



District Administration
1002 South 3rd Avenue
Marshalltown, Iowa 50158
Phone 641.754.1000
Facsimile 641.754.1003
www.marshalltown.k12.ia.us

December 4, 2014

RE: 21st Century Community Learning Center Grant

Dear Reviewers:

Marshalltown Community School District (MCSD) would like to express its support in submitting a 21st Century Community Learning Center Grant in collaboration with Mid-Iowa Community Action, Inc. We have been partners with MICA for approximately 50 years and we continue to be impressed by the results this partnership brings to our needy community. Specific to this grant, the MICA/MCSD collaboration has been able to provide summer learning programming for 75 4th-6th grade students who live in the Rogers Elementary attendance zone.

Students of Marshalltown Schools, particularly those of Rogers Elementary, have compelling needs. The dramatic shift in our community's demographics, including escalating poverty rates has impacted the school district and all of the families we serve. Rogers University's comprehensive approach to youth development and academic instruction has had a profound impact on the children and families in the Rogers neighborhood over the past four years. We look forward to an ongoing partnership with MICA and are supportive of the efforts to expand Rogers University.

If you should have any questions or concerns about this letter or our commitment, please do not hesitate to contact me at either work (641-754-1000) or home (641-753-1339). I thank you for your consideration of this request.

Sincerely,

Marvin L. Wade, Ed.D.
Superintendent of Schools
Marshalltown Community School District

IOWA STATE UNIVERSITY
Extension and Outreach

Marshall County Extension
2608 S. 2nd Street
Marshalltown, IA 50158
641-752-1551 *phone*
641-752-8142 *fax*
www.extension.iastate.edu/marshall

November 25, 2014

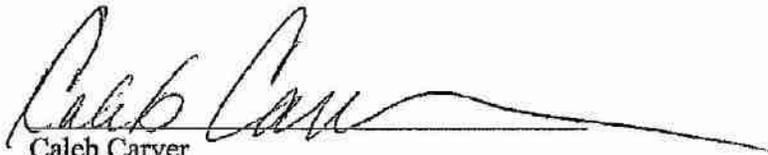
Arlene McAtee
Roger's University
Mid-Iowa Community Action
6 South 2nd Street
Marshalltown, IA 50158

Dear Arlene,

I am writing to convey the Marshall County Extension and Outreach commitment to Roger's University. The Roger's University program is a great example of experiential learning model that matches nicely with the ideals of Positive Youth Development. The program has proven its ability to improve the lives of young people and Marshall County Extension and Outreach is pleased to provide many services to the program including: the Marshall County Children's Garden and Wellness Program, STEM (Science, Technology, Engineering, and Mathematics) Day at the Central Iowa Fair, and Agriculture Education Day at the Central Iowa Fair. The partnership created with Roger's University and Marshall County Extension and Outreach will allow us to reach many of our goals and continue to provide research based curriculum to young people.

The project aligns with the extension core values and mission statement. The Marshall County staff is looking forward to working on this worthwhile initiative.

Sincerely,



Caleb Carver
Marshall County | County Youth Coordinator
641-752-1551
ccarver@iastate.edu



105 West Boone St.
Marshalltown, IA 50158
(641) 754-5738, extension #3
mtownlibrary@yahoo.com

December 1, 2014

To Whom It May Concern:

The Marshalltown Public Library would like to express support for Mid-Iowa Community Action Inc.'s 21st Century Community Learning Center grant application. The expansion of Rogers University to serve students 4th-6th grade is in direct alignment with community-wide goals to increase student achievement, as well as the library's goal of empowering children by encouraging them to become successful students and lifelong learners.

Our community has compelling needs. The dramatic shift in our community's demographics, including escalating poverty, has impacted the school district and all of the families it serves. Rogers University's comprehensive approach to youth development has had a profound impact on the children and families in the Rogers neighborhood over the past three years and the opportunity to bring Rogers University to more students will lead to even greater outcomes for our students.

At the library, we feel passionate that literacy is key to a healthy and productive life. As a free community resource for all kinds of reading materials, the library increases access to quality books and other materials for *all* children—but is especially crucial for those whose families struggle to provide the bare essentials, and may not have many reading materials (or access to digital resources) in the home.

While the library is a free resource for all in our community, we know that transportation issues pose a barrier for some children—especially children dealing with poverty. When we can partner with an organization who can help children get to the library and provide guidance, as well as share our commitment to the power of reading in a child's life and the motivating value of self-selecting a "just right" book, it is a triple win: a win for the library, a win for Rogers U, but most importantly, a win for that child.

We look forward to an ongoing partnership with Mid-Iowa Community Action and the Rogers University program.

Sincerely,

A handwritten signature in cursive script that reads 'Joa LaVille'.

Joa LaVille
Youth Services, Marshalltown Public Library
105 W. Boone Street
Marshalltown, IA 50158



James L. Lowrance, Mayor
Randy Wetmore, City Administrator

Terry Gray, Director
10 West State Street
Marshalltown, Iowa 50158
(641) 754-5715

Marshalltown Parks and Recreation

October 16, 2014

To Whom It May Concern,

The City of Marshalltown Parks and Recreation Department is in support of Mid-Iowa Community Action Inc.'s 21st Century Community Learning Center grant application. The expansion of Rogers University to serve students 4th-6th grade is in direct alignment with the community's goal to increase student achievement.

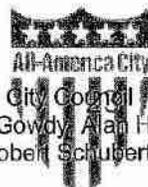
Our involvement in the Rogers University's comprehensive approach to youth development has been a positive one for the families of the students involved. We have been able to provide new opportunities to those students over the past three years which leads to even greater outcomes for our students.

We look forward to an ongoing partnership with Mid-Iowa Community Action and the Rogers University program.

Sincerely,

Terry Gray, Director
Marshalltown Parks and Recreation

Marshalltown



, Joel Greer, Mike Gowdy, Alan Hoop, Leon Lamer,
Bill Martin, Robert Schubert, , Bethany Wirin

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POLICE DEPARTMENT

James L. Lowrance, Mayor
Randy A. Wetmore, City Administrator
Michael W. Tupper, Chief of Police
22 North Center Street
Marshalltown, IA 50158-4911
Tel - (641) 754-5725
Fax - (641) 752-1211

1 December 2014

To Whom It May Concern,

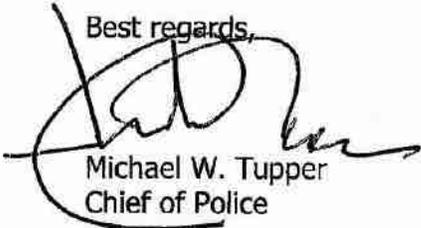
The Marshalltown Police Department would like to express its support of Mid-Iowa Community Action Inc.'s 21st Century Community Learning Center grant application. The expansion of Rogers University to serve students 4th-6th grade has been a successful community program and is vitally important to the future success of our community.

The dramatic shift in our community's demographics, including escalating poverty has impacted our community significantly. Rogers University's comprehensive approach to youth development has had a profound impact on the children and families in the Rogers neighborhood over the past three years and the opportunity to bring Rogers University to more students will lead to even greater outcomes for the students and families that are served.

The police department has had an increasing presence in this program over the past three years. We have been able to insert law enforcement professionals into this educational setting for the purpose of providing safety programs and building relationships with students, staff and families. These opportunities are been incredibly valuable and have helped the police department promote positive relationships with the people we serve.

This program is making a difference in our community and has had an incredibly positive impact. We look forward to an ongoing partnership with Mid-Iowa Community Action and the Rogers University program.

Best regards,



Michael W. Tupper
Chief of Police

CITY COUNCIL

Mike Gowdy, Joel Greer, Al Hoop, Leon Lamer,
Bill Martin, Robert Schubert, Bethany Wirin



Marshalltown YMCA-YWCA

108 Washington St.

Marshalltown, IA 50158

641-752-8658

Fax 641-752-3324

To Whom It May Concern,

The Marshalltown YMCA – YWCA expresses its support of Mid-Iowa Community Action Inc.'s 21st Century Community Learning Center grant application. Rogers University has proven to be a successful program, and to continue serving the 4th-6th graders will help increase their achievement during the school year.

Our partnership helps students increase their knowledge with swimming, dance, and fitness. We have noticed a great impact in the past years, and extending the service to the 4th-6th graders will lead to more student success.

Marshalltown YMCA – YWCA looks forward to an ongoing partnership with Mid-Iowa Community Action and Rogers University.

