neighborhood with escalating tensions between newcomers and longtime residents. Poverty rates have increased as well at Grant Wood and other schools in the area. For example, Grant Wood School went from a free and reduced lunch rate of 19% in 1995 to 69% in 2017. Wood hovered around 79% just four years ago.

Wood has seen dramatic increases in the number of students and families who are English Language Learners. Twenty-two percent (22%) of Wood students have language barriers, an increase of 9% in 10 years. Many of the Wood students are **immigrants and refugees from Republic of Congo, Sudan, Mexico, and Central America**, who not only have significant language barriers, but also have experienced trauma, loss, and extreme poverty and deprivation.

As indicated in the table below, the student academic needs are substantial. Though teachers have implemented many interventions, the school day does not provide enough time to help the students in need close the achievement gap.

Student Achievement Data	Grant Wood
Iowa School Report Card Rank 2017	Priority
Iowa Assessment Fall Data SY 2016/17	
Total 3rd - 6th grade students not proficient reading	50.7%
• Hispanic students not proficient	50%
• Black students not proficient	60.3%
Total 3rd - 6th grade students not proficient math	63%
• Hispanic students not proficient	66.7
• Black students not proficient	73.5

Neighborhood Centers of Johnson County (NCJC), is a private non-profit. We operate six before and afterschool programs throughout Johnson County, including Wood BASP. Our proposal is to use grant funds to unify existing and new activities into **a seamless program**. NCJC has been running youth development and out-of-school time programming for low-income children for 45 years. We are long-time partners with the Iowa City Community School District and experienced at sustaining programming through strategic partnerships and blending and braiding funding streams. We have run licensed and accredited early childhood

and school-age programs with state Child Care Assistance as foundational funding and have used that support to leverage other funding and partners.

But the needs at Wood continue to outpace our collective capacity at this time. Without 21st CCLC funding, only families able to pay tuition or access state Child Care Assistance can participate. The Wood project will allow ELL and low-income students to participate. **With 21st CCLC support we will double participation and offer valuable academic supports** afterschool and during the summer.

Primary partnerships include: 1) *The Iowa City Community School District (ICCS)*; 2) *UI College of Public Health – Healthy LifeStars*; 3) *Iowa City Bike Library – Bike Club*; 4) *Elder Services-RSVP*; 5) *City of Iowa City – Parks and Rec/Public Library (Bookmobile)*; 6) *UI Art Share – Music and Dance*; 7) *Johnson County 4-H/Iowa State University Extension*. Progress will be monitored by the **District’s Community Education Advisory Board**, a committee of 10 community stakeholders who will receive quarterly financial/data reports.

ACADEMIC GOAL— The majority of students will increase their Reading and Math Assessment levels and the number of students who are proficient on these assessments will increase.

Activities	Objectives
<p><u>Individual Planning</u> We will work with classroom teachers to develop an individual plan for our 21st CCLC students.</p> <p><u>Literacy</u> Leveled Literacy Intervention, Soar to Success, Read Alouds, Apple Reading Apps, tutoring, homework help</p> <p><u>Math</u> Mastering the Basic Math Facts, Everyday Math Games, Do the Math/Apple Math Apps</p>	<ul style="list-style-type: none"> • Students will progress toward their individual, monthly goals for reading and math • Students in grades 1-6 will complete homework assignments the majority of the time • Students will show progress on their screening benchmarks on reading and math assessments

ENRICHMENT GOAL— The majority of students will discover new interests and acquire the knowledge and skills necessary through BASP programs and PBIS to make safe and healthy choices.

Activities	Objectives
<ul style="list-style-type: none"> • Health, fitness and nutrition • Dance and music • Bike Club • STEM activities • Yoga Calm[™] • Positive Behavior Intervention & Supports (PBIS) 	<ul style="list-style-type: none"> • Students will participate and become more confident and competent through fitness, nutrition and art activities • Students will report eating healthier foods and improved fitness • Teachers will report a decrease in class disruption

FAMILY LITERACY GOAL— Families will take an active role in their child's educational growth and improve their own literacy and employment skills.

Activities	Objectives
<ul style="list-style-type: none"> • Family Nights with parent themes to support student learning and help strengthen family networks of support • Weekly staff communication, including home visits and newsletters • Parents will be provided information about adult education opportunities--GED, computer / career classes, budgeting, NCJC’s ELL and parenting classes 	<p>The majority of parents will report:</p> <ul style="list-style-type: none"> • Appreciation for the variety of activities that are offered in the program • They feel welcome in the program • They know what their children are learning in the program and their academic progress • Awareness of how they can support their child’s learning at home • Awareness of adult education and career development opportunities

2. Student Need Assessment

1. Student Poverty Data	Grant Wood
Student enrollment	302
% of students eligible for Free/Reduced lunch prices	69.9%
% of African American students	46%
% of Latino/a students	19.9%
% of Asian students	4%
% of Mult-Racial students	4.6%
% of Caucasian students	24.2%
% of Native American students	1.3%
% of English Language Learners	24.2%
Mobility rate (% of students who entered or exited during the year)	12.6%
Number of students who are homeless	21/6%
Students who received school supplies	60/18%
Students who participate in Operation Backpack	48/15%

Over the past couple of decades, the Wood neighborhood – with its lower housing costs – has become a destination for low-income families with young children. A snapshot of free and reduced lunch eligibility numbers help illustrate this demographic shift. As noted, free and reduced lunch numbers at Wood Elementary have grown 350% since the 90s.

The Southeast Iowa City neighborhood that is home to Wood is served by three elementary schools. In 2017, the number of students in the three high-poverty neighborhood schools increased to over 1,000 with over seventy-four percent (74%) eligible for free and reduced lunch.

In 2016, dozens of families in the Wood neighborhood were displaced as developers purchased a large affordable housing complex to convert to more high-cost housing. Families scrambled to find new homes. Many were forced to double and triple up and a few became homeless. While mobility in the neighborhood is beginning to settle down, many of our students have experienced gaps in their education as a result of transitions in housing and schools.

Additionally, at least 25% of Wood families are recent immigrants or refugees and face language barriers and extreme poverty. Parents are working two and three jobs, consequently children are often left unsupervised. Wood families are struggling to provide food and shelter for their families. Twenty students at Wood were identified as homeless last school year. With both geographical and financial barriers, Wood students do not have access to existing programs.

While we cannot directly improve income for families, our project will ensure that students have a stable, consistent, and safe place to be during out-of-school hours (year-round). A place that offers engaging academic and enrichment activities. Families who are unable to afford the tuition of existing after school and summer programs will have access to quality programming through grant support. Enrichment activities will include daily fitness/nutrition, arts/music and STEM. These efforts will be implemented in collaboration with our previously noted primary partners along with a cast of other partners including: UI College of Education who will refer students from the “*So you think you want to teach!*” class, Girl Scouts will provide afterschool activities, Iowa Childrens Museum will facilitate family events at the museum, Kirkwood Community College will recruit families for ELL and GED classes, Southeast Agency Region will offer STEM enrichment, and United Action for Youth will provide art sessions.

Ideas for specific enrichment activities came from our surveys of parents, students, and teachers. Our program will also provide services through the Wood Family Resource Center to help students have adequate school supplies and learning materials they can take home and use with their families. Our staff will also provide culturally competent support services.

We are not keeping up with the increasing need. Without the grant we will not serve as many students and families, fund teachers, and provide outside enrichment partners from our community.

2. Student Achievement Data	Grant Wood
Iowa School Report Card Rank 2017	Priority
% of students <u>NOT proficient</u> on 2017	50.7%
% of students <u>NOT proficient</u> on 2017	63%
Total 3rd - 6th grade students not proficient	43%
Hispanic students not proficient: math / reading	65.7% / 50%
Black students not proficient: math / reading	73.5 % / 60.3%
FRL students not proficient: math / reading	74.2% / 61.9%

Our **student academic needs** are substantial. Prior to the implementation of the Every Student Succeeds Act, Wood was in their 7th year of SINA for reading and math. Wood is currently ranked as “priority” on the Iowa School Report Card. Wood staff are using a variety of reading and math interventions, but the school day just does not provide enough time to help students close the achievement gap. Wood offers academic support to a very small number of students during after school programming, but a summer academic program is not guaranteed due to funding cuts. With grant funds we would be able to hire skilled teachers, doubling the number of students we can tutor and guarantee a summer program. This is significant for our students in poverty who are below proficiency as they are directly affected by the summer slide.

Our project will address K-6 academic needs by providing intensive year-round academic support designed to address and begin closing the achievement gap in reading and math. Our academic efforts will provide: (1) small group teacher instruction through Leveled Literacy Intervention, SOAR to Success, Read Alouds, Mastering the Basic Math Facts, and Everyday Math games; (2) project-based learning with science and technology themes that help build content and necessary background knowledge; (3) homework help; and (4) computer-based ELL focused learning and the use of instructional iPad apps to provide additional assistance in math and reading. All program academic efforts have been carefully designed to complement and extend the instruction students receive during the school day.

3. Family Literacy and Other Family Survey SY 18/19 Data	%
% of parents interested in the program <u>if financial assistance is available</u>	82%
% of households who could attend summer program only with <u>financial assistance</u>	64%
% of households with <u>all adults working</u> outside the home	83%
% of households with <u>no adults working</u> outside the home	4%

Grant Wood families are interested in a variety of **adult and family education** opportunities. Wood parents responded to our family survey in November 2018. Listed above is the demographic data that our parents provided. Listed below are the top areas of interest.

Family Survey Results - Interests	
<u>Family Nights</u>	<u>Adult Education</u>
1. Children’s Mental Health	1. Computers and Technology
2. Technology	2. Budgeting/Home Buying
3. Bullying	3. Business
4. Health and Nutrition	4. Resume and job search

Our project will address family learning needs by implementing multiple family nights and enlisting district experts to lead workshops. For example, program staff will work with Wood staff to offer information about bullying prevention. Teaching staff will offer workshops on activities to do at home to help parents build additional math and reading skills. Additionally, the project will connect parents to community resources, including Kirkwood Community College for GED and career development classes.

Wood students have clear **social-emotional** and other needs that can be addressed in the after school program. Data from our PowerSchool behavior management system clearly indicates peer-to-peer relationship issues of physical aggression and fighting.

4. Other Student Needs- Behavior Incidents	Grant Wood
Number of disciplinary actions through November 1, 2018	288
Number of disciplinary actions for fighting or physical aggression	84

Program staff will complement school day activities by implementing Positive Behavior Intervention Supports (PBIS) to address social issues, and the Steps to Respect® to address bullying. We will also implement the Yoga Calm curriculum to address social emotional elements. NCJC Family Support Workers, together with Wood Family Resource staff, will be available to assist with social-emotional supports and to connect families with community agencies for necessary services.

Stakeholder Survey

Data from the family survey informed our decision about how to structure the program, with 64% indicating a need for financial support for summer programming and 82% expressing a need for before and after school programming, if financial assistance and full scholarships are an option.

