

1. Abstract

Title:	Hills and Mark Twain Elementary 21 st Century Community Learning Center Programs
Applicant:	Iowa City Community School District
Project Location:	Hills and Mark Twain Elementary School
Students Served:	Combined - 200 after school, 40 before school, 120 summer
Funding Request:	Combined - \$300,000 / year

Hills and Twain Program Overview

Hills and Twain Elementary couldn't be more different geographically, but are similar in their need for additional academic and social supports after school to address issues of **poverty, language barriers and homelessness**. Hills Elementary is located in the town of Hills, population 813. The Hills community is 8.5 miles from Iowa City and is disconnected from the resources available to the Iowa City metropolitan area. With 202 students, Hills Elementary is the smallest and **only rural school in the Iowa City Community School District**. The city of Hills does not have a public library, a recreation center, medical/health services, public transportation or even a grocery store. Fifty-two percent of students attending Hills Elementary live in two impoverished mobile home courts. As of the fall of 2016, the free and reduced lunch rate at Hills is 77%, only 1 year ago the free and reduced rate was 63%. It is anticipated that the poverty rate will continue to increase as management of one mobile home park is planning for a 40 unit expansion.

Unlike Hills, Mark Twain Elementary is not geographically isolated as it is located in a densely populated area of Iowa City. Southeast Iowa City has received considerable media attention over the past 15 years due to high rates of crime and poverty. Poverty rates have increased dramatically at Twain, from a **free and reduced lunch rate of 25% in 1995 to 78% in 2016**. It is anticipated that the poverty rate will continue to increase. As of November 2016, all three of our community's homeless shelters have been assigned to Twain. *Currently 31 homeless students attend Twain, it is anticipated that over 50 homeless students will be at Twain by the end of the school year.*

Both Hills and Twain have seen dramatic increases in the number of students and families who are English Language Learners. In December 2015, one and a half percent (1.5%) of Hills students were in ELL, as of the fall of 2016, the percent of students in ELL has jumped to twenty-three percent (23%)! And, over 33% of Hills' families do not speak English. Similarly, thirty-four percent (34%) of Twain students have language barriers, an increase of 21% in 5 years. Both schools have enrolled **numerous immigrants and refugees from Africa, Mexico and Central America**, who not only have significant language barriers, but also have experienced trauma, loss and extreme poverty.

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

	Student Achievement Data	Hills	Twain
SINA status in reading		SINA-3	SINA-7
SINA status in math		SINA-2	SINA-8
Iowa Assessment Fall Data 2016			
Total 3rd - 6th grade students not proficient reading		56.9%	38%
• Hispanic students not proficient		42.6%	56%
• Black students not proficient		33.3%	45%
Total 3rd - 6th grade students not proficient math		49.5%	50%
• Hispanic students not proficient		44.7%	62%
• Black students not proficient		50%	72%

Partnership with Neighborhood Centers of Johnson County

Our proposal is being jointly submitted with **Neighborhood Centers of Johnson County (NCJC)**, a private non-profit, which currently operates four before and after school programs. Our proposal is to use grant funds to unify existing and new activities into **a seamless program at both schools**.

NCJC provides excellent youth development activities. Without outside funding, families need to pay tuition or access state childcare assistance to participate. The proposed project would allow students to participate whether or not they had the means to pay and would also offer **transportation. With additional support we are able to more than double participation and serve our most at-risk students.** More opportunities to provide academic supports are needed and through 21st CCLC funding, we will **incorporate rigorous academic supports** into the after school and summer program.

Other partnerships valuable to our project include: University of Iowa College of Education, ISU Extension, Children’s Museum, Boys & Girls Club, Elder Services-RSVP, Johnson County Social Services, Sylvan Learning Center, and the Antelope Book Mobile. Progress will be monitored by the District’s Community Education Advisory Committee and the Johnson County Out-of-School Initiative, a collaboration formed to strengthen and coordinate out-of-school programs.

ACADEMIC GOAL— By June 2020, we will increase the number of students who are proficient by 30%.

Activities	Objectives
<p>Individual Planning Individual student learning goals in reading and math will be developed in collaboration with school-day teachers</p> <p>Literacy Leveled Literacy Intervention, Soar to Success, Read Alouds, Apple Reading Apps, Homework help</p> <p>Math Mastering the Basic Math Facts, Everyday Math Games, Apple Math Apps</p>	<ul style="list-style-type: none"> • 75% of students will meet their individual, monthly goals for reading and math • 80% of students in grades 1-6 will complete homework assignments at least 80% of the time • 75% of students will improve on their FAST Assessment • 75% of students will increase their proficiency level in math and science (Iowa Assessment) • The number of students on supplemental or intensive plans is reduced by 50%

ENRICHMENT GOAL— By June of 2020, 75% of students will have discovered new interests and acquired the knowledge and skills necessary to make safe and healthy choices.