Sincerely,

Shelley Lechnir
Aquatic Director
Marshalltown YMCA-YWCA
shelley.lechnir@ymca-ywca.org

FORM A: SITE INFORMATION

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

21CCLC Site Name: Roger's Elementary School		
Site Address: 406 Summit		
City, State, Zip: Marshalltown, Iowa, 50158		
Phone: (641) 754-1070		
Site Contact Person: Karina Hernandez		
Feeder School Name(s)	Building Number(s)	#of pupils from this school in 21CCLC program
Lenihan Intermediate School	0479	50
Rogers Elementary School	0481	25
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 21CCLC program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

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

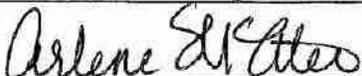
Part M: Private and Public School Consultation

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

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

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Mid-Iowa Community Action, Inc.

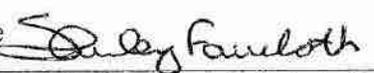
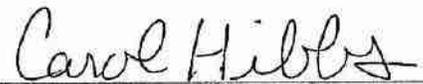
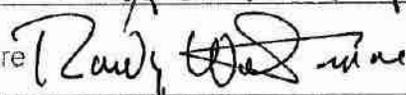
Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement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

Signature of Local Education Agency Superintendent	Local Education Agency Name
<i>Mari Wade</i>	<i>Marshalltown Schools</i>
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
<i>Elizabeth Fisher-Jungersen</i>	<i>Rogers Elementary site Lenihan Assistant Principal</i>
<i>Michelle Jungersen</i>	<i>Rogers Elementary site: principal</i>
<i>K. Jung</i>	<i>Rogers Elementary site Lenihan principal</i>

FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Signature	Agency	Address
Shirley Faircloth JCO4		Juvenile Court	26 S. 1st Ave
		City/Zip	Phone
		Marshalltown	641-753-3481
Name/Title	Signature	Agency	Address
Carol Hibbs CEO		Ymca-YWCA	108 Washington St.
		City/Zip	Phone
		Marshalltown	641-752-8658
Name/Title	Signature	Agency	Address
SUE MARTIN - retiree		50158	2349 Whispering Oak Rd
		City/Zip	Phone
		Marshalltown 50158	641-521-1245
Name/Title	Signature	Agency	Address
Randy Wetmore, City Administrator		City of Marshalltown	102 S. 29th Street
		City/Zip	Phone
		Marshalltown, 50158	515-661-9371
Name/Title	Signature	Agency	Address
David Barajas, CEO		Marshalltown Regional Partnership	709 South Center St.
		City/Zip	Phone
		Marshalltown, 50158	641-753-6645
Name/Title	Signature	Agency	Address
		City/Zip	Phone
Name/Title	Signature	Agency	Address
		City/Zip	Phone
Name/Title	Signature	Agency	Address
		City/Zip	Phone

FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Caleb Carver, County Youth Coord	Agency	Marshall County Ag. Extension FSU
Signature	<i>Caleb Carver</i>	Address	2608 S 2nd St. Phone 319/560/8139
Name/Title	Lynne Carroll Executive Director	Agency	Heart of IA Big Brothers Big Sisters
Signature	<i>Lynne Carroll</i>	Address	811 E Main St.
Name/Title	Lyn Ann Lura Teacher/R	Agency	Rogers Elementary
Signature	<i>Lyn Ann Lura</i>	Address	408 Summit St.
Name/Title		City/Zip	Marshalltown 50158 Phone 641-754-1070
Name/Title		Agency	
Signature		Address	
Name/Title		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
Name/Title		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
Name/Title		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
Name/Title		City/Zip	Phone

FORM D1: 21CCCLC APPLICATION FUNDING REQUEST SUMMARY

21CCCLC 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):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
1	75	\$150,000	\$450,000

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	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
Rogers Elementary School	\$150,000	\$150,000	\$150,000	\$450,000	75
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 75

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

Applicant Agency: Mid-Iowa Community Action, Inc.

Site: Roger's University, Rogers Elementary School.

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 75

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$95,624	\$4,262	\$95,624	\$4,262	\$95,624	\$4,262	\$299,658
Staff Travel	\$250	\$50	\$250	\$50	\$250	\$50	\$900
Materials	\$18,814	\$1,000	\$18,814	\$1,000	\$18,814	\$1,000	\$59,442
Professional Development (minimum 4% per year)	\$6,000		\$6,000		\$6,000		\$18,000
Student Access, Transportation etc. (maximum 8% per year)	\$6,000		\$6,000		\$6,000		\$18,000
Evaluation (about 4% per year)	\$6,000		\$6,000		\$6,000		\$18,000
Administrative/ Indirect Costs (maximum 8% per year)	\$11,169	\$831	\$11,169	\$831	\$11,169	\$831	\$36,000
Totals	\$143,857	\$6,143	\$143,857	\$6,143	\$143,857	\$6,143	\$450,000

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

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

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

Mid-Iowa Community Action, Inc. would cover the initial start-up and operating expenses from our General Fund cash resources

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

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

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

FORM E: MINORITY IMPACT STATEMENT

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

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

The proposed grant project programs or policies could have a disproportionate or unique **positive** impact on minority persons. Describe the positive impact expected from this project: The program will serve a high proportion of Latino and Asian students, therefore we anticipate a positive impact on these students.

Indicate which group is impacted:

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

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

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

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

Indicate which group is impacted:

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

The proposed grant project programs or policies are **not expected to have** a disproportionate or unique impact on minority persons. Present the rationale for determining no impact:

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

Name: Arlene S. Kates

Title: Executive Director

Definitions

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

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

	Private School Consultation Meeting Log
	Date Dec. 4, 2014
	Time 9:30am Location Marshalltown Christian School

Meeting called by: Karina Hernandez Type of meeting: One on One Mtg.
 Attendees: (Attach attendance sign-in sheet)

----- Agenda Topics -----		
Welcome	[Insert Name]	[Insert time allocation]
Discussion: Rogers University Summer Program, schedule, Rogers University Requirements, and the possibility of attendance for the Christian School Students to attend.		
Conclusions: Joan Gerbo will look up students addresses and their academic needs. She will let me know early Spring.		
Action Items:	Person responsible:	Deadline:
-	Joan Gerbo	March
Resources for Non-Public Schools [Insert Name] [Insert time allocation]		
Discussion: I provided my information for future contact.		
Conclusions:		
Action Items:	Person responsible:	Deadline:
-	-	-

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

	Private School Consultation Meeting Log
	Date <u>Dec. 4, 2014</u>
	Time <u>1:30pm</u>
	Location <u>St. Henry School</u>

Meeting called by: Karina Hernandez Type of meeting: One on One Mtg
 Attendees: (Attach attendance sign-in sheet)

----- Agenda Topics -----		
Welcome [Insert Name] [Insert time allocation]		
Discussion: <u>Rogers University Program, schedule, requirements, and I offered the opportunity to participate. I also explained the academics goal for each student.</u>		
Conclusions: <u>Matt Herrick is interested, and will contact me with a list of students to invite to RU.</u>		
Action Items: <u>Matt will check students' addresses</u>	Person responsible: <u>Matt Herrick</u>	Deadline: <u>March</u>
-	-	-
Resources for Non-Public Schools [Insert Name] [Insert time allocation]		
Discussion: <u>I provided my contact information.</u>		
Conclusions:		
Action Items:	Person responsible:	Deadline:
-	-	-

ROGERS UNIVERSITY PROGRAM MEETING

	NAME	PHONE	EMAIL	PRIVATE SCHOOL	SIGN
1	Joan Gerber	753-8824	mdani@transdinoval.com	Private	<i>Joan Gerber</i>
2	Matthew Harkiss	953-7977	mharri@st-francis.net	St. Francis	<i>Matthew Harkiss</i>
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

ORGANIZATION	TIME	DATE	LOCATION
Marshalltown Christian School	9:30am	12-4-14	School
St. Francis Catholic School	1:30pm	12-4-14	School

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) **Mid-Iowa Community Action, Inc.**

County: Marshall		Amount Requested: \$150,000 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Ms. Arlene McAtee, Executive Director		Grant Contact/Project Director: Ms. Clarissa Thompson, Community & Family Development Director	
Agency Name: Mid-Iowa Community Action, Inc.		Agency Name: Mid-Iowa Community Action, Inc.	
Address: 1001 South 18th Avenue		Address: 1001 South 18th Avenue	
City: Marshalltown	Zip: 50158	City: Marshalltown	Zip: 50158
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Is this an application for a continuation grant? (Check yes or no): Yes No

LEGAL STATUS OF APPLICANT

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

- City or City Agency
- County or County Agency
- State or Federal Agency
- State College or University
- Community College
- County Office of Education
- School District
- Tribal Council
- Military Installation
- Private Nonprofit Organization-
Number of years in operation **50**
- Private For-Profit Organization
Number of years in operation _____

Enter Federal Employer ID Number:

42-0923311 OR

Enter School District Code

(If applicable) Enter Child Care License #:

REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation: **www.educateiowa.gov . 2013-2014 Iowa SINA List. Lenihan Intermediate School and Roger's Elementary School are listed.**

Example of documentation: SINA list provided by the Iowa Department of Education available at www.educateiowa.gov.