We also gathered input for our needs section from teachers and administrators. Based upon teacher reports and school demographics, over 200 children would be eligible for the project. When asked about priorities, the teachers indicated math and reading support for their students. Teachers also made suggestions for key concepts and activities that they would like to see offered in the program that would help support instruction in the classroom.

Student surveys were completed this fall. Students shared a wide variety of new and current activities they like or would like to do in an afterschool program. The activities they would most like to see – biking, cooking, art, music, science experiments (STEM), and Tae Kwon Do. Parents overwhelmingly wanted to see more academic support for their child. Top responses in the parent survey noted tutoring in Math and Reading, and homework help. Other top responses included cooking, science experiments/STEM, and computers/technology. Having this information allows us to offer activities based on student interest. (Survey in Appendix I).

Input from our **community partners** has been important. The project was designed in a close collaboration with Wood School and ICCSD teachers and staff, planning meetings were held to design the program, plan the budget and define staff roles. Additionally, the District’s Community Education District-wide Advisory Council (CEDAC) has worked collaboratively to increase the number of students who participate in high-quality after school and summer programs. This proposal for an afterschool program at Wood Elementary represents the CEDAC’s vision of infusing academic supports into afterschool programs while improving current recreation and enrichment offerings.

3. Project

OVERVIEW OF PROGRAM STRUCTURE— Our proposed program will be open 180 days during the school year and 40 days in the summer for a total of 220 days. 91 students will be served after school from 3:00 – 6:00, Monday through Friday and 2:00-6:00 Thurs (64 hours per month); 15 students in grades K-6 will be served before school; and the summer program will run for 40 days and serve 51 students.

Activities linked to student needs with a variety of services

ACADEMICS— As described in the needs section, students in poverty frequently have gaps in their education. It is clear that Wood students are behind their more advantaged peers at all grade levels. To remedy this situation, our afterschool program will provide **intensive instruction in literacy, math, and technology**. Certified teachers will provide small group instruction in reading (LLI, Read Alouds, and SOAR to Success) and math (Mastering the Basic Math Facts, and Everyday Math games). In addition, students will use **instructional software** to provide more support for math and reading. Partner staff will lead **project-based learning** with science and technology themes to build content and necessary background knowledge. Homework help will also be provided on a daily basis with support from the UI College of Education. The 21st CCLC has proven to have a positive impact on the student’s academic success in the ICCSD and NCJC will work closely with ICCSD to replicate that success at Wood.

ENRICHMENT—As described in the needs section, students in poverty cannot afford community-based enrichment activities. Our Enrichment Goal has been designed to offer Wood students with daily enrichment experiences during the 180 day school year program and the 35 day summer school program. The program will build on the enrichment activities currently offered at Wood, including art, music, cooking, swimming, fitness, bicycling and Lego clubs. Healthy LifeStars, Arts Share and Johnson County Extension will work with Wood students to lead afterschool **science** projects and **art** activities. We will work with community partners to lead the **recreation** programs which will offer rotating units based on student interests, like basketball and dance. NCJC and partners, the Bike Library, Iowa City Recreation and Healthy LifeStars, will provide **nutrition and fitness** activities. The program will also take **field trips** to the zoo, the Children’s Museum, and the Science Center to provide background knowledge. The enrichment program will also include a **Student Advisory Group** for 5th and 6th graders. Our enrichment activities will also address our students’ significant social and emotional needs, including implementation of Positive Behavior Intervention Supports (PBIS) to address behavior concerns and Yoga Calm to address student mental health, behavior, and performance. These two initiatives will be extended into the afterschool program, to help students with social emotional learning.

FAMILY LEARNING—NCJC has a long and successful history in parent and family education. We have a department in our agency dedicated to solely to parent education and family support. We employ six family support staff and, in addition to English, they are all native speakers of the languages of parents in our programs – Spanish, Arabic, Swahili, French, or Portuguese. Our staff are all trained in Parent As Teachers (PAT) curriculum and their program is a recipient of the Iowa Family Support Credential. This diverse and unique team will assist our Wood staff in addressing the family learning needs identified in the previous section. First, they will assist with family nights to encourage parents to support their children’s learning at home. Reading and math materials for home will be handed out at these events. Second, parents will be referred to Kirkwood Community College to earn their **GED and learn English**. We will also collaborate with Kirkwood Community College and others to offer **classes** to build technology and job search skills. Lastly, we will seek community support to host ELL classes at Wood.

OTHER NEEDS—A snack will be served every day during the afterschool program. During the summer program, **breakfast, lunch and snack** will be offered. NCJC receives USDA **Child and Adult Care Food Program (CACFP)** support for meals and snacks. We collaborate with an array of human service providers and local churches to connect families to programs that can help them meet their **basic needs** of stable housing, sufficient food, and medical care. Through frequent contact with parents, we will work to develop a strong, positive connection between school and home so that families feel welcome and connected

Eligible services and outcomes

For each of our project’s 3 goals we have included a table that lists the activities for the goal and the corresponding objectives. In the final column of each table we indicate which of the eligible federal activities are addressed. We have only included those federal activities we are addressing in this project. As indicated above, snacks and meals will be served that meet USDA nutritional guidelines.

ACADEMIC GOAL— The majority of students will increase their Reading and Math Assessment levels and the number of students who are proficient on these assessments will increase.

Activities	Objectives	Eligible Activity
<p>Individual Planning</p> <ul style="list-style-type: none"> School-day teachers and NCJC staff will collaborate to create individual student learning goals in reading and math <p>Literacy</p> <ul style="list-style-type: none"> Leveled Literacy Intervention (LLI) in groups of 3 (K-3) Soar to Success--small groups (4-6) Read Alouds – small groups (4-8) Apple Reading Apps--online supplement 45 minutes weekly (K-6) Homework help (K-6) <p>Math</p> <ul style="list-style-type: none"> Mastering the Basic Math Facts (4-5 small groups) Everyday Math Games (K-6) Apple Math Apps—45 minutes weekly (K-6) 	<ul style="list-style-type: none"> Students will progress toward their individual, monthly goals for reading and math Students in grades 1-6 will complete homework assignments the majority of the time Students will show progress on their screening benchmarks on: <ol style="list-style-type: none"> aReading Assessment aMath Assessment 	<ul style="list-style-type: none"> Remedial education activities & academic enrichment Mathematics and Science education (STEM) Tutoring services Limited English Proficiency

ENRICHMENT GOAL— The majority of students will have discovered new interests and acquired the knowledge and skills necessary through BASP programs and PBIS to make safe and healthy choices.

Activities	Objectives	Eligible Activity
<ul style="list-style-type: none"> Exploratory activities in STEM-science, technology, engineering and math Food/Nutrition activities-cooking and baking classes, garden project Fitness/Recreation activities-(i.e. swimming, basketball, Yoga Calm™) Positive Behavior Intervention & Supports (PBIS) 	<ul style="list-style-type: none"> Process: students will choose: <ol style="list-style-type: none"> STEM activities Art activities Nutrition and wellness Students will report feeling comfortable approaching at least one member of program staff when they are having issues with another student(s) Teachers reporting class disruption will decrease 	<ul style="list-style-type: none"> Mathematics and Science (STEM) Arts & music education Recreational activities Technology education Character education

FAMILY LITERACY GOAL— The majority of families will be active supporters of their child's educational growth and increase their own literacy and employment skills.

Activities	Objectives	Eligible Activity
<ul style="list-style-type: none"> Family Nights with parent themes to support student learning and help parent build their network of support 	<p>The majority of parents will report:</p> <ul style="list-style-type: none"> Appreciation for the variety of activities that are offered They feel welcome in program 	<ul style="list-style-type: none"> Parental involvement & family

<ul style="list-style-type: none"> • Weekly staff communication, including personal visits and newsletters and use of LANGUAGE LINE • Parents will be provided information about adult education opportunities-GED, computer / career classes, budgeting, ELL 	<ul style="list-style-type: none"> • They know what their children are learning in the program • They know their children’s academic progress • Awareness of supporting their child’s learning at home • Awareness of adult education and career development 	<p>literacy programs</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------

Alignment with School Day and State and National Standards

Program staff will communicate regularly with school day staff to assess the students’ strengths and areas of need. School day teachers will **share their SMART goals** for each student and **communicate strategies** to be used in the afterschool program so that it aligns with what the student is doing during the school day. Afterschool program staff will be matched with a **school-day “mentor,”** who will consult with them individually and will also observe them in the afterschool program. The afterschool staff will also visit the mentor’s classroom during the day to observe how their mentor teacher delivers instruction and manages the classroom. School-day staff will be the reading and math teachers during the summer session. In our current partnerships with ICCSD and 21st CCLC programs, we are fortunate to have all on-site school day teachers delivering our tutoring after school.

The literacy and math instruction provided to students through the curricula listed above is aligned with state standards. Wood’s Instructional Design Strategists will be available to meet with afterschool staff to help ensure after school academic supports, and extend the support provided to students during the regular school day. For the enrichment component, all project-based learning will incorporate the same science strands that are woven throughout the elementary curriculum. Our enrichment partners work to align their science and art curriculum with grade level common core relevancy. Specific afterschool enrichment activities will be designed to extend student learning from the regular day.

The Site Coordinator will have time in his/her schedule to be at Wood during the school day to meet with teachers, strategists, and the principal about general curriculum issues as well as student-specific issues. The Wood Principal will take an active role making sure that the after school program is carefully aligned with the school day program and the building’s CSIP. They will have regular meetings with the Site Coordinator to oversee this alignment and help make adjustments to programming to improve alignment. The principals will also monitor student achievement data for participants to determine if the program is having the desired effect.

Experience

We have been the primary partner in 21st CCLC programs in four different schools in the district since the mid-2000s. NCJC currently has successful after-school and summer programs in five elementary buildings in the Iowa City District, three of which are 21st CCLCs. Through our partnership with the ICCSD, we are able to assess the performance of our afterschool program students in both reading and math. To assess and evaluate our students in reading during the school year and summer we use **Formative Assessment System for Teachers (FAST)** and, beginning this year, **aReading**. The ICCSD also implemented a new math assessment tool last year, **aMath** that is being administered at all elementary schools. Our program will use this data as a monitoring tool.

4. Research Base

Our project has been designed using the principles of **complementary learning**—a comprehensive strategy for addressing all of these needs and ensuring success for all children and youth. The positive effects of complementary learning have been carefully documented by the Harvard Family Research Project. Complementary learning is the idea that a systemic approach—which intentionally integrates both school and non-school supports—can better ensure that all children have the skills they need to succeed. In this project, we have aligned effective day time school practices, family engagement, out-of-school time activities, and community-based/cultural activities into our complementary approach.

Academics—All learning materials implemented by the program have been carefully selected by the District’s Reading and Math specialists to provide the most appropriate academic support for our students. To make the program a true extension of the school day program, learning materials have been selected using the following criteria: (1) the content complements the school day curriculum; (2) content has a strong evidence base; and (3) the project can deliver improvement in student academic performance. In the remainder of this section we provide a brief summary of the research behind our selected interventions.