Activities	Objectives
<ul style="list-style-type: none"> • ISU Extension - science, health and nutrition • Exploratory activities in STEAM • Food/Nutrition activities • Fitness/Recreation activities • Positive Behavior Intervention & Supports (PBIS) 	<ul style="list-style-type: none"> • 100% of students will know core concepts of science and will know how to express themselves through the arts • 100% of students will know the core concepts of nutrition, exercise and overall health • Students reporting being teased or left out will decrease by 40%

FAMILY LITERACY GOAL—By June 2020, 100% of families will be active supporters of their child’s educational growth and increase their own literacy and employment skills.

Activities	Objectives
<ul style="list-style-type: none"> • Family Nights with parent themes to support student learning • Weekly staff communication, including personal visits and newsletters and use of LANGUAGE LINE • Parents will be provided information about adult education opportunities--GED, computer / career classes, budgeting, ELL 	<ul style="list-style-type: none"> • 100% of parents will increase awareness of topics and how they can support their child’s learning at home • 100% of parents will feel welcome in the program and will know what their children are learning in the program • 100% of parents will increase awareness of adult education opportunities; 50% without a high school diploma will complete the GED

2. Student Need Assessment (20 points possible)

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

	1. Student Poverty Data	Hills	Twain
Student enrollment		202	311
% of students eligible for Free/Reduced lunch prices		77%	78%
% of African American students		13%	26%
% of Latino/a students		33%	35%
% of Asian students		1%	1%
% of American Indian & Asian students		0	0
% of Caucasian students		62%	35%
English Language Learners		23%	34%
Mobility rate (% of students who entered or exited during the year)		17.4%	27.5%
Number of students who are homeless		4	31
Student who received school supplies		100	249

The **impact of student poverty** in Southeast Iowa City has increased dramatically over the past sixteen years. In 1999 a total of 324 students or forty-one percent (41%) were eligible for free and reduced lunch. In 2015 the number of students in the neighborhood schools increased to 956 and seventy-eight percent (78%) are eligible for free and reduced lunch. Hills Elementary was impacted by the recent District boundary changes. They now serve more students from a growing mobile home park and this has increased their FRL and ELL exponentially.

Many of our students have significant gaps in their education due to high mobility. Additionally, over thirty percent (30%) of our families are recent immigrants and face language barriers and extreme poverty. Parents are working two and three jobs, consequently children are often left unsupervised. Hills and Twain families are struggling to provide food and shelter for their families. Thirty-one students at Twain have been identified as homeless this year. The lack of transportation is another issue facing both rural Hills and Twain. With both geographical and financial barriers, Hills and Twain students do not have access to existing programs.

Our project will address student poverty by ensuring that students have a stable, consistent, safe place to be outside of school hours (year round) that offers engaging academic and enrichment activities. Families who are unable to afford the tuition of existing after school and summer programs will have access to quality programming through grant support. Additionally, transportation to and from the program will be provided. Enrichment activities will include daily fitness and nutrition, science clubs, recreation, STEM, and arts/music program. These efforts will be implemented in collaboration with Neighborhood Centers of Johnson County, as well as several other partners: Boys & Girls Club, Iowa State University Extension, the Retired Senior Volunteer Program, and the Children's Museum. Ideas for specific enrichment activities came from our surveys of parents, students, and teachers. Our program will also provide services through the Hills and Twain Family Resource Center to help students have adequate school supplies and learning materials they can take home and use with their families. Neighborhood Center staff will also help provide culturally competent support services

	2. Student Achievement Data	Hills	Twain
SINA status in reading		SINA-3	SINA-7
SINA status in math		SINA-2	SINA-8
% of students NOT proficient on Fall DRA assessment		49%	49%

% of students NOT proficient on Fall FAST Assessment	44%	52%
--	-----	-----

Iowa Assessment Fall Reading Data 2015	Hills	Twain
Total 3rd - 6th grade students not proficient	56.9%	38%
Hispanic students not proficient	42.6%	56%
Black students not proficient	33.3%	45%

Iowa Assessment Fall Math Data 2015	Hills	Twain
Total 3rd - 6th grade students not proficient	49.5%	50%
Hispanic students not proficient	44.7%	62%
Black students not proficient	50%	72%

Our **student academic needs** are substantial at both schools. Hills is in their 3rd year of SINA in reading and 2nd year in math. Twain is in their 7th year of SINA for reading and 8th year for math. Though Hills and Twain staff has been implementing many different reading and math interventions, the school day does not provide enough time to help students close the achievement gap. Currently Hills does not offer intensive academic support during after school programming and it has not been financially viable for the before and after school program to serve more students or to offer a summer program. This is significant for our students in poverty who are below proficiency as they are directly affected by the summer slide.

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

3. Family Literacy and Other Family Survey Data		%
% of parents interested in the program if financial assistance is available		88%
% of households who could attend summer program only with financial assistance		83%
% of households with all adults working outside the home		78%
% of households with no adults working outside the home		5%

Hills and Twain families are interested in a variety of **adult and family education** opportunities. Hills and Twain parents responded to our family survey in November 2016. Listed above is the demographic data that our parents provided. Listed below are the top four topics of interest.

