

# 2017-18 21st CCLC Grant

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Atlantic Community School District

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## Proposal Abstract

The Atlantic CSD/Nishna Valley YMCA have a long history of working together to support the healthy development of children by meeting the needs of the whole child. Through the implementation of the INSPIRE program, the school district and the YMCA will work to increase student achievement in reading and math, provide opportunities that will lead to increased student involvement/improved behavior at school and offer activities that are designed to encourage and increase family literacy.

The INSPIRE program will encompass a before/after-school program throughout the regular school year to provide K-8 students and their parents with a combination of intensive literacy and math instruction, homework assistance, STEM enrichment activities, physical fitness activities, club participation and family literacy activities with a nutritious snack scheduled for four days a week (Monday-Thursday) for low-income, at-risk and special needs students who will receive priority slots in the programming. The program will also include a five-week intensive summer school program that entails a morning session to address reading and math with an afternoon enrichment program to provide extended opportunities for students participating in the program. These enrichment activities will include literacy, math, STEM activities, field trips, music, and physical fitness activities. The INSPIRE program in cooperation with the Atlantic Public Library and Iowa Western Community College will provide family literacy activities and adult education classes for parents of the enrolled students. The INSPIRE program will provide in-town transportation for students and also a free breakfast and lunch program for INSPIRE participants. The Atlantic CSD certified teaching staff will be responsible for developing the INSPIRE summer and afterschool program, along with the implementation of the program's academic components and will work closely with the YMCA and Atlantic Public Library staff to align the work of all partners.

## Student Need

Atlantic, Iowa is located in rural southwest Iowa and is the home to 7,112 people (US Census Bureau). 11.8% residents live below the poverty level (US Census Bureau). Over the past ten years, the district has seen its free and reduced lunch rate increase over 15% and the projected trend is to continue to increase during the upcoming years. The 21CCLC grant will involve students from three of the schools in the district. Washington Elementary has an enrollment of 540 students serving grades pre/k through third grade and has a free/reduced lunch rate of 55% which equates to 297 students living in poverty. Schuler Elementary has an enrollment of 240 students serving fourth and fifth grades with 61% qualifying for free/reduced lunch (147 students). Atlantic Middle School has an enrollment of 335 students and serves grades sixth through eighth grade. The school has a free/reduced lunch rate of 49% (164 students). In total, 608 of the district's population in kindergarten through eighth grade are living in poverty.

Based on the 2016 Iowa Assessment data, Washington Elementary was just removed from the state's watch list in reading and math. Schuler Elementary has a status of SINA-2 (School in Need of Assistance) in math and reading. Atlantic Middle School is a SINA-6 in reading and SINA-4 in math. It is clear to the district administration and staff that the achievement gap for students in the free/reduced subgroup is evident. The INSPIRE program will assist the district in collaboration with the Nishna Valley YMCA to address this student need.

The ACSD, the Atlantic YMCA, and our community recognize the need for summer and after-school programs to address student needs. The district's 21st CCLC committee reached out to community partners and stakeholders through both personal contact as well as comprehensive needs surveys. Based on feedback from the surveys and stakeholders, the committee recommended that the INSPIRE program focus on improved student achievement, better student participation in school activities and family literacy activities.

To determine which students would best be served through the INSPIRE program and who were most at risk for academic failure, the district selected all students in grades K-8 and correlated their latest Iowa Assessment Individual results in reading and math, FAST (reading) progress monitoring data and their annual Saxon Math placement test. Based on this analysis, the district was able to determine that over 500 students were at risk for academic failure in grades K-8. In addition to the analysis to determine the at-risk student population, the district further researched student discipline referrals and extra-curricular/after-school participation in grades K-8. It was found that less than 20% of the identified at-risk population participated in clubs and/or extra-curricular activities. After reviewing the research regarding parent's reading level/educational level and the direct impact that it has on student achievement, it was imperative that a family literacy goal was included in this project.

**Academics**

Objective 1: Improve student learning in reading and math.

Academic Goal: By June of 2020, 90% of students will be proficient in reading and math as measured by the Iowa Assessments.

<b>2015-16 Iowa Assessment Results</b>	<b>Grade</b>	<b>Percent Proficient</b>	<b>NCLB Expectations</b>
Reading	3rd Grade	79%	100%
Reading	4th Grade	84%	100%
Reading	5th Grade	75%	100%
Reading	6th Grade	75%	100%
Reading	7th Grade	84%	100%
Reading	8th Grade	81%	100%
Math	3rd Grade	88%	100%
Math	4th Grade	86%	100%
Math	5th Grade	82%	100%
Math	6th Grade	81%	100%
Math	7th Grade	89%	100%
Math	8th Grade	87%	100%

The Iowa Assessments show that the district has 79.6% of students proficient in reading and 85.5% in math in grades 3-8. While Washington Elementary has been removed from the SINA list in reading and math, Schuler Elementary is Delay-2 in reading and Delay-2 in math, while Atlantic Middle School is SINA-6 in reading and SINA 4 in math for the 2016-17 school year.

The district uses the FAST screener as a tool to determine student fluency levels and provides a means for classroom teachers to regularly monitor students progress and determine student fluency levels throughout the school year. Washington Elementary was one of the pilot schools in southwest Iowa to begin use of the FAST assessment. Three years ago, all teachers at Washington were trained in using the FAST. During the 2015-16 school year, all teachers at Schuler Elementary were trained and in the 2016-

17 school year, all sixth grade staff at Atlantic Middle School are being trained in the use of the FAST assessment.

<b>FAST</b>	<b>Grade</b>	<b>FAST a-Reading (Students Proficient)</b>
Reading	Kindergarten	8.43%
Reading	1st Grade	42%
Reading	2nd Grade	72%
Reading	3rd Grade	68.41%
Reading	4th Grade	67.33%
Reading	5th Grade	63.62%
Reading	6th Grade	60.48%

The overall trend of the FAST a-Reading data suggests that students in poverty begin to lose fluency moving into the middle school. The INSPIRE program plans to address this decline in the poverty subgroup.

**Social-Behavioral:**

Objective 2: Improve student behavior and participation percentages in school programs.

Social-Behavioral Goal: By June 2020, 90% of students will participate in an enrichment program (i.e. club) and discover a new interest that will lead to healthy choices.

The school district utilized the results of the most recent Iowa Youth Survey to identify the most critical social-behavioral needs of students. Many of these factors impact student participation and achievement in school.

