

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

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

Return to: Malinda Hugh-Reynolds
Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146
Malinda.hugh-reynolds@iowa.gov

APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency) Mid-Iowa Community Action, Inc.

County: Marshall		Amount Requested: \$125,558 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Arlene McAtee		Grant Contact/Project Director: Clarissa Thompson	
Agency Name: Mid-Iowa Community Action, Inc.		Agency Name: Mid-Iowa Community Action, Inc.	
Address: 1001 South 18 th Ave.		Address: 1001 South 18 th Ave.	
City: Marshalltown	Zip: 50158	City: Marshalltown	Zip: 50158
Phone: (641)752-7162	FAX: (641)752-9724	Phone: (641) 752-7162	FAX: (641) 752-7162
Email: arlene@micaonline.org		Email: clarissa@micaonline.org	

Data Collection and Evaluation Contact: Clarissa Thompson		Fiscal Contact: Colin Adams	
Address: 1001 South 18 th Ave.		Address: 1001 South 18 th Ave.	
City: Marshalltown	Zip: 50158	City: Marshalltown	Zip: 50158
Phone: (641) 752-7162	FAX: (641)752-9724	Phone: (641)752-7162	FAX: (641)752-9724
Email: clarissa@micaonline.org		Email: Colin.adams@micaonline.org	

1. Is this an application for a continuation grant? (Check yes or no): Yes No

FORM A: SITE INFORMATION

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

21CCLC Site Name: Rogers Elementary School		
Site Address: 406 Summit Street		
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
Rogers Elementary School	0481	25
Lenihan Intermediate School	0479	50
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.)

Mid-Iowa Community Action, Inc.
21st Century Community Learning Center Request for Funding
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Narrative

1. Proposal abstract – Mid-Iowa Community Action, Inc's. is applying for funding to expand the current Rogers University summer learning program to **serve seventy-five** 4th, 5th and 6th **students** in the Marshalltown Community School District (MCSD). Students will be selected from two buildings in the district, Rogers Elementary School (4th graders) and Lenihan Intermediate School (5th and 6th graders). Currently Rogers University serves 100 students from kindergarten to third grade. If funded, Rogers University would serve 175, K-6th grade students in a distressed neighborhood in Marshalltown, Iowa. The total **funding request** is **\$125,558**, or **\$1,674 per student**.

Competitive Priority: Project target schools, Rogers Elementary School and Lenihan Intermediate School qualify as SINA schools under Title 1.

Competitive Priority: This application is jointly submitted by Mid-Iowa Community Action, Inc., and the Marshalltown Community School District.

Student Needs Assessment

The Marshalltown Community School District (MCSD) is located in Marshalltown, Iowa. Marshalltown has a population of 27,683 individuals making it the 17th largest city in Iowa. The MCSD was the 18th largest district in 2012-2013 in the state of Iowa and serves 5,056 students. The largest racial/ethnics group in the city are White at 70.3 % and Hispanic at 24.1 %. However, 57% of the MCSD students are Hispanic/Latino. The MCSD is “majority minority,” meaning it serves more minority students. Other relevant facts regarding the MCSD are listed below.

- MCSD has the 5th highest free and reduced lunch rate in the state at 70.3%
- MSCD has the 3rd highest number of English Language Learners (ELL) in the state at 1,745 students.
- 48% of the target schools students are not reading proficient.

Project

The Rogers University model addresses the critical academic needs in our target schools and is supported by a wide range of community-based activities and programs that expand the experiences our students need to be successful. The full day program is provided for six weeks where students experience two hours of direct academic instruction in small groups and a number of unique enriching experiences. Rogers University seeks to increase student achievement and to create a culture of aspiration:

- Through the implementation of academic programming to focus on individual learning needs of all students.
- Through the implementation of enrichment programming to focus on increasing students access to new and unique experiences which provide real-life context that enhance students understanding of academic concepts
- By helping parents learn how to support their kids in school.

Research Base

According to a report released in 2011 by the RAND Corporation, the average summer learning loss in math and reading for American students amounts to one month per year. However, low-income students are disproportionately affected as they lose two months of reading skills. A study from Johns Hopkins University of students in Baltimore found that about two-thirds of the achievement gap between lower- and higher-income ninth graders could be explained by cumulative summer learning loss during the elementary school years. As a result, no matter how effective schools are, the traditional school calendar creates an inefficient system of learning.

Management Plan

Every aspect of Rogers University is collaboration between the Rogers University Program Leadership members. Planning meetings are held regularly with the three building principals, the program director, program coordinator and site coordinator. The academic component is planned and organized by the MSDC staff to ensure direct alignment with school day instruction. Because Rogers University is using MCSD staff to lead academics, all curricula used is the MCSD school day instruction. While the overall project director, project coordinator and site supervisor are MICA employees, the building principals, Ralph Bryant and Dr. Mick Jurgensen, and Dr. Liz Jurgensen are highly involved in the planning and daily oversight of the program. This shared project leadership will provide the basis for ongoing communication across the project and ensure continuity between current school staff and project staff.

Communication Plan

By creating informed public and informed parents about the efforts and results of Rogers University, we can garner more community support and help parents continue to support their children's learning. Ultimately, with more community support the **impact** will lead to better outcomes for students either through more financial support to continue the program, more partners who would contribute to the program, or less children who need the program because they have achieved reading and math proficiency. 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.

Partnerships

MICA, MCSD, and each of the program 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.

Evaluation

Ron Mirr has agreed to be the grant evaluator and understands the **capacity** needed in this role. Mr. Mirr will lead MICA staff through a **comprehensive and rigorous evaluation** of the program, complete the **local evaluation** results for Rogers University, and will **provide the Iowa Department of Education** with all **requested data and program information needed** by the state.

Student Needs Assessment

2.0 Evidence of student need - The Marshalltown Community School District (MCSD) is located in Marshalltown, Iowa. Marshalltown has a population of 27,683 individuals making it the 17th largest city in Iowa. The MCSD was the 18th largest district in 2012-2013 in the state of Iowa and serves 5,056 students. The largest racial/ethnics group in the city are White at 70.3 % and Hispanic at 24.1 %. However, 57% of the MCSD students are Hispanic/Latino. The MCSD is “majority minority,” meaning it serves more minority students. Other relevant facts regarding the MCSD are listed below.