- Application is ***jointly submitted*** as a collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity. *5 additional points awarded*

Documentation: **Letter of support from the Marshalltown Community School District. Form B: Assurances and Agreements.**

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

Mid-Iowa Community Action, Inc.
21st Century Community Learning Center Grant Application
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Abstract

Title:	Rogers University 4 th -6 th grade
Applicant:	Mid-Iowa Community Action, Inc. in partnership with the Marshalltown Community School District
Project Location:	Rogers Elementary School; Marshalltown, Iowa
Students Served:	75 students
Funding Request:	\$150,000/year
Total amount per student	\$2,000/year

Competitive Priority:

- Project target schools, Rogers Elementary School and Lenihan Intermediate School, qualify as SINA schools under Title 1.
- This application is jointly submitted by Mid-Iowa Community Action, Inc., and the Marshalltown Community School District.

Student Needs Assessment

MCSD students need high-quality summer programming because they are behind academically and have limited options for catching up due to their families' low incomes. Also, the majority of the students served are classified as Limited English Proficient (LEP) and do not hear or use English at home, which delays their English language learning over the summer.

MCSD is located in Marshalltown, Iowa. MCSD was the 18th largest school district in 2013-2014, and served 5,085 students. The overall free and reduced lunch rate for the district is 64.7%. 35.9% of the district's students are LEP. MCSD is a "majority minority" district, meaning it serves mostly minority students.

The **students' academic needs** are significant. The district is a District in Need of Assistance (DINA) and in the 5th and 6th grade Lenihan Intermediate School, 32.5% of students are not proficient in math and 38.5% are not proficient in reading. In the 2013-2014 school year, 55% of Rogers 4th graders were not proficient in reading and 48% were not proficient in math.

Project

Our **project will address academic needs** by providing intensive summer learning programming, which includes academic supports designed to address and close the achievement gap in reading and math. The program will have three main foci: 1.) to increase student achievement, 2.) the implementation of enrichment activities for students to discover new interests and create a culture of collegiate aspiration, 3.) help families be an active supporter of their child's educational growth.

Our proposed program will be open 30 days for 220 hours during the summer. Seventy-five low-performing students in grades 4th-6th will be served for six-weeks in the summer from 8 a.m. to 3:20 p.m., Monday through Friday. The program will be held at Rogers Elementary School for the 4th-6th grade students from both Rogers Elementary and Lenihan Intermediate to address the issues of low-student performance of 4th-6th grade students who live in the Rogers attendance zone. The program will be provided free of charge in order to eliminate the access barriers identified Section 2.1 of the application.

Research Base

The Harvard Family Research Project has provided multiple resources which demonstrate that **complementary learning** is an effective strategy to address student needs and ensure success for all children. Complementary learning is the idea that a systematic approach, which intentionally integrates both school and non-school supports, can better ensure that all children have the skills they need to succeed. In our project, we will use the principals of complementary learning, aligned effective academic instruction, family engagement, and community-based activities. Our program is a true extension of the school year because learning materials and enrichment activities have been selected using the following criteria: (1) the content is the same as the school

day curriculum; (2) content has strong evidence base; and (3) is related to the project's goals and objectives outlined in Section 3.2 and 3.3 in the grant application.

Management Plan

The 21st CCLC project will be led by MICA's Family and Community Development Director Clarissa Thompson, in close collaboration with the three building principals. Thompson and Rogers principal Dr. Mick Jurgensen were key developers of the original 21st CCLC funding RU K-3 grade. Thompson has over five years of extensive experience operating summer learning programs and has a child and family service degree from Iowa State University. The MCSD has appointed Lenihan Principal Kyle Young, Assistant Principal Dr. Liz Jurgensen, and Jurgensen as the district's leadership for the operation of RU.

Communication Plan

The **evaluation results** will be reported to a variety of audiences through multiple media. Results will be distributed to these audiences in an easy to read and graphically rich format.

Partnerships

Our intention is to use this 21st CCLC grant to continue to unify existing and new activities into a dynamic summer learning program. Our program is being jointly submitted with the Marshalltown Community School District. MICA and the MCSD have had a very long and successful history of collaboration. Our partners, individually as well as collectively, have decades of history and have the human, material, and financial resources needed to meet the commitments proposed to produce a successful 21st Century Community Learning Center project. Partners for this project include: YMCA/YWCA, Iowa State University Extension of Marshall County, Marshalltown Public Library, Marshalltown Parks and Recreation, Marshalltown Police Department and Substance Abuse Treatment Unit of Central Iowa.

Evaluation

Ron Mirr will be the evaluator of this project, which includes working with the project's staff to use the data collected for continuous project improvement. Mirr will lead MICA staff through a **comprehensive and rigorous evaluation** of the program, complete the **local evaluation** results for RU, and **provide the Iowa Department of Education** with all **requested data and program information**.

2. Student Need Assessment

2.1 The needs assessment provides strong evidence utilizing objective data that very clearly defines the student need for before and/or after school program (may include weekends, holiday and summer), evaluates school and community resources available (including other accessible before and after school programming), and convincingly documents how proposed program will address student needs (including needs of students with working families).

Marshalltown Community School District (MCSD) students need high-quality summer programming because they are behind academically and have limited options for catching up due to their families’ low incomes. Also, the majority of the students served are classified as Limited English Proficient (LEP) and do not hear or use English at home, which delays their English language learning over the summer.

MCSD is located in Marshalltown, Iowa. MCSD was the 18th largest school district in 2013-2014, and served 5,085 students. The overall free and reduced lunch rate for the district is 64.7%. 35.9% of the district’s students are LEP. MCSD is a “majority minority” district, meaning it serves mostly minority students.

The data below is about the targeted schools for this application, Lenihan Intermediate School and Rogers Elementary School. The project, Rogers University (RU), proposes to serve 75 students in the 4th-6th grades.

Student Poverty Data		
	Lenihan Intermediate	Rogers Elementary
Student population numbers (enrollment)	706	254
% of students eligible for free/reduced lunch prices. Meets Title 1 Eligibility requirement.	67.6%	83.8%
% of Hispanic students	51%	61%
% of Asian students	5%	8%
% of African American students	3%	3%
% of Multi Race students	2%	4%
% of Caucasian students	38%	22%
% of other	1%	2%

The **impact of student poverty** in the MCSD has increased substantially over the past 14 years. In the 2000-2001 school year, 39.8% of the district’s students were eligible for free or reduced lunch prices; while in the 2013-2014 school year, the rate increased to 64.7%. Many of our students have significant gaps in their education due to a lack of affordable and accessible educational or enrichment experiences at home or in the community. A majority of our families in poverty have few or no books. With geographical and financial barriers, students cannot afford to participate in the existing community-based enrichment programs. Many of our families struggle to meet even their most basic needs.

Our **project will address student poverty** by ensuring that students have a stable, consistent, and safe place to be during the summer that offers engaging academic and enrichment activities. The program will operate for six weeks in the summer from 8 a.m.-3:20 p.m. By having a full-day program, **working families** are able to send their children to a safe and enriching environment. Enrichment activities will include fitness, nutrition, recreation, art, health careers, broadcasting, and leadership development. These activities will be offered by program staff and many community partners. Mid-Iowa Community Action, Inc. (MICA) has nearly 50 years of experience serving children and families affected by the conditions of poverty. MICA offers a variety of programs and services that can benefit to families of RU. Program staff will also be available to address student or family needs and provide support services as needed.

The **students’ academic needs** are significant. The district is a District in Need of Assistance (DINA) and in the 5th and 6th grade Lenihan Intermediate School, 32.5% of students are not proficient in math and 38.5% are not proficient in reading. In the 2013-2014 school year, Rogers’ 4th grade had 55% of its students not proficient in reading and 48% not proficient in math. While the MCSD has made significant improvements in bringing students’ academic work to proficiency, the barriers students who are not proficient face cannot be broken by the school district alone. Currently, RU, a 21st CCLC 2011-2015 operated by MICA in partnership with the

MCS D, has had success in helping decrease and eliminate summer learning loss for at-risk students. For the past four summers, RU has successfully served students from PreK-6th grade who live in the Rogers Elementary School attendance zone. For the summer of 2015 MICA has secured funding to operate the program for PreK-3rd graders. If funded, this grant will support the 4th-6th grade program. From program evaluation, we have found that students greatly benefit from more instructional time in small groups, especially the LEP students who do not have the opportunity to hear or speak English in their homes over the summer months.