Leveled Literacy Intervention—The Center for Research in Educational Policy conducted an empirical study to evaluate the efficacy of Fountas & Pinnell's Leveled Literacy Intervention System (LLI) in 2009-2010. The study clearly showed the effects were particularly strong for students who are English language learners, for those who are eligible for special education services, and for those who are economically disadvantaged, making this an ideal choice for Wood students.

Read Alouds— Many educators affirm that read alouds are beneficial for children of all ages. Houghton Mifflin’s curriculum invites students into the exciting world of literacy. Read alouds are powerful because they serve so many instructional purposes—to motivate, encourage, excite, build background, develop comprehension, assist children in making connections, and serve as a model of what fluent reading sounds like.

Mastering the Basic Math Facts—The goal of this curriculum is automaticity and understanding; without both, our students would never build the foundational skills needed to do more complex math. Both the Common Core Standards and NCTM *Principles and Standards* emphasize the importance of understanding the concepts of addition and subtraction. Sue O’Connell and John SanGiovanni provide insights into the teaching of basic math facts, including a multitude of instructional strategies, teacher tips, and classroom activities to help students master their facts while strengthening their understanding of numbers, patterns, and properties.

Positive Behavior Intervention Supports (PBIS)—Our program for helping students manage their behavior has had over 25 evaluation studies, including the use of a randomized control trial group research design. The evidence is overwhelming that implementation of PBIS with fidelity leads to improvement in school climate and a reduction of student discipline problems.

Family Engagement— Through their research, Hoover-Dempsey and Sandler (1995, 1997, 2005) clearly demonstrate that certain types of parent engagement have a positive effect on student learning. In their model, parents must be appropriately motivated to participate in their child’s learning and must feel confident they can positively impact their child’s learning. Schools must also help parents: (1) implement specific activities at home; (2) communicate effectively with teachers; and (3) support their child’s learning through activities at the school. The parent engagement component of this project has been designed to help connect parents to school and feel welcome and know how to help their child through specific activities at home that are linked with what the child is learning in school.

5. Management and Sustainability Plan

Effective Staffing

Our proposed project will have **strong leadership**. The 21st CCLC project at Wood will be led by the NCJC BASP Youth Program Director and the Wood Site Coordinator in close collaboration with the building Principal and the ICCSD Director of Extended Day Learning.

Oversight for the Wood project will be provided by BASP Youth Program Director, Allison Fuhrmeister. Allison currently provides oversight to the 5 NCJC BASPs, including 21st Century programs at 3 elementary schools. She has experience in program development, partnerships and working with families and students. She has experience with the Youth Program Quality Assessment (YPQA) within the NCJC BASP programs. Allison has a teaching certification and classroom instruction experience, as well as, directing a 21st CCLC. She has been trained in Positive Behavior and Intervention Supports (PBIS) and mindfulness through Yoga Calm. Twenty percent of her salary and time will be committed to Wood through match dollars from NCJC.

Through grant funds, the Site Coordinator of the BASP Program will work to align the academic activities with the school day. S/he will participate in school day team meetings, will assist with data collection and evaluation activities, access educational materials, recruit participants, communicate with parents, group students according to their specific academic needs, and assist the Youth Program Director with the hiring, professional development and supervision of the teaching staff. The position will require a K-6 teaching background.

NCJC has worked with the 21st CCLC grants for over ten years. The program is organized around best practices and has consistently been in compliance with DHS licensing requirements. The Site Coordinator will manage the day-to-day operations of the program, including snack, the coordination of on-site enrichment and academics and field trips and the supervision of staff and agency partners.

With the close proximity of the University of Iowa, we are fortunate to have the opportunity to access evaluation resources from the Center for Evaluation and Assessment. Through Center direction, a part-time graduate student will be on site quarterly at Wood Elementary to observe the program and collect data. Additionally, we are fortunate to **recruit** qualified staff and volunteers for our positions through the University's College of Education, School of Social Work, and other University departments.

To **retain** quality staff, it is critical to provide adequate support and **professional development**. Staff delivering reading and math instruction will be trained on all the curricula our program provides (*LLI, SOAR, Read Alouds, Mastering Basic Math Facts*). NCJC will work closely with district and agency partners to provide additional professional development on such topics as: (1) Positive Behavioral Intervention Supports (PBIS) and behavior management; (2) cultural competency; (3) effective strategies to engage parents; (4) positive youth development; and (5) data-driven evaluation.

For our program to see academic growth, it is critical that program **activities align with the school day**. Wood staff have indicated interest in teaching after school and in the summer. Teachers in the program who do not teach during the school day, will be matched with a school day **mentor**, who will consult with them individually and will also observe them in the afterschool program. The afterschool staff will also visit the mentor's classroom during the day to observe how their mentor teacher delivers instruction and manages the classroom.

In addition to the mentoring of the afterschool staff, school day teachers and afterschool staff will **communicate regularly** to assess the students' strengths and areas of need. School day teachers will share SMART goals and supplemental plans for each student and communicate strategies to be used in the afterschool program so that it aligns with what the student is doing during the school day.

It is our goal to recruit **volunteers**, allowing us to maintain a staff to student ratio of 1 to 6. The Retired Senior Volunteer Program (RSVP) and the University of Iowa are both resources for volunteers. Iowa City has a strong RSVP program through Elder Services, Inc. RSVP is excited about the opportunity to place additional senior volunteers in the proposed afterschool program.

Plan for transportation, accessible services, translation:

The Wood attendance area is made up primarily of families living under 2 miles from the school. Parents will have the opportunity to choose how children are picked up from the program each day. NCJC will provide transportation to all field trips during the Wood 21st CCLC, as well as any off site family events.

Wood families encounter language barriers; these families are primarily Spanish, Swahili, and French speakers. **Neighborhood Centers of Johnson County has 31 bi-lingual staff**, including a bi-lingual case worker from the Congo, who also serves as a cultural broker between the school and our African immigrants. We will also utilize LANGUAGE LINE[®] INTERPRETER Services. This telephone translation service will be used in addition to the interpreter services that the district has in place to enhance the District's communication with parents who have limited English proficiency. LANGUAGE LINE[®] will be useful for those instances when either there is not time to schedule a district interpreter or we do not have an interpreter available for the language needed. All program activities will be located at Wood Elementary which are both **safe facilities and fully accessible to those with physical disabilities**.

Advisory groups:

NCJC will work with the ICCSD's Community Education Advisory Committee to provide oversight to the Wood project. The members consist of community stakeholders, including parents, and were chosen because of the key constituent groups they represent in the community. The charge of this influential committee is to advise the school board on funding and policy decisions. The committee serves as an oversight group for the district's other 21st CCLC programs. The BASP Youth Program Director and the Director of Extended Learning will provide an update to the committee on the Wood 21st CCLC on a quarterly basis. In addition to the district-level advisory group, the Wood Building Leadership Teams are the driving force behind the building level Comprehensive School Improvement Plan (CSIP). The Wood BLT consist of the instructional coach and teachers who will also review program progress each trimester and provide input on how to improve the program. NCJC has a very close and proactive working relationship with the Director of Extended Day Programs where communication is constant and scheduled meetings are weekly. The BASP Site Coordinator will report on the progress of this renewed collaboration at their monthly all staff meetings. Finally, CEDAC will also monitor program progress quarterly.

Continuous program improvement starts with program staff regularly reviewing data and evaluating progress towards program goals. Staff will be trained on data driven evaluation by the Project Evaluator and they will meet quarterly to review data and brainstorm ideas of how to obtain the best possible outcomes.

The needs of our students and families in poverty are great, and the comprehensive supports needed (i.e. child care, educational opportunities, and mental health support) are expensive. Because our proposed program is highly collaborative, we are able to coordinate resources from community sources to best meet the complex needs of our families.

Continuous improvement and sustainability:

As listed in our community partner sustainability plan below, we have multiple partners bringing many resources to the project. By aligning our resources and breaking down the "silos" that isolate programs, we hope to maximize our resources in Johnson County, serving more students more effectively. We have also been part of a Johnson County initiative to develop a county-wide initiative for out of school time. Other representatives include the ICCSD, United Way, ACT and Johnson County. Through our countywide Out-of-School Time Initiative we established a shared vision, an effective process for sharing information regarding needs and resources and opportunities to blend financial, physical, and human resources.

NCJC is has been a creative and successful in our efforts to leverage both in-kind and funding support for youth and parent support programming. We are a well-respected and well-connected human service agency with a long and successful record of attracting funders and program partners. This combination of our solid reputation and our community connections will assist us in sustaining our 21st CCLC efforts.

Our community is fortunate to have access to a variety of education and enrichment activities offered through competent and compelling organizations and institutions. As our presence in the BASP arena has expanded, we have continued to attract new partners, and grow internal capacity to offer programming. We

have used BASPs as a platform to attract new funding and partners. For example, this school year we have started a new after school program for 5th and 6th graders in two elementary schools using a curriculum created at Stanford University entitled **YELL** (Youth Engaged in Leadership and Learning). This is a character and leadership development program that has attracted new resources and new partners.

While providing quality academic and enrichment programming during out-of-school often requires monetary support, we recognize that the funding is not the only key to helping students’ find happiness and reach their academic potential or assist families in achieving their dreams and goals. Nevertheless, we will begin the Wood project by considering, not only other possible sources of funding (i.e., ICCSD to help pay teachers in years 3 and 4, Johnson County Juvenile Justice Youth Development funding) but a coordinated network of supportive partners.

We will also build a plan that includes BASP staff development and training that includes extensive training and focus in the area of Trauma Informed Care. We recognize that goals that we share in our BASP programs build close collaborations between parents and teachers and share effective strategies for strengthening students’ academic skills. These and other efforts will make Wood a project with enduring partnerships that offer better coordination and execution of supplemental programming and opens up possibilities going well beyond the limits of 21st CCLC funding.

Sustainability Plan With Community Partners				
Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
Iowa City Community School District	Academic referrals, facility use, materials, PD, and administrative support.	3 certified teachers	\$54,050	1
Neighborhood Centers of Johnson County (NCJC)	Program oversight, admin., program staff, supplies, CACFP snacks, materials, training	11-13 staff, including program coordinator and youth counselors	\$111,828	1
Johnson County 4-H/Iowa State University Extension	STEM afterschool education; 2 hours/week during the school year; 10 hours/site during the summer	3 paid trained 4-H staff at each school; staff participate in weekly professional development related to the teaching plan	Contract partner	1
University of Iowa Arts Share	2 monthly sessions of the arts: music, theater, dance, creative writing, visual arts	2 UI students	Contract partner	1
City of Iowa City Public Library	34 Book Mobile events at Wood	2 library staff	\$5,100	1
City of Iowa City Parks and Recreation Department	6 sessions of swim lessons for 90 children and swim suits and towels	4 certified swim instructors	\$4,410	1

Iowa City Bike Library	36 bike club sessions and bikes for 36 students	1 staff and 3 volunteers	\$6,100	1
Retired Senior Volunteer Program	3-5 volunteers reading and tutoring each month	3-5 volunteers	\$1,920	1
Healthy LifeStars	90 children in weekly programs	3 staff from College of Public Health	\$13,500	1
TOTAL:			\$196,908	

6. Communication Plan

A strong communication plan does more than build awareness, it is an operational plan that seeks to persuade audiences to **do** something that they aren't currently doing. The following table describes our plan.