- MCSD has the 5th highest free and reduced lunch rate in the state at 70.3%
- MSCD has the 3rd highest number of English Language Learners (ELL) in the state at 1,745 students.
- MCSD has the 3rd highest proportion of ELL (34.5%) in the state.
- Marshalltown has the 3rd highest number of immigrant children enrolled in the district (174 students) and is the 7th highest district in the state in terms of the proportion of immigrants in the total student population (3.61%). The community expects this number to increase because our meat packing industry is heavily recruiting refugees from Burma to the community.
- In 2010, the median household income of Marshalltown residents was \$41,738 compared to the state median of \$50,481. However, 15.4% of Marshalltown residents live in poverty (compared to the Iowa rate of 11.9%). MCSD has the third lowest resource leveraging ability of districts in Iowa due in part to the median value of housing of \$95,400 compared to the state median of \$121,300.
- 4 year cohort graduation rate of 85% of Marshalltown students (state average 89.3%) for the class of 2012
- 6.3% of students grades 9-12 dropped out of Marshalltown High School during the 2011-2012 school year the state rate was 3.2%.
- 78.4% of children ages 6-17 have all parents in the home working.

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 the great need in the community often times programs are not able to serve all of the children who may benefit from services. The chart below shows the community or school resources available, the capacity of the program, and its availability to 4th 5th or 6th grade students.

Resource	School based	Community based	Capacity	Grade(s) served
Medical providers		X	Unknown	All grades
Child Care providers		X	1,806 registered slots; all ages	All grades
Library Summer Reading program		X	Unlimited	All grades
Big Brothers/Big Sisters		X	Ages 6-18 (70-75 per year) 45 students on waiting list	All grades

Scouting		X	Unlimited	All grades
INNSG	X	X	All elementary age students	4 th grade
AEA	X		Unlimited	All grades
ISU Extension Marshall County – 4H		X	Unlimited	All grades
Foster Grandparents		X	Varies	4 th grade
Fit Kids – YMCA		X	PreK – 4 th grade 70 students	4 th grade
Y Summer Day Camp		X	Up to 80 children	4 th grade
Park and Recreation programming		X	Unknown	All grades
Not in Our Town		X	Unlimited	All grades
YMCA programming		X	Unlimited membership; depends on program capacities	All grades
Service Learning		X	12 students	5 th and 6 th grade
Teach Them to Swim		X	Targeted students with no swim background and financial need	5 th and 6 th grade
DARE	X	X	All 5 th grade students	5 th grade
Youth Outreach – YMCA		X	Program ending June 30, 2014; served 45 students	5 th and 6 th grade
Breakfast for students	X		Unlimited	All grades
Full-time physical education teachers in each building	X		Unlimited	All grades
Increased math and literacy instruction time	X		Unlimited	All grades
Chrome books for supplemental math instruction	X		4 th grade	4 th grade
Comprehensive Literacy Model (a partnership with University of Northern Iowa) is responsive to student literacy needs through reading, writing, and language workshop instruction.	X		Unlimited	All grades
The districts mathematic curriculum has been reviewed for mastery of content and the learning	X		Unlimited	All grades

progressions aligned to the Iowa Core.				
Sheltered Instruction practices are used to support instruction and the gradual release of responsibility to the student for their learning.	X		Unlimited	All grades
Assessment Data Walls are used to monitor student progress through data meetings and align student needs with instruction resources.	X		Unlimited	All grades

How our program addresses student needs – MICA’s 21st Century Community Learning Center (21st CCLC) application plans to serve 75 children from two schools – MCSD’s only 5th and 6th grade building, Lenihan Intermediate School, and targeted 4th grade students from Rogers Elementary School. The program will be held at Rogers Elementary School in conjunction with the highly successful Prek-3rd grade summer learning program, Rogers University. The program will have three main foci to increase student achievement and to create a culture of aspiration:

- Through the implementation of academic programming to focus on individual learning needs of all students.
- Through the implementation of enrichment programming to focus on increasing students access to new and unique experiences which provide real-life context that enhance students understanding of academic concepts
- By helping parents learn how to support their children in school.

Students must live in the Rogers Elementary School attendance zone to qualify for Rogers University 4th-6th. Once those students are determined student would be selected to attend based upon the following criteria:

- ELL student
- Not proficient in reading
- Not proficient in math

MCSD’s principals (Ralph Bryant and Liz Jurgensen from Lenihan and Mick Jurgensen from Rogers Elementary) will be responsible for selecting targeted students for Rogers University. Students from St. Francis Catholic School who meet eligibility qualifications will also be included in the selection process. Additionally, the Lenihan principal will identify 10 migrant students who may not meet all of the above selection criteria. The migrant students will be offered the same programming as all of the Rogers University students. The selection and participation of migrant students will allow the MCSD to test whether the Rogers University model will increase student achievement for students with unique learning needs. Most likely these students will be recent refugees from Burma with limited experiences in the United States.

MICA received the US Department of Education’s Promise Neighborhood planning grant award in 2012. The vision of a Promise Neighborhoods is that all children and youth growing up in

Project

3.1 Academic, enrichment, and family literacy activities linked to student need – Rogers Elementary School and Lenihan Intermediate School are in the top 5% of Iowa’s 1,477 buildings who reported free and reduced lunch numbers. Rogers Elementary has the 6th highest free and reduced lunch rate building in the state of Iowa. Lenihan is the 70th highest building. 34.5% of the MCSD’s students are ELL. Poverty plays a role and coupled with students whose first language is not English, the MCSD is experiencing an achievement gap in performance between the have and have nots of the community. The Rogers University model addresses the critical academic needs in our target schools and is supported by a wide range of community-based activities and programs that expand the experiences our students need to be successful. Recent research focusing on the number of unique life experiences of low-, middle-, and high-income students has shown that children from low-income homes have more than 1,500 fewer unique life experiences than their middle-, and high-income peers. It is these unique experiences (going to museums, family vacations, or community-based activities) that help support students’ understanding the world and also provides the context they need to do well in school. For example, if a child is reading about a barn – or is asked a question about a barn on a test – but has never seen a barn or does not know what a barn is for, the child is at a distinct disadvantage and lacks the context to help him or her comprehend that story or test question.

How we linked academics to meet student needs – Rogers Elementary School students have some of the highest needs – not only in the district but in the state. The students the program will be targeting at Lenihan have similar concerns – lower performing, high poverty rates, high numbers of ELL students, and families with low educational attainment. MICA, in partnership with the MCSD, has created a model (Rogers University) that uses best practices in summer learning to meet individual student’s learning needs. Rogers University is designed to increase summer learning (or decrease summer learning loss). This approach has proven to meet the needs of the students it serves over the past three years. The data from this period has shown that Rogers University has made a positive difference in reading performance. The data below is from the students who participated in the 2011 program, and the scores reflect the 2011-2012 school year.

Total Students: 71% (63 of 89 students) maintained/improved reading performance

Kindergarten to first grade: 81% (17 of 21 students) maintained/improved reading performance

First grade to second grade: 76% (17 of 21 students) maintained/improved reading performance

Second grade to third grade: 50% (14 of 28 students) maintained/improved reading performance

Third grade to 4th grade: 79% (15 of 19 students) maintained/improved reading

The performance for the students who attended in 2012 and 2013 will be fully analyzed once testing has been completed and analyzed. However, preliminary data shows students are gaining in reading and math.