Our **project will address academic needs** by providing intensive summer learning programming, which includes academic supports designed to address and close the achievement gap in reading and math. The program will have three main foci: 1.) to increase student achievement; 2.) the implementation of enrichment activities for students to discover new interests and create a culture of collegiate aspiration; 3.) help families be an active supporter of their child's educational growth.

According to the American Community Survey 2008-2012, 18.5% of adults (age 25 and older) in Marshalltown did not complete their high school education, compared to 9.3% of adults in the state of Iowa. 42 parents responded to our family survey in October of 2014. Families are interested in a variety of adult and family education opportunities. Computer skills, ESL classes and high school equivalency classes were the top three areas of interest for parents.

Our project will address family learning needs by implementing multiple family literacy activities. These activities will include opportunities for families who do not have a high school diploma to learn about the High School Equivalency Diploma (HISED) classes offered by Iowa Valley Community College District. Also families who are not English proficient will be able to learn about the English as a Second Language (ESL) classes available to them.

Social and Emotional Needs	
% of students who indicated that the teacher had to stop her/his instruction 1 or more times in the last month because of disruptive behavior (Iowa Youth Survey (IYS) 2012).	63%
% of students who do not feel treated with respect by their peers (IYS 2013).	26%
% of students who are teased or called names (IYS 2013).	49%
% of students who were ignored or left out of things (IYS 2013).	33%
% of students who think disruptive student behavior is a problem (IYS 2013).	37%

Our students have clear social and emotional issues that can be addressed in the summer learning program. IYS results clearly indicate peer-to-peer relationship issues like bullying. MCS D uses the Positive Behavior Intervention and Support (PBIS) model to improve social, emotional, and academic outcomes for students. RU will use the same PBIS processes in the summer as the school implements during the school year to address these issues.

School and community resources – There are many resources available in the school and community to serve children in 4th, 5th, and 6th grades. However, due to great community need, programs are not able to serve all of the children who may benefit from services. Since we are proposing to operate a summer learning program, only opportunities offered to students in the summer are listed below. The chart shows the community or school resources available, the capacity of the program, and its availability to 4th, 5th, or 6th grade students.

Resource	Capacity	Grade(s) served
Child Care providers	1,806 registered slots; all ages	All grades
Library Summer Reading program	Unlimited	All grades
Big Brothers/Big Sisters	Ages 6-18 (70-75 per year) 45 students on waiting list	All grades
Scouting	Unlimited	All grades
ISU Extension Marshall County – 4H	Unlimited	All grades

Fit Kids – YMCA/YMCA	PreK-4 th grade; 70 students	4 th grade
YMCA/YWCA Summer Day Camp	Up to 80 children	4 th grade
Parks and Recreation programming	Unknown	All grades
YMCA/YWCA programming	Depends on program capacity	All grades

Accessibility needs of students and parents – Families who live in the Rogers Elementary School attendance zone are often isolated from community-based programs for their children for reasons of access: lack of transportation, financial need, and limited knowledge of community systems (MICA door-to-door survey results, 2013). MICA staff will work with parents of targeted children to thoroughly explain the benefits of the program, complete registration forms, and conduct a survey on the family literacy events they would like to attend. This work will be done through home visits and one-on-one meetings with parents at the school.

Transportation – Since the students live in the attendance zone, they are within walking distance of the school. However, the program’s attendance specialist will work with families who have an identified transportation need, and provide transportation services as necessary. These services may include contracting with the MCSD transportation department, program staff who walk to and from school with students, or other forms of transportation that meet the needs of the families. MICA policy prohibits program staff from driving students and families in their personal vehicles; therefore, the attendance specialist will not directly provide transportation.

Safety – Student safety is a primary concern to the successful operation of RU. During registration, parents identify how the students will get to and from the school. They also identify who they will allow to pick up their child from RU. Each child must check out at the end of the day with their teacher or program assistant.

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

The stakeholders involved in program development – MICA has received extensive stakeholder involvement to support the implementation of RU. RU has partnered with an existing 25-member steering committee that has been integral to planning and implementation of larger community initiatives around academic success – Spread the Words Read by 3rd! (RB3!) and the Rogers Promise Neighborhood. Through the steering committee, Marshalltown has set a community goal that 90% of Marshalltown 3rd graders will be proficient in reading by 2020. This goal is the cornerstone of Marshalltown’s 2012 All-America City Grade Level Reading Award and MCSD’s 2011-2015 strategic plan. MICA’s RB3! initiative envisions a future where children achieve at their highest potential. Ultimately, this will lead to 95% of students graduating on schedule. The steering committee for RB3! and Promise Neighborhoods will provide guidance and support to the RU efforts as a stakeholder advisory group. The work of RU as a summer learning program is designed to decrease summer learning loss and is a main component of both RB3! and Promise Neighborhood. Steering committee members represent parents, MCSD School Board, administration and teachers, the YMCA/YWCA, Marshalltown Regional Partnership, City of Marshalltown, MICA, Iowa Legislature, United Way, Iowa Valley Community College District, philanthropy, Child Abuse Prevention Services, juvenile court services, Big Brothers/Big Sisters, and ISU Extension.

In addition, MICA conducted a survey with parents in October of 2014. The results of the survey will be used to develop the 2015 program, if funded. The survey asked parents if the program had a positive impact on their child’s education, asked for customer satisfaction input, and asked what enrichment activities they would like to have available to their children in 2015. Lastly, the survey focused on what family literacy resources parents would want to have for them in 2015 and when would be the best time to offer these opportunities in order for them to participate.

3. Project

3.1 Application must show evidence that proposed academic, enrichment, and family literacy activities are linked to the student needs assessment described in the “Student Needs Assessment” section. Include what curriculum(s) you will use to meet your academic goals.

Overview of project structure – Our proposed program will be open 30 days for 220 hours during the summer. 75 low-performing students in grades 4th-6th will be served for six-weeks in the summer from 8 a.m. to 3:20 p.m., Monday through Friday. The program will be held at Rogers Elementary School for the 4th-6th grade students from both Rogers Elementary and Lenihan Intermediate to address the issues of low-student performance of 4th-6th grade students who live in the Rogers attendance zone. The program will be free of charge in order to eliminate access barriers identified in the previous section. It is clear Rogers’ neighborhood students have some of the greatest needs – not only in the district but in the state. To remedy this situation, our summer program will provide intensive instruction in literacy and math to increase student performance. Certified teachers will provide small group instruction (one to six ratio) in reading (**Comprehensive Literacy Model**) and math (**enVisions and First in Math**). In addition, students will participate in the Marshalltown Public Library’s summer reading programs and check out books from the library. Students will receive eight books of the student’s choice to take home and build their personal library, and have a minimum of 15 minutes every day for free reading time.

Enrichment – “Enrichment is what our kids need,” Ralph Bryant, former Lenihan principal, said. “These opportunities bring the learning to life.” Students need the opportunity to establish real world context for the things they learn about in school. Community partners involved in the RU program provide this context. RU staff and community partners will provide 80 hours of enrichment activities. For example, YMCA/YWCA will lead swim and fitness activities. **Iowa State University Extension of Marshall County provides Growing in the Garden (meets Iowa Core Standards)**, while Iowa State University Women in Engineering students will provide STEM programming. In addition, students visit the Iowa Valley Community College District campus to learn about broadcasting, health care careers, and developing team building skills. A new partnership is being developed with the Marshalltown Community Theater to have students participate in a summer production of Peter Pan. The City of Marshalltown’s Parks and Recreation department offers recreational activities such as golf and tennis. The program will take field trips to local colleges and universities to provide context to our culture of college aspiration. Our program will also address our students’ significant social and emotional needs through the implementation of **Positive Behavior Intervention and Supports (PBIS)** to prevent behavior concerns. Life skills programming will be taught by the Substance Abuse Treatment Unit of Central Iowa (SATUCI), and students will go to Quakerdale’s Wolfe Ranch Life Enrichment Center to participate in the equine assisted learning program.

The family learning needs identified in the previous section will be addressed through multiple efforts. First, all families of students who are in the program receive an outreach visit from program staff. These visits are held in the family’s home or at school and allow program staff and families to get to know each other, build a relationship, and complete necessary registration forms. Families will also be encouraged to attend family nights to learn about strategies to support their children’s learning. The program will also provide parents with daily “conversation starters” to help facilitate conversations between parents and their children. Parents will also be offered field trips to local colleges and universities and receive information from various community partners about college preparation activities. Lastly, the program will create a “bring your parent to school” activity that provides all parents with the opportunity to engage in program activities with their children. The family literacy coordinator will create these program activities and ensure all parents are fully engaged in RU.