Audience	Communication Goal	Communication program strengths/weaknesses, program design methods	Outcomes
Parents	<ul style="list-style-type: none"> Active parental participation in the program. To make parents feel welcome and aware of different opportunities. Parents will have input into the content & design of the program. 	<ul style="list-style-type: none"> Monthly staff meetings to review progress of collaboration. Monthly newsletters, web-site posts, calls in English, Swahili, French, & Spanish for active communication between teaching staff and parents. Monthly report cards, personal visits, family nights. Pre/post surveys to measure program strengths/weaknesses, program design surveys & interviews, and consistent two-way communication. 	<ul style="list-style-type: none"> Parental involvement will enhance success of student learning. Parents will be able to engage staff and offer solutions to improve their child's success in the program. Parents will feel connected & be active participants in the success of their child's progress in the program. Two-way communication is established.
Partners/ Teaching Staff	<ul style="list-style-type: none"> A shared vision of the concepts and goals of program. Obtain full knowledge of all student needs. Effective communication practices are followed. 	<ul style="list-style-type: none"> Monthly staff meetings, regular meetings with school day teachers, view running records on a weekly basis, report cards are shared with school day staff. Monthly mandatory professional development opportunities, PBIS training for all staff. 	<ul style="list-style-type: none"> Cohesive application of program curriculum that translates into improved academic student outcomes. Partners and staff have close relationships with students in a trusting environment. Everyone involved with students are on the same page and aware of changing needs.
School District Admin. & Policy Makers	<ul style="list-style-type: none"> Recognize the importance and advocate for the program. Part of the decision making process. Informed on the challenges and successes. 	<ul style="list-style-type: none"> Community Ed. Committee meets quarterly, annual report to school board. Evaluation data is collected and presented quarterly to Principals. Yearly site visits are offered to view the programs first hand. Principal, Coordinator, and Director meet to review data/adjust programs. 	<ul style="list-style-type: none"> They share their knowledge of the program with other community members and grow support. They feel connected to the students and have invested interested in their success. Out of School Time remains a priority in the district.
Community Members	<ul style="list-style-type: none"> Build relationships in and out of the schools. Bring in additional support. Represent district's diversity. 	<ul style="list-style-type: none"> Volunteers are brought in from the University & Elder Services. Information is shared on various media outlets. CEDAC promotes accessible and high quality afterschool programs. 	<ul style="list-style-type: none"> The program is recognized in the community as necessary. More community involvement leads to more vested interests. A diverse group of staff and partners complements our diverse student population.

7. Partnerships

It is our intention to leverage our position as a well-respected and well-connected human service agency to garner support from outside entities and funders to assist us in sustaining our 21st CCLC efforts. Our community is fortunate to have access to a variety of enrichment activities offered through competent and compelling organizations and institutions. As our presence in the BASP arena has expanded, we have continued to attract new partners, and grow our internal capacity to offer programming.

Our proposal is being jointly submitted with **Iowa City Community School District**. We have collaborated with ICCSD to offer 21st CCLC before and after school programs at four Iowa City Elementary Schools and with much success. With support of grant funding, we plan to strengthen and sustain the current model. ICCSD also has capacity to provide teachers and scholarship support in years 4 and 5 of the project.

Through our planning process we have enlisted the **Retired Senior Volunteer Program** (RSVP.) Senior volunteers will be placed in all components of the program, based on their interests. Some may choose to help with academics, but others may choose to share a hobby, skill or interest with the students in one of the enrichment components. Our goal is to reduce our adult to child ratio from 10:1 to 6:1 with the use of senior volunteers, as well as students recruited from the University of Iowa.

The **University of Iowa's Arts Share** offers arts education outreach and engagement to schools and afterschool programs throughout Iowa. Arts Share will bring creative resources from the Division of Performing Arts, the School of Art & Art History, and the Writers' Workshop into our 21st CCLC program. NCJC will contract with Arts Share to offer 2, 1 hour sessions each month in music, theater, dance, creative writing, visual art themes per month.

Healthy LifeStars is a new obesity prevention program run through the University of Iowa College of Public Health, Iowa Institute of Public Health Research and Policy. The Healthy LifeStars program was launched in Arizona and Colorado and has shown itself to be fun and effective. The Institute received funding from a private donor to start the program in Iowa. Healthy LifeStars teaches three concepts through a prepared curriculum of 36 sessions, focused on the concepts: 1) I can do it! (Goal setting); 2) I am active! (physical activity): and I eat right (nutrition). Obesity rates for Iowa children have increased. **Iowa is now ranked 30** among the 51 States and Territories for **childhood obesity**. (Iowa has the fourth-highest adult obesity rate in the nation). Additionally, the **likelihood** of childhood obesity **increases** with low family income, lack of access to neighborhood parks, less physical activity and greater TV, gaming, social media and other screen time.

In addition to lacking proficiency in academic endeavors, we have noted a lack of proficiency in a couple of other areas that can leave students estranged from their peers. Those two areas are swimming and cycling. To improve swimming proficiency, we are partnering with **Iowa City Parks and Recreation** for swimming lessons and **The Iowa City Bike Library** to learn to ride a bicycle and do it safely. Iowa City Parks and Recreation will offer swimming lessons to all 91 students at the Wood 21st CCLC program. In addition, through some private funding through IC Parks and Rec, students will receive a new swimming suit and towel.

The Iowa City Bike Library will offer their Bike Club” for 36 students. This program uses a curriculum that teaches children to ride and ride safely. Bike Club is supported by the Community Foundation of Johnson County and our local A.M. Rotary – both financially and with volunteers. At the end of the program, children will get a bicycle, helmet and lock. This also opens up opportunities for children to join the Youth Off Road Riders cycling club to continue to receive the social and fitness benefits of riding with the friends.

Wood has a **Family Resource Center** (FRC) designed to engage parents in their children’s education, provide parent support and education, and connect families to district and community resources. NCJC will work with the FRC Director in identifying students and family needs and will continue to support the program through her daily work with families. Together with the NCJC staff, the FRC help in organizing Family Nights. The FRC also partners with a myriad of community resources to address the basic needs of families and assist with our large immigrant population.

Another important partner/contractor is **Johnson County 4H/ Iowa State University Extension**. Extension will offer engaging activities in science exploration to the students in the program. Janet Martin, 4H Youth Development Specialist at JC Ext, has served in a leadership role in our community and has provided professional development to youth development staff. Another partner is the **Iowa City Public Library Bookmobile**, a mobile library that strives to bring services to those in our community who need them the most. The bookmobile will arrive at Wood 34 times in the school year.

To meaningfully engage partners, it is important that NCJC commits to a shared decision-making process. Our planning process for this proposal involved multiple planning meetings over two months with dialog on roles, how to structure the administration of the program, and what resources could be pooled. Our partners were given equal standing and decisions were made jointly. Our partners were actively involved in planning for the specifics of this project.

Throughout the Wood project, we will have ongoing discussions with youth, parents and staff to identify new needs and additional partners to address the gaps that have been identified. Two to three times a year we will ask for student input to determine what enrichment activities should be added to the schedule and then we will enlist the help of various partners.

With a strong communication plan, we will build upon existing partnerships. By sharing information and success stories, we will create more connections and recruit more partners. We will work with partners on extensive joint professional development and communication through regularly scheduled team meetings. Frequent, ongoing communication is critical. We will reach out to parents, students, the ICCSD and project partners to celebrate successes and identify barriers. Project leadership needs to be accessible to listen to concerns and address issues that arise promptly and respectfully. Project leadership will seek informal feedback, as well as formal evaluations from partners to continue to strengthen the collaboration. We will ask for input to determine what enrichment activities should be added to the schedule and then we will enlist the help of various partners.

8. Evaluation

The Center for Evaluation and Assessment (CEA) is part of the University of Iowa, a Level 1 Research Institution. The CEA provides third-party evaluation, assessment, and other research services to a broad range of clients working in multiple programmatic areas. Under charter since 1992, the CEA has been a Board of Regents approved center at the University of Iowa, and it has completed over 100 evaluations of educational and social programs contributing evaluation designs to teams securing a total of more than \$50 million in external funding. Project funding has come from the National Science Foundation, the National Institute of Health, the United States Department of Education, the Iowa Department of Education, and the United States Department of Health and Human Services. CEA services inform projects and decision-making and advance evaluation work and methodologies, including the measurement and assessment of applied educational initiatives. Dr. Liz Hollingworth, serves as Director.

CEA staff and evaluators collaborate to write evaluation proposals, design and implement evaluation methodologies, communicate with project staff and stakeholders, and report evaluation results to stakeholders and funding agencies. In addition, CEA staff write and publish peer-reviewed articles, chapters, books, and other items that disseminate sound evaluation and assessment practices.

Evaluation will be implemented both at the local level and in support of any state-level evaluation initiatives.

Data collection to assess the success and demonstrate the impact of this program will use the model established by the CEA for our 21CCLC program in the Iowa City Community School District. In this model, the project team and CEA collects information on specified indicators over time. This data is then analyzed and reported to the project team each semester.

Data measures will include (Specified Indicators)

- Student achievement data from the FAST and aReading and aMath Assessment programs, and if appropriate, other district-wide assessments
- Student level data regarding the attendance and enrollment in the regular school day program and in the after school or the before and after school program (including summer and holiday attendance)
- Student level data on discipline referrals, suspensions, and school safety

Additionally, existing district surveys of students, teachers, and parents will be employed or modified to target perceived outcomes of the programming and areas in need of improvement from the perspective of each of the stakeholder groups (see survey samples in appendix H pages, 64 - 67). These surveys will be complimentary with leadership interviews for each site to provide summative information about all aspects of the program. BASP Leadership Interviews will be conducted by team members of the Center for Evaluation and Assessment. Annually, CEA will interview the Director of Extended Day Learning for the Iowa City Community School District, the NCJC Youth Program Director and the Wood Site Coordinator.

All data collection in this evaluation effort will be aligned with program goals and information collected will be used to either demonstrate effectiveness or inform change.

Academic Goals: The reading and math curriculum used with the students is expected to improve the academic skills of participants. To measure this, each program participant will demonstrate growth on multiple assessment indicators for reading and math. This data may come from classroom assessments, district assessments, and state-wide assessments. **The majority of students will increase their Reading and Math Assessment levels and the number of students who are proficient on these assessments will increase.**

Enrichment Goals: The enrichment curriculum used with the BASP students is expected to drive students to develop new interests, set personal goals, and to support safe and healthy choices. To measure this, program participants will be asked to complete surveys and participate in interviews. **The majority of students will**

have discovered new interests and acquired the knowledge and skills necessary through BASP programs and PBIS to make safe and healthy choices.