Summer of 2012 preliminary data

89.2% (83 of 93) students met their individual goal in reading

81.1% (99 of 122) students met their individual goal in math (note 2nd graders had two math goals per student)

79.6% (74 of 93) students performed above their baseline in reading

76.2% (93 of 122) students performed above their baseline in math (note 2nd graders had two math goals per student)

86.0% (80 of 93) students' data showed a positive trend line among data points in reading

91.8% (112 of 122) students' data showed a positive trend line among data points in math (note 2nd graders had two math goals per student)

95.7% (89 of 93) students achieved one or more of the performance indicators in reading

97.5% (119 of 122) students achieved one or more of the performance indicators in math (note 2nd graders had two math goals per student)

Summer of 2013 preliminary data

78.4% (80 of 102) students met their individual goal in reading

41.9% (18 of 43) students met their individual goal in math

65.7% (67 of 102) students performed above their baseline in reading

27.9% (12 of 43) students performed above their baseline in math

63.7% (65 of 102) students' data showed a positive trend line among data points in reading

79.1% (34 of 43) students' data showed a positive trend line among data points in math

92.2% (94 of 102) students achieved one or more of the performance indicators in reading

79.1% (34 of 43) students achieved one or more of the performance indicators in math

What does the data mean? The strategies we have in place at Roger University address student's academic needs. The main strategy is academic instruction. Each student receives one hour of reading instruction and one hour of math instruction every day at Rogers University.

Rogers University measures a student's growth in an academic area in three different ways. Each student has been given an individualized learning goal. A goal the teacher and student

work toward to show improvement. Secondly, every two weeks students are tested using the MCSD curriculum assessments. Once tested, the students’ scores are graphed. Over the course of the summer, the data points will either show a trend line toward improvement, a decline, or no movement. At the end of the summer program, students are tested again using MCSD curriculum assessments and compared to see if students maintained or showed growth from the school year, or baseline score. Lastly, we also capture the data of students who achieved more than one of the performance indicators to show multiple areas of growth were obtained during reading and math instruction.

Academics are the cornerstone of Rogers University. The Rogers University 4th-6th grade students will be placed into a learning group of six students lead by an MCSD licensed teacher. The teacher’s work with the student is driven by the student’s individual needs as determined by data and the student’s school year teacher(s) and documented on the Rogers University Individualized Learning Plan. Each student will spend one hour a day in small group instruction in reading and one hour a day in small group math instruction.

How we linked enrichment to meet student needs – “Enrichment is what our kids need,” Ralph Bryant, Lenihan principal. These opportunities bring the learning to life. The opportunities the targeted students have to increase their understanding of the world and establish context for the things they learn about in school is carried out by numerous community partners. These partners will provide swim lessons, Science, Technology, Engineering and Math (STEM), gardening, physical fitness, broadcasting, health care, leadership skills, art, life skills, and college connections.

How we linked family literacy to meet student needs – Efforts will be designed to help parents of Rogers University understand how to help their children have academic success. The program will survey families to learn what would help them most and then plan and organize three family literacy events. Additionally, a family book club will be established to encourage reading in the home. These efforts will all be culturally competent and focus on increasing student achievement.

3.2 Activities linked to 14 eligible federal activities – We have listed the 14 eligible activities as outlined in the application packet. Then we listed what we will do to meet the eligible activities and identified whether the activity is considered an academic, enrichment, or family literacy service based on the guidance in the application.

Eligible Activities	What we will do	Is the activity and academic, enrichment, or family literacy service?
1. Remedial education activities and academic enrichment learning programs.	All students will have one hour of math instruction and one hour reading instruction lead by a licensed MCSD teacher in a group of six or fewer students.	Academic

79.1% (34 of 43) students achieved one or more of the performance indicators in math

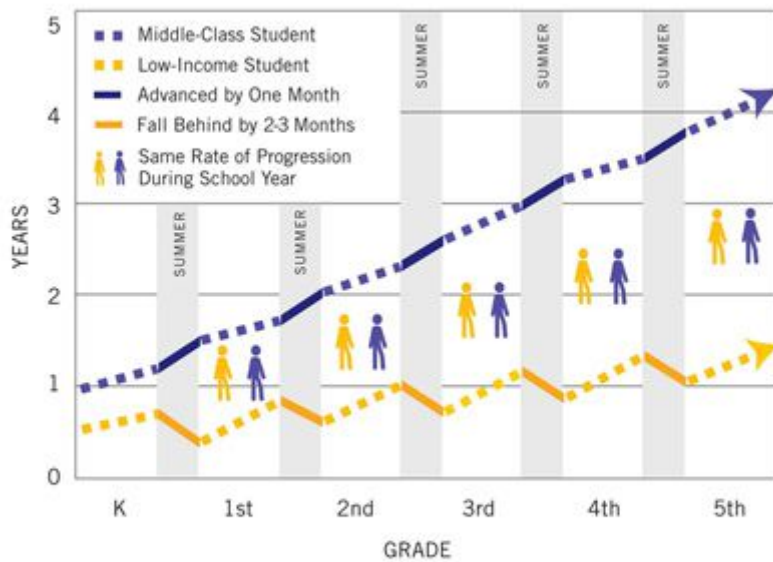
What does the data mean? The strategies we have in place at Roger University addresses student’s academic needs. The main strategy is academic instruction. Each student receives an hour of reading instruction and one hour of math instruction every day at Rogers University.

Rogers University measures a student’s growth in an academic area in three different ways. Each student has been given an individualized learning goal. A goal the teacher and student work toward to show improvement. Secondly, every two weeks students are tested using the MCSD curriculum assessments. Once tested, the students’ scores are graphed. Over the course of the summer, the data points will either show a trend line toward improvement, a decline, or no movement. At the end of the summer program, students are tested again using MCSD curriculum assessments and compared to see if students maintained or showed growth from the school year, or baseline score. Lastly, we also capture the data of students who achieved more than one of the performance indicators to show multiple areas of growth were obtained during reading and math instruction.

Research Base

4. The research base to support our program – Research spanning 100 years has proven that

Low-Income Students Fall 2.5 to 3 Years Behind by Fifth Grade



Source: Cooper, H., Borman, G., & Fairchild, R. (2010). "School Calendars and Academic Achievement." In J. Meece & J. Eccles (Eds.), *Handbook of Research on Schools, Schooling, and Human Development* (pp. 342-355). Mahwah, NJ: Erlbaum.

students lose ground academically when they are out of school for the summer. The problem is particularly acute among low-income students who lose an average of more than two months in reading achievement in the summer, which slows their progress toward third grade reading proficiency. This exacerbates the achievement gap with their middle-class peers.

<http://gradelevelreading.net/our-work/summer-learning-loss>.