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

Our project will address family learning needs by implementing multiple family nights and enlisting district experts to lead workshops. For example, our guidance staff will offer information about bullying prevention. Teaching staff will offer workshops on activities to do at home to help parents build

additional math and reading skills. Additionally, the project will connect parents to community resources, including Kirkwood Community College for GED and career development classes.

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

	4. Other Student Needs- Behavior Incidents	Hills	Twain
Number of disciplinary actions through November 1, 2016		71	52
Number of disciplinary actions for fighting or physical aggression		30	23

Program staff will complement school day activities by implementing PBIS to address social issues, and the Steps to Respect® to address bullying. Family Resource Center staff and on-site mental health professionals will be available to assist with social-emotional supports and to connect families with community agencies for necessary services.

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

Data from the family survey informed our decision about how to structure the program, with 83% indicating a need for summer programming and 88% expressing a need for before and after school programming, if financial assistance and full scholarships are an option.

We also gathered input for our needs section from all **teachers**. The building principals held a staff meeting with teachers and conducted an informal survey. When asked how many students in their rooms would benefit from tutoring, teachers identified over 350 students. When asked about priorities, the teachers indicated math for 75% of those students in need of tutoring assistance; 85% indicated reading support for their students. Teachers also made numerous suggestions for key concepts and activities that they would like to see offered in the program that would help support instruction in the classroom.

Student surveys were completed in November 2016. Students at Hills and Twain shared a wide variety of activities they would like to do in an after school program and stated what they currently do after school. **38% stated that currently after school they play video games, watch TV, and/or do nothing.** The activities they would most like to see – computer games, basketball, cooking, and soccer were the top choices. Having this information allows us to offer activities based on student interest. (Survey in Appendix H). Student data was also looked at from a previous survey conducted with 6th graders. Cost was one of the number one reasons (19%) of why they did not participate in out-of-school activities. (Survey results in Appendix C)

Input from our **community partners** has been significant. The project was designed in a close collaboration with NCJC, multiple planning meetings were held to design the program, plan the budget and define staff roles. Additionally, the ICCSD has been working closely with a countywide Out-of-School Time Initiative through which all major funders and providers of youth programming would work collaboratively to: (1) increase the number of students who are proficient in reading; (2) decrease the number of students involved with juvenile court; and (3) increase the number of students who participate in high-quality youth development programs. This proposal for an afterschool program at Hills and Twain Elementary represents the group's vision of infusing academic supports into afterschool programs while improving current recreation and enrichment offerings.

We have used the input of our community partners and parents to refine the academic, enrichment and family components of our project. Our partners are also providing extensive support and expertise for program activities. ACT and Pearson have been particularly helpful with the design of our summer program.

3. Program (20 points possible)

OVERVIEW OF PROGRAM STRUCTURE— Our proposed program will be open 35 weeks during the school year and 8 weeks in the summer for a total of 215 days. At each site: 100 students will be served after school from 3:00 – 6:00, Monday through Friday; 40 students in grades K-6 will be served before and after school; and summer program will run for 7 weeks and serve 60 students. (A sample daily & summer schedule for grades 1-4 is in Appendix D)

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

ACADEMICS— As described in the needs section, students in poverty frequently have gaps in their education. It is clear Hills and Twain students are behind their more advantaged peers at all grade levels. To remedy this situation, our afterschool program will provide **intensive instruction in literacy, math, and technology**. Certified teachers will provide small group instruction in reading (LLI, Read Alouds, and SOAR to Success) and math (Mastering the Basic Math Facts, and Everyday Math games). In addition, students will use **instructional software** to provide more support for math and reading. Johnson County Extension will lead STEM activities and school staff will lead **project-based learning** with science and technology themes to build content and necessary background knowledge. Homework help will also be provided on a daily basis. The 21st CCLC has proven to have a positive impact on the student’s academic success in our District. These research based materials began being used during the 2013/2014 school year in our programs and we saw student’s proficiency scores rise. The Diagnostic Reading Assessment (DRA) showed an average point increase of 10.64 in text level for our program students.

ENRICHMENT—As described in the needs section, students in poverty cannot afford community-based enrichment activities. Our Enrichment Goal has been designed to provide Hills and Twain students with daily enrichment experiences during the 35-week school year program and the 8-week summer school program. The program will build on the excellent enrichment activities currently offered at Hills and Twain, including art, scrapbooking, music, cooking, swimming, recreation, and Lego clubs. The Iowa Children’s Museum and Johnson County Extension will work with Hills and Twain students to lead afterschool **science** projects and **art** activities. We will work with community partners like Boys & Girls Club to lead the **recreation** programs which will offer rotating units based on student interests, like basketball and dance. NCJC will provide **nutrition and fitness** activities. The program will also take **field trips** to the zoo, the Children’s Museum, and the Science Center to provide background knowledge. Our enrichment activities will also address our students’ significant social and emotional needs, including implementation of Positive Behavior Intervention Supports (PBIS) to address behavior concerns and Steps to Respect[®] Training to address bullying. These two initiatives will be extended from the school day program into the afterschool program, to help students develop **social skills**.

