

1. Abstract

Title:	Alexander Elementary 21 st Community Learning Center Program
Applicant:	Iowa City Community School District
Project Location:	Alexander Elementary School
Students Served:	100 after school, 65 before school, 60 summer
Funding Request:	\$150,000 / year

Alexander Program Overview and Partnership with Neighborhood Centers of Johnson County

Alexander Elementary opened its doors in August 2015 with a free and reduced lunch rate of 74%. Alexander serves one of the highest need neighborhoods in the Iowa City Community School District. Southeast Iowa City has received much community attention because of increasing poverty rates and crime. Alexander was built to relieve overcrowding at two other elementary schools located in southeast Iowa City. It is exciting that our most challenged students in Iowa City have a beautiful new school, but additional after school support is needed to address their significant academic and social needs.

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

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 program; however, **participation has been limited** due to funding and transportation barriers. Currently, 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 and offer **transportation. With this additional support we will more than double the current participation to serve our most at-risk students.**

Although NCJC provides excellent enrichment programming, they do not currently offer intensive academic supports which align with the school day. Even though Alexander Elementary just opened, it was designated a **SINA-7 school** because of the population of students that transferred to the new building. 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. With 21st CCLC grant funds we will increase the numbers of students served and add an academic component before and after school and during summer program.

Finally, NCJC and the district's Family Resource Center will work collaboratively to deliver a coordinated Family Literacy program. Based on a family survey conducted in November 2015, parents will gain access to classes to build their own skills and encourage active participation in their children's education.

Other partnerships valuable to our project include: University of Iowa College of Education, ISU Extension, Children's Museum, Elder Services-RSVP, Johnson County Social Services, ACT, & Pearson. 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.

Needs Being Addressed

It is critical that we efficiently align our resources to serve students in need at Alexander Elementary. Seventy-four percent (74%) of Alexander families qualify for the federal free/reduced lunch program, sixty-nine percent (69%) are from minority groups, and thirty percent (30%) have language barriers. In recent months Alexander has enrolled numerous African immigrants, who not only have significant language barriers, but also have experienced trauma, loss and extreme poverty. Presently Alexander has 15 homeless students enrolled. Our **student academic needs** are substantial. **We are in our 7th year of SINA for reading**

and our 7th year for math. 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.

Program Goals, Objectives and Activities

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

ACADEMIC GOAL—By June 2019, 75% of students will be proficient in reading and math.

Activities	Objectives
<p><u>Individual Planning</u></p> <ul style="list-style-type: none"> Individual student learning goals in reading and math will be developed by afterschool staff in collaboration with school-day teachers. <p><u>Literacy</u></p> <ul style="list-style-type: none"> Leveled Literacy Intervention (LLI) in groups of 3 (K-3) Soar to Success--small groups (4-6) Read Alouds – small groups (1-4) Apple Reading Apps--online supplement 45 minutes weekly (K-6) Homework help (K-6) <p><u>Math</u></p> <ul style="list-style-type: none"> Mastering the Basic Math Facts (1-4 small groups) Everyday Math Games (K-6) Apple Math Apps—45 minutes weekly (K-6) 	<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 be proficient on the DIBELs Next Spring Assessment 75% of students will be proficient in math (Iowa Assessment) The number of students on supplemental or intensive plans is reduced by 50%

ENRICHMENT GOAL— By June of 2019, 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 -science, technology, engineering, arts and math Food/Nutrition activities- cooking and baking classes, garden project Fitness/Recreation activities— rec activities (i.e. swimming, basketball, tae kwon do) Positive Behavior Intervention & Supports Steps to Respect® Training 	<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 receiving office referrals for behavior will reduce by 50%

FAMILY LITERACY GOAL—By June 2019, 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 	<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

- | | |
|--|--|
| <ul style="list-style-type: none"> Parents will be provided information about adult education opportunities--GED, computer / career classes, budgeting, ELL | <p>opportunities; 50% without a high school diploma will complete the GED.</p> |
|--|--|

2. Student Need Assessment (20 points possible)

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

1. Student Poverty Data	
Student enrollment	377
% of students eligible for Free/Reduced lunch prices	74%
% of African American students	51%
% of Latino/a students	13%
% of Asian students	4%
% of American Indian & Asian students	1%
% of Caucasian students	31%
Mobility rate (% of students who entered or exited during the year)	36%
Number of students who are homeless	15
Student who received school supplies	134

The **impact of student poverty** in southeast Iowa City has increased dramatically over the past sixteen years. In 1999 a total of 785 students attended school at Twain and Wood, 324 or forty-one percent (41%) were eligible for free and reduced lunch. In 2015 the number of students in the three neighborhood schools, including Alexander increased to 956 and seventy-six percent (76%) are eligible for free and reduced lunch.