Family Literacy Goals: The BASP program includes a family literacy component. To measure this, we will survey parents about how comfortable and knowledgeable they feel about information presented in school communications and during family nights (i.e., GED process, topics covered with their children in the program, and supporting student learning in the home). **The majority of families will be active supporters of their child's educational growth and increase their own literacy and employment skills.**

Summary of data collected will be shared with the program team each semester. In addition, evaluation data will be reported annually and available to the public on the Wood Elementary School website.

The evaluation for this project will identify and document the attainment of the project objectives specified earlier in this narrative. The measures in the following tables have been selected to produce both quantitative and qualitative data to help document our success in each project goal.

ACADEMIC GOAL MEASURES

- | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• FAST and aReading and aMath Assessment data• Annual Performance Report-Teacher Survey—collected annually (April)• BASP Teacher Survey—collected three times per year (January, April, August) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

ENRICHMENT GOAL MEASURES

- | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Activity and attendance logs for all component activities—collected after each activity• The change in office referrals/suspensions for students—each trimester• BASP Student Survey—collected three times per year (January, April, August)• BASP Teacher Survey—collected three times per year (January, April, August)• Annual Performance Report-Teacher Survey—collected annually (April) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

FAMILY LITERACY GOAL MEASURES

- | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Activity and attendance logs for all component activities—collected after each activity• BASP Parent Survey—collected two times per year (April, August) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

9. Budget

Listed below is the detail for the line items on our D2 budget form.

Personnel	21st CCLC Grant	NCJC Match	Community Match	Total
NCJC Salaries				
Youth Program Director, .2FTE @ \$52,000		\$10,400		\$10,400
Wood On-Site Coordinator, 1FTE @ \$46,000	\$34,500	\$11,500		\$46,000
Lead, .75FTE @ \$16/hr		\$24,960		\$24,960
School Year: 8 Youth Counselors, 20 hrs/wk x 36 weeks x \$12/hr	\$51,840	\$17,280		\$69,120
Summer: 5 Youth Counselors, 20 hrs/wk x 7 weeks x \$12/hr		\$8,400		\$8,400
NCJC Benefits				
Payroll Taxes, FICA, SUTA, Worker's Comp.	\$7,961	\$6,688		\$14,649
Health Insurance and Retirement (3%)	\$4,785	\$2,907		\$7,692
Contracts				
ICCSA at GW (School Year): 3 Certified Teachers, Reading and Math, 3 hrs/wk x 35 weeks x \$35/hr	\$11,025			\$11,025
ICCSA at GW (Summer): 3 Certified Teachers, Reading and Math, 10 hrs/wk x 7 weeks x \$35/hr	\$6,615			\$6,615
ICCSA	In-Kind	In-Kind	\$54,050	\$54,050
Healthy LifeStars	In-Kind	In-Kind	\$13,500	\$13,500
Iowa City Bike Library	In-Kind	In-Kind	\$6,100	\$6,100
City of Iowa City- Book Mobile	In-Kind	In-Kind	\$5,100	\$5,100
City of Iowa City- Parks and Recreation Dept.	In-Kind	In-Kind	\$4,410	\$4,410
Arts Share- Contract with NCJC	In-Kind	\$1,800		\$1,800
RSVP	In-Kind	In-Kind	\$1,920	\$1,920
CACFP- Contract with NCJC		\$10,500		\$10,500
4H-Contract with NCJC	\$6,250			\$6,250
PERSONNEL TOTAL	\$122,976	\$94,435	\$85,080	\$302,491

Materials	21st CCLC Grant	NCJC Match	Community Match	Total
Supplies (School year): \$300/mo x 9 months	\$825	\$1,875		\$2,700
Supplies (Summer): \$150/wk x 7 weeks	\$500	\$550		\$1,050
Field Trip Fees (School year): \$100/mo x 9 months	\$450	\$450		\$900
Field Trip Fees (Summer): \$300/wk x 7 weeks	\$1,050	\$1,050		\$2,100
Family Literacy Nights (School year): 6 events at \$300 per event		\$1,800		\$1,800
MATERIALS TOTAL	\$2,825	\$5,725		\$8,550

Professional Development	21st CCLC Grant	NCJC Match	Community Match	Total
--------------------------	-----------------	------------	-----------------	-------

All Staff Trainings: 3 hrs x 3 sessions x 10 staff	\$1,050			\$1,050
State Conferences: Travel to Des Moines	\$1,000			\$1,000
Yoga Calm/Moving Mindfully Training	\$1,550			\$1,550
Other Professional Development	\$3,900			\$3,900
PROFESSIONAL DEVELOPMENT TOTAL	\$7,500			\$7,500

Evaluations	21st CCLC Grant	NCJC Match	Community Match	Total
Contract with UI Department of Education	\$1,500	\$1,500		\$3,000
EVALUATIONS TOTAL	\$1,500	\$1,500		\$3,000

Student Access	21st CCLC Grant	NCJC Match	Community Match	Total
Translation Services: \$19.17/hr x 10 hrs/mo x 12 mo		\$2,300		\$2,300
Transportation- Swim Lessons (School year): \$275 x 6 sessions: \$1,650	\$1,650			\$1,650
Transportation- Field Trips (Summer): \$400 x 7 field trips: \$2,800	\$2,800			\$2,800
STUDENT ACCESS TOTAL	\$4,450	\$2,300		\$6,750

Indirect Cost	21st CCLC Grant	NCJC Match	Community Match	Total
Administrative Costs: 8% of total budget	\$10,749	\$7,868		\$18,617
INDIRECT COST TOTAL	\$10,749	\$7,868		\$18,617

Totals	21st CCLC Grant	NCJC Match	Community Match	Total
Grant Wood Project Total	\$150,000	\$111,828	\$85,080	\$346,908

Grant funds will expand our current before and afterschool program at Wood. NCJC currently accesses funds through CCA and parent fees. Through 21st CCLC funding, combined with match and in-kind dollars, we will expand from 45 students to over 91 during the school year and over 50 during the summer. Not only will grant funding expand the number of spaces for students, it will greatly enhance programming. Teachers will work with students afterschool and during the summer to extend the school day. Transportation to community field trips and swim lessons will offer students skill development and learning opportunities. Partnerships with 4Cs and Arts Share will provide enrichment programs.

Match is provided through NCJC for \$111,828, which includes programming for students funded through CCA and private tuition. This also includes CACFP contract for \$10,500 for snack. The ICCSD will provide match including administration support from the Director of Extended Day Learning, family event materials, and facility use. Other match partners provide enrichment programming, including Healthy LifeStars, Iowa City Bike Library, the City of Iowa City Book Mobile and Parks and Recreation Department, and the Retired Senior Volunteer Program.

Without grant funds we would not be able to offer scholarships for students not eligible for CCA, which would prevent our most vulnerable students from participating. With grant funds we will double the number of scholarships awarded and provide new opportunities with partners. Our goal is to serve a greater immigrant population and provide specialized services to address their significant gaps in learning by offering individual or small group tutoring. With growing needs and limited dollars available, we will continue to explore additional funding opportunities from our local community.



Neighborhood Centers of Johnson County

P.O. Box 2491
Iowa City, IA 52244
319-358-0438
Fax: 358-0484
ncjc@ncjc.org
www.ncjc.org

**Neighborhood Centers Board
Members**

Executive Committee

Sarah Majerus
Katy Brown
Wayne Fett

Directors

Hodge Carter
Andrea Hicks
Sandy Lawrence
Jennifer Lough
Angelina-Rae Jordan
Caroline Sheerin
Winnie Uluocha
Andre' Wright

Executive Director

Brian Loring



December 6, 2018

Applicant Name: Neighborhood Centers of Johnson County
Partner Name: Iowa City Community School District (joint applicant)

Background

The ICCSD and NCJC have collaborated to offer 21st CCLC before and after school programs at four Iowa City Elementary Schools with great success.

Purpose

This memorandum of understanding is to confirm our commitment and partnership to the Grant Wood Elementary 21st Century After School Program. **ICCSD is jointly submitting for 21st CCLC with NCJC.**

Means of Support

Contribution	Qty/Amt	Value
Financial	N/A	
Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
In-Kind	<ul style="list-style-type: none"> Administration time @ \$20,000 PD @ \$1,000 Facility use @\$32,250 Family event materials @\$800 	\$54,050
Please describe the contribution being made in detail:		
Equipment and/or Supplies:	See above	
Please describe contribution in detail:		
Facilities/In-Kind:	See above	
Please provide description of facilities contributed:		

Staff:	N/A	
Please describe what staff will be doing:		
Volunteers:	N/A	
Please describe what volunteers will be doing:		
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
<ul style="list-style-type: none"> • NCJC pays for ASP staff • ICCSD pays for teachers 		
Total Value of Partnership		\$54,050



Brian Loring
NCJC Executive Director



Stephen Murley
Superintendent, ICCSD
1725 North Dodge St.
Iowa City, Iowa 52245
murley.stephen@iowacityschools.org
319-688-1000
Fax: 319-688-1009



Neighborhood Centers of Johnson County

P.O. Box 2491
Iowa City, IA 52244
319-358-0438
Fax: 358-0484
ncjc@ncjc.org
www.ncjc.org

**Neighborhood Centers Board
Members**

Executive Committee

Sarah Majerus
Katy Brown
Wayne Fett

Directors

Hodge Carter
Andrea Hicks
Sandy Lawrence
Jennifer Lough
Angelina-Rae Jordan
Caroline Sheerin
Winnie Uluocha
Andre' Wright

Executive Director

Brian Loring



November 16, 2018

Applicant Name: Neighborhood Centers of Johnson County
Partner Name: Retired Senior Volunteer Program

Background

NCJC and the RSVP have partnered in past years to provide volunteers in youth programs.

Purpose

This memorandum of understanding is to confirm our commitment and partnership to the Grant Wood Elementary 21st Century After School Program.

Means of Support

Contribution	Qty/Amt	Value
Financial	N/A	
Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
In-Kind	N/A	
Please describe the contribution being made in detail:		
Equipment and/or Supplies	N/A	
Please describe contribution in detail:		
Facilities	N/A	
Please provide description of facilities contributed:		
Staff	N/A	
Please describe what staff will be doing:		
Volunteers	3-5 volunteers x\$20/hr x 2 hours/month	\$1,920
Please describe what volunteers will be doing:		

<ul style="list-style-type: none"> • Reading buddies and homework support 	
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: <ul style="list-style-type: none"> • NCJC pays for ASP staff • ICCSD pays for volunteers working in the schools 	
Total Value of Partnership	



Brian Loring
NCJC Executive Director



Rosemary Schwartz
RSVP Director Johnson County
2210 9th Street Coralville, Iowa 52241
rschwartz@elderservicesinc.com
319-338-0515



Neighborhood Centers of Johnson County

P.O. Box 2491
Iowa City, IA 52244
319-358-0438
Fax: 358-0484
ncjc@ncjc.org
www.ncjc.org

**Neighborhood Centers Board
Members**

Executive Committee

Sarah Majerus
Katy Brown
Wayne Fett

Directors

Hodge Carter
Andrea Hicks
Sandy Lawrence
Jennifer Lough
Angelina-Rae Jordan
Caroline Sheerin
Winnie Uluocha
Andre' Wright

Executive Director

Brian Loring

December 3, 2018

Applicant Name: Neighborhood Centers of Johnson County
Partner Name: City of Iowa City

Background

NCJC and the Iowa City Public Library have partnered in youth programs for children birth-18, including literacy activities for children and parents and the ICPL Bookmobile.

