

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.jaras@iowa.gov

APPLICATION INFORMATION

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

County: Johnson County		Amount Requested: \$102,000 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Stephen Murley		Grant Contact/Project Director: Amy Minter	
Agency Name: Iowa City Community School District		Agency Name: Iowa City Community School District	
Address: 1725 North Dodge Street		Address: 1725 North Dodge Street	
City: Iowa City	Zip: 52245	City: Iowa City	Zip: 52245
Phone: 319-688-1000	FAX: 319.688.1109	Phone: 319-688-1000 ext.2643	FAX: 319.688.1109
Email: murley.stephen@iowacityschools.org		Email: minter.amy@iowacityschools.org	
		DUNS Number: 083487173	
Data Collection and Evaluation Contact: University of Iowa Center of Evaluation & Assessment (CEA), Valerie Decker		Fiscal Contact: Leslie Finger	
Address: 210 Lindquist Center		Address: 1725 North Dodge Street	
City: Iowa City	Zip: 52242	City: Iowa City	Zip: 52245
Phone: 319-335-5351	FAX: 319.335.5300	Phone: 319-688-1000	FAX: 319.688.1109

BEFORE YOU APPLY

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

- If you are currently 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 (limit of 3) 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-fri/2019/01/2018-19-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated January 23, 2019, 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 (PAST GRANTEES ONLY):

ESSA 4203(14) describes how the State educational agency will evaluate the effectiveness of programs and activities carried out under this part. ESSA 4204.2 (E) a description of how the activities will meet the measures of effectiveness described in section 4205(b); ESSA 4205(1) IN GENERAL.—For a program or activity developed pursuant to this part to meet the measures of effectiveness, monitored by the State educational agency as described in section 4203(a)(14),

- Have you ever been in non-compliance (received a letter notice from Iowa Department of Education stating non-compliance) with 21CCLC rules and regulations in the past three years? Yes _____ No X
- Did you meet your attendance goals for the past two years? Yes X No _____
- Provide your last enrollment number(s): 70 70 97
- Provide your last average daily attendance: 60 60 55
- Did you meet your academic goals for the past two years? Yes X No _____
- How many of your local evaluation goals did you meet over the past two years? 100% X 90- 55% _____ Over 50% _____ Less than 50% _____ None _____
- How much have office referrals been reduced over the past five years of your grant? Over 75% _____ Over 50% _____ Less than 50% X None _____
- Have you provided children with the required snack? Yes X No _____
- Have you exceeded the snack requirement? X Yes _____ No _____
- How many parent engagement meetings did you have in the past year? 4
- How many field trips did you provide in the past year? over 20
- After 5 years, how many community partners for sustainability have been recruited? More than 50 25 X Less than 25 _____ Less than 10 _____
- Have you participated in required committee work in the last year? Attended: _____ All Meetings X Some Meetings (3-5) _____ Rarely Participated (1-2) _____ None _____
- Have you attended required Professional Development in the last year? Attended: _____ All Meetings X Some Meetings(5-9) _____ Rarely Participated(1-4) _____ None _____

These questions provide data on the effectiveness of an existing program. Monitored as required by ESSA and the Iowa Grant Agreement Performance Monitoring section.

PLEASE RESPOND TO THE FOLLOWING QUESTIONS (ALL APPLICANTS):

- **What is the Free and Reduced Lunch Rate for each site?** List below:
 - Site/Building Name: Kirkwood Elementary
€ Free and Reduced Lunch Rate Percentage: 80%
 - 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 No _____ (If no: the application is not complete.)
- **When will the program run?** (Check or highlight applicable option(s) below):
 - Summer School Only (minimum 30 days)
 - Afterschool Only (maximum 180 days)
 - Before and After School
 - X 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 FY20 Request for Applications):
 - 70 number of children x 175 days x \$7.50 either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$91,875 (total funding request for before and afterschool programs)
- **Summer School Formula**
 - 60 children x 45 of days = (minimum 30 days) x \$10.00 = (total funding amount for summer) \$27,000
 - 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: \$102,000.00

Number of Children Served in Year One: 70 school year/60 summer _____

LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number: _____ 426023567 _____ OR Enter School District Code _____ 3141 _____
--

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

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 "Comprehensive" or "Targeted" on Iowa School Performance Profiles*** 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): _____ Documentation is attached to application. Original signatures, partnership MOU and letter of support and documentation stating Kirkwood is a *Targeted school*.

Examples of documentation: 1. Original signatures of joint applicants AND MOUs recognizing joint submission. 2. Look up your school on Iowa School Performance Profiles at <https://www.iaschoolperformance.gov/ECP/Home/Index>.

- 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/2017_data/Final_2017_Child_poverty_430B292C27DE8.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. The IDOE reserves the right to reduce points if schools do not meet all required criteria.*

Table of Contents

Proposal Abstract.....1-2

Student Needs Assessment.....3-5

Project.....6-9

Research Base.....10

Management Plan.....11-14

Communication Plan.....15

Partnerships.....16-17

Evaluation.....18-19

Budget Narrative.....20-21

Memorandums of Understanding and Letters of Support.....22-64

Form A: Site Information.....65

Form B: Assurances and Agreements.....66-68

Form C: Collaborative Signatures.....69-70

Form D1: Funding Request Summary.....71

Form D2: Budget/Quarterly Summary.....72-74

Form D3: Budget/Cumulative Summary.....75

Form D4: Applicant Agency’s Fiscal Resource Information.....76

Form E: Minority Impact Statement.....77-78

Form F: Non-Public Consultation Documentation Template.....79-81

Form G: Previous Sustainability Form.....82-88

Appendix A, Free Reduced Lunch %.....89

Appendix B, Iowa School Report Card.....90-94

Appendix C, CEA Family, Teacher, and Student Surveys.....95-98

Appendix D, School Year & Summer Sample Schedule.....99-100

Appendix E, Johnson County Out-of-School Time Initiative Executive Summary....101-104

Appendix F, November 2019 Parent Survey.....105-106

Appendix G, School Wide November 2019 Student Survey.....107

Appendix H, CEA Data Infographs.....108-110

1. Abstract Abstract

Title:	Kirkwood Elementary 21 st Community Learning Center Program
Applicant:	Iowa City Community School District
Project Location:	Kirkwood Elementary School
Students Served:	70 after school, 60 summer
Funding Request:	\$102,000 / year

Kirkwood Program Overview and Partnership with Kirkwood Kares

Program Background

In 2014, Kirkwood was considered to be a “failing school.” Kirkwood was in its 5th year of SINA for both reading and math. Most alarming was its designation of a *priority* (comprehensive) school on the Iowa School Report Card. Only two of our district’s nineteen elementary schools had this **priority designation**. In 2014 Kirkwood had an excellent afterschool program---*Kirkwood Kares*. However, the program did not include academic supports and with the school’s free and reduced rate of seventy-four percent (74%), many students did not have access to the program due to financial barriers. With a 21st CCLC grant award in 2015-2016, we built upon *Kirkwood Kare’s* existing enrichment program. We increased accessibility and incorporated intensive academic supports, which aligned with school-day learning.

Program Outcomes

Over the past five years, we have been pleased with the progress made.

- Participation in *Kirkwood Kares* has **increased by 50%**--families with financial barriers have much greater access to the program.
- Classroom teachers reported **growth among ninety-two percent (92%)** of program participants.
- Eighty-two percent (82%) of program participants demonstrated growth on reading assessments.
- Eight-three percent (83%) of program participants demonstrated growth on math assessments.
- Disciplinary actions have decreased from 208 referrals to 178.
- The program has garnered support from ten new partners.
- Kirkwood’s status on the Iowa School Report Card has improved from *priority (comprehensive)* to *targeted (needs improvement)*.

Need for Continuation Grant

Kirkwood achieved the above positive outcomes, despite the fact that the needs of Kirkwood Elementary have continued to increase. Eighty percent (80%) of Kirkwood students qualify for the federal free/reduced lunch program; seventy-six percent (76%) are from minority groups; twenty-eight percent (28%) have language barriers, and seven (7%) are homeless. The table below demonstrates our continued need at Kirkwood:

Student Poverty Data	2015	2018/19
Student enrollment	389	409
% of students eligible for Free/Reduced lunch prices	74%	80%
% of African American students	50%	63.6%
% of Latino/a students	11%	8.5%
% of Asian students	2.6%	2.6%
% of American Indian & Asian students	1.8%	.4%
% of Caucasian students	33.8%	24.4%

Mobility rate (% of students who entered or exited during the year)	74%	48%
English Language Learner ELL %	20%	28%
Student with a Special Need (IEP)	16%	20%
Number of students who are homeless	27	30
Students who receive backpacks (enrolled in Operation Backpack)	47	50
Student who received school supplies	210	300

New Partners and Programming

An additional five years of grant funding is needed to build on the success of the past five years. Additionally, we would like to match the increasing needs of our families with new, innovative programs. For our FY20 application, we plan to enhance our program by adding the following:

- 1) *El Sistema* will meet after school every day at Kirkwood. *El Sistema* has achieved success in teaching children to learn and play orchestral music.
- 2) *AVID—Advancement Via Individual Determination* is an approach that has been adopted at Kirkwood. AVID training and strategies will be extended to afterschool.
- 3) *Family Leadership Institute (FLI)* - will be offered as an evening group to parents to provide the knowledge, tools and inspiration to help children succeed in school and in life.

Sustainability

Securing new partners is critical, not only to strengthen our program, but also to help sustain the program once grant funds expire. For our new application, the ICCSD is reducing the amount of our original request by thirty percent (30%). We are actively seeking full partners to sustain the program beyond 2025. The needs of our students and families in poverty are great, and the comprehensive supports needed (i.e. childcare, educational opportunities, and mental health support) are expensive. Because our program is highly collaborative, we are able to coordinate resources from several district and community sources to best meet the complex needs of our families. Our resources from partnerships are substantial but the grant has allowed us to offer the program to all students on free and reduced lunch at no cost. Ending that support would be a huge hardship for our Kirkwood families. We are proud that we have developed a program that has increased access to programming, without targeting or stigmatizing our low-income and minority students.

Program Goals

The project will address the important domains of student and family development through academic, enrichment and family literacy interventions. Listed below are the goals; the activities and objectives are in more detail in the application.

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.

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.

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.

2. Student Need Assessment (20 points possible)

- 2.1 *The needs assessment provides extensive evidence utilizing objective data that very clearly defines the student need for a before and/or after school, evaluates school and community resources available, and convincingly documents how proposed program will address student needs. The following required data is included: Title programs data describing achievement gaps.*

1. Student Poverty Data	
Student enrollment	409
% of students eligible for Free/Reduced lunch prices	80%
% of African American students	63.6%
% of Latino/a students	8.5%
% of Asian students	2.6%
% of American Indian & Asian students	.4%
% of Caucasian students	24.4%
Mobility rate (% of students who entered or exited during the year)	48%
Number of students who are homeless	30
Students who receive backpacks (enrolled in Operation Backpack)	50
Student who received school supplies	300

The **impact of student poverty** at Kirkwood has increased dramatically over past the two decades--from sixteen percent (16%) in 1995 to seventy-four (74%) in 2014, to a current rate of eighty percent (80%). Many of our families struggle to provide adequate food and nutrition for their children. Thirty of our students are homeless and 28% of our families face language barriers. Many of our students have significant gaps in their education due to high mobility and do not have access to affordable educational or enrichment experiences at home or in the community. In 2019 a community group, "Music for Underserved Populations" formed to address the fact that the ICCSD bands and orchestras do not reflect the diversity of our community. Financial and transportation barriers were identified by this group as reasons why our low-income, minority students are not participating in music programs.

Our project will continue to address student poverty by ensuring that students have a stable, consistent, safe place to be outside of school hours (year round) that offers engaging academic and enrichment activities. For the past five years we have offered a wide variety of enrichment activities in collaboration with *Kirkwood Kares* and our other valuable partners. Activities offered are in response to surveys conducted with parents, students, and teachers. For 2020, we will continue STEM activities, arts and crafts, fitness and nutrition. Our plan is to add an exciting new partnership with the University of Iowa School of Music to offer an orchestra program, *El Sistema*. Having this highly successful program within the afterschool program will reduce barriers to music participation for students interested in orchestral music. Our program will also continue to collaborate with Kirkwood's Student and Family Advocate to enroll homeless students in the program, and will ensure families are connected to resources for adequate food, school supplies, and clothing.

2. Student Achievement Data	2015	2018/19
SINA/ESSA status in reading	SINA-5	ESSA-Targeted
SINA/ESSA status in math	SINA-5	ESSA-Targeted
% of students NOT proficient on Fall Literacy Assessment	---	40%
% of students NOT proficient on Fall aReading Assessment	---	55%
% of students NOT proficient on Fall aMath assessment	---	47%

Iowa Assessment Fall 2018	ELA 2018 ISASP	Math 2018 ISASP
Total 3rd - 6th grade students not proficient	61%	61%
Low Socio-Economic Status not proficient	68%	68%
Hispanic students not proficient	84%	74%
African-American students not proficient	67%	71%

Our **student academic needs** are substantial. The ESSA and ISASP numbers above demonstrate that while we are seeing academic growth in our program, the below proficiency numbers are concerning, particularly for our low-income, Hispanic and African-American populations. Students in poverty frequently do not have the tools needed for academic success and most schools do not explicitly teach the skills of how to study, to take notes, to organize materials or time management. Nationally, students in poverty are frequently victims of low expectations from teachers and “sit and get” instruction. Kirkwood, being an AVID school, addresses these concerns. With significant gaps in their education due to high rates of mobility and trauma, students in poverty need supplemental instructional time beyond the school day. The “summer slide” is more pronounced for students in poverty, as they do not have the same access to opportunities to maintain academic skills as their higher income peers.

Our project will continue to 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 have provided: (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 learning using instructional iPad apps to provide additional assistance in math and reading. Starting in 2020, the after school program will incorporate AVID strategies currently being used successfully by school day staff. AVID (Advancement Via Individual Determination) explicitly teaches the academic skills of note-taking, organizing, and time management. Additionally, it includes professional development for teachers to hold high expectations for students and encourage inquiry-based instruction. 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 Data	
% of parents with less than a community college education	43%
% of households that have no internet access at home	16%
% of households with all adults working outside the home	79%
% of households with no adults working outside the home	---

As noted earlier, twenty eight percent (28%) of our students are English Language Learners. Immigrant parents have numerous challenges. In addition to language barriers, they are unfamiliar with our educational system, are working long hours at entry-level jobs, are socially isolated and attempting to navigate two worlds—the culture of their native home and the whole new world of life in the United States.

Kirkwood families are interested in a variety of **adult and family education** opportunities. Kirkwood parents responded to our family survey in November of 2019. Listed above is the demographic data that our parents provided. Listed on the following page are the top four topics of interest.

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

Our project will continue to address family learning needs by implementing multiple activities to engage parents in their children's learning, including regular communication home, family nights and connecting parents to community resources, including Kirkwood Community College for ELL, GED, and career development classes. Using the survey data listed above, we will continue to offer information on these topics at our family nights. Beginning in 2020, our project will also offer the *Family Leadership Institute (FLI)*, a parent engagement group designed to provide the knowledge, tools and inspiration for children to succeed in school and in life. FLI was designed to be culturally specific for immigrant parents, who are navigating two worlds. The curriculum is offered in Spanish and English, staff who speak French and Swahili will be available to co-facilitate the groups and translate materials.

4. Other Student Needs- Behavior Incidents	2014	2019
Number of disciplinary actions through November 1	208	178

Kirkwood students have clear **social-emotional** needs that are addressed in the after school program. Program staff will complement school day activities by implementing PBIS to address social issues, and the Steps to Respect® to address bullying. The Kirkwood Student and Family Advocate and on-site mental health professionals will be available to assist with social-emotional supports and to connect families with community agencies for necessary services.

2.2 *Application must provide evidence that a wide variety of stakeholders, including youth, parents, and partners, were engaged in the identification of needs and development of the program.*

For this proposal, we engaged students, parents, teachers, and community partners in our planning process. In November 2019 we conducted a **survey** with **parents** of K-6 students at Kirkwood. Data from the family survey informed our decision about how to structure the program, with 72% indicating a need for summer programming, 85% with a need for after school, and 29% expressing a need for before school programming; more resources have been allocated to after school and summer program. Parents also weighed in on topics that they would like offered in the program.

We also gathered input for our needs section from all **teachers**. The building principal held a staff meeting with teachers and conducted an informal survey to determine priorities for the program for the next five years. Teachers indicated math for 100% of those students in need of tutoring assistance; 92% indicated both reading and math support for their students. Teachers also made numerous suggestions for key concepts and activities that they would like to see offered in the program.

Student surveys were completed in November 2019. Students at Kirkwood shared a wide variety of activities they would like to do in an after school program. Having this information allows us to offer activities based on student interest.

Input from our **community partners** has been significant. Over the past five years, the program has been designed in a close collaboration with *Kirkwood KARES* and our other key partners. 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 Kirkwood Elementary represents the CEDAC's vision of infusing academic supports into afterschool programs while improving current recreation and enrichment offerings.

3. Project (20 points possible)

OVERVIEW OF PROGRAM STRUCTURE— Our proposed program will be open 35 weeks during the school year and 9 weeks in the summer for a total of 220 days. 70 students will be served after school from 2:55 – 5:45, Monday through Friday and 1:55-5:45 on Thursday. Our summer program will run for 9 weeks from 7:30am to 5:30pm and serve 60 students. (A sample daily & summer schedule is in Appendix D)

3.1 *There is extensive evidence that the proposed academic, enrichment, and family literacy activities are linked to the student needs assessment described in the “Student Need” section.*

ACADEMICS— As described in the needs section, students in poverty frequently have gaps in their education. It is clear Kirkwood students are behind their more advantaged peers at all grade levels. To remedy this situation, our afterschool program will continue to provide **intensive instruction in literacy, math, and technology**, which has proven to have a positive impact on our students’ academic success. Certified teachers 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 use instructional software to provide more support for math and reading. Johnson County Extension leads STEM activities and homework is provided on a daily basis. These research-based materials have been used over the past five years in our program and we have seen **strong positive outcomes**:

- Classroom teachers report **growth among ninety-two percent (92%)** of program participants.
- Eighty-two percent (82%) of program participants demonstrated growth on reading assessments.
- Eight-three percent (83%) of program participants demonstrated growth on math assessments.