The chart to the left illustrates how a low-income student from Kindergarten to 5th grade loses academic skills and knowledge over the summer. Summer learning loss is a term coined to explain the loss of skills, memory, and knowledge that

occurs from being out of school during summer vacation.

This research is the main reason our grant proposal focuses solely on eliminating summer learning loss. Our program also uses research about what it takes to operate a successful summer learning program.

According to a report released in 2011 by the RAND Corporation, the average summer learning loss in math and reading for American students amounts to one month per year. However, low-income students are disproportionately affected as they lose two months of reading skills. A study from Johns Hopkins University of students in Baltimore found that about two-thirds of the achievement gap between lower- and higher-income ninth graders could be explained by cumulative summer learning loss during the elementary school years. As a result, no matter how effective schools are, the traditional school calendar creates an inefficient system of learning. According to the RAND report, however, the loss is preventable through summer programming. However, to be effective summer programming must contain elements that assure quality. A set of quality elements have been identified through the Rand report: *Making Summer Count: How Summer Programs Can Boost Children's Learning*. These elements are:

1. Smaller Class Size
2. Differentiated or Individualized Instruction
3. High-Quality Instruction
4. Curriculum Aligned with School Year
5. Comprehensive Programming
6. Encouraging and Supporting High Attendance Rates
7. Appropriate Duration of the Program
8. Parent Involvement
9. Effective Evaluations

The next chart shows how Rogers University incorporated all of the nine elements of quality from the RAND Corporation research (McCombs, et.al 2011)

Rand Elements of Quality Summer Programming	How Rogers University meets these elements
1. Small Class Size; programs in which class size was capped at 20 students were more effective in producing achievement gains	All academic instruction is provided in groups of 6 or fewer students.
2. Differentiated or individualized instruction	All students have Individualized Learning Plans to direct their academic instruction during the summer. These plans are created by classroom teachers using student achievement data.
3. High-Quality Instruction; enhanced by enacting hiring practices that give preference to effective and motivated teachers	All Rogers University teachers are current or former MCS D staff. These teachers are hired by MICA for the summer. The teachers who are hired to be a Rogers University teacher are those who believe in the intention of the program and are motivated to do what is best for kids.

Training: Will participate in required 21st Century Community Learning Center trainings as needed. The family and community development director will also keep up to date on the latest research and best practices in summer learning through ongoing research and study.

Staff Position: Program Coordinator, Karina Hernandez

Recruitment and retention strategy: Currently employed as MICA's lead FDS/Rogers University program coordinator. Prior to working at MICA, the program coordinator was a staff member of Rogers Elementary School for 11.91 years. Ms. Hernandez served as program coordinator at Rogers University K-6 during the summer of 2013. We are confident the program coordinator will stay with the agency.

Training: Will participate in required 21st Century Community Learning Center grantee trainings. The coordinator will also obtain relevant summer learning training as needed.

Staff Position: Site Coordinator, Markie Allensworth

Recruitment and retention strategy: Currently employed during the school year as a teacher at Lenihan School and during the summer has served at Rogers University. During the summers of 2011 and 2012 as a teacher and during the summer of 2013 was the program site coordinator for the Rogers University 4th- 6th pilot. We anticipate the site coordinator will continue to serve in this capacity.

Training: The site coordinator is trained on the daily operations of the program by the program director and program coordinator. This staff person is also a certified teacher.

Staff Position: Attendance Specialist, To be hired

Recruitment and retention strategy: MICA will advertise for the position of attendance specialist through carrerbuilder.com and the MCSD.

Training: Training will be provided to the attendance specialist by the program coordinator. The attendance specialist will also study the work of Hedy Chang with Attendance Works, a national and state initiative that promotes better policy and practice around school attendance.

Staff Position: Nurse, Stacy Tool-Crawford

Recruitment and retention strategy: Currently employed by the MCSD as the school nurse at Rogers Elementary School.

Training: Has medical training to serve in this capacity.

Staff Position: Family and Community Engagement Specialist

Recruitment and retention strategy: MICA currently hosts three Public Allies through the Public Allies of Iowa AmeriCorps. The public allies will be assigned to coordinate family literacy events for Rogers University.

Training: Training will be provided to the family engagement specialist by the program coordinator. The family engagement specialist will research best practices in family engagement and family literacy to promote three family literacy events and operate a family book club.

Staff Position: Teachers-Remedial Education

Recruitment and retention strategy: MICA will advertise for the 12 teaching positions available for remedial education. These positions will be advertised through the MCSD and

MICA. It is anticipated that more than 85% of teaching staff will be tenured staff from targeted schools and likely to remain in the district.

Training: All teaching staff will be certified teachers. All teachers will attend a MICA Rogers University staff orientation prior to the beginning of Rogers University.

Staff Position: Art Teacher, Laurie Mullen

Recruitment and retention strategy: Currently employed during the school year as the art teacher at Rogers school. Employed by MICA for the past three summers' as a remedial teacher and was the programs art teacher during the pilot summer for Rogers University 4th- 6th. We anticipate the art teacher will continue to serve in this capacity.

Training: Certified teacher

Staff Position: Program Assistants

Recruitment and retention strategy:

Training: MICA will advertise for the eight program assistant positions available for remedial education. These positions will be advertised through the Marshalltown Community School District and MICA. It is anticipated that more than 85% of program assistants staff will be tenured staff from targeted schools and likely to remain in the district.

Training: All program assistants will attend a MICA Rogers University staff orientation prior to the beginning of Rogers University.

Staff Position: Volunteers

Recruitment and retention strategies: We will have three public allies (AmeriCorps volunteers) to assist with family engagement and family literacy strategies. The public allies are fulfilling a one year commitment to the agency through the AmeriCorps Iowa program. Additionally, we will work with the Foster Grandparent program to identify volunteers to assist with reading activities.

Training: Both the Public Allies and Foster Grandparent programs provide training to their program volunteers to ensure quality services are provided.

Strong Program leadership – Every aspect of Rogers University is collaboration between the Rogers University Program Leadership members. Planning meetings are held regularly with the three building principals, the program director, program coordinator and site coordinator. The academic component is planned and organized by the MSDC staff to ensure direct alignment with school day instruction. Because Rogers University is using MCSD staff to lead academics, all curricula used is the MCSD school day instruction. While the overall project director, project coordinator and site supervisor are MICA employees, the building principals, Ralph Bryant and Dr. Mick Jurgensen, and Dr. Liz Jurgensen are highly involved in the planning and daily oversight of the program. This shared project leadership will provide the basis for ongoing communication across the project and ensure continuity between current school staff and project staff.