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. Alexander families are struggling to provide food and shelter for their families. Fifteen of our students have been identified as homeless this year. In addition to the financial issues, families do not have physical access to affordable educational or enrichment activities. Alexander is located on the south edge of Iowa City, students pass a corn field to get to their new school, but no public transportation goes this far south in Iowa City. With both geographical and financial barriers, Alexander 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, and arts/music program. These efforts will be implemented in collaboration with Neighborhood Centers of Johnson County, as well as several other partners: 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 Alexander 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	
SINA status in reading	SINA-7
SINA status in math	SINA-7
% of students NOT proficient on Fall DRA assessment	57%
% of students NOT proficient on Fall DIBELs Assessment	54%
% of students NOT proficient on Fall Writing assessment	83%

Iowa Assessment Fall 2015: Alexander	Reading	Math
Total 3rd - 6th grade students not proficient	51%	55%
Hispanic students not proficient	39%	52%
Black students not proficient	66%	68%

Our **student academic needs** are substantial. We are in our 7th year of SINA for reading and our 7th year for math. Though Alexander staff has been carefully implementing many different reading and math interventions, the school day does not provide enough time to help Alexander students close the achievement gap. Currently Alexander does not offer intensive academic support during after school programming and it has not been financially viable for this small not-for-profit to serve more students before school or to offer a summer program in which they don't take a financial hit. 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 learning using 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 Data	
% of parents interested in the program if financial assistance is available	88%
% of households who could attend summer program only with financial assistance	62%
% of households with all adults working outside the home	70%
% of households with no adults working outside the home	---

Alexander families are interested in a variety of **adult and family education** opportunities. Alexander parents responded to our family survey in October 2015. 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. Bullying	1. Computers and Technology
2. Technology	2. Budgeting/Home Buying
3. Health and Nutrition	3. GED
4. Math	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.

Alexander 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, bullying and fighting. Alexander students represent five percent of the ICCSD elementary school enrollment, but 17% of all disciplinary referrals.

4. Other Student Needs- Behavior Incidents	
Number of disciplinary actions through November 1, 2015	428
Number of disciplinary actions for fighting or physical aggression	133
Number of disciplinary actions for bullying and harassment	13

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 62% 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 principal 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 177 students. When asked about priorities, the teachers indicated math for 90% of those students in need of tutoring assistance; 83% 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.

207 student surveys were completed in November 2015. Students at Alexander shared a wide variety of activities they would like to do in an after school program and stated what they currently do after school. **37% 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 results in Appendix G). 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 B)

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 Alexander 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 28 weeks during the school year and 8 weeks in the summer for a total of 180 days. 100 students will be served after school from 3:00 – 6:00, Monday through Friday. 65 students in grades K-6 will be served before school. Our summer program will run for 8 weeks and serve 60 students. (A sample daily & summer schedule for grades 1-4 is in Appendix C)

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 Alexander 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 Alexander students with daily enrichment experiences during the 28-week school year program and the 8-week summer school program. The program will build on the excellent enrichment activities currently offered at Alexander, including art, scrapbooking, music, cooking, swimming, recreation, and Lego clubs. The Iowa Children’s Museum will work with Alexander students to lead afterschool **science** projects and **art** activities. We will work with community partners to lead the **recreation** program 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 Alexander 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. Alexander meets USDA nutrition guidelines. The Alexander 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.

3.2 Application proposes an extensive variety of high-quality (1) academic, (2) enrichment, and (3) family literacy services that fit within the 14 eligible federal activities listed in the RFA. Application proposes to provide students a meal or snack that meets USDA nutrition guidelines every day of operation.

3.3 Application provides extensive logical, clear, and measurable goals and objectives for the activities proposed to meet student needs.

For each of our project's 3 goals we have included a table that lists the activities for the goal and the corresponding objectives. In the final column of each table we indicate which of the eligible federal activities are addressed. We have only included those federal activities we are addressing in this project. As indicated in section 3.1, snacks and meals will be served that meet USDA nutritional guidelines.

ACADEMIC GOAL—By June 2019, 75% of students will be proficient in reading and math.

Activities	Objectives	Eligible Activity
<p><u>Individual Planning</u></p> <ul style="list-style-type: none"> Individual student learning goals in reading and math will be developed by afterschool staff in collaboration with school-day teachers. <p><u>Literacy</u></p> <ul style="list-style-type: none"> Leveled Literacy Intervention (LLI) in groups of 3 (K-3) Soar to Success--small groups (4-6) Read Alouds – small groups (1-4) Apple Reading Apps--online supplement 45 minutes weekly (K-6) Homework help (K-6) <p><u>Math</u></p> <ul style="list-style-type: none"> Mastering the Basic Math Facts (1-4 small groups) Everyday Math Games (K-6) Apple Math Apps—45 minutes weekly (K-6) 	<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 be proficient on the DIBELs Next Spring Assessment 75% of students will be proficient in math and science (Iowa Assessment) The number of students on supplemental or intensive plans is reduced by 50% 	<ol style="list-style-type: none"> Remedial education activities & academic enrichment Mathematics and Science education Tutoring services Limited English Proficiency

ENRICHMENT GOAL— By June of 2019, 75% of students will have discovered new interests and acquired the knowledge and skills necessary to make safe and healthy choices.