ENRICHMENT—As described in the needs section, students in poverty cannot afford most enrichment activities offered in the community. Our Enrichment Goal was designed five years ago to provide Kirkwood students with daily enrichment experiences during the 35-week school year program and the 9-week summer school program. The program will continue to build on the excellent enrichment activities currently offered at *Kirkwood KARES*, including art, scrapbooking, music, cooking, swimming, recreation, and Lego clubs. The Iowa Children’s Museum will work with Kirkwood students to lead afterschool **science** projects and **art** activities. The program will also take **field trips** to the zoo, the Children’s Museum, and the Science Center to provide background knowledge. Our enrichment activities also address our students’ significant social and emotional needs, including implementation of the PBIS to address behavior concerns and Steps to Respect® Training to address bullying. These two interventions are extensions of the school day program and help students develop **social skills**. Based on the findings of the “Music for Underserved Populations” committee, we plan to offer a new option for students interested in orchestral music. Starting in the fall of 2020, we will partner with the UI School of Music to offer *El Sistema*, which will eliminate the financial and transportation barriers identified as reasons why our low-income, minority students are not participating in ICCSD music programs.

FAMILY LEARNING—The family learning needs identified in the previous section are addressed through three key efforts. First, the Site Coordinator will actively work to engage parents in the program and in their children’s learning. She will organize family nights to encourage parents to support their children’s learning at home. Second, parents are referred to Kirkwood Community College for **English and GED classes**, as well as other adult education. Third, starting in the fall of 2020, we will offer an evening group for parents, **the Family Leadership Institute**. Through frequent contact with parents, our staff will work to develop a strong, positive connection between school and home so that families feel welcome and connected.

OTHER NEEDS—A snack is served every day during the after school program. During the summer program, **breakfast, lunch, and snack** is offered. The Kirkwood Student and Family Advocate, in collaboration with local churches and non-profit agencies, connects families to programs that can help them meet their **basic needs** of stable housing, sufficient food, access to medical care and mental health services.

- 3.2 Application proposes an extensive variety of high-quality (1) academic, (2) enrichment, and (3) family literacy services that fit within the 14 eligible federal activities listed in the RFA. Application proposes to provide students a meal or snack that meets USDA nutrition guidelines every day of operation.
- 3.3 Application proposes family literacy/engagement activities that align with the needs assessment and that are likely to have significant impact on participating.
- 3.4 Application provides extensive logical, clear, and measurable goals and objectives for the activities proposed to meet student needs.

For each of our project’s three 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 in section 3.2, 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"> • Individual student learning goals in reading and math will be developed by afterschool staff in collaboration with school-day teachers <p>Literacy</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention (LLI) in groups of 3 (K-3) • Soar to Success--small groups (3-4) • Read Alouds – small groups (K-6) • 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 (1-4) • Everyday Math Games (K-6) • Apple Math Apps—45 minutes weekly (K-6) 	<p>Students will:</p> <ul style="list-style-type: none"> • progress toward their individual, monthly goals for reading and math • complete homework assignments the majority of the time • show progress on their screening benchmarks on: <ul style="list-style-type: none"> a. aReading Assessment b. aMath Assessment 	<ol style="list-style-type: none"> 1. Remedial education activities & academic enrichment 2. Literacy activities 3. Mathematics and Science education (STEM) 7. Tutoring services 9. Limited English Proficiency

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

Activities	Objectives	Eligible Activity
<p>Students will have a menu of opportunities for enrichment activities.</p> <ul style="list-style-type: none"> • <i>El Sistema</i>- daily music education • <i>AVID</i> curriculum: speakers and activities for career exploration • <i>AVID</i> – academic skills (organization, time management) • STEM activities • Cooking & nutrition • Health Education • Fitness/ Sports Clinics 	<p>Students will:</p> <ul style="list-style-type: none"> • explore areas of interest • develop musical performance abilities. • gain awareness of career opportunities • develop organization, time management and note-taking skills • increase knowledge of basic concepts of physics and chemistry 	<ol style="list-style-type: none"> 5. Arts & music education 3. Mathematics and Science education (STEM) 10. Recreational activities 11. Technology education 15. Supervised field trips

<ul style="list-style-type: none"> • Positive Behavior Intervention & Supports (PBIS) • Steps to Respect Bullying Prevention 	<ul style="list-style-type: none"> • understand how nutrition and exercise helps their bodies and minds • develop social behavior and values which contribute to success at school and in society • engage in positive decision-making • build conflict management skills • improve self-regulation skills 	<p>16. Character education 17. Career Exploration</p>
--	---	---

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 Leadership Institute • Family Nights with themes to support student learning • Weekly staff communication, including personal visits and newsletters and use of LANGUAGE LINE • Information about adult education opportunities • Participation in El Sistema performances 	<p>Parents will:</p> <ul style="list-style-type: none"> • recognize their own leadership skills • increase their communication skills • set educational goals for their children • understand post-secondary options • feel welcome in the program • know what their children are learning in the program • know how they can support their child's learning at home • gain awareness of adult education and career development opportunities • engage in program and community activities 	<p>4. Parental involvement & family literacy programs</p>

3.5 Application extensively explains how programming will link to school day instruction through relationships with school-day staff, alignment with state and national standards, or through the school's CSIP.

A strength of our after school program has been the **close alignment with school day learning**. Our Site Coordinator is funded through the grant and her primary responsibility has been to align the program's academic activities with the school day. The Site Coordinator has participated in the school's PLC and PBIS meetings to bring important school-day strategies to the after school program. The Site Coordinator has time in her schedule to be at Kirkwood during the school day to meet with teachers, the Instructional Coach, and the Principal about general curriculum issues as well as student-specific issues. For 2020, the Site Coordinator will receive AVID training and will incorporate AVID strategies into the program.

We have been fortunate to have school day teachers teach both after school and in the summer programs. School day teachers **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.

The literacy and math instruction provided to students through the curricula listed above is aligned with state standards. Kirkwood's full time Instructional Coach meets with program staff and is a valuable resource to ensure that the academic interventions are implemented with fidelity. For the enrichment component, STEM activities complement the science strands that are woven throughout the elementary curriculum.

The Kirkwood Principal has taken an active role making sure that the after school program is carefully aligned with the school day program and the building's CSIP. She communicates regularly with the Site Coordinator to oversee this alignment and helps make adjustments to programming to improve alignment.

The principal also monitors student achievement data for afterschool participants to help determine if the program is having the desired effect.

3.6 *The applicant has extensive experience in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students.*

Our district has been a recipient of 21st CCLC grant funds since the year 2000 when we received funding from the US Department of Education. Our district currently has successful after-school and summer programs in four elementary buildings. Each year we 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 **aReading** and **aMath** is being administered at all Elementary Schools. FAST data is collected by school-day teachers in the fall, winter and spring. Bi-yearly surveys are administered to teachers, students, and parents and we closely monitor behavior referrals and attendance. Our programs will continue gathering this data and using it as a monitoring tool.

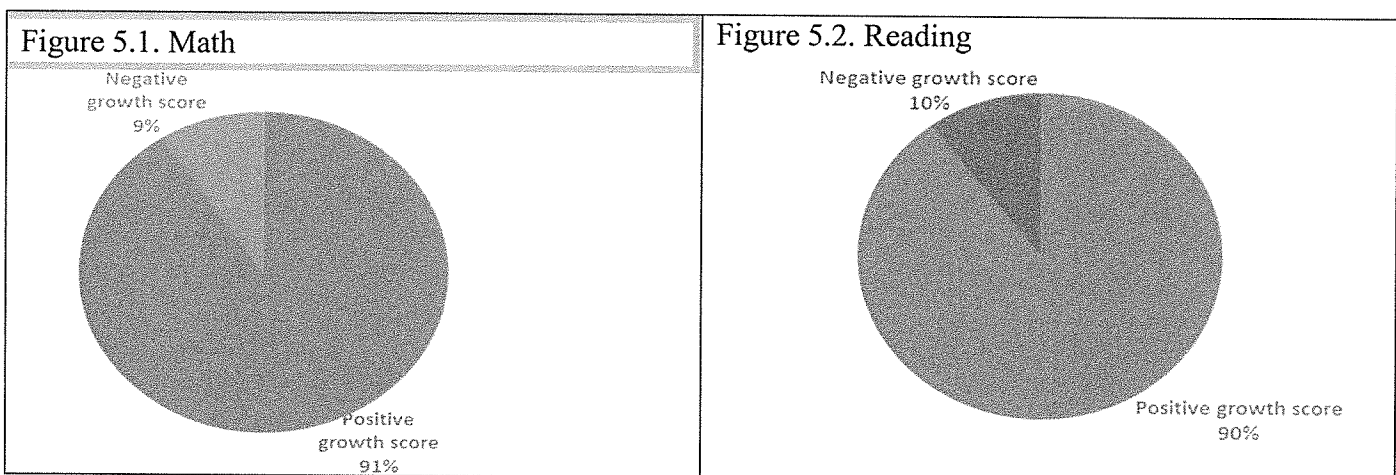
Teacher survey data collected last year indicated strong outcomes:

- School day teachers reported ninety percent (92%) student academic growth.
- Eighty-eight (87%) reported to have an improvement in behavior.

Evaluation results were shared with the District's Community Education District-wide Advisory Council (CEDAC) in October (see attached document in appendix H). CEDAC is deeply invested in the expansion of our model; they have strongly endorsed our program and have been champions to garner additional community support.

Data gathered last year demonstrates that our program is making a difference. Our **academic goal** is evaluated based on students' growth scores provided by FAST Bridge assessment and aReading and aMath. The assessments provide growth scores that are based on the comparison between students' initial achievement (fall 2018) and later achievement (spring 2019). As shown in Figure 5.1 and 5.2, the majority of BASP students had positive growth scores in mathematics and reading.

Positive / Negative Growth Score Distribution for All BASP Students



While growth is evident, we continue to fall behind in proficiency scores. Data tells us we are moving in the right direction but continued supports are needed. Survey data from families and students was also positive. **The BASP families at Kirkwood reported that they feel welcome in the program (100%),** and that their children discover new interests in various subjects through the activities in BASP. Grades K-2 BASP students at Kirkwood expressed that they feel happy of the overall aspects of the BASP (90%). More than 80% of the students in grades 3-6 reported that they enjoy exercise activities and games and that they know they can make safe and healthy choices for their body.

4. Research Base (5 points possible)

4.1 *Application provides extensive evidence from multiple sources of a strong research base for the proposed activities.*

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 daytime 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 Kirkwood students.

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.

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 influence 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.

Family Leadership Institute --- Previous studies of the Family Language Institute (FLI) have shown positive results. The San Bernadino study found that there were statistical differences in attendance between cohorts and the control group. In addition, the one-year cohort saw declines in disciplinary incidents, suspensions and length of suspensions. The two-year cohort saw a statistical different in G.P.A. when compared to the control group (Noboa-Rios, 2017). An FLI study in Houston found similar results. After the FLI program, the number of disciplinary reports had almost no change, while the control group’s disciplinary reports almost doubled in number. During the four-year program, the cohort group had greater gains in NCE scores on the Stanford 10 in reading and language than the control group (Houston Independent School District, 2009).

5. Management and Sustainability Plan (20 points possible)

5.1 Application describes an extensive plan to ensure effective staffing, including good details regarding recruitment and retention of highly qualified staff, professional development, strong program leadership (including how leadership will maintain alignment with school day instruction), and how the program will use volunteers (and specifically seniors) to support high-quality programming.

The Kirkwood Program has **strong leadership** and has been successful at **retaining quality staff**. The three leaders of the Kirkwood program have a combined total experience of thirty-two years in afterschool programming, the majority at Kirkwood. The 21st CCLC project at Kirkwood is led by the district's **Coordinator of Extended Day Learning**, Amy Minter. Ms. Minter has been supervising afterschool programs for the past fourteen years, eleven in our district supervising 21st CCLC programs and three years at a Boys and Girls Club in California. Ms. Minter is a certified teacher with two years of experience teaching reading, and holds a Master's degree in K-8 Education. The ICCSD will continue to support Ms. Minter's salary through community education dollars, with a quarter of her time dedicated to Kirkwood.

Tasia McCloskey will continue to work as Site Coordinator. Ms. McCloskey has worked for the past three years in the Kirkwood program. Her primary responsibility has been to align the program's academic activities with the school day. Ms. McCloskey has participated in the school's PLC and PBIS meetings to bring important school-day strategies to the after school program. For 2020, Ms. McCloskey will receive AVID training and participate in those meetings as well. Ms. McCloskey is also responsible for parent outreach and family engagement activities. Starting in the fall of 2020, she will assist with the Family Leadership Institute. Finally, Ms. McCloskey works closely with the school's instructional coach to group students, she collects data and assists the Coordinator of Extended Day Learning with evaluation activities, professional development and supervision of the teaching staff.

The **Director of Kirkwood KARES**, Abbie Knight, has fifteen years of experience organizing the master schedule and site plan for the Kirkwood BASP. The program is well organized and is consistently in compliance with DHS licensing requirements. Ms. Knight will continue with these responsibilities, collaborating closely with the site coordinator to manage the day-to-day operations of the program. Ms. Knight arranges snack, secures supplies, plans enrichment activities, coordinates on-site partners, organizes field trips and supervises the BASP Youth Leaders.

For our program to see academic growth, it is critical that program **activities align with the school day**. For the past five years we have been extremely fortunate to have certified Kirkwood teachers sign up to teach after school and in the summer. School day teachers and afterschool staff **communicate regularly** to assess the students' strengths and areas of need. School day teachers 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.

With the close proximity of the University of Iowa, Kirkwood Elementary is fortunate to **recruit** qualified staff (Youth Leaders) for our positions. The College of Education, the School of Social Work, the School of Music, and the School of Nursing have all placed students with the program and been valuable partners for **both paid employees and volunteers**.

Volunteers allow us to maintain a lower staff to student ratio. In addition to University students, we plan to increase the number of senior volunteers from the Retired Senior Volunteer Program (RSVP). RSVP recently moved their office from Iowa City to Coralville. With the RSVP program being within a few blocks of Kirkwood, we anticipate an increase in RSVP volunteers.

To retain effective staff it is critical to provide support through **professional development**. Staff delivering reading and math instruction are trained on all the curricula our program provides (*LLI, SOAR, Read Alouds, Mastering Basic Math Facts*). The Coordinator of Extended Day Learning works 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.

5.2 *Application describes an extensive plan for student transportation to and from the program, where appropriate, and student access, including translation services, serving students with disabilities, and the inclusivity of program facilities.*

Kirkwood is a neighborhood school and, because students are within walking distance, transportation to and from program is not a priority for parents. **Van transportation** is provided through the ICCSD's McKinney-Vento grant for homeless students who attend Kirkwood, but have moved outside of the attendance area. Transportation is also provided for field trips. Our program is theme based and we have regular field trips that get our students out into the community. Field trips to museums, the zoo, the apple orchard, etc. will all focus around our monthly themes and assist in building background knowledge and providing relevancy to the educational and enrichment materials we provide them. To address the transportation need, the BASP will contract with the District for bus transportation to family nights during the winter months and field trips during the school year and summer.

Twenty-eight percent of our Kirkwood families encounter language barriers (this number is increasing); these families are primarily Spanish, Swahili, and French speakers. Bi-lingual staff are given preference when hiring. We will also utilize LANGUAGE LINE[®] INTERPRETER Services. This telephone translation service is 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[®] is 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 Kirkwood Elementary which is a safe facility and fully **accessible to those with physical disabilities.**

5.3 *Application describes in extensive detail the organizational and/or program leadership structure and how it will develop and engage a stakeholder advisory group.*

At the district-level, the ICCSD Board of Directors has appointed a Community Education Advisory Council to provide oversight to the district's Community Education program, which includes after school and summer programming. Members consist of community stakeholders, chosen because of the key constituent groups they represent in the community. Two immigrant parents from Coralville serve on the Council. 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 21st CCLC program and to allocate District funding for 21st CCLC match. The Council was consulted regarding this application. The Director of Extended Day Learning has provided data reports and updates to the council on after school programs in the district, and will continue to provide a progress report on a quarterly basis.

At the community level, representatives from United Way, ACT, Pearson and district staff worked in 2012 to develop a county-wide initiative for out-of-school time. Through our countywide Out-of-School Time Initiative, major supporters of youth programming came together to establish a county-wide, shared vision for afterschool, establish standards for quality out-of-school programming and mechanism to coordinate the allocation of resources. A copy of the Johnson County Out-of-School Time Initiative Executive Summary is in Appendix E. Our local partners have experienced increased demand for services with diminishing resources; unfortunately this effective collaboration lost momentum. As we prepared this application, several local leaders indicated the need to reconvene the Out-of-School Initiative to more effectively coordinate programming and advocate for out of school time activities.

At the building level, the Kirkwood Instructional Leadership Team (ILT) is the driving force behind the building level Comprehensive School Improvement Plan. The Kirkwood ILT consists of the instructional coach and teachers who will also review program progress each trimester and provide input on how to improve the program. *Kirkwood KARES* also has a very active and strong board of directors, made up of parents whose children participate in the program. The Program Director will report on the progress of this collaboration at their monthly board meeting.

5.4 Application provides an extensive plan for continuous program improvement and sustainability of program following the end of 21CCLC funding and provides a clear description of how resources will be combined or coordinated with the proposed program for the most effective use of public funds.

Continuous program improvement starts with program staff regularly reviewing data and evaluating progress towards program goals. Staff have been trained on data driven evaluation and the Project Evaluator, The University of Iowa Center of Evaluation and Assessment, meet with program staff 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 are expensive. Our program is highly collaborative, we are able to coordinate resources from several district and community sources to best meet the complex needs of our families. As indicated on page fourteen (14) we have woven together multiple district and community funding streams to provide a quality program which has demonstrated strong outcomes. We are proud that we have developed a program which has increased access to programming, without targeting or stigmatizing our low-income and minority students. Kirkwood Kares is for all students, 21st CCLC funding allows our students in poverty to participate. All students benefit from the diversity of the program.

Our project has been designed to **address sustainability**. Securing new partners is critical, not only to strengthen our program, but also to help sustain the program once grant funds expire. For our new application, the ICCSD is reducing the amount of our original request by thirty percent (30%). We are actively seeking full partners to sustain the program beyond 2025. An additional five years of grant funding is needed to build on our success. Progress in securing additional funding has been slow, as many local partners and funders are experiencing significant budget cuts, while at the same time seeing increasing needs for services. For our renewal grant, we have secured additional partners, in addition to the twelve partners, listed on page fourteen.

Listed below are the new partners we have enlisted for 2020 to diversify our funding, as well as provide new and innovate programming.

Partner	Role
Johnson County Social Services	Will accept an ICCSD proposal in the spring of 2020 to support scholarships into the program.
ICCSD Foundation	Has committed to assisting with fundraising efforts among private businesses and individuals.
HavLife	Will accept ICCSD proposal in the winter of 2020 to support enrichment programming.
West Music	Has committed to providing musical instruments for El Sistema and will assist with fundraising efforts.
University of Iowa School of Music, Community Music Program	Has committed to supporting <i>El Sistema</i> , an orchestra program, through Community Music funding and private fundraising.
Advancement Via Individual Determination (AVID)	A District initiative which will provide materials, strategies and professional development for after school staff.
Family Leadership Institute (FLI) / Grandview University	Grandview will provide professional development and materials for this parent engagement program.