Professional development – All remedial teaching staff hired for the summer learning programs will be certified teachers who are current MCSD staff and have experience with Envisions math or MCSD's literacy curriculum thus having multiple opportunities throughout the school year for professional development around curriculum instruction. In the spring, Rogers and Lenihan hold

two professional development sessions where teachers create Individualized Learning Plans for the Rogers University students. All Rogers University staff and program partners attend a MICA and Rogers University orientation prior to the beginning of the program. Additionally, all program assistants are trained by an experienced MSCD para staff member (with Rogers University experience) on student engagement and positive guidance. Program leadership takes advantage of professional development opportunities offered by the Department of Education and the Iowa Afterschool Alliance.

Volunteers – MICA’s volunteer program manages over 300 volunteers each year. MICA’s volunteer coordinator will work with program staff to engage community volunteers including those from the Retired Senior Volunteer Program (RSVP) and Foster Grandparents (both programs are for senior volunteers). In addition, MICA has three public allies through AmeriCorps Iowa program. These volunteers will help plan and implement the family literacy activities for the program.

5.2 Safe student transportation to and from program and home – Student safety is a primary concern to the successful operation of Rogers University. During the current school year nearly 90% of students either walked or were transported by their parents. The neighborhood is completely connected with a sidewalk system, providing for a safe walking atmosphere. During the Rogers University 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 Rogers University. 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 teacher or program assistant.

MICA will contract with the MCSD Transportation Department or another transportation service (Region 6) 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 – Rogers University activities will take place at four primary sites: Rogers Elementary, the YMCA, 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. One of these entrances is at the Family Learning Center. The neighborhood surrounding Rogers is relatively small, making it possible for anyone living within its boundaries to walk to the site.

YMCA

The YMCA of Marshalltown 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. The facility is handicap accessible and transportation will be provided to ensure equal access to this component of the project.

participating in an easy to read and graphically rich format. In addition, media releases will be submitted, at minimum, twice each project year. MICA has on staff a public information coordinator that will design, write, and submit all information that is **shared with the broader community**. This staff person has a number of years of experience producing written materials accessible to a wide audience. Also project staff will comply with any grant requirements in regard to dissemination of project information including evaluation results.

Two methods will be used to make evaluation results public. The first method will occur at the students' fall parent-teacher conference. Results of summer learning will be shared with the **student** and **families** during fall conferences generally held in October. Conferences will include how the student's participation in remedial math and reading and enrichment programming over the summer helped the student have a better start in the fall. This is also the time when Rogers University 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

The second method will involve the use of local media and technology. A presentation to the MCSD board of directors and MICA board of directors will also be incorporated into the process of sharing the results from the summer program. The grant evaluator will prepare a final report in a language that is easy to understand upon completion of data collection of student academic results from the Iowa Assessments.

How our outreach strategies will impact the program – By creating informed public and informed parents about the efforts and results of Rogers University, we can garner more community support and help parents continue to support their children's learning. Ultimately, with more community support the **impact** will lead to better outcomes for kids either through more financial support to continue the program, more partners who would contribute to the program, or less children who need the program because they have achieved reading and math proficiency. 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.

Partnerships

7.1 Organizational and programmatic partners – MICA, MCSD, and each of the program 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.

Marshalltown Community School District (letter of support attached) – MCSD is a major partner in this application. The **impact** 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, 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. **Impact** – reduced costs, focused plans for focused efforts, more children served, and increased proficiency in reading and math.

Iowa Valley Continuing Education (letter of support attached) – Will provide enrichment programming (broadcasting, electrical, leadership, and health care) for Rogers University students. IVCE has been a partner of MICA's for many years. The **impact** this partnership has

on the program includes the opportunity for students have exposure to new experiences and helps the program meet goal two: participating students will be exposed to and experience a wide variety of enrichment activities which purposes are to:

- Expose students to new experiences
- Help them to be safer and fitter
- Increase attendance

IVCE is both an organizational partner and a project contractor.

Iowa State University Extension of Marshall County (letter of support attached) –

Empowers youth to reach their full potential 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. 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. We will also be exploring the opportunity to work with Extension to offer the E4D Entrepreneur program.

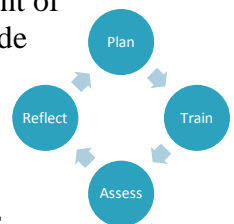
Marshalltown Public Library (MPL) (letter of support attached) – All Rogers University students will be enrolled and participate in the Marshalltown Public Library’s summer reading program. Field trips will be taken to the library during the summer. The library will be hosting the Science Center of Des Moines this summer, and all Rogers University students will be able to go to the library for the hands-on learning workshops. The programming **impact** of the support from 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 member of the steering committee, and the youth director is a member of the RB3! summer learning work group. The MPL is both an organizational and program partner.

YMCA (letter of support attached)– The YMCA provides health and Fitness activities as well as Swim Lessons to Rogers University students. The **impact** of the partnership allows the YMCA to bring their expertise in three major areas to the program which in turns helps students understand the benefits of staying active and being healthy. The YMCA allows the program to use the YMCA facilities at no charge and only makes us pay for the cost of staff to implement Rogers University programming. The executive director of the YMCA is a steering committee member. The YMCA is both an organizational partner and a project contractor. **Impact** – increased fitness and increased health.

7.2 Plan to engage and maintain partners –We will use the comprehensive assessment of

program quality called the Summer Learning Quality Improvement Cycle (QIC) to guide our process with partners development over the lifetime of the grant. Each program partner will participate in the self assessment process identified in section 5.4.

Through this process of planning, training, assessing and reflection the program partners will play an active role in the planning and implementing of best practices in summer learning program. This ongoing planning also contributes to program partners understanding their contribution to the larger mission of the program, which in turn keeps them informed, engaged and accountable to the program. Each year, program partners will be



asked to sign a contract or a Memorandum on Understating to confirm their commitment and role as a program partner.

Recruiting new partners- Based upon what we learn from our self assessment process we may decide that new partners are needed in order to reach our goals for the program, including matching student’s interest and family needs. We will use the data to inform our decision making on what types of partnerships need to be developed and seek out those resources in the community. The program coordinator will be responsible for partnership recruitment. MICA will also continue to seek new funding partners through researching grants and potential donors.

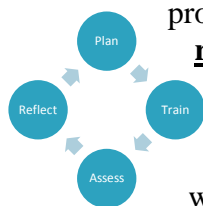
Evaluation

8.1 Experienced evaluator – Ron Mirr has agreed to be the grant evaluator and understands the **capacity** needed in this role. Mr. Ron Mirr is a master’s level social worker who has been a consultant since 1988. During that time Mr. Mirr has received over 187 grants from public and private agencies at the local, state and national level totaling over \$120 million. 55 of these grants have been awarded by the US Department of Education. Mr. Mirr is an expert on the implementation and evaluation of grants and has been used by the US Department of Education several times as a trainer on these topics. Since 2003, Mr. Mirr has directed the evaluation of 30 projects funded by federal and state grant programs. Prior to becoming an independent consultant, Mr. 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.