<b><u>Iowa Youth Survey Question</u></b>	<b><u>Agree</u></b>	<b><u>Disagree</u></b>
I feel good about myself	71.80%	28.20%
I feel safe in the community in which I live	76.44%	23.66%
My teachers care about me and want me to do well in school	69.26%	30.74%
I always do my best in school	71.54%	28.46%
I always have activities to attend after school	66.41%	33.59%
I have been offered drugs or alcohol in the last week	51.47%	48.53%

The student data that has been reviewed by the school district portrays an alarming scenario for many at-risk children in the district. Over the past ten years, the district has seen the free/reduced lunch rate climb from 34% in 2006 to close to 50% in the 2016-17 school year. Poverty impacts students and families through lower graduation rates (Engle & Black), lower school achievement, poor attendance (Murnane) and lower post-secondary education enrollments (Dahl & Lochner). As the district has seen increased poverty in the district over the past ten years, the district's dropout rate has continued to increase during this same time period. A review of the most recent Iowa Youth survey reveals that many at-risk students have a poor self image of themselves. Research regarding student's poor self image, behavior problems in school and poor school attendance can be directly related to poverty (McLloyd & Wilson). As these students struggle academically, they are also dealing with the impacts of poverty in which they have little or no control. With little hope, they will fall into the vicious cycle of poverty. Our aim is to break the cycle. The district recognizes the only effective way to intervene with our at-risk population is to provide

a wide array of academic support/enrichment activities, blended with student interest activities while involving the parents and other family members in literacy, GED and family activities to be successful in helping them to break the ongoing cycle of poverty and under-education.

### **Family Literacy/Engagement**

Objective 3: Increase the family literacy/engagement of parents and provide educational opportunities for them.

Goal 3: By June 2020, 90% of all families will have attended a literacy and a parenting class and attended at least one family literacy activity.

## **Project**

The needs identified in the community survey and the 21CCLC committee's work serve as the main components used to design the proposal for the INSPIRE program. The activities fall into three broad categories.

1. Improve Student Achievement in Reading and Math:

Academic enrichment will focus on areas of reading and math. Learning will be active and hands-on assist students to meet and exceed state-mandated grade-level requirements. Reading and math instruction will occur in small group settings. Afternoon activities will be in a "club" format, with a variety of age groups working on like-minded projects that are heavily steeped in reading, math, and science work. The school district will provide certified teachers who will be delivering instruction in the areas of reading and math. INSPIRE staff will work in tandem with teachers and parents to ensure that the learning needs of the student are being addressed. Volunteers from the community and a variety of high school volunteer groups will also be available to offer educational support to students who need reinforcement of learning strategies, academic skills, and homework completion. The INSPIRE programs will address the disparate reading and math scores.

2. Improved Behavior/Involvement:

The INSPIRE program will provide participating students opportunities for after-school programs focused in interest-based programs, STEM activities, team building and improved physical fitness. These activities will work to build students' self-concept and confidence which directly impact positive student behaviors, school involvement and better school attendance.

3. Family Literacy:

The INSPIRE program will work with parents of students participating in the program to provide parent literacy and education programs through the Atlantic Public Library, Iowa State Cass County Extension Office and Iowa Western Community College.

### **INSPIRE: After-School Homework Assistance/Enrichment**

The after-school INSPIRE program will operate Monday-Thursday and will be housed at three different sites. K-3 students will receive programs at the Washington Elementary site, while students in grades 4-8 will participate at the Nishna Valley YMCA and Atlantic Middle School. This will allow enough space and closer access to resources at each site. Atlantic CSD teachers will provide direct instruction to students in the areas of literacy and math. The YMCA staff and community volunteers will be utilized to provide the students with a combination of homework assistance and STEM activities. Students will be supplied a nutritious snack during the after-school activity and will also be provided transportation home at the end of the day. Students will rotate each day for either academic assistance or enrichment and club activities.

**INSPIRE Before/After-school Schedule for Intensive Academic Assistance**  
 Year 1 - 2017-18 School Year

6:30 - 7:30	Before School Homework Assistance
3:15 - 3:30	Transition and Snack Time
3:30 - 4:30	Academic Help at Washington Elementary and Middle School
4:30 - 4:45	Transition to YMCA or Parent Pickup

**INSPIRE After-school Schedule for YMCA Tutoring/Activities**  
 Year 1 - 2017-18 School Year

3:15 - 3:30	Group meeting, Attendance, Snack Time
3:30 - 4:15	Large motor skills or Tutoring/Homework Help
4:15 - 5:00	Elective Time: Reading, Homework, Pickup, STEM, Speakers

- Early Out Wednesdays: Guest speakers, Field Trips, Extended Activities
- Elective Samples: Community garden, music, Intergenerational activities, Chess/checkers Club, Art Club, Soccer Club, Archery, Bowling, Martial Arts, Library, Swimming, Speakers
- Field Trips are every Friday from the YMCA location for all ages. Examples of Field Trips: Henry Doorly Zoo, Area water parks, State nature areas, Hitchcock House, DNR Parks, etc.

**INSPIRE: Intensive Summer School/STEM/Enrichment**  
 Year 1 (Summer 2017)

The summer INSPIRE program will run five weeks from July to early August. The program will encompass intensive instruction in reading and math and will utilize research-based resources and strategies to provide each student an opportunity for accelerated growth in each subject area. The Atlantic CSD will supply teachers with an individualized learning plan for each student. Students will be administered pre and post-test screeners/assessments to guide instruction and determine growth in each subject area and for program evaluation. The intensive academic program will run from 8:30 am to 11:30 am. Participating students will be served breakfast prior to beginning the program and will be served a nutritious lunch at Washington Elementary prior to beginning the afternoon enrichment program at one of the three sites (Washington Elementary, Atlantic Middle School, Nishna Valley YMCA).

**INSPIRE Summer program schedule:**

8:00 - 8:30	Breakfast
8:30 - 9:45	Reading
9:45 - 10:00	Recess
10:00 - 10:45	Math
10:45 - 11:30	Writing/Computer lab/Ipads with focus on either reading or math skills
11:30 - 12:30	Lunch
12:30 - 12:45	Transition to programming area (K-3 - YMCA; 4-8 at MS)
1:00 - 1:45	Elective/Clubs (Choose from 2 options)
1:45 - 2:45	Elective/Clubs (Choose from 2 options)
2:45 - 3:00	Snack/Restroom/Wash Hands
3:00 - 4:00	Electives/Clubs (Choose from 2 options)
4:00 - 5:00	Regroup, Share, Dismiss for Parent Pick-Up

- Elective Samples: Community garden, music, Intergenerational activities, Chess/checkers Club, Art Club, Soccer Club, Archery, Bowling, Martial Arts, Library, Swimming, Speakers
- Field Trips are every Friday from the YMCA location for all ages. Examples of Field Trips: Zoo, Area water parks, State nature areas, Hitchcock House, DNR Fishing, etc.