We have multiple partners bringing many resources to the project. For our new application, the ICCSD is reducing the amount of our original request by thirty percent (30%). We are actively seeking full partners to sustain the program beyond 2025. Kirkwood Kares will be able to run at 100% capacity despite requesting less and the 25% decrease in 21st CCLC grant funds in years four and five. The Iowa City Community School District has secured funds using SAVE and Title I funding.

Detailed below is a sustainability plan with our **current** ICCSD 21st CCLC partners. Memorandums of Understanding (MOU) have been secured with all of the following partners, as well as the new partners mentioned on page 13. We held multiple meetings with new partners this Fall, who are excited to collaborate with our program moving forward.

Sustainability Plan with Current Community Partners

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
FULL PARTNERS				
ICCSD Community Education Program	Student tuition into Kirkwood Kares, coordination time, staff travel, evaluation.	.25 FTE, Extended Day Learning Coordinator (Enrichment staff through scholarships)	\$66,448 cash match	1
ICCSD Title I Program	Cash Match Teachers for Summer Program	340 hours of teacher time	\$10,421 cash match	1
ICCSD General Fund	Supervision Time Space, Computer Interpretation Services	.05 FTE Administrative Time	In-kind Administrative Support: \$7,896 Computer: \$1,200 Language Line: \$1,250	
ICCSD Food Service / USDA CACFP reimbursement	Summer lunch Summer and School Year Snacks		\$20,275 12,250 snacks x .94 2,400 lunches x \$3.65	
Brian Cretzmeyer Foundation	Music Instruction	24 hours	\$1,200 In-kind Musical Instruments	
McKinney-Vento Homeless Grant	Transportation for homeless students		\$500 In-Kind	
University of Iowa School of Education	Volunteers, training, and program materials	28 University Student volunteers	\$6,000	1
University of Iowa School of Nursing	Volunteers, training, and program materials	9 University Student volunteers	\$4,500	1
PARTIAL PARTNERS				
KirkwoodKares Before and After School Program	Staff, supplies, administration, field trips, transportation	10	\$136,390 cash match Child Care Assistance and parent fees for families NOT on f/r lunch.	1
The Iowa Children's Museum	STEM (Science, Technology, Engineering, Math)	4	\$550 in-kind STEM curriculum; staff training, supervision	1
ISU Extension – Johnson County	STEM (Science, Technology, Engineering, Math)	4	\$2,400 in-kind STEM curriculum, supplies/copies staff supervision	1

6. Communication Plan (5 points possible)

6.1 Application extensively describes the outreach strategies or activities to be employed to share evaluation and other program information.

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"> • Strong 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. Council 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"> • District staff will share their knowledge of the program with other community members and grow support. • District staff 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 & Elderly 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 (10 points possible)

7.1 Application clearly and extensively describes meaningful existing organizational and/or programmatic partnerships and their impactful role in programming and/or sustainability.

Our proposal is being jointly submitted with *Kirkwood KARES*, a private non-profit. *Kirkwood KARES* provides excellent youth development activities. Feedback from parents and school staff indicate that they are very satisfied with the quality and management of the program. ***Kirkwood KARES*** has been in business for over thirty-five years and provides a solid foundation and structure for our program.

Kirkwood KARES has long-term staff who are trained and accredited in PBIS, CPR, First Aide, Play Safe, Mandatory Reporting, and a variety of other professional development trainings approved by the Department of Human Services. The present Director has been with *KARES* for over 15 years. Many of the *KARES* staff are education majors with an emphasis in elementary education.

Kirkwood KARES offers a variety of enrichment activities organized according to student interest. The daily program includes healthy snack, physical activity, silent reading, homework time, free time and club time. Clubs currently offered include cooking, scrapbooking, Sports, Computer Lab, Games, Reading, Crafts and Legos. *Kirkwood KARES* staff have a collaborative relationship with Kirkwood teachers and the PTO so that the program is kept abreast of any social-emotional or academic needs that a student may have. A barrier for many families at Kirkwood is the lack of options they have for paying for after school and summer program. Without continuation funds from the 21st CCLC grant, **over half of our current students would not be able to continue to participate.** The grant allows **ALL families on free reduced lunch to attend at no cost.** Additional academic supports will be sustained with the grant and their summer program will be strengthened with more services and resources to serve more students.

Over the past five years Kirkwood Kares and the 21st CCLC partnership have sustained excellent community partners. We have also been able to get support from new partners who understand that in order to have continued success at Kirkwood, long term sustainability has to be a priority. Listed below are partners we have collaborated with for the past five years and new partners who have committed to work with us in the future.

Key partners to 21st CCLC programs have been Johnson County Extension and Iowa Children's Museum. **Iowa State University (ISU) / Johnson County Extension** has led STEM activities throughout our district for the past 15 years. Their hands on science led enrichment activities are linked to the school-day science and math curriculum. Additionally, in 4-H STEM programming, literacy is incorporated with the learning. The **Iowa Children's Museum** will continue to be a valuable partner and a key component of our enrichment program. Through active learning experiences that support 21st Century skills through science, technology, engineering, math, and the arts, The ICM connects formal classroom education with out of school learning.

Iowa City is extremely fortunate to have The University of Iowa so close in proximity. In the past five years, we have secured two ongoing partnerships with the University. The first one is with The **University of Iowa College of Education**. The University offers a freshman seminar called, "*So You Want To Be A Teacher?*" to first-year college students considering k-12 teaching as a college major and potential career. This year 26 freshman volunteers worked with students after school at Kirkwood in small groups or one-on-one offering support with homework, tutoring, and/or club rotations. We also partner with **The University of Iowa College of Nursing**. In a community and public health class the students take while in their final semester of the nursing program, students attend our program. The Nursing students plan lessons that benefit the Kirkwood students. Examples are lessons on handwashing benefits, healthy eating practices, bicycle safety, appropriate clothing for winter and summer, swim safety, emergency preparedness, and more. This has proven to be a wonderful learning experience for all parties involved.

The United Way **Retired Senior Volunteer Program** (RSVP) is another partner we have sustained. Senior volunteers will be placed in all components of the program, based on their interests. Our goal is to reduce our adult to child ratio from 10:1 to 8:1 with the use of senior volunteers, as well as students recruited

from the University of Iowa. The extra support during homework time has shown positive results and increased the number of homework completion packets being turned in to their school day teachers.

Our Family Literacy component will largely be supported through our district and community partnerships. Kirkwood has a Student and Family Advocate (SFA) supported with district funds. The SFA works to engage parents in their children's education, providing parent support and education, and connecting families to district and community resources. Our SFA assisted with the needs assessment for the grant proposal and will continue to support the program through her daily work with families. The SFA collaborates with a myriad of community resources to address the basic needs of families, including a backpack program with a **local church** that provides food to students over the weekend. We will continue to garner support from **Kirkwood Community College**. The adult education program at Kirkwood is a wonderful resource; however, many families are not aware of the opportunities available. The Iowa City Learning Center provides free education for adult learners who are interested in completing a high school diploma, learning English or developing workplace skills.

7.2 Application outlines an extensive plan for meaningfully engaging partners over the lifetime of the grant, including a plan for recruiting new partners and maintaining those relationships with partners.

To **meaningfully engage** partners, it is important that the district commit to a shared decision-making process. Our partnerships will not be successful if the district, as the lead organization and fiscal agent, assumes a position of power and dictates how the program will be run. Over the past five years, our partners have provided valuable input on program structure, roles and resources. Our partners were given equal standing and decisions were made jointly.

Our program continues to evolve, based on ongoing discussions with youth, parents, and staff we have identified new needs and additional partners have been **recruited** to address the gaps that are identified. Through our **strong communication plan** we have been sharing information and success stories of our program with the community and we are making more connections and recruiting more organizations to partner with. For example we have identified that not all students have access to ICCSD music programs, so we formed a partnership with the School of Music to offer **El Sistema**. *El Sistema* is a youth development program that uses music as its primary vehicle for social change. Through the use of ensembles, *El Sistema* teaches students' values like teamwork, responsibility, and mutual respect. With orchestra as the central focus of instruction, children are in a new community from the onset, rather than practicing alone until a particular level of proficiency is reached. *El Sistema* is interested in expanding to Kirkwood next year and the Director, students, and parents could not be more excited to get more music offered after school at Kirkwood. In addition, **The Brian Cretzmeier Trust For Young Musicians and West Music** plan to offer music enrichment classes this spring. The trust is dedicated to providing access to quality music instruction for children – especially those who might not otherwise have the opportunity. They have had great success offering drums and ukulele classes in two of our other 21st CCLC programs. Parent surveys demonstrate a strong desire to bring music to Kirkwood.

Kirkwood is an AVID school and the Director of AVID strongly supports our partnership. **AVID (Advancement Via Individual Determination)** fosters a safe, open culture, high expectations for teachers and students, and collaboration in all classrooms. 75% of AVID students are from a low socioeconomic status background, and 80% are underrepresented students. Nevertheless, they outperform their peers in crucial metrics nationwide. We plan to use the same AVID model they do during the school day and train our 21st CCLC staff to extend the AVID culture after school.

Finally, to **maintain** collaboration, it will be important for district staff and partners to come together as a team. This will be accomplished by extensive joint professional development and communication through regularly scheduled team meetings. Frequent, ongoing communication is critical. Project leadership will need 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. Finally, partners will remain excited and engaged with the program as we see successes and outcomes being achieved.

8. Evaluation (10 points possible)

8.1 *Application provides extensive evidence that an experienced evaluator is in place that has the capacity and experience to conduct a comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with Iowa Department of Education, and the intent to provide all requested data and program information to the state.*

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 and federal-level evaluation initiatives.

8.2 *There is extensive evidence of how evaluation results will be used to refine, improve, and strengthen the program and build community support. The proposed procedures are clearly and strongly aligned with the project's goals, objectives, and program activities. There is also a detailed plan, including timelines and strategies, to make the evaluation results public in a form that is easily understood.*

Data collection to assess the success and demonstrate the impact of this program will use the model established by the CEA for our 21st CCLC program in the ICCSD. 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, 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 C). These surveys complement the leadership interviews to provide summative information about all aspects of the program. BASP Leadership Interviews will be conducted by team members of the CEA. Annually, CEA has interviewed the ICCSD Coordinator and the Kirkwood Site Director. 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. These 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 are 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 survey parents about how comfortable and knowledgeable they feel about information presented in school communications and how welcome they feel in the program. For the Family Leadership Institute component, Grandview University has developed a survey to measure changes in the participating parents' skills and attitudes. **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 ICCSD and Kirkwood 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

- 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

- 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

- Activity and attendance logs for all component activities—collected after each activity
- BASP Parent Survey—collected two times per year (April, August)
- FLI Parent Survey – collected at the beginning and end of each session

8.3 *As a previous grantee, applicant met all local evaluation objectives over the last two years of funding*

The CEA has submitted all Local Evaluations on time. All the 21st CCLC programs met all local objectives in the past five years.

9. Budget (10 points possible)

9.1 The basis for cost estimates is described in extensive and concise detail including reserved funds for evaluation, access, administration, and professional development; costs are clearly justified as necessary and reasonable; and costs clearly and strongly align with proposed activities.

Listed on the following pages is the detail for the line items on our D2 budget form. Contracted Services is our largest line item, with about fifty percent (50%) of the grant allocated to partners. For personnel, the ICCSD employs a Director of Extended Day Programs at the district level to manage all of our out-of-school time programming. 0.25 FTE of the Director's time will be allocated to Kirkwood, and will be supported with Community Education funds. The 21st CCLC grant will support the Site Coordinator, who will serve as a liaison to the school-day staff and supervise the academic component. The academic component will also staff 3 certified teachers, 3 Youth Leaders, agency partners, and volunteers. *Kirkwood KARES* will continue to fund and employ the Director and youth leaders and support supplies and field trip transportation.

	21st CCLC Grant	District Match	Community Match	Total
Personnel				
.25 FTE District Coordinator				
FT = \$77,968 + 27% benefits = \$99,393	-	24,848	-	24,848
.75 FTE Site Coordinator & Family Engagement/ FT summer				
FT= \$39,515 + 33% benefits	32,203	3,396	15,848	51,447
.05 FTE Admin. (Principal & Director of Learning Supports)				
FT = \$127,956 + 23% benefits		7,896		7,896
3 Certified Teachers, Reading & Math				
School year: 3 hrs / week x 28 weeks x \$41 (salary & benefits)	10,327			10,327
Summer: 16 hours/ week x 5 weeks x \$29 (salary & benefits)		7,025		7,025
PERSONNEL TOTAL	42,530	43,165	15,848	101,544
Contracted Services				
UI School of Music- El Sistema, Orchestra Instruction			20,000	20,000
ISU STEM Activities -School Year & Summer	3,998		3,998	7,996
Children's Museum Science & Art - School Year & Summer	3,969		3,969	7,937
Kirkwood Kares (school year) - \$190 / mo x 9 months x 70 students	23750	19,000	76,950	119,700
Kirkwood Kares (summer) - \$190 / wk x 8 weeks x 60 students	19000	19,000	53,200	91,200
Brian Cretzmeyer Foundation			1,200	1,200
Enrichment - to be determined			5,000	5,000
CONTRACT SERVICES TOTAL	50716.5	38000	164,317	253,033

STAFF TRAVEL				
Mileage for Coordinator of Extended Day Learning		250		250
Mileage for Site Coordinator		100		100
TRAVEL TOTAL	0	350		350
SUPPLIES & EQUIPMENT				
\$100 / students (\$7,000) included in Kirkwood Kares Contract				
USDA -Lunch and Snack Reimbursement			20,275	20,275
Curricular Materials - reading and math		1050		1050
Violins and Cellos - provided by West Music			1000	1000
Curricular Supplies and FLI supplies	930		1500	930
Computer for Site Coordinator		1200		1200
SUPPLIES & EQUIPMENT	930	2250	22,775	25,955
PROFESSIONAL DEVELOPMENT (5%)				
State Conference - Travel to Des Moines	500			500
Youth Development Training for Enrichment Staff	3100			3100
Curriculum Training for Certified Staff	1500			1500
Family Leadership Institute Training - Parent Engagement		2000		2000
TOTAL PROFESSIONAL DEVELOPMENT	5100	2000	0	7100
STUDENT ACCESS				
Field Trips (\$3,500 included in Kirkwood Kares contract)	0			0
Language Line, Interpreters and Translators		1250	0	1250
Transportation for students outside of walk zone		500		500
Transportation to El Sistema Performances			320	320
TOTAL STUDENT ACCESS	0	1750	320	2070
EVALUATION				
Contract with University of Iowa Center for Assessment & Evaluation	2000	1000		3000
TOTAL DIRECT COST	101,277	88,515	181,485	393,052
Indirect Cost - 1.49%	724			724
TOTAL GRANT	\$ 102,000	\$ 88,515	\$ 203,260	\$ 393,775

9.2 Application extensively describes how requested funds will supplement, rather than supplant, existing funding.

Funds from this project will not be used to supplant any existing funds. The above tables detail our existing resources and how they will be coordinated with grant funds for one seamless program.

MEMORANDUM OF UNDERSTANDING (MOU)

*MEMORANDUM OF UNDERSTANDING (MOU) between
Iowa City Community School District (ICCSA)
and
Kirkwood Kares*

This is an agreement between “Program”, hereinafter called **ICCSA** and “Partner”, hereinafter called Kirkwood Kares

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to the partnership.

In particular, this MOU is intended to: confirm our commitment and partnership to the Before and After School program at Kirkwood Elementary.

- Expand access to programming for more youth
- Enhance students’ learning through enrichment and academics
- Provide meals and healthy snacks
- Provide transportation to and from field trips
- Evaluate the program

II. BACKGROUND

Kirkwood Kares has been a BASP at Kirkwood Elementary since the 1990s. The current director has been the leader of the program since 2005. The partnership between the ICCSD and Kirkwood Kares began in 2014. From 2014 to present day the partnership has helped more students and families, especially those in need, get quality care before and after school as well as during the summer. Through this partnership the students enrolled in Kirkwood Kares have had the ability to participate in a social setting that fosters creativity and imagination through STEM activities and partnerships with outside organizations. The partnership also enabled Kirkwood Kares to increase the enrollment in their summer camp to 60 students when prior to the partnership the maximum enrollment was 30 students.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

- Hire, train, support and supervise teaching staff
- Provide bus transportation to and from the after school program
- Serve as a liaison with the Kirkwood teaching staff and the summer program
- Manage day-to-day operations of the academic program
- Assist in implementation of evaluation system for continuous assessment of progress toward program objectives
- Communicate with parents on a regular basis.
- Maintain attendance records
- Assist with the organization of an “end of summer” and school year family nights
- Provide professional development activities for staff
- Communicate regularly with the Director, building principal and school day staff to ensure that the program is supporting the overall academic achievement of the students
- File reports and claims to the Iowa Department of Education

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

- Collaborate with ICCSD to enroll students in the program, including a signed release of information and parental consent for participation
- Participate in professional development activities organized by the Director of Extended Day Learning
- Develop a master schedule including academic rotation times, field trips, enrichment activities, etc.
- Manage day-to-day operations of the program
- Monitor where students are at all times
- In collaborate with the Site Coordinator, coordinate activities with lead teachers, tutors, volunteers and agency partners
- Manage volunteers and ensure that ALL volunteers, including parents, complete criminal background checks and be approved by the district. This includes volunteers helping at the school and attending off-site field trips
- Assist in implementation of evaluation system for continuous assessment of progress made toward program objectives in collaboration with ICCSD staff
- Communicate with parents via newsletter, e-mails, phone and/or in person on a regular basis
- Maintain attendance records
- Provide snack and complete paperwork for snack reimbursement and the free lunch program in collaboration with ICCSD staff
- Complete student, teacher and parent surveys with ICCSD staff support
- Comply with all local, state and federal reporting requirements
- Collaborate with ICCSD staff to maintain licensing documentation for all students prior to enrollment in the 21st Century Community Learning Center program, including, but not limited to emergency contact information, current health provider information, immunizations, and a health history

- Hire, train, support and supervise program staff for the summer and school year program to facilitate activities as planned by the Director, assist lead teachers in all teaching activities, assist with snack, lunch and recess.
- Assist with hiring a half-time summer site coordinator to support the academic component of the summer program
- Be responsible for paying for field trips fees, field trip transportation and supplies.
- Provide a projected budget and expense report to the ICCSD business office
- Work with the ICCSD Site Coordinator to plan and implement four family nights

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

Modification: After the grant awards are announced, a formal contract will be created detailing more information of our collaboration. Any necessary modifications will be mutually agreed upon before the partnership begins.

TERMINATION: If ICCSD determines that termination is in its best interest, because of lack of sufficient funds, or any other reason, ICCSD may terminate this Contract upon 15 calendar days by written notice to the Contractor. Upon receipt of such notification, the Contractor may make no further commitments under the Contract and must take all reasonable actions to cancel outstanding obligations. The Contractor will be paid on a pro-rated basis for days of work completed up to the date of termination.