FAMILY LEARNING—The family learning needs identified in the previous section will be addressed through two key efforts. First, the Hills and Twain Family Resource Center will assist with family nights to encourage parents to support their children’s learning at home. Reading and math materials for home will be handed out at these events. Second, parents will be referred to Kirkwood Community College to earn their **GED and learn English**. We will also collaborate with Kirkwood Community College and others to offer **classes** to build technology and job search skills.

OTHER NEEDS—A snack will be served every day during the after school program. During the summer program, **breakfast, lunch and snack** will be offered. Hills and Twain meets USDA nutrition guidelines. The Hills and Twain Family Resource Center, in collaboration with local churches and non-profit agencies, will help connect families to programs that can help them meet their **basic needs** of stable housing, sufficient food, and access to medical care. Through frequent contact with parents, our staff will work to develop a strong, positive connection between school and home so that families feel welcome and connected.

<ul style="list-style-type: none"> • Weekly staff communication, including personal visits and newsletters and use of LANGUAGE LINE • Parents will be provided information about adult education opportunities-- GED, computer / career classes, budgeting, ELL 	<ul style="list-style-type: none"> • 100% of parents will feel welcome in the program and will know what their children are learning in the program • 100% of parents will increase awareness of adult education opportunities; 50% without a high school diploma will complete the GED 	<p>literacy programs</p>
---	---	--------------------------

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

Teaching staff who are not school-day teachers will communicate regularly with school day staff to assess the students' strengths and areas of need. School day teachers will **share their SMART goals** for each student and **communicate strategies** to be used in the afterschool program so that it aligns with what the student is doing during the school day. Afterschool program staff will be matched with a **school-day "mentor,"** who will consult with them individually and will also observe them in the afterschool program. The afterschool staff will also visit the mentor's classroom during the day to observe how their mentor teacher delivers instruction and manages the classroom. School-day staff will be the reading and math teachers during the summer session. This year, in our current 21st CCLC programs, we are fortunate to have all on-site school day teachers delivering our tutoring after school.

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

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

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

Our district has been a recipient of 21st CCLC grant funds since the year 2000 when we received funding from the US Department of Education. Our district currently has successful after-school and summer programs in five elementary buildings. Each year we assess the performance of our afterschool program students in both reading and math. We use **Formative Assessment System for Teachers (FAST)** and **Diagnostic Reading Assessment (DRA)** during the school year and summer to assess them in reading and our strategists devised a numeration screening test at our summer school sites. Last year our District implemented a new math assessment (Fuchs and Fuchs) that is administered at all Elementary Schools. Our programs will continue gathering this data and using it as a monitoring tool. The teacher survey data we collected last year at our 21st CCLC sites was extremely positive. 92% of the school day teachers reported academic growth from our 21st CCLC students and 88% reported an improvement in behavior. Two private companies (Pearson and ACT—American College Testing) have invested in the expansion of our model, they have strongly endorsed our program and have been champions to garner additional community support.

4. Research Base (5 points possible)

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

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

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

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

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

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

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

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

5. Management Plan (20 points possible)

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

Our proposed project will have **strong leadership**. The 21st CCLC project at Hills and Twain will be led by the district's **Director of Extended Day Learning**, Amy Minter, in close collaboration with the building Principals and the Hills and Twain Site Coordinators employed by NCJC. Ms. Minter has been supervising afterschool programs for the past eleven years, eight in our district supervising other 21st CCLC programs and three years at a Boys and Girls Club in California. Ms. Minter is a certified teacher with two years of experience teaching reading, and holds a Master's degree in K-8 Education. The ICCSD will continue to support Ms. Minter's salary through community education dollars, with thirty-three percent of her time dedicated to Hills and Twain.

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

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

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

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

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

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

It is our goal to recruit **volunteers**, allowing us to maintain a staff to student ratio of 1 to 6. The Retired Senior Volunteer Program (RSVP), the UI School of Social Work, and the UI College of Education are all resources for volunteers. Iowa City has a strong RSVP program through Elder Services, Inc. Currently 120

senior volunteers have been placed in the district and RSVP is excited about the opportunity to place additional senior volunteers in the proposed afterschool program.

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

Transportation is a significant barrier to both Hills and Twain families. Hills has no public transportation, and as described earlier, is 8.5 miles from resources in Iowa City. Twain has a transitional housing project, two shelters, and two mobile home parks roughly 2 miles away. Daily bus transportation will be provided by Durham to and from the program and for field trips.