Purpose

This memorandum of understanding is to confirm our commitment and partnership to the Grant Wood Elementary 21st Century After School Program.

Means of Support

Contribution	Qty/Amt	Value
Financial	N/A	
Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
In-Kind	<ul style="list-style-type: none"> 34 weeks @ \$150/session 	<ul style="list-style-type: none"> \$5,100
Please describe the contribution being made in detail: <ul style="list-style-type: none"> Book mobile during program/monthly 		
Equipment and/or Supplies	N/A	
Please describe contribution in detail:		
Facilities	N/A	
Please provide description of facilities contributed:		
Staff	N/A	
Please describe what staff will be doing:		



<ul style="list-style-type: none"> • Staff will facilitate ICPL Bookmobile hours including material checkout, storytimes and other enrichment activities. 		
Volunteers	N/A	
Please describe what volunteers will be doing:		
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: <ul style="list-style-type: none"> • NCJC pays for ASP staff • City of IC pays for City staff 		
Total Value of Partnership		\$5,100


 Brian Loring
 NCJC Executive Director



City of Iowa City Public Library- Bookmobile
 Kara Logsden, MA
 Community and Access Services Coordinator
 123 S Linn Street Iowa City, Iowa 52240
 kara-logsden@icpl.org
 319-887-6007



Neighborhood Centers of Johnson County

P.O. Box 2491
Iowa City, IA 52244
319-358-0438
Fax: 358-0484
ncjc@ncjc.org
www.ncjc.org

**Neighborhood Centers Board
Members**

Executive Committee

Sarah Majerus
Katy Brown
Wayne Fett

Directors

Hodge Carter
Andrea Hicks
Sandy Lawrence
Jennifer Lough
Angelina-Rae Jordan
Caroline Sheerin
Winnie Uluocha
Andre' Wright

Executive Director

Brian Loring



November 16, 2018

Applicant Name: Neighborhood Centers of Johnson County
Partner Name: University of Iowa Arts Share

Background

NCJC and Arts Share have partnered in the past few years bringing programs to BASP which included: music, theater, dance, creative writing, visual art themes.

Purpose

This memorandum of understanding is to confirm our commitment and partnership to the Grant Wood Elementary 21st Century After School Program.

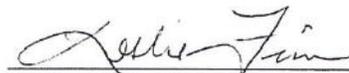
Means of Support

Contribution	Qty/Amt	Value
Financial	2 sessions each month for 9 months @ \$100/session	\$1,800
Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
In-Kind	N/A	
Please describe the contribution being made in detail:		
Equipment and/or Supplies	N/A	
Please describe contribution in detail:		
Facilities	N/A	
Please provide description of facilities contributed:		
Staff	N/A	
Please describe what staff will be doing:		

Volunteers	N/A	
Please describe what volunteers will be doing:		
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: <ul style="list-style-type: none"> • NCJC pays for Arts Share staff 		
Total Value of Partnership		\$1,800


12-3-18

 Brian Loring
 NCJC Executive Director



 Leslie Finer, MM, PhD
 Director, Arts Share
 Office of Outreach and Engagement at University of Iowa
 771 Van Allen Hall Iowa City, Iowa 52242
 leslie-finer@uiowa.edu
 319-335-1618



Neighborhood Centers of Johnson County

P.O. Box 2491
Iowa City, IA 52244
319-358-0438
Fax: 358-0484
ncjc@ncjc.org
www.ncjc.org

**Neighborhood Centers Board
Members**

Executive Committee

Sarah Majerus
Katy Brown
Wayne Fett

Directors

Hodge Carter
Andrea Hicks
Sandy Lawrence
Jennifer Lough
Angelina-Rae Jordan
Caroline Sheerin
Winnie Uluocho
Andre' Wright

Executive Director

Brian Loring



December 3, 2018

Applicant Name: Neighborhood Centers of Johnson County
Partner Name: Bike Library

Background

NCJC and the Bike Library have a long history of partnering in youth cycling programs, including bike rodeos, bike clubs and bike give aways.

Purpose

This memorandum of understanding is to confirm our commitment and partnership to the Grant Wood Elementary 21st Century After School Program.

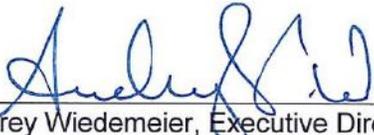
Means of Support

Contribution	Qty/Amt	Value
Financial	N/A	
Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
In-Kind	<ul style="list-style-type: none"> 36 bike clubs 	<ul style="list-style-type: none"> \$2,500
Please describe the contribution being made in detail: <ul style="list-style-type: none"> Book mobile during program/monthly 		
Equipment and/or Supplies	<ul style="list-style-type: none"> 36 bikes for participants @ \$100/bike 	<ul style="list-style-type: none"> \$3,600
Please describe contribution in detail:		
Facilities	N/A	
Please provide description of facilities contributed:		
Staff	N/A	
Please describe what staff will be doing:		
Volunteers	N/A	

Please describe what volunteers will be doing:	
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: <ul style="list-style-type: none"> • NCJC pays for Bike Library staff 	
Total Value of Partnership	\$6,100


12-3-18

 Brian Loring
 NCJC Executive Director


12/3/18

 Audrey Wiedemeier, Executive Director
 Iowa City Bike Library
 700 S. Dubuque Street
 Iowa City, IA 52240
 audrey@bikelibrary.org
 515-450-1651



Neighborhood Centers of Johnson County

P.O. Box 2491
Iowa City, IA 52244
319-358-0438
Fax: 358-0484
ncjc@ncjc.org
www.ncjc.org

**Neighborhood Centers Board
Members**

Executive Committee

Sarah Majerus
Katy Brown
Wayne Fett

Directors

Hodge Carter
Andrea Hicks
Sandy Lawrence
Jennifer Lough
Angelina-Rae Jordan
Caroline Sheerin
Winnie Uluocha
Andre' Wright

Executive Director

Brian Loring

November 16, 2018

Applicant Name: Neighborhood Centers of Johnson County
Partner Name: Johnson County/ISU Extension, 4-H Youth Development

Background

NCJC and ISU Extension 4-H Youth Development have partnered in the past few years bringing STEM programs to BASP.

Purpose

This memorandum of understanding is to confirm our commitment and partnership to the Grant Wood Elementary 21st Century After School Program.

Means of Support

Contribution	Qty/Amt	Value
Financial	2 sessions each month for 9 months @ \$250/session for school year	\$4,500
	1 session per week for 7 weeks @ \$250/session for summer program	\$1,750
Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
In-Kind	N/A	
Please describe the contribution being made in detail:		
Equipment and/or Supplies	N/A	
Please describe contribution in detail:		
Facilities	N/A	
Please provide description of facilities contributed:		



Staff	N/A	
Please describe what staff will be doing:		
Volunteers	N/A	
Please describe what volunteers will be doing:		
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
<ul style="list-style-type: none"> • 4-H Extension pays for background checks 		
Total Value of Partnership		\$6,250



Brian Loring
NCJC Executive Director



Janet Martin
4-H Youth Specialist
Iowa State University Extension and Outreach
3109 Old Hwy 218 S, Iowa City, Iowa 52246
jmmartin@iastate.edu
319-337-2145



Neighborhood Centers of Johnson County

P.O. Box 2491
Iowa City, IA 52244
319-358-0438
Fax: 358-0484
ncjc@ncjc.org
www.ncjc.org

**Neighborhood Centers Board
Members**

Executive Committee

Sarah Majerus
Katy Brown
Wayne Fett

Directors

Hodge Carter
Andrea Hicks
Sandy Lawrence
Jennifer Lough
Angelina-Rae Jordan
Caroline Sheerin
Winnie Uluocha
Andre' Wright

Executive Director

Brian Loring



December 3, 2018

Applicant Name: Neighborhood Centers of Johnson County
Partner Name: Healthy Life Stars: College of Public Health

Background

NCJC and Healthy Life Stars have partnered during the last year to bring wellness activities to youth programs at Grant Wood Elementary.

Purpose

This memorandum of understanding is to confirm our commitment and partnership to the Grant Wood Elementary 21st Century After School Program.

Means of Support

Contribution	Qty/Amt	Value
Financial	N/A	
Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
In-Kind	<ul style="list-style-type: none"> 90 children in weekly programs 	\$13,500.00
Please describe the contribution being made in detail: <ul style="list-style-type: none"> Wellness and life skills programs for youth weekly 		
Equipment and/or Supplies	See above	
Please describe contribution in detail: <ul style="list-style-type: none"> All supplies and materials for Life Stars 		
Facilities	N/A	
Please provide description of facilities contributed:		
Staff	N/A	
Please describe what staff will be doing:		
Volunteers	N/A	

Please describe what volunteers will be doing:	
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:	
<ul style="list-style-type: none"> • NCJC pays for ASP staff • College of Public Health pays for Life Stars staff 	
Total Value of Partnership	\$13,500.00



Brian Loring,
NCJC Executive Director



Vickie Miene, MS, MA, LMHC
 Director, Iowa Healthy LifeStars
 University of Iowa College of Public Health
 Iowa City, Iowa 52245
vickie-miene@uiowa.edu
 319-384-1511



Neighborhood Centers of Johnson County

P.O. Box 2491
Iowa City, IA 52244
319-358-0438
Fax: 358-0484
ncjc@ncjc.org
www.ncjc.org

**Neighborhood Centers Board
Members**

Executive Committee

Sarah Majerus
Katy Brown
Wayne Fett

Directors

Hodge Carter
Andrea Hicks
Sandy Lawrence
Jennifer Lough
Angelina-Rae Jordan
Caroline Sheerin
Winnie Uluocha
Andre' Wright

Executive Director

Brian Loring



November 16, 2018

Applicant Name: Neighborhood Centers of Johnson County
Partner Name: City of Iowa City

Background

NCJC and the City of Iowa City have partnered in youth programs for children grades Kindergarten to 6th grade in the past few years through providing swim lessons for those children.

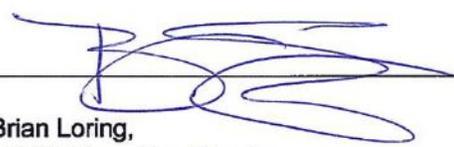
Purpose

This memorandum of understanding is to confirm our commitment and partnership to the Grant Wood Elementary 21st Century After School Program.