VI. FUNDING

This MOU does include the exchange of funds between the two parties. The ICCSD has an interagency agreement with Kirkwood Kares and is invoiced monthly for their services. A detailed description of the funds exchanged can be found in the budget portion of the application.

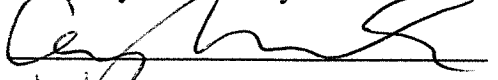
VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from July 1, 2020 to June 30, 2025 (pending grant award)

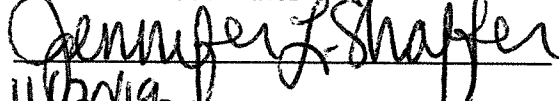
The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and dates

Iowa City Community School District


 11/20/19 Date

Kirkwood Kares


 11/20/19 Date

November 13, 2019

Kirkwood Kares Inc Parent Board
Kirkwood Kares, Inc
1401 - 9th street
Coralville, IA 52241

Stephen Murley, Superintendent
Iowa City Community School District
1725 North Dodge Street
Iowa City, IA 52245


Dear Mr. Murley,

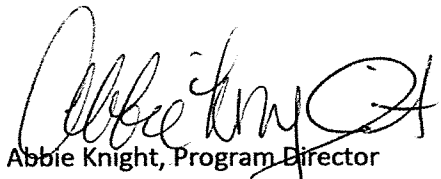
The purpose of this letter is to document support by the Kirkwood Kares Inc Before and After School (including summer care) Program Director and Parent Board for the collaboration between Kirkwood Kares Inc. and the Iowa City Community School District (ICCSd) in pursuit and administration of a 21st Century Community Learning Center grant. Over the last 5 years we have worked on our partnership with the ICCSD and have truly created a program that supports and helps the families and children of Kirkwood Elementary. We look forward to continuing the partnership we have worked so hard on so that we can continue to provide a quality before and after school and summer camp experience.

Initially the board members were very wary of the merging of these two programs, citing staffing salary inequities, duplication of requirements for fingerprints and back ground check on staff, department of human services requirements for licensing, management of program, continuing to provide appropriate care to all children (including those with disabilities) and the need for more staff for before school care should the partnership add more children who need care during that time. The parents, board members and children have been enjoying the Kirkwood Kares Inc program for over 15 years and were wary of major program changes. Now that we have been partners with the ICCSD for 5 years we can now look at the partnership as an asset as well as see that this is the best option for the students and families (especially those in need) at Kirkwood Elementary. As the school continues to serve many families and children in need, we look to our partnership to help continue to make Kirkwood Kares an affordable, quality program that all families at Kirkwood have access to during the school year and summer.

Overall, the goals of this collaboration would benefit the children of Kirkwood Elementary School, Kirkwood Kares Inc and 21st Century Program. The Kirkwood Kares Program Director and Parent Board are excited to be an integral part of the next phase of serving these children. Please let me know if you have any questions about our partnership.

Sincerely,


Jennifer Shaffer, Parent Board President
Kirkwood Kares, Inc


Abbie Knight, Program Director
Kirkwood Kares, Inc.

MEMORANDUM OF UNDERSTANDING (MOU)

*MEMORANDUM OF UNDERSTANDING (MOU) between
Iowa City Community School District (ICCSA)
and
United Way of Johnson and Washington Counties (RSVP)*

This is an agreement between "Program", hereinafter called *ICCSA* and "Partner", hereinafter called United Way of Johnson and Washington Counties *RSVP*.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to our partnership.

In particular, this MOU is intended to: confirm our commitment and partnership to the Iowa City Before and After School program at Kirkwood Elementary by enhancing students' learning through volunteering our time and commitment to the program.

II. BACKGROUND

RSVP has been collaborating with the 21st CCLC after school programs for over 7 years. Our partnership includes working with the 21st Coordinators to place senior volunteers in their programs. Volunteers have a choice of the activity they would like to participate in ranging from homework help, to one on one reading support, various clubs (knitting, cooking, etc) to arts and craft activities. We have had positive experiences working together and our students often ask, "when are our friends coming back?"

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

- Assure all volunteers have background checks completed before they begin
- Monitor where students are at all times
- Provide youth leaders to assist with volunteers in all activities
- Coordinate the schedule and groups
- Provide site information for program management

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

- Assure all volunteers have background checks completed before they begin
- Work with 21st CCLC Coordinator to place volunteers
- Share program information with senior volunteers

- Coordinate volunteer schedule with 21st Coordinator
- Provide program management

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

Modification: After the grant awards are announced a formal contract will be created detailing more information of our collaboration. Any necessary modifications will be mutually agreed upon before the partnership begins.

TERMINATION: If ICCSD determines that termination is in its best interests because of lack of sufficient funds, or any other reason, ICCSD may terminate this Contract upon 15 calendar days written notice to the Contractor. Upon receipt of such notification, the Contractor may make no further commitments under the Contract and must take all reasonable actions to cancel outstanding obligations. The Contractor will be paid on a pro-rated basis for days of work completed up to the date of termination.

VI. FUNDING

This MOU does not include the exchange of funds between the two parties. In-kind funds include volunteers and materials.


VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from July 1, 2020 to June 30, 2025 (pending grant award)

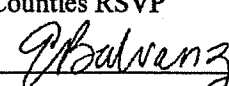
The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and dates

Iowa City Community School District


 11/17/19 Date

United Way of Johnson and Washington

Counties RSVP
 RSVP Director
 11/15/19 Date

MEMORANDUM OF UNDERSTANDING (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) between

Iowa City Community School District (ICCSA)

and

The Iowa Children's Museum (The ICM)

This is an agreement between "Program", hereinafter called *ICCSA* and "Partner", hereinafter called *The ICM*.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to this program.

In particular, this MOU is intended to confirm our commitment and partnership to the Iowa City Before and After School program at Kirkwood Elementary.

II. BACKGROUND

The ICM has been working with ICCSD for more than 7 years at a number of different school sites. This has been a mutually beneficial partnership, and we are thankful for the opportunity to continue.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

- Provide statistics related to youth demographics and enrollment information.
- Provide site information for program management.
- The Iowa City School District Director of Extended Day learning will maintain regular communication with ICM providers.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

The ICM shall undertake the following activities:

- ICM staff will expand and enrich the learning experience guided by 21st Century Learning objectives of Kirkwood Elementary students enrolled in the afterschool program. Within this program, 80% of the students qualify for free/reduced lunch, while 28% are English Language Learners (ELL) and 20% are special education students.
- Museum staff will deliver a coordinated program targeting 21st Century skill development that is guided by the Harvard-based "Dimensions of Success" Program Quality Planning Tool.
- The ICM's Education Program Coordinator, under the leadership of the Assistant Director, will serve as the program coordinator for this program.
- Museum staff will provide in-kind support for enrichment activities delivered through the afterschool programs at Kirkwood.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

Modification: After the grant awards are announced a formal contract will be created detailing more information of our collaboration. Any necessary modifications will be mutually agreed upon before the partnership begins.

TERMINATION: If ICCSD determines that termination is in its best interests because of lack of sufficient funds, or any other reason, ICCSD may terminate this Contract upon 15 calendar days written notice to the Contractor. Upon receipt of such notification, the Contractor may make no further commitments under the Contract and must take all reasonable actions to cancel outstanding obligations. The Contractor will be paid on a pro-rated basis for days of work completed up to the date of termination.

VI. FUNDING

This MOU will include the exchange of funds between the two parties at a later date.

The ICM will provide in-kind support of roughly \$900 on an annual basis for the program at Kirkwood. This includes materials that are outside of the grant, as well as staff/management time that is not covered.

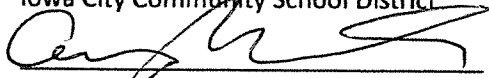
VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from July 1, 2020 to June 30, 2025 (pending grant award)

The Program and Partner indicate agreement with this MOU by their signatures.

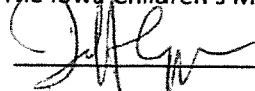
Signatures and dates

Iowa City Community School District



10/29/19 Date

The Iowa Children's Museum



10/29/19 Date

THE IOWA
CHILDREN'S
MUSEUM
imagine • create • discover • explore

October 29, 2019

Stephen Murley
Superintendent
Iowa City Community School District
1725 North Dodge St.
Iowa City, IA. 52245

As a current partner in 21st Century learning programs in the Iowa City Community School District, The Iowa Children's Museum (The ICM) strongly supports the 21st Century Learning grant application for Kirkwood Elementary School. The 21st Century grant funded programs that The ICM has facilitated in elementary buildings throughout the district have proven to be extremely effective in nurturing the development of creativity, collaboration, communication, problem solving and critical thinking with participating students.

Currently 80% of Kirkwood students receive free/reduced lunches. With 28% of students facing language barriers and 20% receiving special education supports, the 21st Century learning program would be especially beneficial to the youth at this school helping them to build the confidence to succeed in the classroom. The ICM has succeeded in creating productive partnerships within the Iowa City Community School District over the past seven years and is eager to continue to work with Kirkwood Elementary in our outreach efforts with elementary students.

Through active learning experiences that support 21st Century Skills through science, technology, engineering, math, and the arts, The ICM connects formal classroom education with out of school learning. Today's youth are being educated for a future workforce where the jobs require minds that are adept at creative problem solving and facing future challenges that aren't even fathomable in today's world. With this grant opportunity, The ICM helps prepare students, including girls and low resource families, with the skill sets essential to their future.

We look forward to The Iowa Children's Museum continuing as an active and involved partner with the Kirkwood Elementary 21st Century Learning Program. Thank you for your consideration.



Jeff Capps
Executive Director

The Iowa Children's Museum
1451 Coral Ridge Avenue
Coralville, Iowa 52241
319.625.6255, ext. 210
www.theicm.org

MEMORANDUM OF UNDERSTANDING (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) between

Iowa City Community School District (ICCSA)

and

University of Iowa on behalf of itself and the University of Iowa College of Education

This is an agreement between "Program", hereinafter called **ICCSA** and "Partner", hereinafter called University of Iowa.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to the partnership.

In particular, this MOU is intended to: confirm our commitment and partnership to the Iowa City Before and After School program at Kirkwood Elementary by enhancing students' learning through enriching activities.

II. BACKGROUND

The College of Education at the University of Iowa offers a freshman seminar "So You Want to be a Teacher" to first year college student considering k-12 as a major and potential career. 26 freshmen participated as tutors in the Kirkwood Kare Before and After School Program on seven Mondays in September, October, and November of 2017, 2018, 2019. The freshman students worked with Kindergarten students leading prosocial small group activities, K-6 students on homework, and k-4 students who were part of the tutoring group at Kirkwood. Working with the population of Kirkwood is a positive opportunity for the freshmen to begin developing cultural competence and to help them experience an elementary school and its students that they may or may not have been like at the schools they left six or seven years ago.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

- Assure all volunteers have background checks completed before they begin
- Monitor where students are at all times
- Provide youth leaders to assist with volunteers in all activities
- Coordinate the schedule and groups
- Provide site information for program management

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

- Assure all background checks are completed in a timely manner
- Provide list of students names so they are properly rotated through different station to get a different experience and age group
- Assist kids with homework help
- Assist kids while in tutoring

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

Modification: After the grant awards are announced a formal contract will be created detailing more information of our collaboration. Any necessary modifications will be mutually agreed upon before the partnership begins.

TERMINATION: If ICCSD determines that termination is in its best interests because of lack of sufficient funds, or any other reason, ICCSD may terminate this Contract upon 15 calendar days written notice to the Contractor. Upon receipt of such notification, the Contractor may make no further commitments under the Contract and must take all reasonable actions to cancel outstanding obligations. The Contractor will be paid on a pro-rated basis for days of work completed up to the date of termination.

VI. FUNDING

This MOU does not include the exchange of funds between the two parties. In-kind funds include volunteers and materials.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from July 1, 2020 to June 30, 2025 (pending grant award)

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and dates

Iowa City Community School District

University of Iowa



DocuSigned by:
Wendy Beaver
7A3F87C14F694DB...

11/21/19 Date

11/18/2019 Date

Date

Wendy Beaver

Executive Director, Sponsored Programs



COLLEGE OF
EDUCATION

Leaders. Scholars. Innovators.

Teaching and Learning

Tasia McCloskey
21st Century Site Coordinator
Kirkwood Elementary School
1401 9th Street
Coralville, IA 52241

November 6, 2019

Dear Tasia,

I am happy to tell you of my experiences working with you at Kirkwood this fall. As you know we offer a freshman seminar, "So You Want to be a Teacher," to first-year college students considering K-12 teaching as a college major and potential career. I supervised the 26 freshman students who participated as tutors in the Kirkwood Before and After School Program on seven Mondays in September, October and November of 2019. Thanks to the rotating schedule that you created, the freshman students worked with Kindergarten students leading pro-social small-group activities, K-6 students on homework help, and K-4 students who were part of the tutoring group. After each day at Kirkwood the freshman students wrote reflections about their time at Kirkwood and confirmed that their interactions with the students had helped them decide that teaching was indeed the career path that they wanted to follow. Because of the rotating schedule you created, the freshmen students got to interact with each group (Kindergarten, Homework Help, and Tutoring) several times.

The overwhelmingly positive experiences my students had at the Kirkwood Elementary School this semester shows the value of our students having the opportunity to build personal one-on-one relationships with students from a diverse student population. Working with the population of Kirkwood is a positive opportunity for our students to begin developing cultural competence and to help them experience an elementary school and its students that may or may not be like the schools they left just six or seven years earlier.

In summary, thank you for the opportunity to work with your Before and After School students. I think it benefited both your students and my students. I look forward to our involvement with the BASP at Kirkwood in the future.

Robert M. van Deusen, Ph.D.
Associate Professor of Instruction
Elementary Mathematics Education

The University of Iowa
COLLEGE OF EDUCATION
Department of Teaching and Learning
N250 Lindquist Center
Iowa City IA 52242

259 Lindquist Center North
Iowa City, IA 52242-1529
319-335-5324 Fax 319-335-5608
teach-learn@uiowa.edu
www.education.uiowa.edu/teach

MEMORANDUM OF UNDERSTANDING (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) between

Iowa City Community School District (ICCSA)

and

University of Iowa College of Nursing

This is an agreement between "Program", hereinafter called **ICCSA** and "Partner", hereinafter called University of Iowa College of Nursing.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to the partnership activities discussed in this agreement.

In particular, this MOU is intended to: confirm our commitment and partnership to the Iowa City Before and After School program at Kirkwood Elementary by enhancing students' learning through enriching activities.

II. BACKGROUND

Over the last 5 years Kirkwood's BASP has worked with a group of 3-4 Nursing students each semester as part of a community and public health class the students take while in the final semester of the nursing program. Each semester a different group of nursing students has met with the administration at Kirkwood as well as the student family advocate, school nurse and the BASP program director to better understand the community of the school and develop health related lessons that they can teach to the children in the after school program. The Nursing students plan 4 hands on lessons that are about 20 minutes in length that they can present to the children. Over the last 5 years, lessons in handwashing, healthy eating practices, bicycle safety, appropriate clothing for winter and summer, emergency preparedness, swim safety, and many more topics have been covered.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

- Assure all volunteers have background checks completed before they begin
- Monitor where students are at all times
- Provide youth leaders to assist with volunteers in all activities
- Coordinate the schedule and groups
- Provide site information for program management

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

[Partner] shall undertake the following activities:

- Provide 3-4 Nursing students that with work with the students of the after school program at Kirkwood.
- Continue to meet with members of the school and the after school program to gather knowledge about the school community
- Plan and carry out 4 hands on health related lessons with the children at the Kirkwood after school program
- Communicate the plans with the Kirkwood BASP director

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

Modification: After the grant awards are announced a formal contract will be created detailing more information of our collaboration. Any necessary modifications will be mutually agreed upon before the partnership begins.

TERMINATION: If ICCSD determines that termination is in its best interests because of lack of sufficient funds, or any other reason, ICCSD may terminate this Contract upon 15 calendar days written notice to the Contractor. Upon receipt of such notification, the Contractor may make no further commitments under the Contract and must take all reasonable actions to cancel outstanding obligations. The Contractor will be paid on a pro-rated basis for days of work completed up to the date of termination.

VI. FUNDING

This MOU does not include the exchange of funds between the two parties. In-kind funds include volunteers and materials.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from July 1, 2020 to June 30, 2025 (pending grant award)

The Program and Partner indicate agreement with this MOU by their signatures.

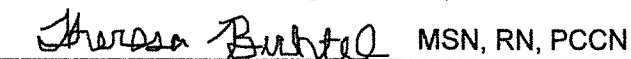
Signatures and dates

Iowa City Community School District



11/15/19 Date

Theresa Betchel, U of I College of Nursing Professor

 MSN, RN, PCCN

11/13/2019 Date



50 Newton Road
Iowa City, Iowa 52242-1121
319-335-7018 Fax 319-335-9990
www.nursing.uiowa.edu

November 13, 2019

Stephen Murley
Superintendent
Iowa City Community School District
1725 North Dodge St.
Iowa City, IA. 52245

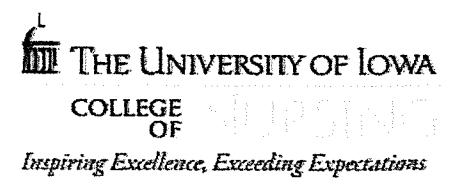
The undergraduate Bachelor of Science in Nursing senior level course, NURS 3655 Community and Public Health Nursing Practicum, has a community partner relationship with Kirkwood Elementary's after school program, Kirkwood Kares. The University of Iowa College of Nursing strongly supports the work of Kirkwood Kares and the support they provide for the students in attendance.

One of the many things the 21st Century Learning grant will provide is 25-30 at risk students tuition coverage for students to attend the highly enriching after school program Kirkwood Kares.

The College of Nursing has utilized active learning experiences that support 21st Century Skills through health literacy to provide education topics such as hand washing, emergency preparedness, weather preparedness, mental health techniques, healthy diet and exercise lifestyles. In return the nursing students get an enriching learning experience working with the children at the program and understanding different population needs. The staff of Kirkwood Kares and Kirkwood elementary help the nursing students in their assessment of the population needs and act as mentors for them.

The University of Iowa College of Nursing hopes to continue as an active and involved partner with the Kirkwood Elementary.

Theresa Bechtel
Theresa Bechtel, MSN, RN, PCCN
University of Iowa College of Nursing
Instructional Faculty
445c GH
200 Hawkins Drive
Iowa City, IA 52242
(319) 353-6005



MEMORANDUM OF UNDERSTANDING (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) between
Iowa City Community School District (ICCSA)
and

The Brian Cretzmeyer Trust for Young Musicians

This is an agreement between "Program", hereinafter called **ICCSA** and "Partner", hereinafter called **The Brian Cretzmeyer Trust for Young Musicians**.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to....