For the past 8 years, Mr. Mirr has been working with many school districts in Iowa to use their Social Emotional Learning (SEL) data in a continuous improvement process. Mr. Mirr was trained by Mark Friedman (www.resultsaccountability.com) of the Fiscal Policy Studies Institute to use Mr. Friedman’s model for helping teachers and community providers identify realistic program measures and track the progress of these measures over time. Mr. Friedman’s process helps schools and communities understand if their efforts are having the desired effect on the target population. As a part of a statewide data grant with the Iowa Department of Education, Mr. Mirr used Mr. 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 data toolkits has been one of his most successful professional efforts.

Mr. Mirr will lead MICA staff through a **comprehensive and rigorous evaluation** of the program, complete the **local evaluation** results for Rogers University, and will **provide the Iowa Department of Education** with all **requested data and program information needed** by the state.

8.2 How evaluation results will be used to refine, improve and strengthen the program –The



project will utilize the Summer Learning Quality Improvement Cycle (QIC) to **refine, improve and strengthen the program**. The development of the Quality Improvement Plan will help us focus our efforts on the improvements that are most needed for the program in the future. In the reflection stage that will occur in the months of August, September and October of the self assessment we will collect, analyze and synthesize a variety of data such as standardized test

results, attendance records, student, staff and family surveys, enrichment evaluations, and partner feedback. During the reflection process we will

- Collect feedback from multiple stakeholders on their satisfaction with the program
- Analyze and report youth outcomes data
- Facilitate a reflection and planning session.

Once the reflection piece of the self assessment is completed results will be used in the next round of planning, training, assessment and reflection in order to **refine, improve and strengthen** the program for the upcoming program year. Most importantly, the process will ensure we are looking at the stated goals and objectives of our program and incorporating improvement strategies to meet the stated goals. These goals and objectives are:

Goal 1: The math and reading proficiency of targeted students will not decline over the summer.

Objective: 85% of targeted students will maintain or improve their reading proficiency.

Objective: 85% of targeted students will maintain or improve their math proficiency.

Goal 2: Participating students will be exposed to and experience a wide variety of enrichment activities which purposes are to:

- Expose students to new experiences
- Help them to be safer and fitter
- Increase attendance

Objective: 75% of students will have eight or more new experiences during Rogers University

Objective: 85% of student's will increase water safety skills.

Objective: 85% of students will score fitness proficient at the end of the summer using the PACER test.

Objective: 90% of students will attend Rogers University on a daily basis

Goal 3: Families will engage in their child's learning experiences.

Objective: 50% of students will have a family member participate in Rogers University Family Book Club.

Objective: 50% of families will participate in one or more family engagement activities.

Plan to make evaluation results public – Two methods will be used to share evaluation results. The first method will occur at fall parent-teacher conference. Results of summer learning will be shared with families during fall conferences (generally held in October). Conferences will include how the student's participation in remedial math and reading and enrichment programming over summer helped the student have a better start in the fall. The program will work to ensure the information given to parents is in a language easily understood. In cases where creating print materials is possible, the program will work with the building principals to help coordinate translating services during the conferences. This is also the time when Rogers University program staff will conduct fact-to-face survey's with students and parents about the program and use the information gathered for the next year's program planning

The second method will involve the use of local media and technology. A presentation to the MCSD board of directors and MICA board of directors will also be incorporated into the process of sharing the results from the Rogers University programs during the fall after the summer

learning session. The grant evaluator will prepare a final report in a language that is easy to understand (upon completion of data collection of student academic results from the Iowa Assessments.) This final evaluation will also be available on MICA’s website.

Budget Narrative

Category	Narrative	Amount Requested
PERSONNEL		
Clarissa Thompson, Family and Community Development Director, Rogers University Program Director	Directs program, responsible for reporting, oversight of the budget and general implementation of the program.5% of her Full-Time Equivalency (FTE). Annual salary of \$61,351	\$3,068
Karina Hernandez, Roger's University Program Coordinator	Responsible for the day-to-day management of Rogers University. Supervises staff, coordinates activities, manages partnerships Approximately 50% of her FTE from May through July, then from August through December only 5% of her FTE for reporting basis, and then from January through April 10% of her FTE for planning for RU's next session. Annual salary of \$40,310. $(\$40,310 * 50\% * 3/12) + (\$40,310 * 5\% * 5/12) + (\$40,310 * 10\% * 4/12)$.	\$7,222
To Be Hired, Attendance Specialist	Tracks and reports attendance; follows up with teachers and parents; and reports attendance numbers and issues... \$15.00 per hour for 20 hours per week for 12 weeks from May through July.	\$3,600
Marquelyn Allensworth, Site Coordinator	\$17.50 per hour for 40 hours a week for 8 weeks.	\$5,600
TBH, Teachers	13 Teachers at \$25.00 per hour for 12.5 hours a week for 6 weeks.	\$24,375
Laurie Mullen, Art Teacher	\$25.00 per hour for 15 hours a week for 6 weeks.	\$2,250
Stacy Tool-Crawford, School Nurse	\$21.00 per hour 15 hours a week for 6 weeks.	\$1,890
Program Assistants	Provides a successful, safe and supervised educational setting for students while they are in the Rogers University environment (classroom, outdoor play area, meal times, and field trips). Promotes the social, emotional, physical, and cognitive development of all children. 8 Program Assistants at \$10.00 per hour for 30 hours a week for 5 weeks.	\$12,000
Fringe benefits MICA regular employees	The regular employee (Clarissa & Karina) fringe rate is 30.5% of their salaries.	\$3,139
Fringe Benefits MICA Casual employees	The casual employee (Attendance Specialist, Marquelyn, the Teachers, Laurie Mullen, Stacy Tool-Crawford and the Program Assistants) fringe rate is 9.95% of their wages	\$4,947
Worker's Compensation Insurance	1.96% of all Regular and Casual Employee Wages	\$1,177

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

Enrichment Activities	\$5,400.00 to the Orpheum Theatre for theatre activities and learning. \$4,000.00 to Iowa Valley continuing education for... \$5,000.00 to the YMCA for swimming lessons and activities for the students	\$14,400
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Total Personnel \$83,668

STAFF TRAVEL

Travel In-Area / Staff mileage	MICA reimburses all of it's employee's \$0.39 per mile traveled for business related purposes. I.e. Home visits, meetings with community partners, purchasing of supplies, etc...	\$500
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Total Staff Travel \$500