Activities	Objectives	Eligible Activity
<ul style="list-style-type: none"> ISU Extension - science, health and nutrition Exploratory activities in STEAM -science, technology, engineering, arts and math Food/Nutrition activities- cooking and baking classes, garden project Fitness/Recreation activities—Team Fitness, rec activities (i.e. swimming, basketball, tae kwon do) Positive Behavior Intervention & Supports 	<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 class disruption will decrease from 62% to 31% Students reporting being teased or left out will decrease from 52% to 26%. 	<ol style="list-style-type: none"> Mathematics and Science education (STEM) Arts & music education Recreational activities Technology education Character education

FAMILY LITERACY GOAL—By June 2019, 100% of families will be active supporters of their child's educational growth and increase their own literacy and employment skills.

Activities	Objectives	Eligible Activity
------------	------------	-------------------

<ul style="list-style-type: none"> • Family 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. 	<p>10. Parental involvement & family 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.

The literacy and math instruction provided to students through the curricula listed above is aligned with state standards. Alexander’s full time literacy coach 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 Alexander during the school day to meet with teachers, the literacy coach, and the principal about general curriculum issues as well as student-specific issues. The Alexander Principal 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. She will have regular meetings with the Site Coordinator to oversee this alignment and help make adjustments to programming to improve alignment. The principal 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 four elementary buildings. Each year we assess the performance of our afterschool program students in both reading and math. We use FAST, DIBELS and DRA during the school year and summer to assess them in reading and our instructional coaches devised a numeration screening test at our summer school sites. Last year our District implemented a new math assessment 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 Alexander 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.

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 Alexander will be led by the district's **Director of Extended Day Learning**, Amy Minter, in close collaboration with the building principal and the Site Coordinator of the Alexander SOAR Program. Ms. Minter has been supervising afterschool programs for the past ten years, seven 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 twenty percent of her time dedicated to Alexander.

Through grant funds the Site Coordinator of the SOAR 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 eight 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 College of Education. Through the direction of Dr. Elizabeth Hollingsworth, a part-time graduate student will be on site weekly at Alexander 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**. Alexander 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 to the current after school program at Alexander has been a significant barrier to participation. A transitional housing project for homeless families and three large affordable housing complexes are all almost two miles from Alexander. Daily bus transportation will be provided by Durham to and from the program and for field trips.

Over thirty percent of our Alexander families encounter language barriers; these families are primarily Spanish, Swahili, and French speakers. Our primary partner, Neighborhood Centers of Johnson County has 21 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 Alexander Elementary which is a **brand new safe facility and fully accessible to those with physical disabilities.**

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

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 Alexander Building Leadership Team (BLT) is the driving force behind the building level Comprehensive School Improvement Plan. The Alexander BLT consists 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 SOAR Site Coordinator 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 1 Site Coordinator and 10 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

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 ACT and Pearson, to develop a county-wide initiative for out-of-school time. Through our countywide Out-of-School Time Initiative, major supporters of youth programming 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 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 Alexander project. A copy of the Johnson County Out-of-School Time Initiative Executive Summary is in Appendix D.

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 Alexander 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 **single, seamless program**. Our proposal is being jointly submitted with Neighborhood Centers of Johnson County (NCJC), a local private non-profit agency. Currently, we have collaborated with NCJC to offer 21st CCLC programs at Wood and Twain Elementary and our programs at both sites have been very successful. With grant funds we plan to extend this model to the fee-based program that NCJC currently operates at Alexander. 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 Alexander program; however, **participation has been limited** due to funding and transportation barriers. Currently, 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**. Through 21st CCLC funding, we will not only increase participation, but also **incorporate rigorous academic supports** and additional community partner organizations who specialize in **STEM and the Arts**.

NCJC is uniquely qualified to engage our immigrant population as they have **21 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, 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 and resume /job search were the two 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 a foreign language club, 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 Alexander teachers so that the program is kept abreast of any social-emotional needs that a student may have. A barrier for many families at Alexander is the lack of options they have for before school program care. 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.