The 21st CCLC goals will support the Atlantic CSD 2016-17 District Goals: 90% of our students (grades 3-11) will be proficient in reading as measured by the Iowa Assessments for the 2016-17 school year. 90% of the students (grades 3-11) will be proficient in math as measured by the Iowa Assessments during the 2016-17 school year.

**Staffing**

The Atlantic Community School District (ACSD) will be the fiscal agent for the grant. The Nishna Valley YMCA and ACSD have been in a collaborative partnership for over 9 years, working together to provide for the Atlantic youth. The YMCA adjoins the K-8 school complex and will be the host site for the STEM activities, the after-school program, and act as a collaborative partner during the summer school program. The school district will continue to provide collaborative professional development that emphasizes literacy and math strategies and quality assessment procedures that will be replicated in the INSPIRE program. While the YMCA has an after-school activities program currently in place, the INSPIRE program will coordinate an intensive academic component provided by the school and a tutoring/homework program offered by the YMCA. The already-established 21CCLC Advisory Committee includes parents, community leaders, and school and YMCA administration. The Advisory Committee will oversee the INSPIRE program, help evaluate its impact, and act as liaisons with the community to promote the program.

**Program Administrator (in kind)** – the program administrator will to oversee the program and will work as a liaison between the steering committee/school board and the program coordinator to assist in providing resources and support to ensure the success of the INSPIRE program.

**Program Coordinator** – the program coordinator will oversee the day-to-day operation the INSPIRE program. Program staff will report directly to the coordinator.

**Program Teacher** – provides direct instruction in reading and/or math in either the after-school program or in the summer school program.

**Program Para-Professional** – works under the direction of the program teacher to provide services for students.

**Volunteers** - high school volunteers will be vetted through the *Silver Cord Program* (program to get students involved in community service and coordinated by the Atlantic Chamber of Commerce) and may serve as mentor tutors under the direction of a licensed teacher. This past year the YMCA had 170 volunteers who supplied services for 3629 hours. All volunteers for the YMCA have reference and criminal background checks completed before engaging in work at the YMCA. The community has always been generous in volunteering at both the school and the YMCA, and that will continue to be a valued source of help with the 21CCLC.

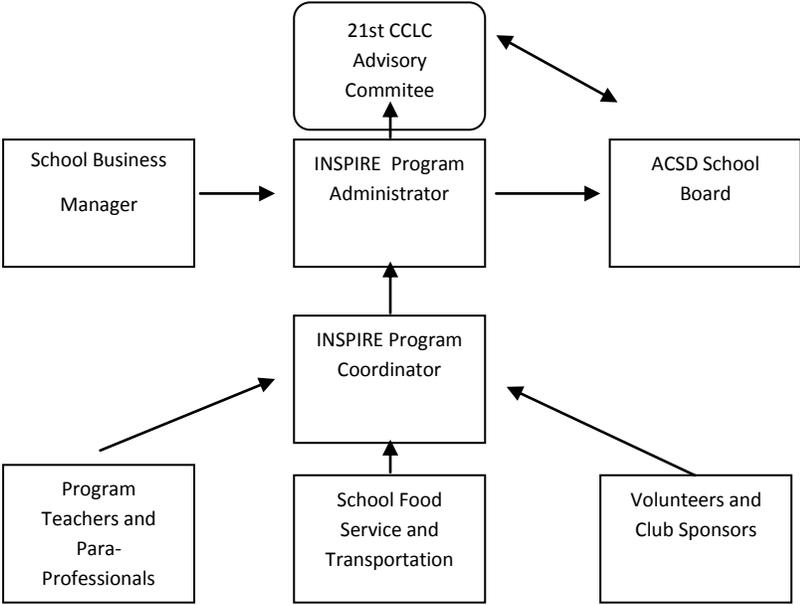
## Research Base

Program Component	Program/Curriculum	Research Base (Bibliography – Appendix)
Academics	<u>Making Meaning</u> - the program will be used as the base program for reading instruction in the after-school program and during summer school.	Michael Pressley, P. David Pearson, Nell Duke, and Isabel Beck
Academics	<u>SIPPS</u> - the program will be used for interventions in the after-school and summer school programs.	John Shefelbine and Katherine K. Newman
Academics	<u>LMB</u> - The Lindamood Bell reading program will be used for interventions in the after-school and summer programs.	Nanci Bell and Pat Lindamood
Academic	<u>Saxon Math</u> - the program will be used as the math component of the after-school and summer program	Resendez, M., Fahmy, A., & Manley
Enrichment, Clubs/Extended Learning Opportunities	A collection of STEM, physical fitness, team building and interest-based learning activities/clubs will be set up using YMCA staff and community volunteers. Extensive research supports these activities and links them to success in the	Furman N., Gookin J., Sibthorp J., 2015 (Outdoor Ed).  Trent A. Petrie 2014 (Physical Fitness)

	classroom.	Blair, Crawford & Lederman
Parent Literacy/Education Classes	We will offer 2 parenting classes: 1. STEP - Systematic Training for Parenting - ages K-8 2. Triple P Positive Parenting Program	National Registry of Evidence-Based Programs (NREBA)
Educational Field Trips	Students will participate in cultural, art, science field trips	Greene, Kisida & Bowen 2014

**Management/Sustainability Plan**

The INSPIRE program will be operated through a collaborative community process. The 21st Century Community Learning Centers Advisory Committee will be the governing body of the program. The organizational chart below shows a combination of school personnel, community members, YMCA staff, and the program steering committee to ensure a check and balance systems built within the project.



The Atlantic CSD will be the fiscal agent for the grant and will provide the Program Administrator, facilities and materials. The district will also provide the certified teachers and paraprofessionals to lead the academic work at both sites. The YMCA will provide the 21CCLC Coordinator, staff, and services. Collaboration between the building principals and the INSPIRE Coordinator will be of utmost importance. Regular meetings will ensure continuity of quality services, reduce the chance of problems, and allow for timely decisions to be made. The Coordinator will align academic work between the three sites, sharing testing, progress monitoring results, goals for intensive work, and attendance numbers. Lesson planning and consistency in meeting daily/weekly learning targets will be the responsibility of the teaching staff, with supervision by the Coordinator. Both the Coordinator and principals will be in direct contact with the Advisory Committee and the ACSD School Board, keeping a line of communication open between the individuals.