3.2 Application must propose a variety of 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 Based on the second principle of effectiveness, goals and objectives or all activities must be described.

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 addressed in this project. Breakfast, lunch, and snack are provided by the MCSD’s food service program and meet USDA nutrition guidelines.

ACADEMIC GOAL – By June 2018, 75% of students will maintain or improve their reading and math proficiency during the summer months.

Academic Goal Activities	Objectives	Eligible Activity
<ul style="list-style-type: none"> • Certified teachers develop individual student learning plans for both reading and math, which include: current reading/math levels, data documenting the problem issues (e.g., fluency, computation), desired performance targets, and specific activities designed to achieve the reading and math targets. • Reading (74.5 hours) – 1 hour of direct reading instruction as part of a small group (1 to 6 ratio); 15 minutes free reading daily; every-other-week trips to the public library to check out books; and daily participation in the public library’s summer reading program. • Math (66 hour) – 1 hour of direct math instruction as part of a small group (1 to 6 ratio) using the enVision Math curriculum. Instruction includes daily math probes; and daily use of Chromebooks for the First in Math (Suntex) online supplemental program. 	<ul style="list-style-type: none"> • 75% of students will maintain or improve their reading and math performance during the summer as measured by the district assessment (administered in the spring and fall). • 75% of students will meet their individual learning targets in reading and math as measured by the program assessment (administered every two weeks). • 100% will check out books from the public library. • 80% of students will read at least six books during the summer. 	<ol style="list-style-type: none"> 1. Remedial education activities and academic enrichment. 2. Mathematics and Science education activities. 5. Tutoring services. 6. Limited English Proficiency.

ENRICHMENT GOAL – By June of 2018, 90% of students will have discovered new interests and acquired the knowledge and attitude necessary to make college a realistic option.

Enrichment Goal Activities	Objectives	Eligible Activity
<ul style="list-style-type: none"> • 80 hours of project-based enrichment—Swimming instruction (5 hours); gardening & nutrition (10 hours); golf & tennis (10 hours); art (6 hours); fitness (5 hours); team building (6 hours); health care career exploration (6 hours); broadcasting (6 hours); drama (15 hours); horse therapy (4 hours); LifeSkills Training (5 hours); college planning (5 hours); & STEM (10 hours). This is the estimated number of hour per activity. Schedule will be finalized upon funding. 	<p>90% of students attend program every day.</p> <p>90% of students complete 60 or more hours of enrichment programming.</p> <p>90% of students complete the three “college prep” enrichment activities.</p> <p>90% of students believe attending college is a realistic option.</p>	<ol style="list-style-type: none"> 2. STEM activities. 3. Arts and music education. 7. Recreational activities. 8. Technology education. 12. Drug and violence prevention. 14. Character education.

FAMILY LITERACY GOAL – By June 2018, 100% of families will be active supporters of their child’s educational growth.

Family Literacy Activities	Objectives	Eligible Activity
<ul style="list-style-type: none"> • Outreach visits with all families to build positive relationships. 	<ul style="list-style-type: none"> • Program staff will complete a relationship-building outreach visit with 100% of families. 	<ol style="list-style-type: none"> 10. Parental involvement and family literacy.

<ul style="list-style-type: none"> • Six family nights to help parents support student learning and their own learning. • Daily communication to help families engage in conversations with their child about learning. • Field trips with families to Iowa State University and Marshalltown Community College. • “Bring your parent to school” activities. • HiSED and ESL classes for parents. 	<ul style="list-style-type: none"> • 80% of parents believe attending college is a realistic option for their child. • 80% of parents report they know how to help their child learn at home. • 50% of parents have taken steps to improve their own learning. 	
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3.4 Alignment with the school day instruction through relationships with school staff, alignment with state and national standards, or through the CSIP must be evidenced.

34 school-day teachers from Lenihan and Rogers taught math and or reading at RU (during the summer of 2014 and are willing to teach during the summer of 2015). By utilizing Lenihan and Rogers’ teachers, our program will have close alignment with the school day curriculum. Teachers who are not MCSD staff will be required to use the school district curriculum in order to meet the individualized learning plan developed for the student by their school day teacher. All teachers who are leading reading and math groups are supervised by the principals, and every two weeks the principals are reviewing student progress.

The reading and math instruction provided to students is used by the MCSD and is aligned with state standards. In addition, the Growing in the Garden curriculum through ISU extension is also related to the Iowa Core standards. The building principals provide extended support to teachers as well as the program staff position of lead teacher (a Lenihan teacher) to ensure teachers have the materials and support needed to implement the curriculum with fidelity.

3.5 The eligible organization’s experience in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students must be described.

MICA has operated Head Start since 1965 and has also operated numerous youth development programs, including a five-year 21st Century Community Learning Center grant funded in 2011. Prior to the 2011 award, the MCSD was one of the first in the nation to receive funding through the federally funded project in 1998. MICA served as a significant partner in that program, providing after-school activities and in-home family development services to multiple schools.

One of the ways MICA has improved the **academic performance, achievement and positive youth development of students** is through the operation of RU. RU was designed to stop summer learning loss for Marshalltown’s most at-risk students in order to provide a platform for student success. For the past two summers, MICA has served over 215 students from Prek-6th in RU (utilizing multiple funding sources). When students start the school year where they left off in May, they are ready to make the required year’s worth of growth and more, rather than first relearning one to two months of information lost over the summer. The data from RU proves that we have had a significant impact on academic performance and achievement. Student performance during the summer of 2014 of 4th-6th graders showed 84.1% of students met or exceeded the learning goals set by their classroom teachers. 79.4% exceeded the baseline on a majority of data points, and 76.2% showed an upward trend line in student progress data in reading. For math, 72.7% met or exceeded learning goals, 72.8% exceeded baseline, and 78.8% showed an upward trend line. In addition, each student is provided meaningful opportunities to discover new interest, leadership activities, and develop positive youth development skills.

4. Research Base

4. Based on the third principle of effectiveness, grantee should describe the research base, compiled from multiple sources, for proposed activities.

The Harvard Family Research Project has provided multiple resources which demonstrate that **complementary learning** is an effective strategy to address student needs and ensure success for all children. Complementary learning is the idea that a systematic approach, which intentionally integrates both school and non-school supports, can better ensure that all children have the skills they need to succeed. In our project, we will use the principals of complementary learning, aligned effective academic instruction, family engagement, and community-based activities. Our program is a true extension of the school year because learning materials and enrichment activities have been selected using the following criteria: (1) the content is the same as the school day curriculum; (2) content has strong evidence base; and (3) is related to the project's goals and objectives outlined in section 3.2 and 3.3. All academic learning materials are research based and implemented by licensed teachers to ensure implementation fidelity. Because MCSD teachers are our programs instructors we will have an even greater impact on academic success.

enVision Math – The U.S. Department of Education's What Works Clearinghouse validated research that "Pearson's *enVisionMATH* elementary school curriculum increases student achievement above and beyond other K-6 math programs."

Comprehensive Literacy Model – According to the Center for Literacy at the University of Arkansas at Little Rock, Partnerships in Comprehensive Literacy (PCL) is a model of school transformation that focuses on improved literacy learning for all children. The PCL emphasizes several key points:

- Continuous development of teacher expertise through ongoing intensive professional development;
- Continuous collaboration between teachers, and between teachers and administrators;
- A systems approach that integrates assessment, teaching, and learning across all grades and units within a school.

Positive Behavior Intervention and Support (PBIS) – PBIS is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. The PBIS website documents that implementing PBIS with fidelity leads to improvement in school climate and a reduction of student discipline problems. (PBIS.org). All teaching staff have been trained in PBIS, and program staff will receive training on the core elements for implementation prior to the start of the program.

YMCA Swim Lessons – Drowning ranks fifth among the leading causes of unintentional injury death in the United States, according to the Centers for Disease Control and Prevention. Of these death's, 20% are children 14 and younger. However, participation in formal swimming lessons can reduce the risk of drowning. The YMCA/YWCA offers a validated swim instruction program for all program students at the YMCA in Marshalltown.

First in Math – WestEd recently completed a research study on the First In Math (FIM) program. The study showed students had increased test scores and increased interest in mathematics when using First in Math curriculum. (<http://explore.firstinmath.com/proven-results?cc=us>.) The program staff will use First in Math to provide additional math instruction opportunities to the students.

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

5. Management Plan

5.1 A plan to ensure effective staffing, including recruitment and retention of highly qualified staff, professional development, effective leadership (including how leadership will maintain alignment with school day instruction), and how the program will use volunteers, especially seniors, to support high-quality programming.