Means of Support

Contribution	Qty/Amt	Value
Financial	N/A	
Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
City of Iowa City Support	• 6 sessions for 90 children @\$24/each	• \$2,160
Please describe the contribution being made in detail:		
• Swim lessons to participating children/12 sessions		
City of Iowa City Provided Supplies	• \$25/each for suits/towels	• \$2,250
Please describe contribution in detail:		
• Swim suits, towels for children		
Facilities	N/A	
Please provide description of facilities contributed:		
• Swimming pool for lessons		
Staff	N/A	

Please describe what staff will be doing:	
Volunteers	N/A
Please describe what staff/ volunteers will be doing: <ul style="list-style-type: none"> • NCJC Staff will assist with swim lesson instruction as needed • City of Iowa City staff will take on primary swim instruction role 	
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: <ul style="list-style-type: none"> • NCJC pays for ASP staff • City of Iowa City pays for City staff 	
Total Value of Partnership	\$4,410



Brian Loring,
NCJC Executive Director



City of Iowa City
Matthew Eckhardt
Aquatics Program Supervisor
220 South Gilbert Iowa City, Iowa 52240
Matthew-eckhardt@iowa-city.org
Office: 319-887-6117 Cell: 319-621-2554

FORM A: SITE INFORMATION

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

21CCLC Site Name: Grant Wood Elementary		
Site Address: 1930 Lakeside Dr.		
City, State, Zip: Iowa City, IA 52240		
Phone: 319-688-1001 Ext. 7697		
Site Contact Person: TBD		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Grant Wood Elementary	1981	91 school year, 51 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 21 st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers 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. Funds will be spent under the guidelines for federal grants (EDGAR).

<https://www2.ed.gov/about/offices/list/osdfs/edgar2008.pdf>

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 from the date of submission of the final expenditure report.

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. Program agrees to provide a minimum of 60 hours contact time a month and 30 days of summer school (if applicable).

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.

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, quarterly meetings with the principal, 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.

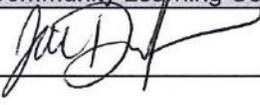
Part N: Grant Termination (Additional conditions in Appendix D)

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) or if federal funding is no longer available.

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
	Neighborhood Centers of Johnson County

Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement data, attendance and other requested data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by the Iowa Department of Education.

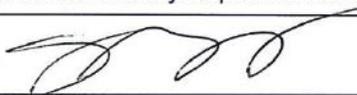
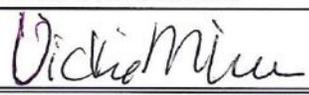
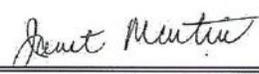
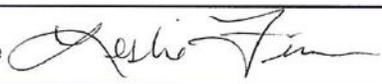
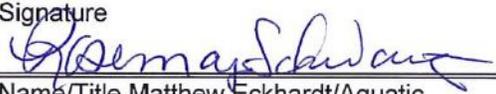
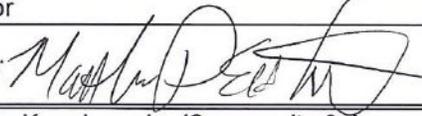
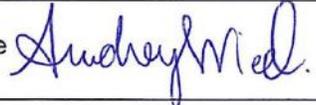
Signature of Local Education Agency Superintendent	Local Education Agency Name
	Iowa City Community School District
Signature of Site Principal for Each 21st Century Community Learning Centers-Funded Site	Site Name
	Grant Wood Elementary

The building principal will be provided with the D-2 form for their building, showing the number of children to be served and the budget allocated to provide services for those children. The building principal agrees to meet quarterly to discuss the effectiveness of the program in meeting the needs of the children. The building principal provides Free and Reduced Price Lunch status on individual students as needed.

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 three (3) additional pages for signatures.

Name/Signature	Agency Affiliation
Name/Title Steven Murley/Superintendent	Agency ICCSD
Signature 	Address 1725 North Dodge St.
	City/Zip Iowa City, IA 52245 Phone 319-688-1000
Name/Title Vickie Miene/Director	Agency Iowa Healthy LifeStars
Signature 	Address 145 N. Riverside Drive, 100 CPHB
	City/Zip Iowa City, IA 52242 Phone 319-384-1511
Name/Title Janet Martin/Urban 4-H Youth Specialist	Agency 4-H Youth Development
Signature 	Address 3109 Old Hwy 218 S.
	City/Zip Iowa City, IA 52246 Phone 319-337-2145
Name/Title Leslie Finer/Director of Arts Share	Agency UI Office of Outreach & Engagement
Signature 	Address 782 Van Allen Hall
	City/Zip Iowa City, IA 52240 Phone 319-887-6117
Name/Title Rosemary Schwartz/RSVP Director Johnson County	Retired Senior Volunteer Program (RSVP)
Signature 	Address 2210 9 th Street
	City/Zip Coralville, IA 52241 Phone 319-338-0515
Name/Title Matthew Eckhardt/Aquatic Supervisor	Agency Iowa City Parks and Recreation
Signature 	Address 220 S. Gilbert St.
	City/Zip Iowa City, IA 52240 Phone 319-887-6117
Name/Title Kara Logsdon/Community & Access Services Coordinator	Agency Iowa City Public Library Bookmobile
Signature 	Address 123 South Linn St.
	City/Zip Iowa City, IA 52240 Phone 319-887-6007
Name/Title Audrey Weidemeier/Executive Director	Agency Iowa City Bike Library
Signature 	Address 700 S. Dubuque St.
	City/Zip Iowa City, IA 52240 Phone N/A

Name/Title Amy Brunner/Community Outreach Director	Agency Girl Scouts	
Signature 	Address 17 7 th Ave SE, #201	
	City/Zip Cedar Rapids, IA 52402	Phone 319-363-8335
Name/Title William Coghill-Behrends/Director, Program and Partnerships	Agency UI Baker Teacher Leader Center (TLC)	
Signature 	Address 240 South Madison St.	
	City/Zip Iowa City, IA 52242	Phone 319-335-5349
Name/Title Kristine Bullock/Regional Manager	Agency Southeast Iowa STEM Region	
Signature 	Address 2301 Oakdale Blvd., Suite 008	
	City/Zip Coralville, IA 52241	Phone 319-467-1192
Name/Title Deb Dunkhase/Executive Director	Agency Iowa Children's Museum	
Signature 	Address 1451 Coral Ridge Ave.	
	City/Zip Coralville, Iowa 52241	Phone 319-625-6255 x210
Name/Title Joe Divoky/ Principal at Grant Wood Elementary	Agency Iowa City Community School District	
Signature 	Address 1930 Lakeside Drive	
	City/Zip Iowa City, IA 52240	Phone 319-688-1180
Name/Title Stu Mullins/ Executive Director	Agency United Action for Youth	
Signature 	Address 335 Iowa Ave	
	City/Zip Iowa City, IA 52240	Phone 319-358-9406
Name/Title Brian Loring/ Executive Director	Agency Neighborhood Centers of Johnson County	
Signature 	Address PO Box 2491	
	City/Zip Iowa City, IA 52244	Phone 319-358-0438
Name/Title Christine Thompson/High School Completion Instructor	Agency Kirkwood Community College	
Signature 	Address 1816 Lower Muscatine Rd.	
	City/Zip Iowa City, IA 52240	Phone 319-887-3652

NEW FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites for one year): <u>91 school year, 51 summer</u>	Total first-year funding request (all sites): <u>\$ 150,000</u>	Total three-year funding request (all sites): <u>\$ 450,000</u>
<u>1</u>			

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.					
Name of Program Site(s) (School Year)	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
Grant Wood Elementary	\$129,600	\$129,600	\$129,600	\$ 388,800	91
	\$	\$	\$	\$	
	\$	\$	\$	\$	
Name of Program Site(s) (Summer School)					
Grant Wood Elementary	\$20,400	\$20,400	\$20,400	\$61,200	51
	\$	\$	\$	\$	

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

Applicant Agency:

Neighborhood Centers of Johnson County

Afterschool Site: Grant Wood Elementary

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

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions. **Students Served:** 91 (D1) **Students Enrolled**
91

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$109,283		\$109,283		\$109,283		\$327,849
Staff Travel							
Materials	\$1,275		\$1,275		\$1,275		\$3,825
Professional Development (minimum 5% per year)	\$5,143		\$5,143		\$5,143		\$15,429
Student Access, Transportation etc. (maximum 8% per year)		\$1,650		\$1,650		\$1,650	\$4,950
Evaluation (maximum 4% per year)	\$1,500		\$1,500		\$1,500		\$4,500
Administrative/ Indirect Costs (maximum 8% per year)	\$10,749		\$10,749		\$10,749		\$32,247
Totals	\$127,950	\$1,650	\$127,950	\$1,650	\$127,950	\$1,650	\$388,800

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

Applicant Agency:

Neighborhood Centers of Johnson County

Summer School Site: Grant Wood Elementary

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

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions. **Students Served:** 51 **(D1) Students Enrolled**
51

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$13,693		\$13,693		\$13,693		\$41,079
Staff Travel							
Materials	\$1,550		\$1,550		\$1,550		\$4,650
Professional Development (minimum 5% per year)	\$2,357		\$2,357		\$2,357		\$7,071
Student Access, Transportation etc. (maximum 8% per year)		\$2,800		\$2,800		\$2,800	\$8,400
Evaluation (maximum 4% per year)							
Administrative/ Indirect Costs (maximum 8% per year)							
Totals	\$17,600	\$2,800	\$17,600	\$2,800	\$17,600	\$2,800	\$61,200

Required: **One form D2 per site.** Please reproduce this page for **each** site included in the application. Reproduce this page for **each Summer school** site. NOTE: This is a projected budget and you can make line item adjustments when approved by IDOE. See the budget guide for more information. You are required to provide documentation of enrollment to the IDOE upon request.

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

It is recommended that each applicant, including school districts, public entities, or government agencies, possess sufficient fiscal resources in order to start up and operate the program being requested for a period of up to three months.

Check this box if you are a public entity, (e.g., a local education agency, state college or university, community college, or a governmental entity), and identify your agency's funding source within your organization (e.g., budget line item number, account number, or any other applicable reference,) that will be used to start up and operate the program for up to three months

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

Neighborhood Centers of Johnson County cash position has been strong and stable for many years.

Neighborhood Centers of Johnson County has the following fiscal resources:

- Hills Bank and Trust Company, Checking Account balance of \$334,480
- Hills Bank and Trust Company, Certificate of Deposit balance of \$131,194
- Hills Bank and Trust Company, Savings Account balance of \$52,156
- Hills Bank and Trust Company, Line of Credit available for \$50,000
- University of Iowa Community Credit Union, Certificate of Deposit balance of \$59,060
- University of Iowa Community Credit Union, Savings Account balance of \$5,202

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

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

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

Form E: Minority Impact Statement

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

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

- The proposed grant project programs or policies could have a disproportionate or unique **positive** impact on minority persons.