The 21CCLC Advisory Committee includes representatives from parents, ACSD staff, community partners, YMCA staff, and stakeholders. This group is responsible for overseeing the data collection, the INSPIRE programs, monthly reporting, and support of the day-to-day operation of the programs. The committee will support the alignment of the program implementation to the goals outlined in the grant proposal. Acting as liaisons to the community, the Advisory Committee will give presentations to community groups, funding organizations, school board, and interested stakeholders. Summative reports will be previewed by the Advisory group before being submitted to the required organizations. Translation services will be offered as needed to serve youth and families who may be non-English speaking. According to the 2010 Census, Atlantic's population was 7112, with less than 6% identified their race as other than white. While the population does not indicate great diversity, the community does embrace a unique situation with their Chuukese population.

Chuuk is part of the Federated States of Micronesia and these Pacific-Islanders settled into the Atlantic community. New families consistently come to community, with the majority of their students in lower elementary grades. The INSPIRE program's Family Literacy and Involvement component will include all stakeholders, including the Chuuk family members whose influence with their children will be enhanced by the family events.

Washington Elementary and Atlantic Middle School are safe buildings, fully ADA accessible to all students and families in our community. The summer afternoon INSPIRE program and part of the after-school program will be managed by the YMCA. Transportation was indicated as a barrier to after-school program participation in the needs assessment survey and has been added to ensure student access. The program will be held at the Elementary School and YMCA, on adjoining campuses, immediately following the school day. Transportation will be provided at the end of the day to already established bus stops throughout the community for 100% of students needing this service. Transportation is also budgeted for field trips which will require two buses per trip. The K-8 buildings are located on the same block as the Nishna Valley YMCA with crossing guards posted at sidewalks connecting the buildings. This geographical feature allows for the participants to have access to school computer labs and classrooms, snack/lunch programs, and all facilities for health and wellness activities.

Sustainability is an important component of the grant that requires maximizing community relationships and utilizing current partnerships. Using existing funds to supplement the 21CCLC grant and local community annual funding, the INSPIRE program will utilize funding from grants such as *Boost 4 Families*, *Back Pack Program* and the *Summer Feeding Program* to provide seamless support to children and families. While INSPIRE staff will provide for the program components, the community businesses will continue their financial and in-kind support — helping to sustain the efforts of the partnership.

Additional funds will be provided by the Atlantic district (At-risk/allowable growth and Part B). In addition, the Early Literacy monies (\$25,000) can also be used to sustain INSPIRE after 21CCLC funding expires. The increase in local funds will come primarily from the ACSD as well as donations from our business community and continuing grants. Through the communication plan, 21CCLC progress can quickly be disseminated to the community and provide continued support for the INSPIRE program from all Atlantic stakeholders.

## Communication Plan

<b>Audience</b>	<b>Information</b>	<b>Outreach Strategy/Activity</b>	<b>Frequency</b>	<b>Expected Impacts</b>
Parents Community Partners	<ol style="list-style-type: none"> <li>1. Discussion of Activities</li> <li>2. Schedule of Adult Ed classes and programs</li> </ol>	Monthly news paper column dedicated to the INSPIRE program	Monthly	<ul style="list-style-type: none"> <li>▪ Public awareness about programs.</li> <li>▪ Encourages increased participation</li> </ul>
Parents Community Partners	<ol style="list-style-type: none"> <li>1. Description of programs</li> <li>2. Success in Programs</li> <li>3. Parent education component</li> </ol>	INSPIRE newsletter	Monthly	<ul style="list-style-type: none"> <li>▪ Fundraising awareness for programs</li> <li>▪ Surveys for the program</li> </ul>
Community Students Parents Partners	<ol style="list-style-type: none"> <li>1. Daily activities</li> <li>2. Pictures/Clips of programs</li> </ol>	School District and YMCA homepages	Daily	<ul style="list-style-type: none"> <li>▪ Instant feedback from the public</li> </ul>
Area Parents Students Partners	<ol style="list-style-type: none"> <li>1. Communication about programs</li> </ol>	KSOM and KJAN radio show	Weekly	<ul style="list-style-type: none"> <li>▪ Fundraising and gaining new community partners</li> </ul>
Retired Patrons	<ol style="list-style-type: none"> <li>1. Sharing information and data</li> </ol>	Community Coffee	One Saturday per month	<ul style="list-style-type: none"> <li>▪ Gather feedback from community</li> </ul>
All Patrons	<ol style="list-style-type: none"> <li>1. Accomplishment</li> <li>2. Programming Updates</li> <li>3. Student Achievement data</li> </ol>	Community meetings	Semi-annual	<ul style="list-style-type: none"> <li>▪ Inform the Community about the programs.</li> <li>▪ Fundraising Administer surveys</li> </ul>
All Patrons	<ol style="list-style-type: none"> <li>1. Detailed report</li> </ol>	Annual program report	Annually	<ul style="list-style-type: none"> <li>▪ Share program evaluation</li> </ul>

## Partnerships

<b>Partnership</b>	<b>Current programming with partner</b>	<b>Proposed Role in the INSPIRE program</b>	<b>Memorandum of Understanding</b>
Atlantic Public Library	Share online homework assistance program	Provide family literacy activities at the YMCA and the library	Yes, in the appendix
Iowa Western Community College	Provide concurrent courses and adult education classes to the district	Provide parenting classes to program parents	Yes, in appendix
Iowa State Cass County Extension Office	Provide special classes for students during the school year. Participating in "From Food to Table" grant	Provide special classes for students in the INSPIRE program	Yes, in appendix
Nishna Valley YMCA	Cooperation for 4-year old Preschool program, special programs for student, after-school programs for students	Provide space and instructors/volunteers for all special programs in the INSPIRE program	Yes, in appendix
Atlantic Chamber of Commerce	Oversees the Silver Cord incentive program for high school students to do public service	Provide high school volunteers for the INSPIRE program.	Yes, in appendix
Atlantic Rotary Club	Provides scholarships for district students. Continually provides funds for programs and equipment	Provide community volunteers to assist in INSPIRE program	Yes, in appendix

The YMCA and the school district have a number of contributing partners within the community. The Elks Club provides Promise grants to the district and provides drug education curriculum. The police and fire departments provide ALICE safety training to the schools, field trips for preschoolers in the YMCA's preschool program, fire safety and bike safety programs for all children. Atlantic Bottling Company provides drinks and supplies to many events in the schools and at the YMCA during the year, while Wal-Mart provides grants and incentive gifts for students. As the INSPIRE program grows, the advisory committee will continue to work to expand and cultivate partnerships to support the program.