The 21st CCLC project will be led by MICA's Family and Community Development Director, Clarissa Thompson, in close collaboration with the three building principals. Thompson and Rogers principal Dr. Mick Jurgensen were key developers of the original 21st CCLC funding for RU's K-3 grade program. Thompson has over five years of extensive experiences operating summer learning programs and has a child and family service degree from Iowa State University. The MCSD has appointed Lenihan Principal Kyle Young, Assistant Principal Dr. Liz Jurgensen, and Jurgensen as the leadership for the operation of RU. One of the key roles the principals have in the operation of RU is creating the individualized learning plans for the students. These plans are the key link to school year instruction and are integral to the success of the academic performance of the students during the summer learning program.

The RU (PreK-6th grade) site coordinator is Karina Hernandez. Hernandez has served in this role for two years. Before her current role, Karina was a family development specialist, and English Language Learner para at Rogers Elementary school for twelve years. Karina has an elementary education degree from William Penn University.

The program's **strong leadership** team will ensure all academic elements of learning are linked to school day instruction, and recruit highly qualified staff to support program goals. In addition, Hernandez will coordinate program activities with the local Retired Senior Volunteer Program and Foster Grandparents (two volunteer organizations focused on providing volunteer opportunities for seniors).

Recruiting and retention of high quality staff – All of the RU academic instructors are licensed MCSD teachers. Teaching staff are from Rogers, and Lenihan, or other MCSD buildings, or they have had experience teaching in the MCSD. This alone is a strong assurance that all the curricula and instruction is directly aligned to the MCSD curriculum and teaching practices. The MCSD also offers extensive professional development to teachers, which directly benefits the academic learning at RU. In addition, the program offers a one-day orientation prior to the start of RU to share information on the program goals, daily operation plans, data collection strategies, time keeping, and various other topics to ensure a successful implementation of RU.

How the program will use volunteers (and specifically seniors) to support high-quality programming – The Foster Grandparent program has been a partner to RU. Volunteers read with children and help teachers and program staff with activities as needed. We will continue this partnership for our proposed program. The RU site coordinator will work with MICA's volunteer coordinator to recruit additional volunteers.

5.2 Plan for safe student transportation to and from the program, where appropriate, including home, and ensuring safe and accessible facilities and services, including translation services, serving students with disabilities, and the inclusivity of program facilities.

Student Transportation – Student safety is a primary concern to the successful operation of RU. Because the program is held in a neighborhood school, where most of the students live, a large majority of the students will walk to and from the program (as they do during the school year). The neighborhood is completely connected with a sidewalk system, providing for a safe walking atmosphere. During the RU registration process, parents (or guardians) identify how the students will get to and from the program/school. They also identify who they will allow to pick up their child from RU. Each child must check out at the end of the day with their teacher or program assistant, and the child may leave when dismissed by their teacher.

MICA will contract with the MCSD Transportation Department to provide busing to program students if getting to the program is a barrier for attendance and will also use these resources to transport students to various community partner facilities for enrichment activities. All transportation providers must conduct appropriate background checks on their transportation staff in order for them to be considered.

Safe and accessible facilities and service – RU activities will take place at four primary sites: Rogers Elementary, the YMCA/YWCA, Marshalltown Public Library, and Iowa Valley Continuing Education. Each of these sites is fully accessible to those with disabilities and complies with the Americans with Disabilities Act (ADA).

Rogers Elementary – Rogers is fully accessible and meets all ADA requirements. The entire campus underwent an update in 2006, which included the addition of two ramped entrances, an elevator, and accessible restrooms. The neighborhood surrounding Rogers is relatively small, making it possible for anyone living within its boundaries to walk to the site.

YMCA/YWCA – The facility is handicap accessible and transportation will be provided to ensure equal access to this component of the project. The YMCA/YWCA finished construction of the Horne-Henry Center in 2004. The 122,000 square foot facility includes a large recreational pool, a competitive pool, basketball and racquetball courts, free-weights, strength training equipment, and indoor and outdoor track, and meeting rooms.

Marshalltown Public Library – The facility is fully handicap accessible. The Marshalltown Public Library provides residents with materials and services that meet their needs for recreation, information, education, and cultural awareness. The library's current building at 105 West Boone Street was completed in December 2008. The Marshalltown Public Library meets Iowa public library standards and is accredited by the State Library of Iowa and recently won the 2013 National Medal for Museum and Library Services. The library is within walking distance of the project's primary site, Rogers Elementary.

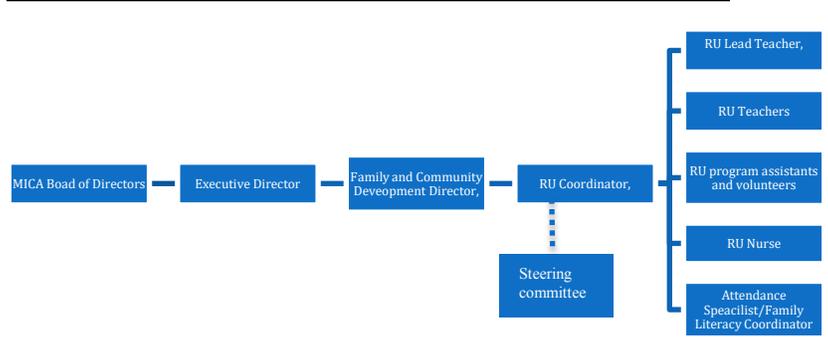
Iowa Valley Continuing Education (IVCE) – This facility is handicap accessible and meets ADA requirements. The IVCE campus is co-located with Marshalltown Community College. The facility hosts numerous conferences and education events. Transportation will be provided to ensure equal access to this component of the project.

Translation services – As learned from our student needs assessment, MCSD has a high number of students whose first language is not English. The program is very mindful of the need to provide communication to families in their preferred language. RU will have staff who speak Spanish. The program coordinator, Karina Hernandez, is bilingual (English/Spanish) and at least one program assistant will also be bilingual (English/Spanish). To serve families who are from Burma, MICA will work to find a translator who can help with communication needs of these families. MICA may also use Certified Languages International (an interpreting and translating telephone service) to communicate with families.

5.3 The development and engagement of a stakeholder advisory group and organizational or program leadership structure.

Organizational and/or program leadership structure – RU is operated by MICA and is governed by a board of directors, with equal representation from the public, private, and low-income sectors.

Stakeholder advisory group – Established in 2010, the steering committee has been integral to planning and implementing larger community efforts around early childhood education, academic achievement, and increasing graduation rates. Due to the success of RU in 2011, the steering committee has included the replication of



this successful program in its larger efforts. The steering committee (as mentioned in Section 2.2) meets six times a year to receive program progress updates and offer support and collaboration to program staff. The steering committee meetings are led by the RU coordinator and are focused on increasing the number of children who achieve academic success.

5.4 Plan for continuous program improvement and sustainability of the program following the end of 21st CCLC funding, including a description of how resources will be combined or coordinated with the proposed program for the most effective use of public funds.

Ron Mirr will serve in the role of grant evaluator and has consulted with the development of this application. We have contracted with Mirr due to his expert level knowledge of Mark Friedman’s Results Based Accountability system, as RU will implement this framework for program monitoring and improvements. Mirr also helped Iowa City develop their successful extended day learning model, and there are many similarities in our evaluation approaches.

Continuous program improvement starts with program staff regularly reviewing data and evaluating progress toward goals. Key program staff will be trained on data-driven evaluation, and the project evaluator will meet with program staff monthly to review data and determine how to obtain the best possible outcomes. To address program sustainability, we are hopeful that our efforts will lead to the MCSD moving toward a year-round or balanced calendar model in the near future. MCSD has obtained a waiver from the Iowa Department of Education for an innovate calendar. Currently, there is a committee, created from the work of the RB3! and Promise Neighborhood steering committee, consisting of representatives from The Martha-Ellen Tye Foundation, Marshalltown Regional Partnership, City government, MICA, the Marshalltown Christian School, ISU Extension, Marshalltown Community College, parents, community volunteers, and Emerson. The committee will make a recommendation on January 5, 2014 to the MCSD School Board to study the impact a balanced calendar would have on student achievement and implementation of a balanced calendar in the 2016-2017 or 2017-2018 school year. The committee has determined that decreasing the 100-day summer break into smaller breaks throughout the year, will greatly increase student achievement for all children, but especially LEP students and students with disabilities. Lastly, the committee will also propose that during these small breaks, students have access to quality learning programs like RU to supplement and enhance school day instruction.

Our program has been designed to address collaboration and has many community partners who support the program. The following **resources are used in combination** with 21st CCLC funds.