Describe the positive impact expected from this project

Indicate which group is impacted:

- Women
- Persons with a Disability
- Blacks
- Latinos
- Asians
- Pacific Islanders
- American Indians
- Alaskan Native Americans
- Other

Describe the positive impact expected from this project:

Understanding, celebrating and respecting human diversity enriches community life. Programs affirm and strengthen family identities and enhance their ability to function in a diverse society.

- 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:

- Women
- Persons with a Disability
- Blacks
- Latinos
- Asians
- Pacific Islanders

- ___ American Indians
- ___ Alaskan Native Americans
- ___ Other

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

Present the rationale for determining no impact.

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

Name: **Brian Loring**

Title: **Executive Director**

Definitions

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

“Disability”, as defined in Iowa Code Section 15.102, subsection 5, paragraph “b”, subparagraph (1):

b. As used in this subsection:

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

"Disability" does not include any of the following:

- (a) Homosexuality or bisexuality.
- (b) Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.
- (c) Compulsive gambling, kleptomania, or pyromania.
- (d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.

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

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

Equitable Participation of Private, Non-Public School Students: Students, teachers, and other educational personnel are eligible to participate in 21CCLC programs on an equitable basis, which is determined by a pre-application consultation. A public school or other public or private entity that is awarded a grant must provide equitable services to private, non-public school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both private and public school students in the area served by the grant. Given this requirement, a private school that is awarded a grant must provide equitable services to the public school students and families and vice versa.

Grantees must consult with private and non-public school officials during the design and development of the 21CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological. Consultation involves communication and discussions between LEAs and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers, and other education personnel in *ESEA/ESSA* programs. Consultation with non-public schools should occur within the first month of preparing an application for funding. Applications must provide a log of communications in Appendix A that includes contacts, meeting dates and times, and outcomes.

The required form included in Appendix A provides a template for outreach and documentation of consultation with non-public entities. Meaningful consultation provides a genuine opportunity for all parties to express their views, to have their views seriously considered, and to discuss viable options for ensuring equitable participation of private school students, teachers, and other education personnel. Adequate notice of such consultation is critical in ensuring meaningful consultation and the likelihood that those involved will be well prepared with the necessary information and data for decision-making. Consultations should take place in September or October.

Private schools may apply for this grant and are likewise held to the standard requirements of equitable participation and timely and meaningful consultation. Private school grantees must provide equitable access to the program for all public school students and their families who reside in the geographic area of the private school. Private schools, where applicable, must consult with public schools.

Contact Steve Crew with the Iowa Department of Education at steve.crew@iowa.gov with questions about non-public consultation.

To include in Form F: contact names, phone numbers, email addresses and dates of consultation. Include more information than less.

Note: Outcomes for your consultation: A) Services will be provided, name site, and number of children to be served, B) Services were declined.

	Private School Consultation Meeting Log
	Date Time Location ***NO NON-PUBLIC SCHOOLS IN ATTENDANCE BOUNDARY

Meeting called by:

Type of meeting:

Attendees: (Attach attendance sign-in sheet)

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

Continues on next page.

Form G: Previous Sustainability Form

Existing 21st Century Community Learning Center programs are required to document efforts at sustainability according to federal law. This template serves as an opportunity for existing 21st Century Community Learning Centers grantees to document what partners have committed to support through financial contributions, in-kind donations, volunteer time, and other goods and services. A lack of evidence of sustainability will be considered supplanting and will not be funded.

Please describe your existing sustainability efforts, including how existing partners are engaged, how potential sustainability partners are identified and engaged, and how your program will ensure efforts at continued partner engagement. This section should summarize your past five-year sustainability plan. This should be reflected in your narrative and budget. **YOU MUST DOCUMENT SOME LEVEL OF SUSTAINABILITY TO AVOID SUPPLANTING.**

ONLY PREVIOUSLY FUNDED 21st Century Grantees MUST fill out this form. If you had 21st CCLC funding in the past, you must complete this form.

Using the table below, **please indicate the level of sustainability** committed by partners over the past five years. Continued support from partners should be reflected in your budget and budget narrative. (Expand the form as needed to DOCUMENT your community partners from the previous grant).

Provide a summary narrative of your previous 21st Century Community Learning Centers Grant work:
N/A

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
		Financial			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:			
		In-Kind			
		Please describe the contribution being made in detail:			
		Equipment and/or Supplies			
		Please describe contribution in detail:			
		Facilities			

BEFORE YOU APPLY

These steps should be completed **before** you begin writing your application. Please submit this form with your application.

- If you are in non-compliance, **STOP**. You are not eligible to apply until your non-compliance issues have been resolved. 2 CFR Ch. II 200.338 -*If a non-Federal entity fails to comply with Federal statutes, regulations or the terms and conditions of a Federal award, the Federal awarding agency or pass-through entity may impose additional conditions. (e) Withhold further Federal awards for the project or program.*
- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: : <https://educateiowa.gov/documents/school-frl/2018/08/2017-18-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated January 24, 2017, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):
 - Site/Building Name: Grant Wood Elementary
 - Free and Reduced Lunch Rate Percentage: 69.9%
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
- **Partnerships:** Application proposes to partner with a minimum of 5 community organizations as evidenced by signed Memoranda of Understanding (MOUs).
Yes X No _____ (If no: the application is not complete.)
- **When will the program run?** (Check or highlight applicable option(s) below):
 - Summer School Only
 - Afterschool Only
 - Before and After School
 - Before and After School and Summer
 - Afterschool and Summer
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY19 Request for Applications):
 - 76 number of children x 180 days x \$7.50 either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$102,600 (total funding request for before and afterschool programs)
 - 15 number of children x 180 days x \$10 either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$27,000 (total funding request for before and afterschool programs)
- **Summer School Formula**
 - 51 children x 40 of days = (minimum 30 days) x \$10.00 = (total funding amount for summer) \$20,400
 - Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.
 - The funding formula helps to estimate a starting budget that is modified by partner and district contributions reflected in the budget narrative.

Funding Request for Year One: \$150,000

Number of Children Served in Year One: 91

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 45
- Private For-Profit Organization
Number of years in operation _____

Enter Federal Employer ID Number: <u>42-1060964</u> OR Enter School District Code _____

(If applicable) Enter Child Care License #: <u>25102</u>

COMMUNITY TYPE

Please use the U.S. Census definitions below to identify the population size of your community.
<https://www.census.gov/quickfacts/fact/table/US/PST045217>

- Urban: 50,000 or more people
- Urban cluster (suburban): between 2,500 and 49,999 people
- Rural: 2,499 or fewer people

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 "Priority" or "Needs Improvement" on the Iowa School Report Card*** AND 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 that contributes to the program. NOTE: This collaboration cannot include vendors. *Up to 5 additional points awarded.*

Documentation (2 pieces required): _____
MOU and signatures attached

Examples of documentation: 1. Original signatures of joint applicants AND MOUs recognizing joint submission. 2. Look up your school on the Iowa School Report Card online at <http://reports.educateiowa.gov/schoolreportcard>.

- Application proposes to serve a **county with more than 18% child poverty**. *Up to 5 additional points awarded.*

Documentation: _____

Examples of documentation: Look up your county at https://www.cfpciowa.org/documents/filelibrary/kids_count/2016_data/2016_KCCP_0B0ECD1FC15F2.pdf

- Application proposes to serve rural communities (**community with population 2,499 or below**). *Up to 5 additional points awarded.*

Documentation: _____

Example of documentation: Look up city populations at <https://www.census.gov/quickfacts/fact/table/US/PST045217>

NOTE: Up to 5 additional points awarded for each category. When an application is received for multiple districts/buildings, the points will be determined by the number of districts/buildings that qualify for the points. If you are applying for more than one county, or community, provide data for each site in your application.

BASP Student Survey
Grades K-2

Circle your response to each question.

I like doing science projects in my BASP.	YES	NO	
I like building things in my BASP.	YES	NO	
I like doing math activities in my BASP.	YES	NO	
I like doing art activities in my BASP.	YES	NO	
I like doing exercise activities in my BASP.	YES	NO	
I like doing cooking activities in my BASP.	YES	NO	
I know I can ask a staff member for help.	YES	NO	
How do you feel about your before and after school program?			

BASP STUDENT SURVEY
Grades 3-6

Circle your response to each statement.

1. I enjoy science activities in my BASP.	NEVER	SOMETIMES	ALWAYS
2. I enjoy doing technology activities or working with technology in my BASP.	NEVER	SOMETIMES	ALWAYS
3. I enjoy math activities in my BASP.	NEVER	SOMETIMES	ALWAYS
4. I enjoy art activities in my BASP.	NEVER	SOMETIMES	ALWAYS
5. I enjoy learning about nutrition and cooking in my BASP.	NEVER	SOMETIMES	ALWAYS
6. I enjoy exercise activities and games in my BASP.	NEVER	SOMETIMES	ALWAYS
7. I know I can ask a staff member for help if I'm having problems with another student in my BASP.	NEVER	SOMETIMES	ALWAYS
8. I enjoy my before and after school program.	NEVER	SOMETIMES	ALWAYS

Fill in the rest of this sentence.

9. My favorite part of my before and after school program is...

Before & After School (BASP) Family Survey

Dear BASP Families,

We have had a great time getting to know your child this year, and we look forward to learning how we can better support their academic and enrichment needs next year. Please take a few minutes to answer these questions about our program. Your answers will help us improve the program for next year. (If you have more than one child in BASP, please consider all of your children's experiences as you answer each question.)

Please send this back with your child no later than May 3rd. Thank you.

1. Where does your child attend BASP? *Circle your answer.*

Alexander Hills Kirkwood Lucas Twain Wood

2. When does your child participate in BASP? *Circle all that apply.*

Before school After school Summer

3. How does your child get to/from BASP? *Circle all that apply.*

Family member drives Carpool Walk School bus City bus

4. For the following statements, circle your level of agreement from Strongly Disagree (1) to Strongly Agree (4). If a statement does not apply to you or your child, select Not Applicable (NA).

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
My family feels welcome in the program.	1	2	3	4	NA
I like the variety of activities offered in the program.	1	2	3	4	NA
I am aware of adult education opportunities.	1	2	3	4	NA
BASP parent activities occur at times that work in my schedule	1	2	3	4	NA
I know how to support my child's learning at home.	1	2	3	4	NA
I talk with my child about what they learn in the program.	1	2	3	4	NA
My child enjoys attending the program.	1	2	3	4	NA
The staff create activities where my child feels included.	1	2	3	4	NA
The staff keep me informed about my child's day.	1	2	3	4	NA
<i>Respond to the next three items only if your child receives extra tutoring support during BASP.</i>					
The teachers keep me informed about my child's progress.	1	2	3	4	NA
Tutoring is helping my child improve in reading.	1	2	3	4	NA
Tutoring is helping my child improve in math.	1	2	3	4	NA

5. What suggestions would you make to improve our program for next year?

6. Provide any additional comments you have about the statements above or about the BASP program in general.

7. On the back of this paper, please share a story that you or your child have about how the program was meaningful to you.