## Evaluation

Marian Godwin, Assessment Solutions for Education, Inc. is an expert in program evaluation. She has a vast array of experiences in evaluation in Iowa schools.

- She is currently evaluating the Harkin Pottawattamie Preschool Group analyzing pre and post GRTR data and tracking those students to their performance on Iowa Assessments, and interpreting the results for executive summaries and annual reports for the grant evaluation process.
- Marian worked for the Iowa Department of Education and understands the data the department requires for grants. She was the lead facilitator and evaluator for the Iowa Department of Education’s Science Standards Review Team working with Rita Martens, Brad Niebling, Brad Buck, Ryan Wise, David Tilly and Staci Hupp.
- She developed the tool to analyze and monitor Danielson Teacher Evaluations with the Waukee School District. This tool allowed the Waukee school district to identify weaknesses in teachers and improve their instruction.
- Worked with Dr. Dana Carmichael, TS Educational Consultants, and the Center for Authentic Intellectual Work, developed tools to analyze and monitor AIW data.
- Co-lead AIW Next Steps Summer Academies
- Created Skill-based Report Cards
- Created Progress Monitoring Tools
- Created an Office Referral analysis tool based upon Positive Behavior Interventions and Supports (PBIS)
- Developed a tool to assist in determining Student Eligibility
- Developing a program to produce Assessment Profiles for students, which bring together a student’s performance on all district assessment into one comprehensive report.
- Worked with a consortium of schools and AEA personnel with the Green Hills AEA, developing data analysis tools and leading training to use those tools, and provided workshops to lead the schools through a data driven decision making process.
- Created an interactive tool for classroom teachers to determine their students’ performance on specific Skill Domains, analyzing and charting their classroom and student performance, and determining the relationship to the Iowa Core standards.

## Evaluation Procedures

Component Objective	Goal	Goal Measures	Timeline
(Academic) <b>Objective 1:</b> Improve student learning in reading and math.	<u>Academic Goal:</u> By June of 2020, 90% of students will be proficient in reading and math as measured by the Iowa	Daily attendance, Formative classroom assessments, FAST-3 times per year, Iowa Assessments, # of at-risk student plans, staff/student surveys	Spring to Fall to measure growth and survey data during the summer program and Fall to Spring to measure growth during the academic year

	Assessments.		
(Social-Behavioral)  <b>Objective 2:</b> Improve student behavior and participation percentages in school programs.	<u>Social-Behavior Goal:</u>  By June 2020, 90% of the students will participate in an enrichment program (i.e. club) and discover a new interest that leads to healthy choices.	Club attendance, daily attendance, office referrals, suspensions, Iowa Youth Survey - Fall 2020, student artifacts from club or participation in activity, student/parent survey	Spring to Fall to measure growth and survey data during the summer program and Fall to Spring to measure growth during the academic year/Review survey data
(Family Literacy/Engagement)  <b>Objective 3:</b> Increase the literacy/engagement of parents and provide educational opportunities for them.	<u>Family Literacy Goal:</u>  By June 2020, 90% of all families will have attended a literacy and a parenting class and will have attended one family literacy activity.	Parent attendance logs, number of parents in adult classes, school discipline data, parent surveys	Spring to Fall to measure growth and survey data during the summer program and Fall to Spring to measure growth during the academic year

## Budget Narrative

We are requesting \$195,000 per year to serve 100 students in the before/after-school program (150 days) and 150 students in the summer program (30 days) with the 21CCLC funding. Atlantic INSPIRE will serve those students, leveraging other resources. The district will apply at-risk allowable growth and Part B funding to the program, in addition to the current grants that are in place to support healthy eating. The YMCA will continue with their funding streams and re-apply for grants, such as the *Boost 4 Families* and other yearly grant opportunities.

The INSPIRE program will serve 100 students during the school year. The INSPIRE summer school program will serve 150 students in a 5 week period. The table below shows what resources will be combined to finance INSPIRE with a focus on identifying and recruiting students to increase academic achievement for 250 students.

**Program Administrator:** The district superintendent will serve as the program administrator and the district will pay for his time spent on the INSPIRE program. **(In-Kind)**

**Program Coordinator:** The program will oversee, monitor and administer the INSPIRE after- school and summer school program for the Atlantic CSD and the Nishna Valley YMCA. The coordinator will be responsible for ordering materials, setting up field trips, handling day-to-day issues and assume overall responsibility of the program. **Budget Total: \$42,000**

**Homework Assistance:** The INSPIRE program will provide a homework assistance program at the YMCA before school program during the regular school year 4 days a week (M-Th). The teachers will be available to work with students 1 hour prior to school starting each morning. **Budget Total: \$4,950**

**Before/After-school Extension/Enrichment:** This program will allow K-8 students direct assistance homework and/or school projects with a certified classroom teacher during the first hour of the after-school program. The ACSD will supply the certified teachers for the academic portion of the after-school program. **Budget Total: \$39,600**

**Enrichment:** The second hour of the program will focus on enrichment activities for the students and will focus on STEM, physical fitness and career exploratory activities with staff from the Nishna Valley YMCA. **Budget Total: \$19,800**

**Program Materials/Supplies:** In order to provide hands-on opportunities for K-8 students in the after-school program, an allowance for materials and supplies has been afforded to the program. ACSD will also provide in-kind resources for many of the activities. **Budget Total: \$4,450**

**Snacks/Food:** A nutritious snack will be provided to all the after-school program participants. These snacks will be provided through the district's food service program and will meet all of the federal and state nutritional requirements. **Budget Total: \$2,500**

**Transportation:** The targeted student population for this program is students coming from low socio-economic families who have difficulty with access to after-school and/or summer pro-grams due to lack of transportation. This after-school program will provide all program participants with in-town busing to ensure that lack of transportation will not keep them from being able to participate. **Budget Total: \$5,500**

**Professional Development:** Professional development for staff will be targeted on training for staff with working with at-risk students. Training in parenting classes will also be provided. **Budget Total: \$3,000**

**After-School INSPIRE Program Total: \$121,800**

**Summer School** - This program will be a 6-week intensive program (M-F) that will provide low income/non-proficient students to have access to quality reading and math instruction during a 3-hour morning academic program. Students will be provided free breakfast and lunch prior to participating in a 3-hour enrichment session in the afternoon. Transportation will be provided to and from the program.