Over 33% of Hills' families do not speak English. Twenty-three to thirty-four percent of our Hills (23%) and Twain (34%) families encounter language barriers; these families are primarily Spanish, Swahili, and French speakers. Our primary partner, **Neighborhood Centers of Johnson County has 31 bi-lingual staff**, including a bi-lingual case worker from the Congo, who also serves as a cultural broker between the school and our African immigrants. Bi-lingual staff are given preference when hiring for any District or partner position. We will also utilize LANGUAGE LINE[®] INTERPRETER Services. This telephone translation service will be used in addition to the interpreter services that the district has in place to enhance the District's communication with parents who have limited English proficiency. LANGUAGE LINE[®] will be useful for those instances when either there is not time to schedule a district interpreter or we do not have an interpreter available for the language needed. All program activities will be located at Hills and Twain Elementary which are both **safe facilities and fully accessible to those with physical disabilities**.

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

The ICCSD Board of Directors has appointed a Community Education Advisory Committee to provide oversight to the district's Family Resource Center and Out-of-School Programming. The members consist of community stakeholders, including parents, and were chosen because of the key constituent groups they represent in the community. The charge of this influential committee is to advise the school board on funding and policy decisions. The committee serves as an oversight group for the district's 21st CCLC program and to allocate funding for administrative staff. The Director of Extended Day Learning has provided an update to the committee on after school programs in the district, and will continue to provide a progress report on a quarterly basis. In addition to the district-level advisory group, the Hills and Twain Building Leadership Teams are the driving force behind the building level Comprehensive School Improvement Plan. The Hills and Twain BLT's consist of the instructional coach and teachers who will also review program progress each trimester and provide input on how to improve the program. The Director of Extended Day Learning and NCJC have a very close and proactive working relationship where communication is constant and scheduled meetings are weekly. The BASP Site Coordinators will report on the progress of this new collaboration at their monthly all staff meetings. Finally, Johnson County Out-of-School Time Initiative (described in Section 5.4) will also monitor program progress.

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

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

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

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

Funding Source	How Funds will be Used
Community Education Funds	Support transportation, administrative time and Family Resource Center staff
NCJC/ Child Care Assistance	Partial operating costs and funding for 2 Site Coordinators and 20 youth leaders
Early Literacy Funds	Summer academic component
Retired Senior Volunteer Program (RSVP)	Senior volunteers
Johnson County Extension	Professional development
McKinney-Vento grant for homeless students	Support for homeless students
Title I	Professional development
USDA nutrition program	Funds for snacks and summer lunch program
Boys & Girls Club of Cedar Rapids	Provide Recreation and Enrichment Programming

Our project has been designed to address sustainability. As listed above, we have multiple partners bringing many resources to the project. In addition to the Community Education Program initiated at the Iowa City Community School District, the Director of Extended Day Learning and the Youth and Family Development Coordinator have assumed leadership roles, along with representatives from United Way, ACT and Johnson County, to develop a county-wide initiative for out-of-school time. Through our countywide Out-of-School Time Initiative, major supporters of youth programming, and local youth serving agencies, will establish and implement:

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

By aligning our resources and breaking down the “silos” that isolate programs, we strongly believe that we can maximize our resources in Johnson County, serving more students more effectively. This is the essence of effective **complementary learning**. ACT, United Way, and Pearson have been champions to further expand out-of-school time programming in Johnson County. They have also committed to reaching out to other businesses in the community to support afterschool and summer activities. We are pleased with the community support that we have garnered for our afterschool and summer program to-date and believe that we will continue to gain more support as we share the positive outcomes from the Hills and Twain project. A copy of the Johnson County Out-of-School Time Initiative Executive Summary is in Appendix E. Below is a sustainability plan with our current ICCSD 21st CCLC partners:

Sustainability Plan with Current Community Partners
--

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
Neighborhood Centers of Johnson County (NCJC)	Staff, supplies, materials, training for 50 students @\$180/mo. school year, \$170/wk summer	10 per site	\$146,020 per site Staff, Materials, Professional development, Supervision,	3
The Iowa Children's Museum	STEM (Science, Technology, Engineering, Math) afterschool education; 10.75 hours/week during the school year at each of five different schools; 9 hours/site/week during the summer	4 paid trained museum staff at each school; staff have received "Dimensions of Success STEM Program Quality" training to help ensure exemplary STEM program facilitation	\$2,750 STEM curriculum resources from the Iowa Children's Museum; staff training and supervision by The Iowa Children's Museum Director of Education	5
Johnson County 4-H/Iowa State University Extension	STEM (Science, Technology, Engineering, Math) afterschool education; 2 hours/week during the school year at each school; 10 hours/site during the summer	3 paid trained 4-H staff at each school; staff participate in weekly professional development related to the teaching plan	\$9,600 STEM curriculum resources from 4-H, Iowa State University; additional funding for supplies/copies not included in the grant; staff supervision by 4-H specialist	4
Sylvan Learning Center	Sylvan Lego League provides Engineering education to students below proficiency for one hour per week	4 paid trained and certified staff	\$7,565 Sylvan curriculum, materials, and supervision and training for staff	5