In particular, this MOU is intended to: confirm our commitment and partnership to the Iowa City Before and After School program at Kirkwood Elementary by enhancing students' learning through music.

II. BACKGROUND

The Brian Cretzmeyer Trust for Young Musicians has in the past supported a Music Enrichment class for the After School Programs at Lucas and Swain. We are trying to renew the music program and would like to include Kirkwood. We received a lot of positive feedback from the directors and students and look forward to starting again.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

- Assure all music teachers and volunteers have background checks completed before they begin
- Monitor where students are at all times
- Provide youth leaders to assist with volunteers in all activities
- Coordinate the schedule and groups
- Provide site information for program management

- Coordinate communication with building music teacher re: space and instruments

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

[Partner] shall undertake the following activities:

Provide music enrichment programs to the students in the After School Program.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

Modification: After the grant awards are announced a formal contract will be created detailing more information of our collaboration. Any necessary modifications will be mutually agreed upon before the partnership begins.

TERMINATION: If ICCSD determines that termination is in its best interests because of lack of sufficient funds, or any other reason, ICCSD may terminate this Contract upon 15 calendar days written notice to the Contractor. Upon receipt of such notification, the Contractor may make no further commitments under the Contract and must take all reasonable actions to cancel outstanding obligations. The Contractor will be paid on a pro-rated basis for days of work completed up to the date of termination.

VI. FUNDING

This MOU does not include the exchange of funds between the two parties. In-kind funds include volunteers and materials.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from July 1, 2020 to June 30, 2025 (pending grant award)

The Program and Partner indicate agreement with this MOU by their signatures.

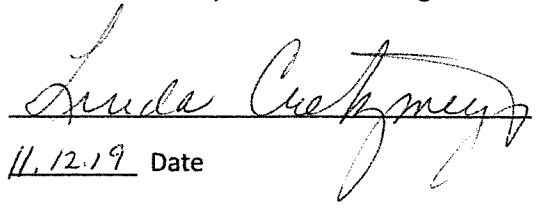
Signatures and dates

Iowa City Community School District



11/12/19 Date

The Brian Cretzmeyer Trust for Young Musicians



11.12.19 Date

MEMORANDUM OF UNDERSTANDING (MOU)

*MEMORANDUM OF UNDERSTANDING (MOU) between
Iowa City Community School District (ICCSA)
and
Kirkwood Community College*

This is an agreement between "Program", hereinafter called *ICCSA* and "Partner", hereinafter called Kirkwood Community College

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to our partnership.

In particular, this MOU is intended to: confirm our commitment and partnership to the Iowa City Before and After School program at Kirkwood Elementary.

- Share information with 21st CCLC programs that help assist families
- Notify programs of ELL, GED, etc. classes being offered
- Enhance parent/guardian learning

II. BACKGROUND

The Iowa City Learning Center provides free education for adult learners who are interested in completing a high school diploma, building on English workplace/skills, and/or building on general English skills. We have been collaborating with 21st Century Community Learning Center programs for over 7 years and would like to continue our partnership with Kirkwood Elementary.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

- Inform families of classes taking place at Kirkwood Community College
- Share information via email, text, newsletters, website, and in person
- Gather parent driven data on what specific classes they are interested in

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

- Share information with the Director of Extended Day Learning as it pertains to adult education courses being offered
- Share educational opportunities for adult learners who have children attending Kirkwood Elementary

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

Modification: After the grant awards are announced a formal contract will be created detailing more information of our collaboration. Any necessary modifications will be mutually agreed upon before the partnership begins.

TERMINATION: If ICCSD determines that termination is in its best interests because of lack of sufficient funds, or any other reason, ICCSD may terminate this Contract upon 15 calendar days written notice to the Contractor. Upon receipt of such notification, the Contractor may make no further commitments under the Contract and must take all reasonable actions to cancel outstanding obligations. The Contractor will be paid on a pro-rated basis for days of work completed up to the date of termination.

VI. FUNDING


This MOU does not include the exchange of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

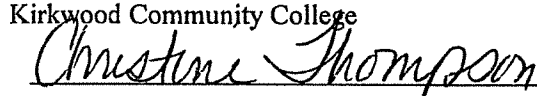
This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from July 1, 2020 to June 30, 2025 (pending grant award)

The Program and Partner indicate agreement with this MOU by their signatures.

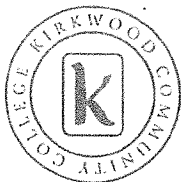
Signatures and dates

Iowa City Community School District


 11/14/18 Date

Kirkwood Community College


 11-14-19 Date



Kirkwood Iowa City
Learning Center
1810 Lower Muscatine Road
Iowa City, IA 52240

[www.kirkwood.edu/
iowacitylc](http://www.kirkwood.edu/iowacitylc)

319-887-3656

November 13, 2019

Stephen Murley, Superintendent
Iowa City Community School District
1725 North Dodge Street
Iowa City, Iowa 52245

Dear Superintendent Murley,

As an instructor for the high school completion program at Kirkwood Community College, I am writing in support of the 21st Century Community Learning Center Program at Kirkwood Elementary School.

It is my understanding that the program has a family literacy component which includes adult education. Kirkwood is committed to reaching the adult population and would welcome the opportunity to continue collaborating with your staff to reach out to parents and accept referrals both to our high school completion programs, as well as our English Language Learners (ELL) classes. It is our understanding that Kirkwood Elementary has a free reduced lunch percentage of 80%, ELL needs at 28%, and Special Education needs at 20%. Additional support to increase awareness and connect parents to our resources would be highly beneficial.

Please feel free to contact me if you would like additional information.

Sincerely,

Christine Thompson

Instructor (319) 887-3652

MEMORANDUM OF UNDERSTANDING (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) between

Iowa City Community School District (ICCSA)

and

Johnson County Extension/4-H, Iowa State University Extension and Outreach

This is an agreement between *Johnson County Extension/4-H, Iowa State University Extension and Outreach* hereinafter called *ICCSA*,

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to....

In particular, this MOU is intended to: confirm our commitment and partnership to the Iowa City Before and After School program at Kirkwood Elementary.

- Expand access to programming for more youth
- Enhance students' learning through enrichment
- Increase science experiences
- Engage students in STEM learning
- Develop critical thinkers

II. BACKGROUND

Brief description of the parties involved in the MOU with mention of any current/historical ties to this project.

4-H is the youth development program of Iowa State University Extension and Outreach. The mission of 4-H is to empower youth to reach their full potential through youth-adult partnership and research-based experiences. Johnson County 4-H had been a partner since the beginning of 21st Century Learning in the Iowa City Schools. 4-H provides STEM education through trained 4-H staff.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

- Manage day-to-day operations of the program
- Monitor where students are at all times
- Coordinate activities with lead teachers, tutors, volunteers and agency partners
- Manage volunteers and ensure that ALL volunteers, including parents, complete criminal background checks. This includes volunteers helping at the school and attending off-site field trips
- Comply with all local, state and federal reporting requirements
Maintain licensing documentation for all students, including, but not limited to emergency contact information, current health provider information, immunizations, and a health history
- Invite partnership staff to relevant professional development
- Pay invoices on time (if payments are required)
- Complete and share contracts in a timely manner

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Johnson County/Iowa State University Extension shall undertake the following activities:

- Employ, train, and support 4-H staff who will lead educational programming
Staff will be oriented and trained in positive youth development, management skills, and curriculum.
- Lead weekly 4-H afterschool science at 21st Century school sites
- Employ, train, and support 4-H staff who will lead educational programming
Staff will be oriented and trained in positive youth development, management skills, and curriculum
- Provide the educational curriculum for the 4-H afterschool science
- Provide the supplies and materials for 4-H programming
- Will conduct background checks on all employees
- The 4-H Youth Development Specialist will maintain regular communication with the Iowa City School District Director of Extended Day Learning

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

Modification: After the grant awards are announced a formal contract will be created detailing more information of our collaboration. Any necessary modifications will be mutually agreed upon before the partnership begins.

TERMINATION: If ICCSD determines that termination is in its best interests because of lack of sufficient funds, or any other reason, ICCSD may terminate this Contract upon 15 calendar days written notice to the Contractor. Upon receipt of such notification, the Contractor may make no further commitments under the Contract and must take all reasonable actions to cancel outstanding obligations. The Contractor will be paid on a pro-rated basis for days of work completed up to the date of termination.

VI. FUNDING

This MOU does include the exchange of funds between the two parties. Johnson County Extension 4-H/ Iowa State University Extension and Outreach collects fees for our services and contributes in-kind funding to the program.

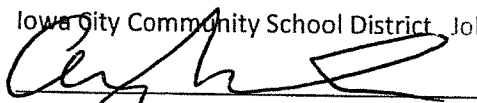
VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from July 1, 2020 to June 30, 2025 (pending grant award)

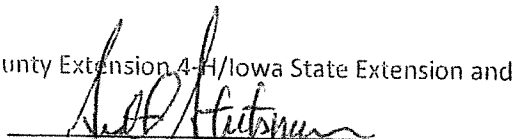
The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and dates

Iowa City Community School District Johnson County Extension 4-H/Iowa State Extension and Outreach



11/20/19 Date



11/15/19 Date

IOWA STATE UNIVERSITY University Extension

Johnson County Extension
4-H Fairgrounds
3109 Old Hwy 218
Iowa City, IA 52246-5881
319-337- 2145 Phone
319-337-7864 Fax
www.extension.iastate.edu/johnson

November 13, 2019

Stephen Murley
Superintendent
Iowa City Community School District
1725 North Dodge St.
Iowa City, IA. 52245

As a current partner in 21st Century learning programs in the Iowa City Community School District, Johnson County/Iowa State University Extension strongly supports the 21st Century Learning Grant application for Kirkwood Elementary School. Research indicates that teachers working with-out-of-school educators, like 4-H Youth Development, increases science learning for youth.

When considering the student population at Kirkwood Elementary School, 80% of the youth are eligible for free/reduced lunches, 28% are ELL students, and 20% are part of special education programming. One benefit of the 21st Century Learning Program is the cooperation between schools, afterschool programming, and community partners.

Johnson County 4-H encourages funding for the Kirkwood 21st Century Learning Program. The staff and youth will be involved in regularly-scheduled afterschool hands-on science. Additionally, in 4-H STEM programming, literacy is incorporated with the learning. This benefits youth as they continue to grow as readers and learners.

For over a decade, 4-H Youth Development, through Johnson County/Iowa State University Extension, has led science enrichment activities in afterschool and summer programs at Iowa City Elementary Schools. Through the STEM programming, we link school day learning with hands-on educational afterschool programming for youth. Currently, our workforce needs scientists and critical thinkers. Through this grant, we encourage problem-solving and science careers for all youth.

We look forward to 4-H Youth Development being an active and involved partner with the Kirkwood Elementary 21st Century Learning Programs.



Sara Mohr
4-H Youth Development Specialist

MEMORANDUM OF UNDERSTANDING (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) between

Iowa City Community School District (ICCS)

and

AVID at Kirkwood Elementary School

This is an agreement between "Program", hereinafter called *ICCS* and "Partner", hereinafter called Kirkwood AVID.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to our partnership.

In particular, this MOU is intended to: confirm our commitment and partnership to the Iowa City Before and After School program at Kirkwood Elementary.

We hope to:

- Expand the reach and depth of Kirkwood's AVID initiative, pedagogy, and goals
- Enhance students' learning by increasing opportunities for access to college and career exploration, 21st Century Skill instruction

II. BACKGROUND

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. At Kirkwood Elementary, our AVID initiative creates a structure for students to gain access and opportunity to close the achievement gap. Our students work together to problem solve and to change the level of discourse in the classroom as they prepare for success. Students are taught to articulate what they don't understand and learn how to seek out the resources they need. By teaching critical thinking, inquiry, and self-advocacy, Kirkwood AVID educators empower students to own their learning. By partnering with AVID, the Program and Kirkwood AVID can align initiative focus to involve families as partners in the education of their whole child.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

ICCS AVID shall undertake the following activities:

- Include the Program in family events and planning

- Provide coaching to Program tutors to include WICOR practices and goal setting
- Consider ways to plan for college and career readiness activities/outings/guest speakers

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

- Family events including:
 - o College readiness/information
 - o Career information/presentations
 - o Community involvement
- Tutoring and programming including:
 - o 21st Century Learning Skills
 - o WICOR instructional practice inclusion
 - o Goal setting
 - o Growth Mindset

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

Modification: After the grant awards are announced a formal contract will be created detailing more information of our collaboration. Any necessary modifications will be mutually agreed upon before the partnership begins.

TERMINATION: If ICCSD determines that termination is in its best interests because of lack of sufficient funds, or any other reason, ICCSD may terminate this Contract upon 15 calendar days written notice to the Contractor. Upon receipt of such notification, the Contractor may make no further commitments under the Contract and must take all reasonable actions to cancel outstanding obligations. The Contractor will be paid on a pro-rated basis for days of work completed up to the date of termination.

VI. FUNDING

This MOU does not include the exchange of funds between the two parties.

Please include in-kind funds (materials, staff, transportation, administrative support, professional development, etc)

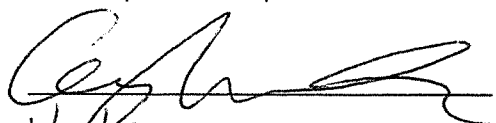
VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from July 1, 2020 to June 30, 2025 (pending grant award)

The Program and Partner indicate agreement with this MOU by their signatures.

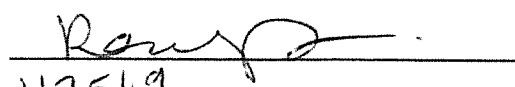
Signatures and dates

Iowa City Community School District



 1/25/19 Date

Kirkwood AVID – Renee Person, AVID District Director and Kirkwood IDS



 1/25/19 Date

MEMORANDUM OF UNDERSTANDING (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) between

Iowa City Community School District (ICCSD)

and

Johnson County Social Services

This is an agreement between "Program", hereinafter called **ICCSD** and "Partner", hereinafter called **Johnson County Social Services**.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to the 21st CCLC program at Kirkwood Elementary School, a partnership between the ICCSD and Kirkwood Kares.

In particular, this MOU is intended to:

- Expand access to programming for more youth
- Enhance students' learning through positive youth development activities
- Prevent youth from becoming involved with the juvenile justice system

II. BACKGROUND

Quality youth development is a high priority for Johnson County. In the early 1990's Johnson County established the Johnson County Juvenile Justice Youth Development Program (JJYDP) with funds from a Juvenile Justice grant. When the grant expired, our County Attorney advocated for County funds in order for the prevention programs to continue. Johnson County continues to invest over \$350,000 annually in youth development programs. The ICCSD and Johnson County have partnered a number of youth programs, including the 21st CCLC program. As the Johnson County Social Services Director, I have seen first-hand the positive impact of the 21st CCLC program. Johnson County Social Services is committed to help with the program's sustainability.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

- Apply for available funding through Johnson County JJYDP, Decat, CPPC and Wrap-around funds.
- Comply with all reporting requirements and site visits.
- Participate in county-wide planning efforts.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

- Work collaboratively with ICCSD and community to identify gaps in services and expand youth development opportunities in Johnson County.
- Provide notification of the availability of positive youth development funding.
- Issue scholarships for summer programming when funding is available.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

Modification: After the grant awards are announced a formal contract will be created detailing more information of our collaboration. Any necessary modifications will be mutually agreed upon before the partnership begins.

TERMINATION: If ICCSD determines that termination is in its best interests because of lack of sufficient funds, or any other reason, ICCSD may terminate this Contract upon 15 calendar days written notice to the Contractor. Upon receipt of such notification, the Contractor may make no further commitments under the Contract and must take all reasonable actions to cancel outstanding obligations. The Contractor will be paid on a pro-rated basis for days of work completed up to the date of termination.

VI. FUNDING

This MOU does (does not) include the exchange of funds between the two parties.

Please include in-kind funds (materials, staff, transportation, administrative support, professional development, etc)


VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from July 1, 2020 to June 30, 2025 (pending grant award)


The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and dates

Iowa City Community School District


11/27/19 Date

Johnson County Social Services


11/26/19 Date

MEMORANDUM OF UNDERSTANDING (MOU)

*MEMORANDUM OF UNDERSTANDING (MOU) between
Iowa City Community School District (ICCSA)/ Kirkwood Kares
And
ICCSA Title I Program*

This is an agreement between "Program", hereinafter called *ICCSA* and "Partner", hereinafter called Title I Program.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to the academic component of the Kirkwood Summer Program.

In particular, this MOU is intended to: confirm our commitment and partnership to the Iowa City Before and After School program at Kirkwood Elementary.

- Provide math and reading instruction in July and August to minimize the loss of skills over the summer months.

II. BACKGROUND

For the past two summers, Title I funds have supported certified teachers to offer summer instruction at Kirkwood, using research-based materials that complement the school year program.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

- **Program staff will post positions, hire and set up Time Clock for teachers**
- **Program staff will ensure that curricular materials are available**
- **Program staff will arrange professional development on the curriculum**
- **Program staff will schedule teachers and work with the Instructional Coach to appropriately group students**
- **Program staff will approve hours and assist with budget tracking**
- **Program staff will provide student data to the Title I Director**

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

- The Title I program will provide funding for 3 teachers and a half-time site coordinator for five weeks in the summer
- The Title program will track expenditures and file claims

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

Modification: After the grant awards are announced a formal contract will be created detailing more information of our collaboration. Any necessary modifications will be mutually agreed upon before the partnership begins.

TERMINATION: If ICCSD determines that termination is in its best interests because of lack of sufficient funds, or any other reason, ICCSD may terminate this Contract upon 15 calendar days written notice to the Contractor. Upon receipt of such notification, the Contractor may make no further commitments under the Contract and must take all reasonable actions to cancel outstanding obligations. The Contractor will be paid on a pro-rated basis for days of work completed up to the date of termination.

VI. FUNDING

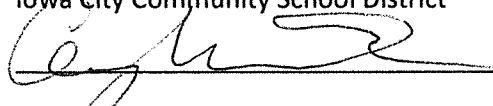
\$11,292 has been allocated annually for the summer program at Kirkwood.

VII. EFFECTIVE DATE AND SIGNATURE

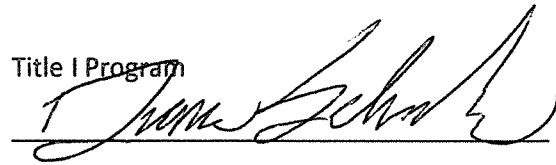
This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from July 1, 2020 to June 30, 2025 (pending grant award)

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and dates

Iowa-City Community School District

Coordinator of Extended Day Learning

12/9/19 Date

Title I Program

Director of Curriculum, Instruction and Assessment

12/9/19 Date

MEMORANDUM OF UNDERSTANDING (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) between

Iowa City Community School District (ICCSA)

and

University of Iowa Center of Evaluation and Assessment (CEA)

This is an agreement between "Program", hereinafter called *ICCSA* and "Partner", hereinafter called *CEA*.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to the program evaluation services for the 21st Century Community Learning Center (21CCLC) grant managed by ICCSD and evaluated by CEA.