**Morning Academic Session:** The ACSD will provide certified teachers to staff the academic session for summer school. Students in grades K-8 will focus on reading and math. Students will be administered a pre/post test to determine individual student growth during the duration of the 5-week program. **Budget Total: \$35,500**

**Afternoon Enrichment Session:** The Nishna Valley YMCA will provide staff for STEM, physical fitness, and career exploration for students participating in the 5- week program. YMCA staff will also utilize events, guest speakers and field trips to expand the knowledge base. **Budget Total: \$11,250**

**Materials/Supplies:** In order to provide hands-on opportunities for students in the summer program, an allowance for materials and supplies has been afforded to the program. ACSD will also provide in-kind resources for many of the activities. **Budget Total: \$10,000**

**Snacks/Food:** All participants will be provided a free breakfast and lunch through the summer feeding program funded by a federal grant. Students participating in the program will also be provided a nutritious mid-morning and mid-afternoon snack. The breakfast, lunch, and snack will all meet the federal and state nutritional requirements. **Budget Total: \$2,250**

**Transportation:** The targeted student population for this program are students who are coming from low socio-economic families who have difficulty with access to after-school and/or summer programs due to lack of transportation. This after-school program will provide all program participants with in-town busing to ensure that lack of transportation will not keep them from being able to participate. **Budget Total: \$6,200**

**Field Trips/Speakers:** Summer school will offer participating students opportunities for hands-on learning through field trips and speakers who can provide insight or first-hand experiences related to the topics being covered in the afternoon enrichment program. **Budget Total: \$4,000**

**Professional Development:** Staff and volunteers will be trained in working with volunteers, working with at-risk students and conducting parenting classes. **Budget Total: \$4,000**

**Summer School INSPIRE Program Total: \$73,200**

## **Appendix A: Required Forms**

Forms should be reproduced, completed in full, and submitted with the application. Any redesign, alterations, changes, or modifications will warrant disqualification from the grant review process and eligibility.

**Application Cover Page  
21<sup>st</sup> Century Community Learning Centers**

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

**Mail Applications to:**

**Jodi Bruce**

Iowa Department of Education  
Grimes State Office Building  
400 E 14<sup>th</sup> Street  
Des Moines, Iowa 50319-0146  
[jodi.bruce@iowa.gov](mailto:jodi.bruce@iowa.gov)

**Address all questions to:** [vic.jaras@iowa.gov](mailto:vic.jaras@iowa.gov)

**APPLICATION INFORMATION**

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

County: Cass		Amount Requested: \$ 195,000 (Total for Year 1 from Form D1)	
Director of Agency: (Dr. Michael Amstein		Grant Contact: Dr. Michael Amstein	
Agency Name: Atlantic Community Schools		Agency Name: Atlantic Community Schools	
Address: 1100 Linn Street		Address: 1100 Linn Street	
City: Atlantic	Zip: 50022	City: Atlantic	Zip: 50022
Phone: 712-243-4252	FAX: 712-243-8023	Phone: 712-243-4252	FAX: 712-243-8023
Email: mamstein@atlanticiaschools.org		Email: mamstein@atlanticiaschools.org	
<b>DUNS Number:</b>			
Data Collection and Evaluation Contact: Dan Haynes		Fiscal Contact: Mary Beth Fast	
Address: 100 Maple Street		Address: 1100 Linn Street	
City: Atlantic	Zip: 50022	City: Atlantic	Zip: 50022
Phone: 712-243-3934	FAX: NA	Phone: 712-243-4252	FAX: 712-243-8023
Email: dhaynes@nishnavalleymca.com		Email: mfast@atlanticiaschools.org	

## **BEFORE YOU APPLY**

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

- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: <https://www.educateiowa.gov/documents/building-level/2015/12/2015-16-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated December 31, 2015, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

### **PLEASE RESPOND TO THE FOLLOWING QUESTIONS:**

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):
  - Site/Building Name: Washington Elementary
    - Free and Reduced Lunch Rate Percentage: 54.65%
  - Site/Building Name: Schuler Elementary
    - Free and Reduced Lunch Rate Percentage: 60.72%
  - Site/Building Name: Atlantic Middle School
    - Free and Reduced Lunch Rate Percentage: 48.96%
- **When will the program run?** (Check or highlight applicable option(s) below):
  - Summer School Only
  - Afterschool Only
  - Before and Afterschool
  - Before and Afterschool and Summer School
  - Afterschool and Summer School
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY17 Request for Applications):
  - 100 number of children x 150 days x \$10.00 either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$150,000 (total funding request for before and afterschool programs)

#### **Summer School Formula**

- 150 children x 30 of days = (minimum 30 days) x \$10.00 = (\$45,000)
- Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.

Funding Request for Year One: \$195,000  
Funding Request total for Three Years: \$585,000  
Number of Children Served in Year One: 250  
Number of Children Served in Three Years: 750

## LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number: _____ <b>OR</b> Enter School District Code _____ <u>0387</u>
---

(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 "Priority" or "Needs Improvement" on the Iowa School Report Card. 5 additional points awarded***

Documentation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Example of documentation: Look up your school on the Iowa School Report Card online at <http://reports.educateiowa.gov/schoolreportcard>.

**X** 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: See Application \_\_\_\_\_

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

**FORM A: SITE INFORMATION**

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

<b>21CCLC Site Name: Washington Elementary School (PreK-3)</b>		
<b>Site Address: 500 East 14th Street</b>		
<b>City, State, Zip: Atlantic, Iowa 50022</b>		
<b>Phone: 712-243-5234</b>		
<b>Site Contact Person: Stacey Hornung</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
<b>21CCLC Site Name: Atlantic Middle School</b>		
<b>Site Address: 1100 Linn Street</b>		
<b>City, State, Zip: Atlantic, Iowa 50022</b>		
<b>Phone: 712-243-1330</b>		
<b>Site Contact Person: Josh Rasmussen</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
<b>21CCLC Site Name: Nishna Valley YMCA</b>		
<b>Site Address: 1100 Maple Street</b>		
<b>City, State, Zip: Atlantic, Iowa 50022</b>		
<b>Phone: 712-243-3934</b>		
<b>Site Contact Person: Dan Haynes</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program

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

**FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS**

**Part A: Nondiscrimination**

As the designated applicant agency representative, I certify that the 21<sup>st</sup> 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 21<sup>st</sup> 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. Program agrees to provide a minimum of 60 hours contact time a month and 30 days of summer school (if applicable).