6. Communication Plan (5 points possible)

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

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

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

7. Partnerships (10 points possible)

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

Our intention is to use this 21st CCLC grant to unify existing and new activities into a **seamless program at both Hills and Twain**. Our proposal is being jointly submitted with Neighborhood Centers of Johnson County (NCJC), a local private non-profit agency. We have collaborated with NCJC to offer 21st CCLC before and after school programs at three Iowa City Elementary Schools and our programs at those sites have been very successful. With grant funds we plan to extend the current NCJC BASP model. NCJC provides excellent youth development activities. Feedback from parents and school staff indicate that they are very satisfied with the quality and management of the BASP program. Without additional supports at Hills and Twain, **participation is limited** due to funding and transportation barriers; for families to participate they either need to pay tuition or access state childcare assistance. The proposed project would allow **students to participate whether or not they had the means to pay, increasing participation from 45 students to 100 for before and after school care, and 30 to 60 for the summer school program**. Without 21st CCLC grant funding we are **not** able to serve the amount of students who need our support and care, **incorporate rigorous academic supports**, or bring in community partner organizations who specialize in **STEM and the Arts**.

NCJC is uniquely qualified to engage our immigrant population as they have **31 bi-lingual** staff and extensive experience and expertise in parent and student engagement strategies. For the student program NCJC has staff trained and accredited in PBIS, CPR, First Aide, Mandatory Reporting, Cultural Competency, and a variety of other professional development trainings approved by the Department of Human Services. Many of the staff are education majors with an emphasis in elementary education. Through the proposed program we will expand English language opportunities at Neighborhood Centers and share information on GED and ELL classes offered at Kirkwood Community College. Based on our parent survey, computer / technology classes, home buying, business, and resume / job search were the topics of highest interest.

NCJC offers a variety of enrichment activities organized according to student interest. The daily program includes healthy snack, physical activity, silent reading, homework time, free time and club time. Through grant funds we are interested in starting foreign language clubs, where students and parents would teach their native language (Swahili, French or Spanish) to their English-speaking peers and teachers. NCJC staff will have a collaborative relationship with Hills and Twain teachers so that the program is kept abreast of any social-emotional needs that a student may have. Adding more resources to the NCJC program would allow us to serve twice as many students. Additional academic supports will be incorporated into the daily schedule and their summer program will be strengthened with more services and resources to serve more students.

The Iowa City Community School District is very excited to have a new partner. The **Boys & Girls Club of Cedar Rapids (BGCCR)** will be running the enrichment program at Hills Elementary. The enrichment provided will be education based with an emphasis on reading and STEM activities. BGCCR will also provide an array of programs including character and leadership, the arts, health and life skills and sports and fitness. Currently, the BGCCR offers year round services to over 600 members' ages 5 – 18 years old in the Cedar Rapids area.

Through our planning process we have enlisted the **Retired Senior Volunteer Program (RSVP)**. Last year RSVP had over 120 volunteers in the school day and after school programs and served over 3,065 hours. Senior volunteers will be placed in all components of the program, based on their interests. Some may choose to help with academics, but others may choose to share a hobby, skill or interest with the students in one of the enrichment components. Our goal is to reduce our adult to child ratio from 10:1 to 6:1 with the use of senior volunteers, as well as students recruited from the University of Iowa.

The Hills and Twain Family Resource Center program will assist Neighborhood Centers with our Family Literacy component. Hills and Twain has an established **Family Resource Center** (FRC) supported with district funds and is designed to engage parents in their children's education, provide parent support and education, and connect families to district and community resources. Our FRC Director assisted with the needs assessment for the grant proposal and will continue to support the program through her daily work with families and organizing Family Nights. The FRC also partners with a myriad of community resources to address the basic needs of families.

Our Family Literacy component will also be supported by **Kirkwood Community College**. The adult education program at Kirkwood is a wonderful resource; however, many families are not aware of the opportunities available. Parents can earn their GED, with the only fee being for the test. English classes are offered at no cost.

For our enrichment component, **Johnson County Extensions** and **Iowa Children's Museum** will be valuable partners, providing engaging art activities and science exploration daily to all of the students in the program. Both these organizations will offer wonderful and inventive STEM opportunities for our students. Ms. Janet Martin, 4H Youth Development Specialist at JC Ext, has served in a leadership role in our community, being on the steering committee for the Out-of-School Initiative and has provided professional development to youth development staff thorough-out the district. For enrichment, we have also allocated flexible funds in our budget to partner with providers of music, martial arts, dance, drama, and arts and crafts. Two to three times a year we will ask for student input to determine what enrichment activities should be added to the schedule and then we will enlist the help of various partners.

Our project is also receiving support from the business community. **United Way**, **ACT** and **Pearson** have been champions to further expand out-of-school time in Johnson County. They have assumed leadership roles in the Out-of-School Initiative.