In particular, this MOU is intended to confirm our commitment and partnership to the Iowa City Before and After School program at Kirkwood Elementary as their outside evaluator.

II. BACKGROUND

The CEA is housed in the College of Education at the University of Iowa in Iowa City. The CEA conducts multiple forms of program evaluation in collaboration with colleges, universities, and school systems throughout the United States. Program evaluators do formative and summative work, utilizing a variety of methodologies to meet the needs of project stakeholders.

CEA staff utilize *The Program Evaluation Standards: A guide for evaluators and evaluation users*, Yarbrough, D.B., Shula, L.M., Hopson, R.K., & Caruthers, F.A. (2010), to guide and inform their work. CEA also regularly participates in professional development, including attending the annual American Evaluation Association conference.

Since May 2016, CEA has served as the program evaluator for the ICCSD 21CCLC programs. Evaluation efforts have included the Before and After School Program and Summer Programs at the following ICCSD schools:

- Kirkwood Elementary – now in our 5th year
- Mark Twain Elementary – now in our 4th year
- Alexander Elementary – now in our 4th year
- Hills Elementary – now in our 3rd year
- Lucas Elementary – 4 years

- Grant Wood Elementary-- 3 years

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

- Iowa City Community School District will collect and/or provide site specific local evaluation forms, surveys, student demographic data, student assessment data, student behavioral data, and any other data required for reporting for state or local objectives.
- ICCSD staff will participate in Key Informant Interviews as described in Section IV below.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

- Prepare the required Educational Resource Management Solutions (ERMS) evaluation report for the Iowa Department of Education.
- Conduct Key informant Interviews (e.g., Director of Extended Day Learning for the Iowa City Community School District, site director(s), and other identified by the program staff) to inform project improvements, document project changes to date, and guide program evaluation efforts.
- Analyze the results of school-level surveys of parents/families, students, and teachers and site-specific information forms.
- Develop a written report of the summer and school year for program team and stakeholders.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

Modification: After the grant awards are announced a formal contract will be created detailing more information of our collaboration. Any necessary modifications will be mutually agreed upon before the partnership begins.

Termination: If ICCSD determines that termination is in its best interests because of lack of sufficient funds, or any other reason, ICCSD may terminate this Contract upon 30 calendar days written notice to the Contractor. Upon receipt of such notification, the Contractor may make no further commitments under the Contract and must take all reasonable actions to cancel outstanding obligations. The Contractor will be paid on a pro-rated basis for days of work completed up to the date of termination.

VI. FUNDING

This MOU does include the exchange of funds between the two parties.

No in-kind funds are included.

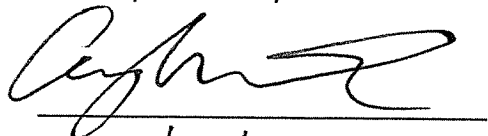
VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of ICCSD and CEA authorized officials. It shall be in force from July 1, 2020 to June 30, 2025 (pending grant award)

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and dates

Iowa City Community School District



Date: 11/21/19

Center for Evaluation and Assessment



Date: November 20, 2019

MEMORANDUM OF UNDERSTANDING (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) between

Iowa City Community School District (ICCSA)

and

ICCSA / Community Education Program

This is an agreement between "Program", hereinafter called *ICCSA* and "Partner", hereinafter called Community Education.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to the 21st CCLC program at Kirkwood Elementary School, a partnership between the ICCSD and Kirkwood Kares.

In particular, this MOU is intended to:

Fulfil the Community Education goal of increasing and quality of out-of-school programming for all students.

II. BACKGROUND

The Community Education program was established in 2010. One of the four goals of the program is to "Increase Accessibility to Before and After School Programs by Reducing Barriers to Participation." Over the past years, Community Education funds have been used to support all of our 21st CCLC programs and has provided limited funding to our seventeen other after school programs. The advisory council (CEDAC) also serves as the oversight committee for all afterschool programming, including the 21st CCLC program. The council receives quarterly reports on the program, including programmatic and financial data.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

- Program staff will report to CEDAC quarterly, providing program and financial data.
- Program staff will track expenditures, appropriately using account codes for expenditures made using Community Education funding.
- Program staff will participate in the annual report to the ICCSD Board of Directors.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

- The ICCSD Community Education program will serve as the oversight committee for this proposal.
- The ICCSD Community Education program will fund all expenses of the .25 FTE Coordinator of Extended Day Learning (salary, benefits, mileage, supplies).
- The ICCSD Community Education will provide cash match to allow more students to participate. Match will be used for after school and summer tuition to Kirkwood Kares, and fund a portion of the evaluation contract with the UI Center for Assessment and Evaluation.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

Modification: After the grant awards are announced a formal contract will be created detailing more information of our collaboration. Any necessary modifications will be mutually agreed upon before the partnership begins.

TERMINATION: If ICCSD determines that termination is in its best interests because of lack of sufficient funds, or any other reason, ICCSD may terminate this Contract upon 15 calendar days written notice to the Contractor. Upon receipt of such notification, the Contractor may make no further commitments under the Contract and must take all reasonable actions to cancel outstanding obligations. The Contractor will be paid on a pro-rated basis for days of work completed up to the date of termination.

VI. FUNDING

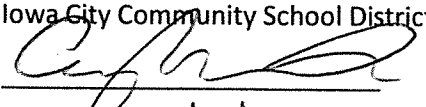
The ICCSD Community Education Program is committing a total of **\$66,448 in cash match** to the program.

VII. EFFECTIVE DATE AND SIGNATURE

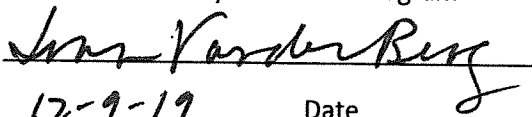
This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from July 1, 2020 to June 30, 2021 (pending grant award)

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and dates

Iowa City Community School District


 12/11/19 Date

ICCSD Community Education Program


 12-9-19 Date

MEMORANDUM OF UNDERSTANDING (MOU)

*MEMORANDUM OF UNDERSTANDING (MOU) between
Iowa City Community School District (ICCSd)
and*

University of Iowa School of Music, Community Music Program

This is an agreement between "Program", hereinafter called **ICCSd** and "Partner", hereinafter called Community Music Program.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to the 21st CCLC program at Kirkwood Elementary School, a partnership between the ICCSD and Kirkwood Kares. In particular, this MOU is intended to:

- To encourage children's participation in music training and to improve their musical performance abilities.
- To foster the development of children's social behavior and values which contribute to success at school and in society.
- To encourage children's positive decision-making.
- To promote parents' engagement in program and community activities.

II. BACKGROUND

El Sistema is a visionary global movement that began in 1975 in Caracas, Venezuela. Through intensive, early classical music education, *El Sistema's* founder sought to transform the lives of children with little access to opportunity. Now with a worldwide presence, *El Sistema* has achieved unparalleled success in teaching children to learn and play orchestral music. The *El Sistema* approach simultaneously uplifts the children, their families and their communities. *El Sistema* is a youth development program that uses music as its primary vehicle for social change. Through the use of ensembles, *El Sistema* teaches students values like teamwork, responsibility and mutual respect. With orchestra as the central focus of instruction, children are embraced in a new community from the outset, rather than practicing alone until they're good enough to join in.

The University of Iowa School of Music, Community Music Program, partnered with West Music in the fall of 2019 to initiate an El Sistema program at Hills 21st CCLC program. Fourteen students are receiving daily instruction in violin, regular performances are being scheduled with active parent involvement. Through the proposed grant proposal, we would like to expand *El Sistema* to Kirkwood.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

- Program staff will meet monthly with the Partner Organization to address issues that may arise, provide support and to ensure the partnership is working effectively.
- Program staff will work with the *El Sistema* Director to gather data (i.e. teacher and parent surveys) to measure the impact of the program.
- Program staff will coordinate the referral process for the students interested in *El Sistema*.
- Program staff will provide training annually on relevant district policies, including confidentiality, to ensure compliance with FERPA
- Program administration will work with the ICCSD Foundation and the Partner Organization to actively pursue funding to support the El Sistema program.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

- A. The Partner Organization will employ a Program Director, assigned to the program, who has oversight functions for the daily administration of the El Sistema inspired after school program. Responsibilities include:
 - Deliver daily music lessons after-school to program participants.
 - Develop and implement age-appropriate pedagogical teaching, methods and repertoire in line with the El Sistema teaching philosophy at Kirkwood Elementary.
 - Supervise all student teaching artists in the Kirkwood El Sistema Program
 - Collaborate with Kirkwood Program staff to maintain good communication and collaboration between components of the program.
- B. Plan and oversee performance opportunities for program participants at Kirkwood Elementary.
- C. Violins and cellos will be provided by the Partner Organization, in collaboration with West Music.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

Modification: After the grant awards are announced a formal contract will be created detailing more information of our collaboration. Any necessary modifications will be mutually agreed upon before the partnership begins.

TERMINATION: If ICCSD or Partner Organization determines that termination is in its best interests because of lack of sufficient funds, or any other reason, either party may terminate this Contract

upon 15 calendar days written notice to the other party. Upon receipt of such notification, that party may make no further commitments under the Contract and must take all reasonable actions to cancel outstanding obligations. The Partner Organization will be paid on a pro-rated basis for days of work completed up to the date of termination.

VI. FUNDING

This MOU does not include the exchange of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

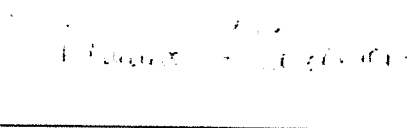
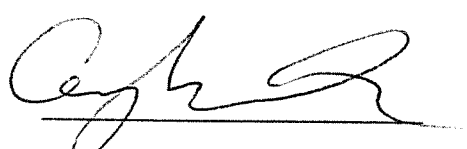
This MOU shall be effective upon the signature of the Parties' authorized officials. It shall be in force from July 1, 2020 to June 30, 2025 (pending grant award)

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and dates

Iowa City Community School District

University of Iowa School of Music,
Community Music Program

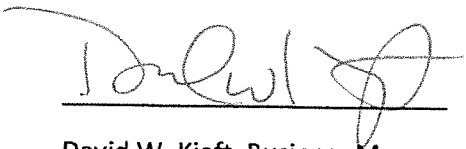


Amy Minter,
Coordinator Extended Day Program

Tammie Walker,
Director, UI School of Music

12/10/19 Date

12/10/2019 Date



David W. Kieft, Business Manager

12/10/2019 Date

MEMORANDUM OF UNDERSTANDING (MOU)

*MEMORANDUM OF UNDERSTANDING (MOU) between
Iowa City Community School District (ICCSA)/ Kirkwood Kares
And
ICCSA Foundation*

This is an agreement between "Program", hereinafter called *ICCSA* and "Partner", hereinafter called ICCSA Foundation.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to the Kirkwood 21st Century Community Learning Center program.

In particular, this MOU is intended to: confirm our commitment to the program by collaborating with District staff to garner additional support for the program

II. BACKGROUND

The ICCSA Foundation recognizes the importance of out-of-school programming and has a history of supporting the 21st CCLC program. The Foundation was instrumental in raising funds to support the District's first 21st CCLC summer program in 2010. The Foundation assisted with the request for a \$50,000 donation from ACT and Pearson. In total \$150,000 was raised for the summer program over three years.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

- Program staff will work with the Executive Director of the Foundation to develop fundraising materials, including data and positive outcomes achieved
- Program staff will follow guidelines for applying for Excellence grant funds
- Program staff will follow guidelines for applying for HavLife grants funds
- Program staff will file all financial and service reports required in a timely manner

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

- The ICCSD Foundation will continue to have an account set up for those interested in donating for after school or summer programming.
- The ICCSD Foundation will continue to manage the after school and summer program account, processing donations, invoices and tracking expenditures.
- The ICCSD Foundation will assist with a proposal to HavLife, a local organization interested in funding enrichment activities.
- The ICCSD Foundation will match the needs of Kirkwood’s 21st CCLC program with the interests of potential funders.
- The ICCSD Foundation will accept proposals from Kirkwood for Excellence grants.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

Modification: After the grant awards are announced a formal contract will be created detailing more information of our collaboration. Any necessary modifications will be mutually agreed upon before the partnership begins.

TERMINATION: If ICCSD determines that termination is in its best interests because of lack of sufficient funds, or any other reason, ICCSD may terminate this Contract upon 15 calendar days written notice to the Contractor. Upon receipt of such notification, the Contractor may make no further commitments under the Contract and must take all reasonable actions to cancel outstanding obligations. The Contractor will be paid on a pro-rated basis for days of work completed up to the date of termination.

VI. FUNDING

This MOU does not include the exchange of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from July 1, 2020 to June 30, 2025 (pending grant award)

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and dates

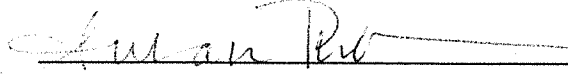
Iowa City Community School District



Coordinator of Extended Day Learning

12/10/19 Date

ICCSD Foundation



Executive Director

12/10/19 Date

MEMORANDUM OF UNDERSTANDING (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) between

Iowa City Community School District (ICCSA)

and

Grand View University / Family Leadership Institute Project

This is an agreement between "Program", hereinafter called *ICCSA* and "Partner", hereinafter called Grand View University.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to the 21st CCLC program at Kirkwood Elementary School, a partnership between the ICCSD and Kirkwood Kares.

In particular, this MOU is intended to:

Provide supports to the parent engagement component of the program.

- Support parents to provide the skills, abilities, and attitudes necessary to enhance their effectiveness as role models for their children.
- Encourage parents to become engaged in their child's education in an effort to achieve academic success.

II. BACKGROUND

Grand View University committed to enhancing opportunities for our immigrant population. Grand View has secured a grant to support the Family Leadership Institute across Iowa, as well as a teacher training program.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

- Comply with all reporting requirements and site visits.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

- Provide FLI materials
- Compile and organize program evaluation results
- Coordinate professional development opportunities

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

Modification: After the grant awards are announced a formal contract will be created detailing more information of our collaboration. Any necessary modifications will be mutually agreed upon before the partnership begins.

TERMINATION: If ICCSD determines that termination is in its best interests because of lack of sufficient funds, or any other reason, ICCSD may terminate this Contract upon 15 calendar days written notice to the Contractor. Upon receipt of such notification, the Contractor may make no further commitments under the Contract and must take all reasonable actions to cancel outstanding obligations. The Contractor will be paid on a pro-rated basis for days of work completed up to the date of termination.

VI. FUNDING

This MOU does not include the exchange of funds between the two parties.

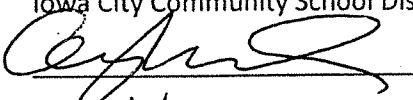
Grand View has been able to offer training for FLI, valued at \$2,000 per person. Additionally, we have provided FLI materials for up to 20 participants.

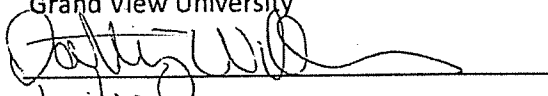
VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from July 1, 2020 to June 30, 2021 (pending grant award)

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and dates

Iowa City Community School District

 12/11/19 Date

Grand View University

 12/11/19 Date

FORM A: SITE INFORMATION

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

21CCLC Site Name: Kirkwood Elementary School		
Site Address: 1401 9th Street		
City, State, Zip: Coralville, Iowa 52241		
Phone: 319-688-1129		
Site Contact Person: Anita Gerling		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Kirkwood Elementary	1906	70 school year, 60 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

(Limit three sites per application.)

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.

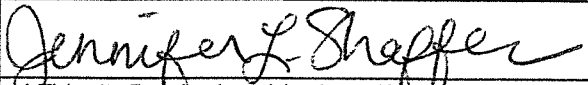
Part M: Private and Public School Consultation

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.

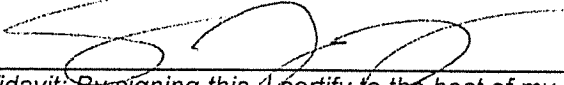
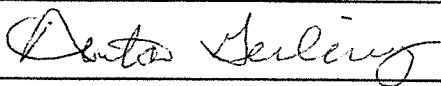
Part N: Grant Termination (Additional conditions in Appendix D)

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
	Kirkwood Kares Before and After School Program
<i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812</i>	

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.


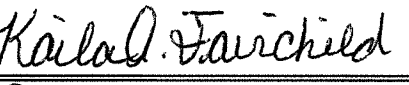

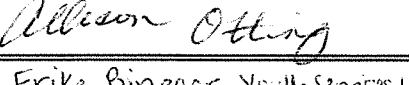
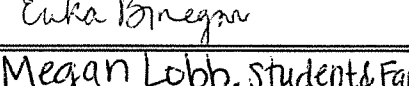
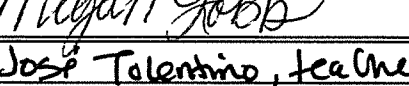
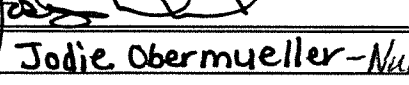
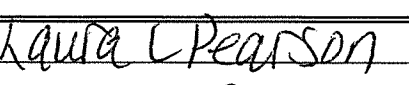
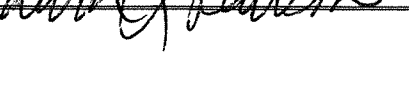
Signature of Local Education Agency Superintendent	Local Education Agency Name
	Iowa City Community School District
<i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812</i>	
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Kirkwood Elementary
<i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812</i>	

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 referrals to the program and 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. The signatures provided here are partners you do not have an MOU with.

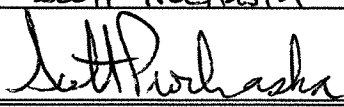
Applications only allowed up to one (1) additional page for signatures.