**Part G: Evaluation and Data Collection**

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

**Part H: Program Site**

As the designated applicant agency representative, I certify that the 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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
	Nishna Valley YMCA

**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
	ATLANTIC COMMUNITY SCHOOL DISTRICT
Signature of Site Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name
	Washington Elementary School
	Schuler Elementary School
	Atlantic Middle School

**FORM C: COLLABORATIVE SIGNATURES**

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

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

Name/Signature	Agency Affiliation	
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone

**FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY**

<b>21CCLC TOTAL FUNDING REQUEST</b> (Before and/or After School and Summer Program Funds)			
<b>Number of program sites included in this application:</b>	<b>Total number of students being served (all sites for one year):</b>	<b>Total first-year funding request (all sites):</b>	<b>Total three-year funding request (all sites):</b>
<u>3</u>	<u>250</u>	<u>\$195,000</u>	<u>\$585,000</u>

<b>FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION</b>					
NOTE: A <b>program site</b> may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.					
<b>Name of Program Site</b>	<b>Year 1 Funding Request</b>	<b>Year 2 Funding Request</b>	<b>Year 3 Funding Request</b>	<b>Total Funding Request (3-year total)</b>	<b>Number of Students Served per site per year</b>
Washington Elementary	\$65,000	\$65,000	\$65,000	\$195,000	85
Atlantic Middle School	\$65,000	\$65,000	\$65,000	\$195,000	85
Nishna Valley YMCA	\$65,000	\$65,000	\$65,000	\$195,000	80
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

**TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 250**

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

**Applicant Agency:** ATLANTIC CSD

**Site:** Nishna Valley YMCA

**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:** 80

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	52,800	0	\$52,800	0	52,800	0	\$158,400
Staff Travel	0	0	0	0	0	0	0
Materials	2,000	2,000	2,000	2,000	2,000	2,000	\$12,000
Professional Development (minimum 4% per year)	3,000	0	2,000	1,000	1,500	1,500	\$9,000
Student Access, Transportation etc. (maximum 8% per year)	2,000	600	2,000	600	2,000	600	\$7,800
Evaluation (about 4% per year)	2,600	0	1,300	1,300	1,300	1,300	\$7,800
Administrative/ Indirect Costs (maximum 8% per year)	0	0	0	0	0	0	0
<b>Totals</b>	62,400	2,600	60,100	4,900	59,600	5,400	\$195,000

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

### FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

The Atlantic Community School District will use General Fund monies for start up and operational costs associated with the first 3 months of this program. Specifically the district will use these line item budget expenditure codes for those costs:

**10 1500 1100 100 0000 612—Elementary School instructional supplies**

**10 1600 1100 100 0000 612—Elementary School instructional supplies**

**10 2000 1100 100 0000 612—Middle School instructional supplies**

**10 0000 1100 420 1119 121-612—At Risk Funding for teachers and instructional supplies**

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

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

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

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

## FORM E: MINORITY IMPACT STATEMENT

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

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

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

Indicate which group is impacted:

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

- 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: Michael K. Amstein

Title: Superintendent

### Definitions

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

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

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

*"Disability"* does not include any of the following:

(a) Homosexuality or bisexuality.

(b) Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.

(c) Compulsive gambling, kleptomania, or pyromania.

(d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.

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

## FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

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

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

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

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

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

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



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

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

**Other Information**

<b>Resource persons:</b>	
<b>Special notes:</b>	

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.**

## Memorandum of Understanding

Between

Atlantic Community School District

and

Iowa Western Community College

This Memorandum of Understanding (MOU) sets forth the understanding between the Atlantic Community School District and the Iowa Western Community College in regards to the Inspire Program under the 21<sup>st</sup> Century Learning Centers Grant Program.

### Purpose

This MOU will open pathways to collaboration between the entities to deliver family literacy activities and adult education classes. The college will provide adult literacy activities for parents who have children engaged in the Inspire program.

### Reporting

The partners will jointly record and report on activities and statistics as required by the 21<sup>st</sup> Century Grant requirement.

### Funding

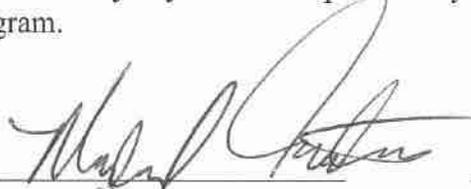
This MOU is not a commitment of funds for either party at this time.

### Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from the parties. This MOU shall become effective upon signature by the authorized officials and will remain in effect until modified or terminated by any one of the partners by mutual consent or at the end of the 21<sup>st</sup> Century Grant Program.

### Contact Information

Atlantic Community School District  
Dr. Michael Amstein  
Superintendent of Schools  
1100 Linn Street  
Atlantic, IA 50022  
712-243-4252

  
Signature

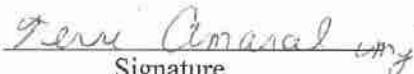
12/14/16  
Date

Iowa Western Community College  
Ann Pross  
Center Director  
705 Walnut Street  
Atlantic, IA 50022  
712-243-5527

  
Signature

12/14/16  
Date

Iowa Western Community College  
Terri Amaral  
AEL Coordinator  
2700 College Road  
Kinney Hall  
Council Bluffs, IA 51502  
712-325-3267

  
Signature

12-14-16  
Date

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## Memorandum of Understanding

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Between

Atlantic Community School District

and

Atlantic Public Library

This Memorandum of Understanding (MOU) sets forth the understanding between the Atlantic Community School District and the Atlantic Public Library in regards to the Inspire Program under the 21<sup>st</sup> Century Learning Centers Grant Program.

### Purpose

This MOU will open pathways to collaboration between the entities to deliver family literacy activities and adult education classes. The library will provide early literacy activities for youth and adult literacy activities for parents who are engaged in the Inspire program.

### Reporting

The partners will jointly record and report on activities and statistics as required by the 21<sup>st</sup> Century Grant requirement.

### Funding

This MOU is not a commitment of funds for either party at this time.

### Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from the parties. This MOU shall become effective upon signature by the authorized officials and will remain in effect until modified or terminated by any one of the partners by mutual consent or at the end of the 21<sup>st</sup> Century Grant Program.