MATERIALS

Program Supplies & Materials	Classroom materials, craft supplies, curriculums, etc...	\$3,500
Copies / Printing	Printing materials for outreach and promotion of Roger's University and materials for teacher's use in the classrooms	\$1,050
Postage	To send out notifications and program invitations to Roger's University students and their parents.	\$200
General Liability Insurance	All MICA programs are insured under our general liability plan.	\$144
Telephone	MICA staff telephone use for Roger's University.	\$300
Internet	MICA staff internet use for Roger's University.	\$600
Cell Phone	MICA staff cell phone use for Roger's University.	\$60
Employment Advertising	Employment advertising for the Attendance Specialist position.	\$176
Employee Space / Rent	Roger's University portion of MICA Staff's space / rent expense	\$4,000
Criminal Background Checks	Criminal Background Checks for the Roger's University Teachers, Art Teacher, School Nurse, Program Assistants and Attendance Specialist (24 people total @ \$15.00 each).	\$360
Computer Equipment	Computer for Attendance Specialist	\$1,000

Total Materials \$11,390

PROFESSIONAL DEVELOPMENT

Training expenses	Staff Training meetings for Roger's University	\$5,000
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Total Professional Development \$5,000

EVALUATION

Program Evaluation	Contracted services provided by Ron Mirr. 1,000 per day x 5 days.	\$5,000
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Total Evaluation \$5,000

STUDENT ACCESS TRANSPORTION

Pupil Transportation	Contracted out to the Marshalltown Community School District for the expense of bussing students.	\$10,000
Total Student Access Transportation		\$10,000
Total Direct Costs requested		\$115,557
Administrative / Indirect Costs	19.5% of all Regular salaries, Casual Salaries, Regular Fringe, Casual Fringe and Worker's Compensation expense is billed for Indirect Expense (\$3,507.00 in indirect expense above the 8% allowed by this program will be paid for by MICA Community Service Block Grant Co-Funding). Total indirect costs: \$13,507	\$10,000
TOTAL Grant Requested		\$125,558

9.2 Funds will supplement – While the agency does have Promise Neighborhood funding through December 31, 2014 that could be used to offer some type of summer learning programming in the Rogers neighborhood, we would like to see this funding used to support other neighborhood efforts that do not have other funding resources in order to meet longer term goals. Also, the short term nature of Promise Neighborhood funding does not allow time to build a strong summer learning foundation for the students and community we are seeking to serve through the 21st Century Community Learning Center.



Administration and Supervision
Central Office
317 Columbus Drive
Marshalltown, Iowa 50158
Phone 641.754.1000
Facsimile 641.754.1003
www.marshalltown.k12.ia.us

January 29, 2014

The Marshalltown Community School District (MCSD) 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 is in direct alignment with our strategic plan's one goal: increase student achievement.

The MCSD and the Rogers Elementary community in particular has compelling needs. The dramatic shift in our community's demographics, including escalating poverty rate 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.

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

Sincerely,

Marvin Wade, Ed.D.
Superintendent
Marshalltown Community School District



IOWA VALLEY
CONTINUING EDUCATION

To Whom It May Concern,

Iowa Valley Continuing Education 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 will benefit many students and supports our philosophy of creating lifelong learners.

We know our community and the Rogers Elementary community in particular has identified many related to student learning. IVCE is excited to support these needs by offering a variety of engaging and enriching programs catered to provide the Rogers University's students new experiences to enhance their learning capacity and illustrate a new world of opportunities.

In conclusion, I fully support the efforts of Mid-Iowa Community Action as they seek external funding to support a program designed to curb summer learning loss and inspire students to become lifelong learners. Any programs that instills the value of education benefits students and the community at large.

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

Sincerely,

Jacque Goodman
Vice Chancellor of Continuing Education

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

January 14, 2014

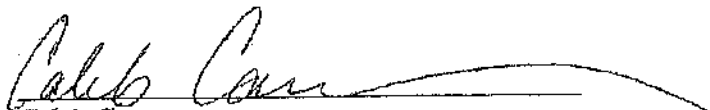
Arlene McAtee
Roger's University
Mid-Iowa Community Action
6 South 2nd Street
Marshalltown, IA 50158

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

January 27, 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 LaVillie'.

Joa LaVillie

Youth Services, Marshalltown Public Library

105 W. Boone Street

Marshalltown, IA 50158



eliminating racism
empowering women
ywca

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: Rogers Elementary School		
Site Address: 406 Summit Street		
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
Rogers Elementary School	0481	25
Lenihan Intermediate School	0479	50
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.

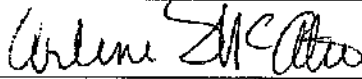
Part M: Private and Public School Consultation

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

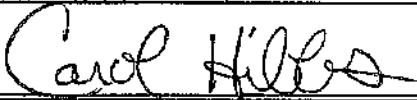

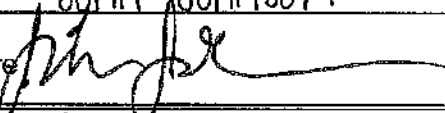
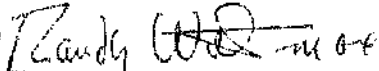
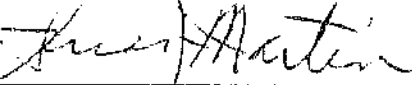
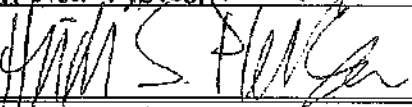
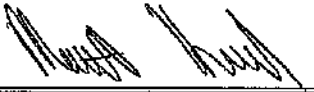
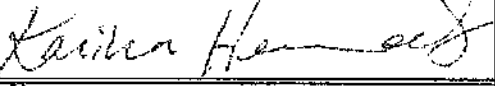
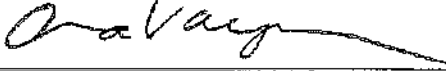
Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement 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>Marvin Wade</i>	<i>Marshalltown Community School District</i>
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
<i>Michelle Jurgens</i>	<i>Rogers Elementary School</i>
<i>TRACY BRYANT</i>	<i>Lenihan Intermediate School</i>
<i>Liz Jorgensen</i>	<i>Lenihan Intermediate</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	Carol Hibbs	Agency	Marshalltown YMCA-YWCA
Signature		Address	108 Washington St
		City/Zip	Marshalltown 50158 Phone 641-752-8658
Name/Title	Lynne Carroll	Agency	Big Brothers Big Sisters
Signature		Address	811 E main st #200
		City/Zip	Marshalltown 50158 Phone 641-753-6370
Name/Title	John Johnson	Agency	Marshalltown Community School District Board member
Signature		Address	516 North Center Street
		City/Zip	Marshalltown 50158 Phone 641-844-7016
Name/Title	Randy Wetmore	Agency	City of Marshalltown
Signature		Address	24 N Center St
		City/Zip	Marshalltown 50158 Phone 641-754-5799
Name/Title	Susan Martin	Agency	
Signature		Address	2349 Whispering oak Rd
		City/Zip	Marshalltown 50158 Phone
Name/Title	Heidi Pierson	Agency	Martina-Ellen Tyefoundation
Signature		Address	16 East Main St, Suite 260
		City/Zip	Marshalltown 50158 Phone 641-752-8341
Name/Title	MATTHEW HERRICK	Agency	Sr FRANCIS CATHOLIC SCHOOL
Signature		Address	10 W LINN ST
		City/Zip	MARSHALLTOWN 50158 Phone 641-753-7977
Name/Title	Karina Hernandez	Agency	MICA
Signature		Address	1001 S. 18th Ave.
		City/Zip	Marshalltown, IA Phone 641-691-8373
Name/Title	Anna Vaughn	Agency	VNS of Iowa Foster Grandparents
Signature		Address	BOX 1014
		City/Zip	Marshalltown Phone 515-493-8785