Community Partner	Resources Provided
Marshalltown Community School District	Use of facility, staff time from building principals, social workers, and custodial staff. Free breakfast and lunch for students.
Iowa State University	Iowa State University’s Women in Engineering program offers free STEM activities.
4H – Iowa State University Extension, Marshall County	Growing in the Garden program led by extension staff members at no cost, and field trips to the Central Iowa Fair activities.
Foster Grandparent Program	Places a Foster Grandparent at RU.
Marshalltown Public Library	Free use of facility, checking out books, summer reading program, and specialty activities (i.e. Science Center events and Blank Park Zoo visits etc.)
SATUCI	Staff deliver life skills lessons at no charge.
Marshalltown Police Department	Programming on safety and relationship building with students and families.

6. Communication Plan

6. Application must describe the outreach strategies or activities to be employed to share evaluation and other program information, frequency of use, and estimation of method's impacts on the program. Target audiences must include, but are not limited to, the broader community, parents, youth, and partners.

The **evaluation results** will be reported to a variety of audiences through multiple media with all provided materials distributed in an easy to read and graphically rich format. Evaluation results will also be available on MICA's website.

Results will be shared with **youth and parents** during fall conferences, generally held in **October**. Conferences will include how the student's participation in remedial math, reading, and enrichment programming over the summer helped the student have a better start in the fall. This is also the time when RU program staff will conduct face-to-face surveys with students and parents about the program and use the information gathered for the next year's program planning. In addition, the program coordinator will ensure a process for teachers and staff to ensure they are having **daily communication** to help families engage in conversations with their child about RU.

In addition, media releases will be submitted, at minimum, **twice each project year**. MICA has on staff a bilingual public information coordinator who will create or review all information that is **shared with the broader community**. This staff person has experience producing written materials accessible to a wide audience in both English and Spanish. Also, project staff will comply with any grant requirements in regard to dissemination of project information including evaluation results.

Results will be shared with the **MCSD school board, MICA board of directors, and program partners** (steering committee) during a results presentation. The presentation will include a final report from the grant evaluator **upon completion of data collection** of student academic results from the Iowa Assessments. In addition to this final presentation, the program **coordinator meets with partners** to share results and plan for future programming.

Method's impacts on the program – By informing parents and youth, our partners, and the broader community about the need for and successful outcomes of our program, we can **help parents** support their children's learning and garner **broader community support**. Ultimately, this community support could lead to **better outcomes** for students either through **financial support** to **continue or replicate** the program, or **more partners** contributing to the program. We also hope to **affect policy** at the district and state levels to create school year calendars that are more conducive to continuous learning or provide more support to students who are at risk for summer learning loss.

7. Partnerships

7.1 Application must describe existing organizational and/or programmatic partnerships and the partner's role in programming and/or sustainability. Application must distinguish between a partnership and contractor.

Our intention is to use this 21st CCLC grant to continue to unify existing and new activities into a dynamic summer learning program. Our program is being jointly submitted with the MCSD. MICA and the MCSD have had a very long and successful history of collaboration. Our partners, individually as well as collectively, have decades of history and have the human, material, and financial resources needed to meet the commitments proposed to produce a successful 21st CCLC project. By working together and joining resources, we believe we can provide the best experiences to the students and provide the community with opportunities to serve youth they may have not had the opportunity to serve. By working together, we all can meet our goal: helping youth reach their fullest potential. Listed below is a description of each partner and the proposed impact these partnerships will have in meeting the programs goals.

Marshalltown Community School District (letter of support attached) – MCSD is a major partner in this application. The **impactful role** of the district is identified through the use of building facilities, joint planning and coordination with building principals, the creation of individualized learning plans by classroom teachers, sharing of janitorial staff, food service (breakfast, lunch and snack), data collection, access to students, and transportation services. The MCSD is both an organizational partner and a project contractor. **Sustainability** – this partnership reduces the cost of program operation.

Iowa State University Extension of Marshall County (letter of support attached) – Empowers youth to reach their full potential by working and learning in partnership with caring adults. The youth and adults of the 4-H movement value: youth as powerful members of society, youth and adults as caring partners, learning as a lifelong commitment, diversity and social conscience, and doing our best and making it better. **Impactful role** – This partnership will allow our students to experience the following enrichment programming: Gardening, wellness, STEM Day at the Central Iowa Fair, and Agriculture Education Day at the Central Iowa Fair. **Sustainability** – Extension programming provided free of charge to RU.

City of Marshalltown

- **Marshalltown Public Library (MPL) (letter of support attached)** – All RU students will be enrolled and participate in the MPL's summer reading program. Field trips will be taken to the library during the summer. The library will be hosting the Science Center of Des Moines this summer, and all RU students will be able to go to the library for the hands-on learning workshops. The **impactful role** of the library has multiple effects: students are more connected to the library services, experience new activities through the Science Center to enhance learning, and students increase their reading material choices and interests. The MPL director is a steering committee member, and the youth director is a member of the RB3! summer learning work group. The MPL is both an organizational and program partner.
- **Marshalltown Parks and Recreation (MPR) (letter of support attached)** – MPR's **impactful role** is to will expose students to new recreational activities such as golf and tennis, to which they may never have been exposed. These healthy activities will encourage the adoption of healthy recreational habits. Partner is a program contractor.
- **Marshalltown Police Department (MPD) (letter of support attached)** – The **impactful role** the MPD plays in RU is to teach the students about personal and community safety. The MPD will also work to develop relationships with the students and families of RU. These relationships are critical to creating healthy and safe communities. The MPD is both an organizational and program partner.

YMCA/YWCA (letter of support attached) – The YMCA/YWCA provides health and fitness activities as well as Swim Lessons to RU students. The **impactful role** of the partnership allows the YMCA to bring their expertise in three major areas to the program, which in turn helps students understand the benefits of staying active and being healthy. The YMCA/YWCA allows the program to use their facilities at no charge. The executive director of the YMCA/YWCA is a steering committee member. The YMCA/YWCA is both an organizational partner and a project contractor. **Sustainability**– partnership reduces cost of program operation.

7.2 Application must describe a plan for meaningfully engaging partners over lifetime of grant, recruiting new partners, and maintaining relationships.

The success of RU is largely based on the community partnerships established for the enrichment activities. The program coordinator will work in the community to **identify partnerships** to help meet the goals of the program. (It is important to note, many of the community's youth services providers are already involved in the operation of RU.) We will use data from the program evaluation process to inform our decisions about **maintaining** and **establishing partnerships** or resources to meet our goals. The program coordinator will be responsible to forge **meaningful partnerships** throughout the lifetime of the grant. Once a partner (**new or existing**) is committed for the program year, the program coordinator meets to ensure that a contract or a memorandum of understanding is signed by the partner. In these documents, clear expectations are delineated about what role the partner will have in the implementation of RU. After the conclusion of the summer program, the program coordinator will meet with all partners to evaluate the program goals of the summer and begin the planning process for the next program year.

8. Evaluation

8.1 Application must provide 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 the Iowa Department of Education, and the intent to provide all requested data and program information to the state.

Ron Mirr will be the evaluator of this project, which includes working with the project's staff to use the data collected for continuous project improvement. Mirr will lead MICA staff through a **comprehensive and rigorous evaluation** of the program, complete the **local evaluation** results for RU, and will **provide the Iowa Department of Education** with all **requested data and program information**. Mirr is a master's level social worker who has spent 30 years in the fields of education, health, and human services – working first as a mental health clinician, and then as a consultant and evaluator in over 20 states. Since 2003, Mirr has directed the evaluation of 29 projects funded by federal and state grant programs. In addition, he has assisted with the evaluation of many projects in a supportive role. Prior to becoming an independent consultant and evaluator, Mirr worked for the University of Iowa Center for Evaluation and Assessment – a joint project of the College of Education and the School of Social Work. Mirr was trained by Mark Friedman (resultsaccountability.com) of the Fiscal Policy Studies Institute to use Mr. Friedman's model for helping teachers and social workers identify realistic program measures and track the progress of these measures over time. Friedman's process helps teachers and schools understand if their efforts are having the desired effect on the target population. As part of two statewide data grants with the Iowa Department of Education, Mirr used Friedman's model to design a series of data toolkits that communities are using to understand if their programs are having the desired effect. His work with schools and communities on the IYS data toolkits has been one of his most successful professional efforts.

Ron Mirr's contact information:

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 3411 Ireland Drive
 Iowa City, Iowa 52246
 (319) 430-4315

8.2 Application must provide evidence of how evaluation results will be used to refine, improve, and strengthen the program and build community support. The proposed evaluation procedures must align with the project's goals, objectives, and program activities. The application must provide a detailed plan, including timelines, to make the evaluation results public in a form and language that is easily understood.