### Contact Information

Atlantic Community School District  
Dr. Michael Amstein  
Superintendent of Schools  
1100 Linn Street  
Atlantic, IA 50022  
712-243-4252

  
Signature

12/14/14  
Date

Atlantic Public Library  
Natalie Struecker  
Library Director  
507 Poplar St  
Atlantic, IA 50022  
712-243-3144

  
Signature

12/13/2014  
Date

## Memorandum of Understanding

Between

Atlantic Community School District

and

Atlantic Chamber of Commerce

This Memorandum of Understanding (MOU) sets forth the understanding between the Atlantic Community School District and the Atlantic Chamber of Commerce in regards to the Inspire Program under the 21<sup>st</sup> Century Learning Centers Grant Program.

### **Purpose**

This MOU will open pathways to collaboration between the entities to recruit volunteer involvement through the Silver Cord Program. The Chamber will provide coordination of the Silver Cord Program to encourage volunteers who can help engaged parents and students in the Inspire program.

### **Reporting**

The partners will jointly record and report on activities and statistics as required by the 21<sup>st</sup> Century Grant requirement.

### **Funding**

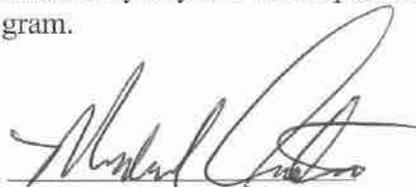
This MOU is not a commitment of funds for either party at this time.

### **Duration**

This MOU is at-will and may be modified by mutual consent of authorized officials from the parties. This MOU shall become effective upon signature by the authorized officials and will remain in effect until modified or terminated by any one of the partners by mutual consent or at the end of the 21<sup>st</sup> Century Grant Program.

### **Contact Information**

Atlantic Community School District  
Dr. Michael Amstein  
Superintendent of Schools  
1100 Linn Street  
Atlantic, IA 50022  
712-243-4252

  
Signature

12/14/16  
Date

Atlantic Chamber of Commerce  
Ouida Hargens  
Executive Director  
102 Chestnut St.  
Atlantic, IA 50022  
712-243-3017

  
Signature

12.14.16  
Date

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## Memorandum of Understanding

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Between

Atlantic Community School District

and

Atlantic Rotary Club

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Atlantic Community School District and the Atlantic Rotary Club in regards to the Inspire Program under the 21<sup>st</sup> Century Learning Centers Grant Program.

### **Purpose**

This MOU will open pathways to collaboration between the entities to provide future volunteer opportunities. The Atlantic Rotary Club will provide opportunities to their club members to volunteer as community professionals in sharing their talents with those who are engaged in the Inspire program.

### **Reporting**

The partners will jointly record and report on activities and statistics as required by the 21<sup>st</sup> Century Grant requirement.

### **Funding**

This MOU is not a commitment of funds for either party at this time.

### **Duration**

This MOU is at-will and may be modified by mutual consent of authorized officials from the parties. This MOU shall become effective upon signature by the authorized officials and will remain in effect until modified or terminated by any one of the partners by mutual consent or at the end of the 21<sup>st</sup> Century Grant Program.

### **Contact Information**

Atlantic Community School District  
Dr. Michael Amstein  
Superintendent of Schools  
1100 Linn Street  
Atlantic, IA 50022  
712-243-4252

  
Signature \_\_\_\_\_ Date 12/14/16

Atlantic Rotary Club  
Kate Olson  
President  
P.O. Box 82  
Atlantic, IA 50022  
712-243-1132

  
Signature \_\_\_\_\_ Date 12-14-16

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## Memorandum of Understanding

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Between

Atlantic Community School District

and

Cass County Extension District

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the Atlantic Community School District and Cass County Extension District in regards to the Inspire Program under the 21<sup>st</sup> Century Learning Centers Grant Program.

### **Purpose**

This MOU will open pathways to collaboration between the entities to deliver youth, family, and adult activities and education classes. Cass County Extension will provide enrichment activities for youth and adults who are engaged in the Inspire program.

### **Reporting**

The partners will jointly record and report on activities and statistics as required by the 21<sup>st</sup> Century Grant requirement.

### **Funding**

This MOU is not a commitment of funds for either party at this time.

### **Duration**

This MOU is at-will and may be modified by mutual consent of authorized officials from the parties. This MOU shall become effective upon signature by the authorized officials and will remain in effect until modified or terminated by any one of the partners by mutual consent or at the end of the 21<sup>st</sup> Century Grant Program.

### **Contact Information**

Atlantic Community School District  
Dr. Michael Amstein  
Superintendent of Schools  
1100 Linn Street  
Atlantic, IA 50022  
712-243-4252

  
Signature

12/14/16  
Date

Cass County Extension District  
Kate Olson  
Extension Program Coordinator  
805 W. 10<sup>th</sup> Street  
Atlantic, IA 50022  
712-243-1132

  
Signature

12-12-16  
Date

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## Memorandum of Understanding

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Between

Atlantic Community School District

and

Nishna Valley Family YMCA

This Memorandum of Understanding (MOU) sets forth the understanding between the Atlantic Community School District and the Nishna Valley Family YMCA in regards to the Inspire Program under the 21<sup>st</sup> Century Learning Centers Grant Program.

**Purpose**

This MOU will open pathways to collaboration between the entities to coordinate and deliver services as spelled out in the 21<sup>st</sup> Century Learning Centers grant program.

**Reporting**

The partners will jointly deliver services and reporting as required by the 21<sup>st</sup> Century Grant requirement.

**Funding**

This MOU is not a commitment of funds for either party at this time.

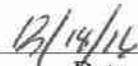
**Duration**

This MOU is at-will and may be modified by mutual consent of authorized officials from the parties. This MOU shall become effective upon signature by the authorized officials and will remain in effect until modified or terminated by any one of the partners by mutual consent or at the end of the 21<sup>st</sup> Century Grant Program.

**Contact Information**

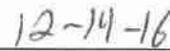
Atlantic Community School District  
Dr. Michael Amstein  
Superintendent of Schools  
1100 Linn Street  
Atlantic, IA 50022  
712-243-4252

  
\_\_\_\_\_  
Signature

  
\_\_\_\_\_  
Date

Nishna Valley Family YMCA  
Dan Haynes  
Executive Director  
1100 Maple St  
Atlantic, IA 50022  
712-243-3934

  
\_\_\_\_\_  
Signature

  
\_\_\_\_\_  
Date

## Appendix

### Bibliography

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