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

To **meaningfully engage** partners, it is important that the district commits to a shared decision-making process. Our partnerships will not be successful if the district, as the lead organization and fiscal agent, assumes a position of power and dictates how the program will be run. Our planning process for this proposal involved multiple planning meetings over three months with significant dialog particularly on roles, how to structure the administration of the program, and what resources could be pooled. Our partners were given equal standing and decisions were made jointly. Our partners were actively involved in planning for the specifics of this project, while simultaneously working on the much broader Johnson County Initiative for Out-of-School Time.

As our program evolves, we will continue to have ongoing discussions with youth, parents and staff to identify new needs and additional partners will be **recruited** to address the gaps that are identified. With a **strong communication plan**, new partners will come forward to help. For example, after a TV appearance, a UI faculty member contacted us to place her students in our summer program. By sharing information and success stories, of our 21st CCLC programs, with the community we are making more connections and recruiting more organizations to partner with. Finally, to **maintain** our collaboration, it will be important for district staff and partners to come together as a team. This will be accomplished by extensive joint professional development and communication through regularly scheduled team meetings. Frequent, ongoing communication will be critical. Project leadership will need to be accessible to listen to concerns and address issues that arise promptly and respectfully. Project leadership will seek informal feedback, as well as formal evaluations from partners to continue to strengthen the collaboration. Finally, partners will remain excited and engaged with the program as we see successes and outcomes being achieved.

8. Evaluation (10 points possible)

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

The Center for Evaluation and Assessment (CEA) is part of the University of Iowa, a Level 1 Research Institution. Under charter since 1992, the CEA has been a Board of Regents approved center at the University of Iowa, and it has completed over 100 evaluations of educational and social programs. Project funding has come from the National Science Foundation, the National Institute of Health, the United States Department of Education, the Iowa Department of Education, and the United States Department of Health and Human Services. CEA services not only inform projects and decision-making but also advance evaluation work and methodologies, including the measurement and assessment of applied educational initiatives.

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

The CEA provides third-party evaluation, assessment, and other research services to a broad range of clients working in multiple programmatic areas. The CEA has successfully completed more than 100 evaluations for various clients and sponsors and contributed evaluation designs to teams securing a total of more than \$50 million in external funding. In addition to recent evaluations of Math Science Partnership programs, Clinical and Translational Science Programs, and engineering and other technical curriculum evaluation.

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

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

Data collection to assess the success and demonstrate the impact of this program will be modeled after other successful 21CCLC programs in the Iowa City Community School District. In this model, the project team collects information on specified indicators over time. This data is then provided to the Center for Evaluation and Assessment each semester for analysis and reporting.

Data measures will include (Specified Indicators)

- Student achievement data from the Smarter Balanced Assessment program, and if appropriate, other district-wide assessments
- Student level data regarding the attendance and enrollment in the regular school day program and in the after school or the before and after school program (including Saturday, summer, and holiday attendance)
- Student level data on discipline referrals, suspensions, and school safety
- School and program level data from parent, teachers, and student surveys
- Qualitative data describing implementation of the program including operational changes, staffing, and a discussion of how the program is meeting its objectives as stated in the application

Additionally, existing district surveys of students, teachers, and parents will be modified to target perceived outcomes of the programming and areas in need of improvement from the perspective of each of

the stakeholder groups. These surveys will be complimentary with key informant interviews with stakeholders from each of the stakeholder groups and project team members to provide targeted guidance collectively each semester to the program team. Key informant interviews will be conducted by team members of the Center for Evaluation and Assessment. Participants will be identified by the project team. All data collection in this evaluation effort will be aligned with program goals and information collected will be used to either demonstrate effectiveness or inform change.

Academic Goals: The reading and math curriculum used with the students is expected to improve the academic skills of participants. To measure this, each program participant will demonstrate growth on multiple assessment indicators for reading and math. This data may come from classroom assessments, district assessments, and state-wide assessments. By June 2020, we will increase the number of students who are proficient by 30%.

Enrichment Goals: The enrichment curriculum used with the BASP students is expected to drive students to develop new interests, set personal goals, and to support safe and healthy choices. To measure this, program participants will be asked to complete surveys and participate in interviews. By June 2020, 75% of student will have discovered new interests and acquired the knowledge and skills necessary to make safe and healthy choices.

Family Literacy Goals: The BASP program includes a family literacy component. To measure this, we will survey parents about how comfortable and knowledgeable they feel about information presented in school communications and during family nights (i.e., GED process, topics covered with their children in the program, and supporting student learning in the home). By June 2020, 100% of families will be active supporters of their child's educational growth and increase their own literacy and employment skills.