Name/Signature		Agency Affiliation	
Name/Title	DWAYNE SIMPSON	Agency	Iowa Community School District
Signature		Address	
		City/Zip	Coralville 52241 Phone 319-471-1086
Name/Title	Kaila Fairchild, Parent	Agency	Parent
Signature		Address	1708 13th Street
		City/Zip	Coralville, 52241 Phone 319-331-3220
Name/Title	Renee Person	Agency	IDS
Signature		Address	1401 9th Street
		City/Zip	Coralville, 52241 Phone 319-688-1120
Name/Title	Allison Otting, Counselor	Agency	Iowa City Community School District
Signature		Address	1401 9th St
		City/Zip	Coralville, 52241 Phone 319-688-1120
Name/Title	Erika Binigar, Youth Services Librarian	Agency	Coralville Public Library
Signature		Address	1401 5th St.
		City/Zip	Coralville, 52241 Phone 319-248-1850
Name/Title	Megan Lobb, Student & Family Advocate	Agency	ICCS
Signature		Address	1401 9th Street
		City/Zip	Coralville, 52241 Phone 319-688-1124
Name/Title	Jose Talentino, Teacher	Agency	FCCSD
Signature		Address	1401 9th St
		City/Zip	Coralville 52241 Phone
Name/Title	Jodie Obermueller - Nurse	Agency	ICCS
Signature		Address	1400 Grissel Pl
		City/Zip	Iowa City, IA 52245 Phone (319) 688-1160
Name/Title	Laura L Pearson	Agency	Fleet Transport
Signature		Address	PO Box 204
		City/Zip	Tiffin 52340 Phone 319-202-9521

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. The signatures provided here are partners you do not have an MOU with.

Applications only allowed up to one (1) additional page for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Scott Prochaska Recreation Supt.	Agency	Coralville Parks + Recreation
Signature		Address	1506 8th Street
		City/Zip	Coralville, 57241 Phone 319-248-1750
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)		
Number of program sites included in this application:	Total number of students being served (all sites for one year): 70 school year 60 summer	Total three-year funding request (all sites):
1	\$102,000	\$306,000

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
Kirkwood Elementary	\$79,604	\$79,604	\$79,604	\$238,812	70
	\$	\$	\$	\$	
	\$	\$	\$	\$	
Name of Program Site(s) (Summer School)					
Kirkwood Elementary	\$22,396	\$22,396	\$22,396	\$67,188	60
	\$	\$	\$	\$	

Forms D2 and D3 are provided as Excel spreadsheets. Please complete and submit those forms as Excel spreadsheets along with this Appendix document.

Please submit a single spreadsheet with all your D2 forms tabulated. You must complete a form for each site you will operate under your 21CCLC grant.

Please submit a single spreadsheet for your Form D3. This form is new this year and provides a summary of your 21st Century expenditures and partner contributions. You are only required to submit Year 1 of this form. The other tabs in the spreadsheet are provided for your information.

2 CFR 200.331(b) requires states to conduct a risk assessment- Each Quarter your claim is reviewed for the amount (over or below quarterly average) and for restricted categories (like PD). We are adding a quarterly attendance check. Your D1 number is the number of students you proposed to serve and are receiving federal funds for. The Enrollment number is the actual number of students. The average daily attendance shows how many attend on a regular basis.

The Grant Application requires you to serve 70% of the D1 number by the end of year 1.

The Grant Application requires you to serve 80% of the D1 number by the end of year 3.

If your recruiting methods are effective and you maintain a student leadership group and engage them with telling other students about the activities offered in afterschool, you should have no trouble meeting this goal.

If your program provides engaging activities and you develop positive relationships with the students, you should have no trouble with increasing regular attendance (even with a history of chronic absenteeism).

If you are having trouble with meeting your goals, you are responsible to contact the SEA for help. (email: vic.jaras@iowa.gov). There are many options that can help increase enrollment, attendance and decrease referrals in this program.

Failure to meet your attendance goals can result in a reduction in your federal funding. Your award for the following year may be reduced due to insufficient attendance this year.

FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET													
IOWA DEPARTMENT OF EDUCATION													
BUDGET/QUARTERLY SUMMARY OF EXPENDITURES FOR 21st CCLC (Title IV-Part B, CFDA 84.287C)													
COMPLETE ONE SPREADSHEET FOR EACH SITE IN GRANT - THIS SPREADSHEET TABULATED													
A	B	C	F			G			H			I	
			Quarter 1 July 1 - September 30			Quarter 2 October 1 - December 31			Quarter 3 January 1 - March 31				Quarter 4 April 1 - June 30
Total YR1 2020-21 Budget			Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	RESERVED FOR IDOE FINANCE
1	Program:		\$ 26,428.50	\$ 16,101.50									
	Personnel												
	Contracted Services		50,716.00										
	Materials & Supplies		930.00										
	After School Snacks & Meals												
	Other												
	Reserved for IDOE finance												
2	Professional Development (must be equal or greater than 5% of budget):		\$ 4,600.00	\$									
	Personnel												
	Contracted Services												
	Materials & Supplies												
	Other		500.00										
	Reserved for IDOE finance												
3	Student Access (up to 8% of budget):		\$	\$									
	Transportation												
	Facility safety and accessibility												
	Other												
4	Evaluation (up to 4%):		\$ 2,000.00	\$									
	Contracted Services												
	Materials & Supplies												
	Other												
5	Other Admin Costs (Up to 8%):		\$ 724.00	\$									
	Other Admin Costs												
	Reserved for IDOE finance												
	Indirect Costs, Restricted*												
6	Total Expenditures		\$ 102,000.00	\$									

*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving

FORM D4: 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.

<p><input checked="" type="checkbox"/> 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.</p>
<p><input type="checkbox"/> 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.)*</p> <p>* <u>Note</u>: 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.</p>
<p>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.</p> <p>* <u>Note</u>: Agencies must validate their resources before any award can be made.</p>

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).

- X 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:

This project has three main goals: (1) increase our students' proficiency scores in reading and math (2) engage our students' enrichment opportunities through hands on STEM and art activities and plan field trips that enhance our students background knowledge and (3) engage families in the program, providing a home to school connection that provides resources and learning opportunities outside of school hours.

- 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: Amy Minter
 Title: Director of Extended Day Learning

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.

Provide documentation-A consultation was held, who attended, the names and contact info, and the outcome of that meeting. See the Guide to Non-Public School Consultation Guidance.

	<p>Private School Consultation Meeting Log</p> <p>Date <u>NO NON-PUBLIC SCHOOLS IN ATTENDANCE BOUNDARY</u></p> <p>Time _____</p> <p>Location _____</p>
---	---

Meeting called by:

Type of meeting:

Attendees: (Attach attendance sign-in sheet)

----- Agenda Topics -----		
Welcome [Insert Name] [Insert time allocation]		
<u>Discussion:</u> <u>NO NON-PUBLIC SCHOOLS IN ATTENDANCE BOUNDARY</u>		
<hr/> <hr/> <hr/>		
<u>Conclusions:</u>		
<hr/> <hr/>		
<u>Action Items:</u>	Person responsible:	Deadline:
<hr/>	<hr/>	<hr/>
Resources for Non-Public Schools [Insert Name] [Insert time allocation]		
<u>Discussion:</u>		
<hr/> <hr/>		
<u>Conclusions:</u>		
<hr/> <hr/>		
<u>Action Items:</u>	Person responsible:	Deadline:
<hr/>	<hr/>	<hr/>

Continues on next page.

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

Outcome of Consultation Participation (check the appropriate box)	The private school <u>will</u> participate.	The private school <u>will not</u> participate.

Other Information

Resource persons:	
Special notes:	

Note: This is not an official U.S. Department of Education document. Adapted with permission from NCLB *Private School Services, Local Education Agency Resource Guide, A Handbook for District Administrators*, Orange County, Calif., Department of Education, 2006.

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

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:

Over the past five years we have sustained partners in full and partial status. Below is from previous 21st CCLC grant application.

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 several district and community sources to best meet the complex needs of our families. Listed on the following page are all of the resources that we have enlisted to provide a comprehensive program.

Funding Source	How Funds will be Used
Community Education Funds	Administrative time, Family Resource Center staff and 32% of the overall program budget
KirkwoodKares BASP/ Child Care Assistance	Operating costs and funding for the Site Coordinator, 10 youth leaders - 35% of the overall program budget
Early Literacy Funds	Summer academic component
Retired Senior Volunteer Program (RSVP)	Senior volunteers
Johnson County Extension	Professional development
Title I / McKinney-Vento grant for homeless students	Support for homeless students and Professional Development
USDA nutrition program	Funds for snacks and summer lunch program
University of Iowa	Student volunteers and programming

Our project has been designed to address sustainability. As listed above, we have multiple partners bringing many resources to the project. In addition to CEDAC, an advisory board for the District, the Director of Extended Day Learning and the Youth and Family Development Coordinator assumed leadership roles, along with representatives from United Way, ACT and Johnson County, to develop a county-wide initiative for out-of-school time. Through our

countywide Out-of-School Time Initiative, major supporters of youth programming, and local youth serving agencies, established:

- a shared vision;
- shared standards for quality out-of-school programming;
- common outcomes and performance measures;
- an effective process for sharing information regarding needs and resources;
- opportunities to share research about best-known practices;
- a mechanism to coordinate the allocation of resources;
- opportunities to blend financial, physical, and human resources;
- a method for generating additional revenue, including private donations, state and federal grants; and
- a joint evaluation process that would document the effect of programming on the students served.

By aligning our resources and breaking down the “silos” that isolate programs, we have maximized our resources in Johnson County, serving more students more effectively. This is the essence of effective **complementary learning**. We are pleased with the community support that we have garnered for our afterschool and summer program to-date and we are pleased that, even with a decrease in grant funds, we will be able to support our program at full capacity.

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
Kirkwood Kares Partial Partner	5 Years	Financial	Staffing, PD, transportation, evaluation, materials	\$88,000	
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: Kirkwood Kares and the ICCSD are partners on this grant. Funding for this program currently comes from Kirkwood Kares, Childcare Assistance and the School District (21 st CCLC grant, SAVE, and title funds). The funds from both parties' covers staffing (Director, youth leaders, teachers), academic materials, field trips, enrichment partners, transportation, family nights, etc. 50%			
		In-Kind	Staffing, trainings, materials, field trips, transportation	\$131,670	
		Please describe the contribution being made in detail: BASP Director, youth leaders, field trip costs, enrichment materials, transportation, etc.			
		Equipment and/or Supplies	enrichment supplies	\$4,720	
		Please describe contribution in detail: Enrichment and activity materials including cooking, art and crafts, and STEM materials			
		Facilities	Provided by ICCSD		
		Please provide description of facilities contributed:			
		Staff	9		
		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: Kirkwood Kares pays for background checks of all volunteers and partners and the ICCSD pays for teacher background checks.		
		Total Value of Partnership \$224,389.72		
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Iowa Children's Museum	5 Years	Financial	28weeks of programming	\$5,500
Partial Partner		Does the program provide funding to the partner? Please provide the percentage. Please describe here: ICM provided STEM programming for students for 28 weeks. They come once a week, with three staff, and provide three separate activities on each visit. Fees cover staffing and materials.		
		In-Kind	28 weeks	\$550
		Please describe the contribution being made in detail: Supervisory time and professional development for ICM staff		
		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: Background checks are completed by ICM		
		Total Value of Partnership \$6,050		
Partner Name	Length of Partnership	Contribution Partial Partnership	Qty/Amt	Value
Johnson County Extension 4-H	7 Years	Financial	28weeks of programming	\$5,500
Partial Partner		Does the program provide funding to the partner? Please provide the percentage. Please describe here: 4-H provides STEM programming for students for 28 weeks. They come once a week, with three staff, and provide three separate activities on each visit. Fees cover staffing and materials.		
		In-Kind	28 weeks	\$2,400

		Please describe the contribution being made in detail: STEM curriculum resources from 4-H, Iowa State University; additional funding for supplies/copies not included in the grant; staff supervision by 4-H specialist.		
		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: 4-H covers background checks for their staff		
		Total Value of Partnership \$7,900		
Partner Name	Length of Partnership	Contribution Full Partner	Qty/Amt	Value
University of Iowa School of Education	3 Years	Financial	N/A	
Full Partner		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind	28 student volunteers	\$6,000
		Please describe the contribution being made in detail: 20 student volunteers from the University School of Education come to the program and work with students during homework time and in club activities. They provide one on one and small group support. The course they are in is titled <i>So You Think You Want To Be A Teacher</i> .		
		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	20	
		Please describe what volunteers will be doing: noted above		

06.

		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: The University		
		Total Value of Partnership \$6,000		
Partner Name	Length of Partnership	Contribution Full Partner	Qty/Amt	Value
University of Iowa School of Nursing Full Partner	4 Years	Financial	N/A	
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind	9 volunteers	\$4,500
		Please describe the contribution being made in detail: Nursing students come to the program and provide lessons in good health practices. This is an eight week course provided yearly.		
		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	9	
		Please describe what volunteers will be doing: noted above		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: The University		
Total Value of Partnership \$4,500				
Partner Name	Length of Partnership	Contribution Full Partner	Qty/Amt	Value
Community Education SAVE Funds (CEDAC) Full Partner	2 Years	Financial	N/A	
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind	2 Year match	\$37,500/yearly
		Please describe the contribution being made in detail: SAVE funds cover the 25% grant decrease in full at Kirkwood in year 4 and year 5. These funds allow the program to run at 100% for the grant cycle and help cover staff, materials, field trips, partnerships, teachers, etc.		
		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: Kirkwood Kares and ICCSD			
		Total Value of Partnership \$75,000			
Partner Name Title 1	Length of Partnership 2 years	Contribution Full Partner	Qty/Amt	Value	
Full Partner		N/A			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:			
		In-Kind	3 summer teachers and .5 coordinator time	\$9,200	
		Please describe the contribution being made in detail: Title 1 covers teachers for 5 weeks/16 hours a week during the summer months of July and August. Teachers work with students below proficiency for three hours each morning in the subjects of math and reading. A .5 Coordinator supervises and oversees the tutoring program.			
		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: The School District					
		Total Value of Partnership \$9,200			

What percentage of your previous grant funding were you able to sustain with community partners? 100% in years four and five using SAVE funds as a District Match and community partners.

How many community partners did you secure in the past five years? 11

Explain any challenges you had with securing community partners.

The 21st CCLC programs are not allowed to compete with the District when attempting to raise funds with the ICCSD Foundation. The priority for the past five years with the District was technology in every classroom. The District sets the priority of what community partners we can reach out to for raising donations. In November 2019 we met with the ICCSD Foundation, after getting approval from District Administration, and have begun talks again for raising money for after school 21st CCLC programs. We already have a lead in the community to work with an additional partner that would donate funding to our 21st CCLC programs. Getting the green light again is very exciting and hopeful!

2018-19 Iowa Public School K-12 Students Eligible for Free and Reduced-Price Lunch by school

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI Merged 2018-2019 Fall File.

Note 1: County number represents the location of the district office.

Note 2: If a student was reported as eligible for both free and reduced, that student is included in the "Free Lunch" count

Note 3: CEP – A 'x' in the CEP column indicates that at least one building in the district participated in the Community Eligibility Provision. CEP no k

Co	AEA	District Name	school	school Name	K-12 Enrollment	Number Eligible			Percent Eligible
						Free Lunch	Reduced Lunch	Free or Reduced Lunch	Free or Reduced Price Lunch
52	10	3141 Iowa City	109	Iowa City High School	1581	505	74	579	36.62
52	10	3141 Iowa City	114	Liberty High School	943	247	50	297	31.5
52	10	3141 Iowa City	118	West Senior High School	1515	392	57	449	29.64
52	10	3141 Iowa City	136	Elizabeth Tate Alt. High	160	89	10	99	61.88
52	10	3141 Iowa City	209	North Central Junior High	557	114	20	134	24.06
52	10	3141 Iowa City	213	Northwest Junior High	702	272	41	313	44.59
52	10	3141 Iowa City	218	Southeast Junior High S	780	294	42	336	43.08
52	10	3141 Iowa City	401	Buford Garner Element	687	128	27	155	22.56
52	10	3141 Iowa City	403	Central Elementary Sch	424	185	29	214	50.47
52	10	3141 Iowa City	406	Kirkwood Elementary S	352	248	35	283	80.4
52	10	3141 Iowa City	409	Herbert Hoover Elemer	257	44	7	51	19.84
52	10	3141 Iowa City	411	Hills Elementary School	190	130	17	147	77.37
52	10	3141 Iowa City	415	Ernest Horn Elementary	390	160	17	177	45.38
52	10	3141 Iowa City	417	Helen Lemme Elementary	395	106	10	116	29.37
52	10	3141 Iowa City	418	Lincoln Elementary Sch	214	16	4	20	9.35
52	10	3141 Iowa City	427	Longfellow Elementary	337	83	9	92	27.3
52	10	3141 Iowa City	432	Norman Borlaug Eleme	503	165	20	185	36.78

Reporting Year: 2018

Kirkwood Elementary School

[MORE DETAILS](#)

IOWA CITY CSD

GRANT WOOD AEA

ABOUT

Principal

Anita Gerling

School Type

Elementary

Enrollment

328

County

Johnson County

Grade Levels

KG, 01, 02, 03, 04, 05, 06

OVERALL PERFORMANCE

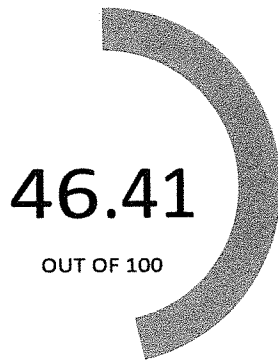
NEEDS IMPROVEMENT

ESSA Performance Category

Comprehensive Status Met

Targeted Status Targeted

Black/African American, Low Socio-Economic Status (FRL), Hispanic



State Average: 54.91

Understanding Overall Performance

The overall performance includes both an overall score and performance rating for all Iowa schools across a number of performance measures. In addition, the Every Student Succeeds Act performance category identifies schools who are struggling or who have student groups who are underperforming. The overall score provides a single number which is the sum of the measures below. It provides a snapshot of school performance but may not tell the entire story about performance of students in that school.

DEMOGRAPHICS

SHOW/HIDE

PERFORMANCE IN EACH AREA

Accountability View

Accountability view: This view provides information about the performance of students who are included in the accountability score(N=20).

Assessment Participation Reading

Assessment Participation Math

Percent Proficient Reading

0 20 40

Percent Proficient Math



Average School Achievement Reading



Average School Achievement Math



Growth Reading



Growth Math



Progress toward ELP Composite



Conditions for Learning Composite



◆ State Average

PERFORMANCE DETAIL

Measure	Raw Score	Standard Score	Weighting Percentage	Total Points
<u>Assessment Participation Reading</u>	93.44	0.00	5.00	0.00
<u>Assessment Participation Math</u>	100.00	5.00	5.00	5.00
<u>Percent Proficient Reading</u>	53.24	28.54	7.00	2.00
<u>Percent Proficient Math</u>	45.32	23.00	7.00	1.61
<u>Average School Achievement Reading</u>	44.61	44.61	7.00	3.12
<u>Average School Achievement Math</u>	43.58	43.58	7.00	3.05
<u>Growth Reading</u>	45.00	44.47	23.50	10.45
<u>Growth Math</u>	54.00	53.71	23.50	12.62
<u>Progress toward ELP Composite</u>	73.33	61.32	10.00	6.13
<u>Conditions for Learning Composite</u>	48.00	48.62	5.00	2.43
				46.41
				Total Points

**Summing the Weighting Percentage column may not equal 100 due to rounding calculations.*

Kirkwood PARENT SURVEY
Conducted November 2019

1. What would you like for your child in an after school program? Circle all that apply. Please add topics your kids are interested in.