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: <i>Allen Coughlin Family Development Director</i>	Agency: <i>Mid-Iowa Community Action</i>	
Signature: <i>[Signature]</i>	Address: <i>10 S 2nd St.</i>	
	City/Zip: <i>Marshalltown 50158</i>	Phone: <i>641-753-5523</i>
Name/Title: <i>Nancy Stewson Executive Director</i>	Agency: <i>Marshalltown Area United Way</i>	
Signature: <i>Nancy Stewson</i>	Address: <i>709 S Center Ste #6</i>	
	City/Zip: <i>Marshalltown 50158</i>	Phone: <i>641-752-4688</i>
Name/Title: <i>Jennifer Wilson Director of Ad. Lit.</i>	Agency: <i>Iowa Valley Community College District</i>	
Signature: <i>Jennifer Wilson</i>	Address: <i>206 E. Church St.</i>	
	City/Zip: <i>Marshalltown 50158</i>	Phone: <i>641-754-1348</i>
Name/Title: <i>Joan J. Jaimes MEP Coordinator</i>	Agency: <i>Marshalltown Community College</i>	
Signature: <i>Joan Jaimes</i>	Address: <i>3700 S. Center St.</i>	
	City/Zip: <i>Marshalltown IA</i>	Phone: <i>641-844-5714</i>
Name/Title: <i>Bettie A Bolar</i>	Agency: <i>Community Foundation Marshall Co</i>	
Signature: <i>Bettie A Bolar</i>	Address: <i>11 N 1st Ave</i>	
	City/Zip: <i>Marshalltown</i>	Phone: <i>641-754-5550</i>
Name/Title:	Agency:	
Signature:	Address:	
	City/Zip:	Phone:
Name/Title:	Agency:	
Signature:	Address:	
	City/Zip:	Phone:
Name/Title:	Agency:	
Signature:	Address:	
	City/Zip:	Phone:

FORM 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 <i>Carrie Sadders</i>	Agency <i>Mid-Iowa Community Action</i>
Signature <i>Carrie Sadders</i>	Address <i>1001 S 18th Ave</i>
	City/Zip <i>Marshalltown, IA</i> Phone <i>641-752-7162 ext. 160</i>
Name/Title <i>Linda Havelka</i>	Agency <i>Child Abuse Prevention Services</i>
Signature <i>Linda Havelka</i>	Address <i>811 E Main St.</i>
	City/Zip <i>Marshalltown, IA</i> Phone <i>641-752-1780</i>
Name/Title <i>Sarah Rosenblum</i>	Agency <i>Marshalltown Public Library</i>
Signature <i>Sarah W. Rosenblum</i>	Address <i>105 W. Boone St.</i>
	City/Zip <i>Marshalltown, IA</i> Phone <i>641-754-5738</i>
Name/Title <i>Tim Holmgren</i>	Agency <i>Franklin Elementary School</i>
Signature <i>Tim Holmgren</i>	Address <i>1315 W. Main St.</i>
	City/Zip <i>Marshalltown, IA</i> Phone <i>641-754-1041</i>
Name/Title	Agency
Signature	Address
	City/Zip Phone
Name/Title	Agency
Signature	Address
	City/Zip Phone
Name/Title	Agency
Signature	Address
	City/Zip Phone
Name/Title	Agency
Signature	Address
	City/Zip Phone

FORM D1: 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):
<u>1</u>	<u>75</u>	<u>\$125,558.00</u>
		Total three-year funding request (all sites):
		<u>\$376,674.00</u>

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.					
Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Roger's University	\$125,558.00	\$125,558.00	\$125,558.00	\$376,674.00	75
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET
Applicant Agency: Mid-Iowa Community Action, Inc.
 Site: Roger's University

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	82,308.00	1,360.00	82,308.00	82,308.00	1,360.00	82,308.00	251,004.00
Staff Travel	450.00	50.00	450.00	50.00	450.00	50.00	1,500.00
Materials	10,390.00	1,000.00	10,390.00	1,000.00	10,390.00	1,000.00	34,170.00
Professional Development (minimum 4% per year)	5,000.00		5,000.00		5,000.00		15,000.00
Student Access, Transportation etc. (maximum 8% per year)	10,000.00		10,000.00		10,000.00		30,000.00
Evaluation (about 4% per year)	5,000.00		5,000.00		5,000.00		15,000.00
Administrative/ Indirect Costs (maximum 8% per year)	9,735.00	265.00	9,735.00	265.00	9,735.00	265.00	30,000.00
Totals	122,883.00	2,675.00	122,883.00	2,675.00	122,883.00	2,675.00	376,674.00

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 cost 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: See next page.

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 checked="" 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. Stees
Title: Executive Director

Definitions


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

"Disability", as defined in Iowa Code Section 15.102, subsection 5, paragraph "b", subparagraph (1):b. As used in this subsection:

Form E continued: Minority Impact Statement

The project could have an impact on students who live in a distressed geographical neighborhood, due to the targeted nature of the program. Additionally, the program may serve a higher number of English Language Learners as well which also may have a unique impact.

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

	Private School Consultation Meeting Log
	Date: January 30, 2014
	Time: 1:00 PM
	Location: St. Francis School

Meeting called by: Clarissa Thompson **Type of meeting:** Collaboration and planning
Attendees: Clarissa Thompson, Matt Herrick

----- Agenda Topics -----		
Welcome	Clarissa Thompson	[2 minutes]
<u>Discussion: opportunity to talk about summer learning program for St. Francis students</u>		
<u>Conclusions:</u> _____ _____		
<u>Action Items:</u>	<u>Person responsible:</u>	<u>Deadline:</u>
_____	_____	_____
-	-	-
Resources for Non-Public Schools	Clarissa Thompson	15 minutes
<u>Discussion: MICA and the MCSD are submitting a 21st CCLC grant. If students from St. Francis meet the eligibility requirements of the program they could be included in Rogers University.</u>		
<u>Conclusions:</u> <i>Students from St. Francis would be included in Rogers University</i>		
<u>Action Items:</u>	<u>Person responsible:</u>	<u>Deadline:</u>
_____	_____	_____
-	-	-

[continues on next page]

Other Information

Resource persons:	
Special notes:	

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

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

1-30-14 Meeting Sign In

Clarice [Signature]

[Signature]