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

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

ACADEMIC GOAL MEASURES

- Grade-level teacher reports on attainment of student math and reading goals—monthly
- FAST & DRA assessment—3 times per year
- District math assessments given at all grade levels—2 times per year
- The Iowa Assessments/ Smarter Balanced Assessment on reading, math, and science--Every Fall
- Survey of teachers and project staff on quantity and quality of collaboration—2 times per year

ENRICHMENT GOAL MEASURES

- Activity and attendance logs for all component activities—collected after each activity
- The change in office referrals/suspensions for students—each trimester
- Teacher and student survey to measure satisfaction, progress, & identify new activities—yearly in the spring
- Fitness testing data (BMI, cardio endurance, flexibility, strength)—2 times per year

FAMILY LITERACY GOAL MEASURES

- Activity and attendance logs for all component activities—collected after each activity
- Parent survey to measure satisfaction, progress, and identify new activities—yearly in the spring
- Parent survey to measure how welcome and connected parents feel—yearly in the fall

9. Budget (10 points possible)

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

Listed below is the detail for the line items on our D2 budget form, located on page 52/53. Personnel, is our largest line item. The ICCSD employs a Director of Extended Day Programs at the district level to manage all of our out-of-school time programming. 0.33 FTE of the Director's time will be allocated to the Hills and Twain program, and will be supported with Community Education funds. The Site Coordinators will be employed by NCJC and supported with both grant and matching funds. The Site Coordinators will supervise the day-to-day operations of the program and serve as a liaison to the school-day staff. The academic component will include four certified teachers at each site. The enrichment component will include youth leaders and contracts with Boys & Girls Club, Children's Museum, and Johnson County Extension. **The below budget is for Hills and Twain combined.**

Personnel	21 st CCLC Grant	District Match	Community Match	Total
<i>ICCSD Salaries</i>				
Director of Extended Day Learning, 33% of \$76,360		25,200		24,366
School year: 8 Certified Teachers, Reading & Math, 5 hrs./wk x 28 weeks x \$35/ hr.	39,200			39,200
Summer: 4 Certified Teachers, Reading & Math, 20 hrs / wk x 5 weeks x \$25/hr		20,000		20,000
<i>ICCSD Benefits</i>				
Health Insurance – 33% of \$8,680		2,864		2,784
FICA & IPERS – 16.58%	6,858	7,494		14,214
<i>Contracts</i>				
<i>NCJC at Hills and Twain</i>	147,400		151,400	298,800
• Site Coordinator - \$20,000			40,000	40,000
• Director, 8% of \$46,000 = \$3,833			7,666	7,666
• 9 Youth Staff After school & Summer = 46,032			96,064	96,064
• Supplies, fieldtrips, cell phones = 3,835			7,670	7,670
Children's Museum - contract for Science & Art	7,638		4,000	11,638
Sylvan Learning Center – contract for STEM activities	4,640			4,640
ISU Extension – contract for STEM activities	7,874		4,000	11,874
Boys & Girls Club – enrichment services at Hills	15,512			15,512
Antelope Learning Center & Contract Services for enrichment based on student interests	5,000			5,000
Kirkwood GED, ELL & NCJC Adult Ed.			In-Kind	In-kind
PERSONNEL TOTAL	234,122	55,558	310,800	599,428

Staff Travel	21 st CCLC Grant	District Match	Community Match	Total
Mileage for ICCSD staff – 500 miles at .52/mi.		520		520
Staff Travel Total		520		520

Materials	21 st CCLC Grant	District Match	Community Match	Total
Books and curricular materials (\$55/student/200 students)	5,246	Inkind	5,000	10,246
Food for family nights- 8 nights x \$800/ night	3,200		3,200	6,400
Supplies (NCJC Contract)			6,000	6,000
Field trip fees, registrations - \$50 /student x 200	10,000			10,000
Material Total	18,446		14,200	32,646

Professional Development	21 st CCLC Grant	District Match	Community Match	Total
Director of Extended Day Learning, FT equivalent = \$58,572- see personnel				
Stipend for School-day Mentors – 20 staff x \$200	4,000			4,000
Monthly PD for youth leaders	5,200			5,200
10 hours PD for 20 teachers	5,000			5,000
State Conferences -travel to Des Moines	800			800
Professional Development Total	15,000			15,000

STUDENT ACCESS	21 st CCLC Grant	District Match	Community Match	Total
School year and summer transportation \$119 x 140 days (pm) =16660 (each site) \$230 x 24 days x (summer)=5520 (each site)	24,000	20,360		44,360
Language Line, telephone translation service			In-kind	
Total	24,000	20,360		44,360

Evaluation	21 st CCLC Grant	District Match	Community Match	Total
Contract with UI Department of Education	6,000			6,000
Total Evaluation	6,000			6,000

Indirect Cost	21 st CCLC Grant	District Match	Community Match	Total
District Indirect Rate of 2% of expenditures, excluding contracts	2,432			2,432
Administrative time Youth & Fam. Dev. Coordinator			In-kind	
Total Indirect	2,432			2,432

Totals	21 st CCLC Grant	District Match	Community Match	Total
Project Total for Hills and Twain Combined	\$300,000	\$76,438	\$325,000	\$701,438

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

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