- Tutoring in math and reading:
- Homework Help:
- Piano lessons:
- Music lessons:
- Dance:
- Gardening:
- Cooking:
- X-C Skiing/skating:
- Computers/technology:
- Science experiments:
- Singing lessons/Choir:
- Gymnastics practice:
- Tae Kwon Do:
- Language club-Spanish:
- School newspaper:
- Golf lessons:
- Roller skating:
- Nature:
- Needlework/sewing:
- Service/Volunteering:
- Guitar lessons:
- Writing:
- Art lessons:
- Other: _____

2. What topics would you like to see covered during our family events? Circle all that apply.

- Health and Nutrition:
- Physical education:
- Technology:
- Reading:
- Understanding test scores:
- Bullying:
- Using PBIS at home:
- Parenting 101:
- Children's Mental Health:
- Math:
- Other: _____

3. Circle any adult education classes you would like to see offered. Additional suggestions are welcomed!

- GED:
- Home Buying:
- Resume and job search:
- Computers/technology:
- Budgeting:
- Business:
- Other: _____

4. Would you want your elementary age children to be in (circle all that apply):

- After school Program:
- Before school Program:

Summer Program:
None of the above:

5. What best describes your household?

- a. One adult, working outside the home:
- b. Two adults, both working outside the home:
- c. Two adults, one working outside the home:
- d. One adult, not working outside the home:
- e. Two adults, none working outside the home:
- f. Other: _____

6. What best describes your highest level of education? (please indicate for both adults if there are 2 adults in the household)

- a. Elementary or Middle school:
- b. Some High school:
- c. High school GED or degree:
- d. Some college:
- e. Trade school or Community College degree:
- f. Bachelor's degree:
- g. Master's/Doctorate degree:

7. What is/are the best way(s) to communicate with you and your family? (circle all that apply)

- Newsletters, memos, notes:
- Emails:
- Calls from teacher:
- Family Resource Center contact:
- School/home visit:

8. Do you have access to the Internet at home? Please circle answer that applies.

- Yes:
- No:
- Sometimes:

9. Would you be interested in a full-day summer program (tutoring and field trips?)

- Yes:
- No:
- Maybe:

10. In math, my child is:

- Above grade level:
- On grade level:
- Below grade level:

11. In reading, my child is:

- Above grade level:
- On grade level:
- Below grade level:

Student Survey

School: Kirkwood Elementary

Grade: K-6

What would you like to do after school or on the week-end?

Select your top three choices:

Activity	# interested	Activity	# interested
Soccer	11	Photography / Film	16
Basketball	18	Computers / Technology	30
Tae Kwon Do	12	Service Projects	25
Dance	18	Math Club	10
Cheerleading	18	Science Activities	25
Cooking Club	30	Foreign Language Clubs	25
Art	22	Other:	
Music-Singing	14	Please list:	
Music-Playing instruments	20		
Acting / Drama	10		
Board Games	15		
Computer Games	30		
Book Club	15		
Writing Club / School Newspaper	8		

What do you do after school now when not in the BASP?

Play videogames, watch TV, sleep

Before & After School (BASP) Family Survey

Dear BASP Families,

We have had a great time working with your child this year. This survey is designed to help us find ways to better support your child's academic and enrichment needs next year, and it is administered once a year. The survey takes less than 5 minutes, and your answers will help us improve the program for next year. Please take a few minutes to answer these questions about our program (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 April 23rd. Thank you for your time.

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

Before school After school Summer

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

Family member drives Carpool Walk School bus City bus

3. 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
My child discovers new interests in science and math.	1	2	3	4	NA
My child discovers new interests in reading.	1	2	3	4	NA
My child discovers new interest in art.	1	2	3	4	NA
My child learns knowledge and skills to make safe and healthy choices for his/her body.	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
I have participated adult education opportunities offered through the ICCSD.	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

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

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

BASP Teacher Survey

Dear BASP/21st CCLC Teachers,

We appreciate your work for our students. This survey is designed to learn how we are doing as a program and find ways to improve the program. The survey is administered once a year, which takes less than 5 minutes. Your answers will help us improve the program for next year.

Please return to the BASP Director no later than April 23rd. Thank you.

1. What subjects(s) do you teach during BASP tutoring? Circle all that apply.

Reading Math Other _____

2. For the following items, circle your level of agreement from Strongly Disagree (1) to Strongly Agree (4). If an item does not apply to you, select Not Applicable (NA).




	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Most of my students are progressing toward their individual, monthly goals for reading.	1	2	3	4	NA
Most of my students are progressing toward their individual, monthly goals for math.	1	2	3	4	NA
Most of my students are discovering their interests in science and math.	1	2	3	4	NA
Most of my students are discovering their interests in reading.	1	2	3	4	NA
Most of my students are discovering their interests in art.	1	2	3	4	NA
Most of my students are improving their ability to make safe and healthy choices for their bodies.	1	2	3	4	NA
Class disruption decreased through implementation of the Positive Behavior Intervention & Supports (PBIS)	1	2	3	4	NA

3. What one suggestion would you make to improve our program for next year?

4. Provide any additional comments you have about the items above or the BASP program.

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
I can make safe and healthy choices for my body.	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 make safe and healthy choices for my body.	NEVER	SOMETIMES	ALWAYS
8. I know I can ask a staff member for help if I'm having problems with another student in my BASP.	NEVER	SOMETIMES	ALWAYS
9. I enjoy my before and after school program.	NEVER	SOMETIMES	ALWAYS

Fill in the rest of this sentence.

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

KIRKWOOD WEEKLY SAMPLE SCHEDULE - SCHOOL YEAR -

Mon., Tues., Wed., Fri., - Academics, Enrichment & Rec.
Thurs. - Field Trips, Enrichment, Partners, Service Learning

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3:00-3:15 snack	3:00-3:15 snack	3:00-3:15 snack	2:00-2:15 snack	3:00-3:15 snack
3:15-3:45	3:15-3:45	3:15-3:45	2:15-3:00	3:15-3:45
Recess Group Games	Recess Group Games	Recess Group Games	Recess Group Games	Recess Group Games
3:45 -4:45	3:45 -4:45	3:45 -4:45	3:00 -5:00	3:45 -4:45
Academic Rotations: -Reading -Math -Homework -STEM	Academic Rotations: -Reading -Math -Homework -STEM	Academic Rotations: -Reading -Math -Homework -STEM	Field Trips	Enrichment Activities/ Partners/ Clubs
4:45-5:45	4:45-5:45	4:45-5:45	5:00-5:45	4:45-5:45
Enrichment Activities/ Partners/ Clubs	Enrichment Activities/ Partners/ Clubs	Enrichment Activities/ Partners/ Clubs	Group Activities	Enrichment Activities/ Partners/ Clubs
5:45-6:00 Sign-Out Transportation Home	5:45-6:00 Sign-Out Transportation Home	5:45-6:00 Sign-Out Transportation Home	5:45-6:00 Sign-Out Transportation Home	5:45-6:00 Sign-Out Transportation Home

United Way of Johnson & Washington Counties

1150 S. Street, Suite 200
Coralville, IA 52241
Ph: 319-335-7323
Fax: 319-335-7727
www.uwayia.org



Johnson County Out-of-School Time Initiative Executive Summary

Partners: ACT, Pearson, City of Iowa City, City of Coralville, City of North Liberty, Johnson County, Iowa City School District, Clear Creek Amana School District, Solon School District, Regina Schools, Big Brothers Big Sisters, Neighborhood Centers of Johnson County, United Action for Youth, United Way, Iowa State Extension, Johnson County Empowerment, University of Iowa, Juvenile Court Services

Coordinated by: United Way of Johnson & Washington Counties

Mission Statement: The Johnson County Out-of-School Initiative will coordinate resources and support the development and continuation of effective out-of-school time programs.

Vision Statement: The Johnson County community commits to engaging our youth by creating out-of-school opportunities, holding high expectations, sharing resources and responsibility so students can reach their full potential

A Coalition of partners in Johnson County has created a county-wide vision for out-of-school time. The Johnson County Out-of-school time (OST) Initiative includes before, afterschool and weekend programs; summer learning opportunities; service learning; mentoring and internships. The focus of the Initiative is on formal and structured opportunities for school-aged youth that can complement the regular school day and the providers include schools, community and faith-based groups, youth-serving organizations, cultural institutions, and city/state agencies. A growing body of research links sustained participation in quality out-of-school time programs to positive development and academic success.

Belief Statements:

We believe that:

- all youth are entitled to opportunities to reach their full potential
- for youth to gain access to opportunities, supports are needed to overcome barriers to participation (i.e. transportation, cost, varying degrees of youth and parent awareness)
- holding high expectations and recognizing our youth's strengths will lead to their personal and academic success
- actively involving youth, parents and community volunteers and multi-sector organizations will result in more effective programming
- collaboration between school day learning and out of school programs is essential

- to achieve the best results , out-of-school programs need to have measurable goals and activities which are research-based

Goals:

The Johnson County Out-of-School Time Initiative will work with youth and multi-sector groups to accomplish the following:

1. By 2020, ensure that all children and youth have access to high quality out-of-school programs.

By 2013, we will adopt standards for quality out of school programming.

By 2015, we will increase accessibility to out of school activities by reducing barriers to participation.

By 2015, we will partner with the community and increase resources available for out of school time activities.
(Strategies include engaging youth in planning, research the cost-benefit analysis draw upon the resources of the UI and non-traditional partners)

2. By 2020, increase the number of students who are proficient in reading, math and science by using research-based resources which complement school day learning.

By 2015, we will increase by ___%, the number of out of school programs and activities that align with the school day
(% determined after the needs assessment)

3. By 2020, decrease the number of students involved with juvenile court and/or out-of-home placements by engaging youth in the community and increasing social and emotional competence.

By 2015, we will increase by _____%, the number of out of school time activities that will engage youth and families in the community.

Data Collection:

The Out-of-School Time Initiative worked through a best practice model for assessing needs by asset mapping and surveying key stakeholders in order to complete a full gap analysis. The goal was to ensure learning opportunities are organized and supported to maximize impact.

In December of 2012, a provider survey was developed and conducted to service providers for Johnson County. The survey gathered information on programming, staff training, operational details and areas for desired support and training. With a list of over 230 providers, only 56

providers completed the survey. The results revealed that over 90% of the providers that responded completed background checks on employees and volunteers and had written emergency plans that were practiced. Other key findings were:

- 60% of respondents served youth ages 5-12
- 61% of respondents offered programming during school breaks
- 38% of respondents said that parents transported the children to the program
- 50% of respondents said that parents transported children from the program
- 46% of respondents said that they provided snacks for participants while 9% didn't provide food
- 56% of respondents charged tuition
- Arts & Crafts, Social Skills, Games and Nature Activities were the most provided programming of the respondents
- 38% of respondents gathered participant data (attendance, etc) while 25% measured outcomes
- Surveys & Observation were the most used data collection methods
- Childcare Licensing or none at all were the most used quality standards
- Children of working parents were the majority of youth served by respondents
- 78% of respondents were interested in collaborating and the issue they were most interested in was training
- Newsletter, letters to parents and schools were the most used activities for marketing

In April and May 2013 an online (with paper option) Parent Survey was implemented and promoted through the Iowa City School District, Clear Creek Amana and Solon School District. 1145 surveys were completed and key findings were:

- 10% of respondents reported being eligible for Free and Reduced Lunch (FRL)
- 32% of all respondents said that their child attended programming 5 days a week, while 12% of FRL respondents said that their child attended programming 5 days a week
- For all respondents who had unmet childcare needs, cost and schedule were the most-identified barriers, for FRL respondents cost and transportation were the most-identified
- 23% of respondents said child participated in full summer activities, while 9% of FRL families said child participated in full summer
- 45% of all respondents said that they had to alter their schedule on multiple occasions due to childcare needs

In the open response section, the majority of the responses were in the categories, schedule, affordability and summer. Many parents expressed frustration with waitlists and the cost of activities as a barrier for their child's participation. Several noted that they did not know where to go to find information about out-of-school time activities.

The Out-of-School Time Initiative conducted another point-in-time parent survey in August and September 2013. It was offered in the same format and through the same promotional channels. 1063 surveys were completed and key findings were:

- 8% of respondents reported being eligible for Free and Reduced Lunch (FRL)

- 39% of all respondents said that their child attended programming 5 days a week, while 24% of FRL respondents said their child attended programming 5 days a week
- 29% of respondents reported their child went home after school with a relative, while 46% of FRL respondents reported their child went home after school with a relative
- 42% of respondents said they need afterschool care due to parent employment
- 90% of all respondents reported their child was at grade level or above in reading, 80% of FRL families reported their child was at grade level or above in reading
- 90% of all respondents reported their child was at grade level or above in math, 82% of FRL families reported their child was at grade level or above in math
- For all respondents who had unmet childcare needs, cost and transportation were the most-identified barriers, for FRL respondents cost and transportation were also the most-identified
- 24% of respondents said child participated in full summer activities, while 18% of FRL families said child participated in full summer
- 45% of all respondents said that they had to alter their schedule on multiple occasions due to childcare needs, while 60% of FRL respondents said they had to alter their schedule on multiple occasions

In the open response section, the majority of the responses were in the categories, schedule, educational offerings and needing information. This survey had the bulk of comments about schedule disruptions and its impact on their work and lives. There were many comments about needing programming and offerings for youth in junior high and older elementary. There were also several requests and comments for places to go for information about out-of-school time activities.

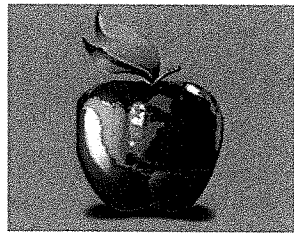
Focus Groups

Focus groups of stakeholders are currently being scheduled for December 2013 to facilitate discussion of the results of the surveys. For example transportation is a theme throughout all of the surveys but it is unclear of what the issues are and what could be offered to help? The groups are scheduled for North Liberty, Coralville, and Iowa City for youth and Parents. Additionally the groups will be facilitated to answer the following questions:

- What are the barriers for Out-of-School Time?
- What is needed?
- What is most engaging for youth?
- What would motivate you to get to the next level?—this is related to business leaders, providers and parents.

Next Steps

The Out-of-School Time Initiative will review all of the data collected from surveys and provided from the focus group to complete the full gap analysis. Next steps will be identified from the Initiative Goals and the identified gaps and by Spring 2014 the Initiative will have the timeline identified.



21CCLC Program in Kirkwood Elementary

Data from student surveys, family surveys, teacher surveys/interviews, and student academic outcomes were collected for 2018 - 2019 program evaluation.

Here are the results:

#1 Students reported...



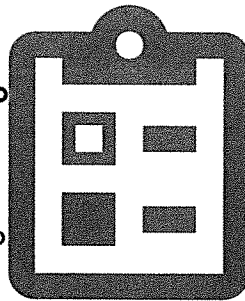
93%

of BASP students felt happy about overall aspects of the program



90%

of BASP students enjoyed science activities in BASP



72%

of BASP students liked math activities in BASP



97%

of BASP 3-6 graders enjoyed working with technology in BASP



#2 Families reported...

100%
of BASP families felt welcome in the program.

100%
of BASP families liked the variety of activities offered in the program.

100%
of BASP families talk with their children about what students learn in the program.

100%
of BASP families reported that the staffs created activities where their children feel included.



It is a great program with wonderful staffs, I will recommend them to keep up the good work.

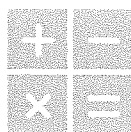
Thank you for all you do. I can't wait for next year.

We love Kirkwood cares and the staff is great.

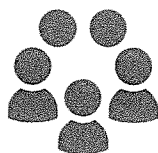
#3 BASP teachers reported...



100%
of the BASP teachers reported most students are progressing in reading.



100%
of the BASP teachers reported most students are progressing in math.



33%
1 of the 3 BASP teachers reported class disruption decreased through the Positive Behavior Intervention & Supports.

#4 Class teachers reported...

Among the students who needed improvement...



92%
of the students improved in academic performance.



91%
of the students improved in class participation.

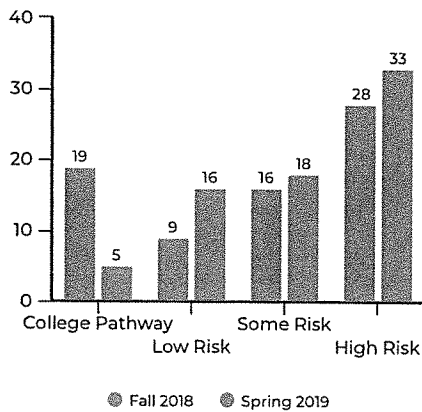


80%
of the students are coming to school motivated to learn.



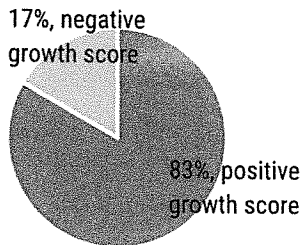
87%
of the students get along well with other students.

#5 Growth in Math Proficiency



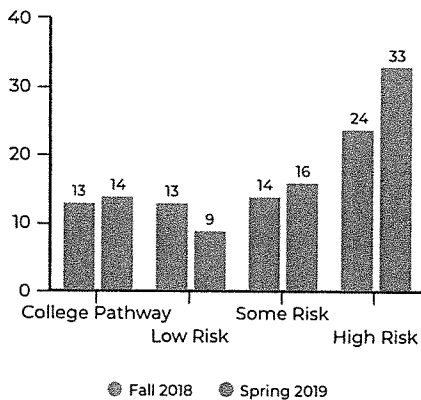
Overall, the number of students who are at 'Low Risk' level in Math increased between fall 2018 and spring 2019. The number of students who are at 'College Pathway' level in Math decreased between fall 2018 and spring 2019.

Based on Growth Scores, 83% of BASP at students at Krikwood Elementary had positive growth score in math.



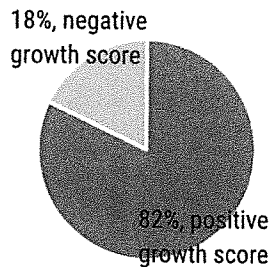
● Positive growth score ● Negative growth score

#6 Growth in Reading Proficiency



Overall, the numbers of students who are at 'College Pathway' and 'Some Risk' levels in Reading were about the same in fall 2018 and spring 2019. However, 'Low Risk' students decreased between fall 2018 and spring 2019.

Based on Growth Scores, 82% of BASP students at Krikwood Elementary had positive growth score in reading.



● Positive growth score ● Negative growth score