For this project, Mirr will organize the evaluation activities using the Results Based Accountability approach developed by Friedman. The evaluation will be designed so that project staff can **refine, improve and strengthen** the program and **build community support** by asking three basic questions – (1) **How much** did the project do?; (2) **How well** did the project do it?; and most importantly; (3) **Is anyone better off?** Data is an important aspect of the overall project evaluation, and we will use the data to adjust project performance **to improve results for students and families**. Throughout the three-year project period, evaluation data will inform ongoing conversations designed to help project and district staff answer our three basic questions.

Mirr will meet with MICA's family and community development director and the RU program coordinator monthly to review and discuss project data. During these evaluation conversations, Mirr will present summary data, which tracks progress over time, for the specified program measures. He will help the program staff review and reflect on the data through the use of the following seven questions during the evaluation meetings. (1) Who was targeted for services and support? (2) What are the outcomes they were expected to attain? (3) What does the data tell us about project success in attaining these outcomes? (4) What other data does the project need to collect? (5) What would work to do better? (6) Do we need any new partners? (7) How will we adjust programming and budgeting?

The **evaluation results** will be reported to a variety of audiences through multiple media with all provided materials distributed in an easy to read and graphically rich format. Evaluation results will also be available on MICA's website.

Results will be shared with **youth and parents** during fall conferences, generally held in **October**. Conferences will include how the student's participation in remedial math, reading, and enrichment programming over the summer helped the student have a better start in the fall. This is also the time when RU program staff will conduct face-to-face surveys with students and parents about the program and use the information gathered for the next year's program planning. In addition, the program coordinator will ensure a process for teachers and staff to ensure they are having **daily communication** to help families engage in conversations with their child about RU.

In addition, media releases will be submitted, at minimum, **twice each project year**. MICA has on staff a bilingual public information coordinator who will create or review all information that is **shared with the broader community**. This staff person has experience producing written materials accessible to a wide audience in both English and Spanish. Also, project staff will comply with any grant requirements in regard to dissemination of project information including evaluation results.

Results will be shared with the **MCS D school board, MICA board of directors, and program partners** (steering committee) during a results presentation. The presentation will include a final report from the grant evaluator **upon completion of data collection** of student academic results from the Iowa Assessments. In addition to this final presentation, the program **coordinator meets with partners** to share results and plan for future programming.

During our evaluation process, we will determine if the methods used in the project have improved the academic performance of the students served. We will also document what progress students made over the summer in math, reading, and their participation in enrichment activities. Finally, we will determine if parents were able to improve their own learning and support of their children's learning at home. The evaluation for this project will recognize and document the fulfillment of the project's stated objectives in Section 3.3. The measurements we will use are identified in the tables below. These measures will give us the quantitative and qualitative data to show our success in the project's goals.

Academic Goals Measures

- Program attendance – daily
- RU reading and math assessments – every two weeks
- Iowa Assessment scores – Spring 2016, 2017, 2018
- # of student who checked out a book from the MPL – after each library visit
- # of books read by each student – weekly

Enrichment Goals Measures

- Program attendance – daily
- # of hours of enrichment programming completed by each student – weekly
- # of college visits completed by each student – following each visit
- Survey of students to determine if college is a realistic option for them – July 2015, 2016, & 2017

Family Literacy Goal Measures

- # of outreach visits completed – weekly
- Survey of parents about whether college is a realistic option for their child – July 2015, 2016 & 2017
- # of parents who participated in HiSED classes – annually
- # of parents who participated in ESL classes – annually

9. Budget Narrative

Category	Narrative	21 st CCLC	MICA	Total
Personnel				
Clarissa Thompson, F&C Director	Directs program, responsible for reporting, oversight of the budget and general implementation. 5% Full-Time Equivalency (FTE). Annual salary of \$63,000. Regular employee	\$3,150		\$3,150
Karina Hernandez, RU coordinator	Responsible for the day-to-day management of RU. Supervises staff, coordinates activities, and manages partnerships. 50% of FTE. Annual salary of \$41,200. Regular employee	\$20,600		\$20,600
To be hired (TBH), attendance specialist/family literacy coordinator	Tracks and reports attendance; responsible for program attendance goals; Coordinates family literacy programming. \$15 per hour, 25 hours/week, 12 weeks. Casual employee	\$4,500		\$4,500
Marcquelyn Allensworth, Lead Teacher	Casual employee. Sets teachers' schedules, leads student groups, coordinates curriculum, and purchases supplies. \$25.00/hour, 200 hours.	\$5,000		\$5,000
TBH Teachers	Casual employee - 13 teachers, \$25.00/hour, 75 hours.	\$24,375		\$24,375
Stacy Tool-Crawford, RU Nurse	Casual employee who administers medication, monitors students health. \$21.00/hour, 90 hours.	\$1,890		\$1,890
Program assistants	Provide a successful, safe and supervised setting for students. Promote the social, emotional, physical, and cognitive development of all children. 8 program assistants, \$10/hour, 180 hours. Casual employees.	\$14,400		\$14,400
Laurie Mullen Art Teacher	Casual employee. Teaches art to all students. \$25.00 /hour, 90 hours.	\$2,250		\$2,250
Regular Employee Fringe Benefits	Regular employee fringe rate is 27% of wages. FICA/Medicare 7.65%, Retirement 6.13%, Unemployment 2.30%, health insurance 9.70%, Dental Insurance .40%, Life Insurance .12%, Disability insurance .70% $\$3,150 + \$20,600 = \$23,750 \times 27\% = \$6,413$	\$6,413		\$6,413
Casual Employee Fringe Benefits	Casual employee fringe rate is 9.95% of wages. FICA/Medicare 7.65%, Unemployment 2.30%, $\$4,500 + \$5,000 + \$24,375 + \$1,890 + \$14,400 + \$2,250 = \$52,415 \times 9.95\% = \$5,215$	\$5,215		\$5,215
Workers Comp.	1.96% of all Regular and Casual Employee Wages. $\$23,750 + \$52,415 \times 1.96\% = \$1,493$	\$1,493		\$1,493
Enrichment Activities	\$5,000 for Iowa Valley Continuing Education activities. \$3,000 to the YMCA for swimming lessons and activities. \$2,000 to Marshalltown Parks & Recreation for golf & tennis. Quakerdale Equestrian activities \$600.	\$10,600		\$10,600

Total Personnel		\$99,886		\$99,886
Travel In-Area / Staff mileage	MICA reimburses \$0.39 per mile. 769.23 miles x .39 per mile	\$300		\$300
Total Staff Travel		\$300		\$300
Materials	Classroom materials, craft supplies, curriculums	\$8,503		\$8,503
Copies/Printing	Printing materials for RU outreach and materials for teachers' use in the classrooms.	\$3,000		\$3,000
Postage	To send out notifications and program invitations to RU students and their parents.	\$500		\$500
General Liability Insurance	All MICA programs are insured under our general liability plan.	\$175		\$175
Telephone	MICA staff telephone use for RU.	\$1,000		\$1,000
Internet	MICA staff internet use for RU.	\$600		\$600
Employment Advertising	Employment advertising for the attendance specialist/family literacy coordinator position.	\$176		\$176
Employee Space / Rent	RU portion of MICA staff's space/rent expense.	\$2,250		\$2,250
Student Nutrition	Snacks for 75 students. 75 students x 30 days x \$1.00/snack.	\$2,250		\$2,250
Background Checks	Background checks for RU program staff and volunteers. 24 people, \$15.00 each.	\$360		\$360
Computer Equipment	Computer for attendance specialist/family literacy coordinator.	\$1,000		\$1,000
Total Materials		\$19,814		\$19,814
Training Expenses	Staff training meetings and professional development opportunities. (Minimum 4% per year, \$150,000 x 4%.)	\$6,000		\$6,000
Total Professional Development		\$6,000		\$6,000
Evaluation	Contracted services provided by Ron Mirr. \$1,000 per day x 6 days (4% maximum).	\$6,000		\$6,000
Total Evaluation		\$6,000		\$6,000
Student Transportation	Contracted with MCSD.	\$6,000		\$6,000
Total Student Access Transportation		\$6,000		\$6,000
Total Direct Costs		\$138,000		\$138,000
Administrative/ Indirect Costs	8% cap on administrative costs. \$150,000 x 8%. MICA's federally approved indirect cost rate is 19.5% of salaries and fringe costs. \$89,286 x 19.5% = \$17,411	\$12,000	\$5,411	\$17,411
Total Administrative/ Indirect Costs		\$12,000	\$5,411	\$17,411
Budget Total		\$150,000	\$5,411	\$155,411

9.2 Application must describe how the program seeks to supplement, rather than supplant current funding.

MICA nor the MCSD currently has funding to operate an extensive summer learning program to the extent outlined in this application. All funds will be used to operate the program, not supplant funding for an existing program.