One key partner is **Iowa State University (ISU) / Johnson County Extension**. The ISU Extension has led STEM activities throughout our district for the past 11 years. These hands on science led enrichment activities are linked to the school-day science and math curriculum. STEM activities will be offered to all students in the program. Ms. Janet Martin, 4H Youth Development Specialist, 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.

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 Alexander Family Resource Center program will assist Neighborhood Centers with our Family Literacy component. Alexander 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 Alexander 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, the **Iowa Children's Museum** will be a valuable partner, providing engaging art activities and science exploration weekly to all of the students in the program. All our 21st CCLC programs work with the Museum and we have a wonderful relationship after school and in the summer months. The Museum offers wonderful STEM opportunities for our students and helps with professional development for our staff. 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. **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. These data may come from classroom assessments, district assessments, and state-wide assessments. By June 2019, 75% of students participating in the program will be proficient in reading and math.

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 2019, 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 2019, 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 Alexander 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
- DIBELS, DRA, & NEXT 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 36. 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. 0.20 FTE of the Director's time will be allocated to the Alexander program, and will be supported with Community Education funds. The Soar Site Coordinator will be employed by NCJC and supported with both grant and matching funds. The Site Coordinator 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. The enrichment component will include youth leaders and contracts with Children's Museum and Johnson County Extension.

Personnel	21 st CCLC Grant	District Match	Community Match	Total
ICCSD Salaries				
Director of Extended Day Learning, 20% of \$60,915		12,183		12,183
School year: 4 Certified Teachers, Reading & Math, 5 hrs./wk x 28 weeks x \$35/ hr.	19,600			19,600
Summer: 4 Certified Teachers, Reading & Math, 20 hrs / wk x 5 weeks x \$25/hr		10,000		10,000
ICCSD Benefits				
Health Insurance – 20% of \$6,960		1,392		1,392
FICA & IPERS – 16.58%	3,249	3,678		6,927
Contracts				
NCJC	73,700		75,700	149,400
• SOAR Site Coordinator - \$20,000			20,000	40,000
• Director, 8% of \$46,000 = \$3,833			3,833	7,666
• 9 Youth Staff After school & Summer = 46,032			48,032	94,064
• Supplies, fieldtrips, cell phones = 3,835			3,835	7,670
Children's Museum - contract for Science & Art	7,638		2,000	9,638
ISU Extension – contract for STEM activities	7,874		2,000	9,874
Contract Services for enrichment based on student interests	5,000			5,000
Kirkwood GED, ELL & NCJC Adult Ed.			In-Kind	In-kind
PERSONNEL TOTAL	117,061	27,253	79,700	224,014

Staff Travel	21 st CCLC Grant	District Match	Community Match	Total
Mileage for ICCSD staff – 500 miles at .52/mi.		260		260

Materials	21 st CCLC Grant	District Match	Community Match	Total
Books and curricular materials (\$55/student/100 students)	2,623	Inkind	2,500	5,123
Food for family nights- 4 nights x \$400/ night	1,600		1,600	3,200
Supplies (NCJC Contract)			3,000	3,000
Field trip fees, registrations - \$50 /student x 100	5,000			5,000
Material Total	9,223		7,100	16,323

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 – 10 staff x \$200	2,000			2,000
Monthly PD for youth leaders	2,600			2,600
10 hours PD for 10 teachers	2,500			2,500
State Conferences -travel to Des Moines	400			400
Professional Development Total	7,500			7,500

STUDENT ACCESS	21 st CCLC Grant	District Match	Community Match	Total
School year and summer transportation \$119 x 140 days (pm) =16660 \$230 x 24 days x (summer)=5520	12,000	10,180		22,180
Language Line, telephone translation service			In-kind	
Total	12,000	10,180		22,180

Evaluation	21 st CCLC Grant	District Match	Community Match	Total
Contract with UI Department of Education	3,000			3,000
Total Evaluation	3,000			3,000

Indirect Cost	21 st CCLC Grant	District Match	Community Match	Total
District Indirect Rate of 2% of expenditures, excluding contracts	1,216			1,216
Administrative time Youth & Fam. Dev. Coordinator			In-kind	
Total Indirect	1,216			1,216

Totals	21 st CCLC Grant	District Match	Community Match	Total
Project Total	\$150,000	\$37,693	\$86,800	\$274,493

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.

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
21st Century Community Learning Centers**

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

Mail Applications to:

Jodi Bruce

Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146
jodi.bruce@iowa.gov

Address all questions to: vic.jaras@iowa.gov

APPLICATION INFORMATION

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

County: Johnson County		Amount Requested: \$ 150,000.00 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Stephen Murley		Grant Contact/Project Director: Amy Minter	
Agency Name: Iowa City Community School District		Agency Name: Iowa City Community School District	
Address: 1725 North Dodge Street		Address: 1725 North Dodge Street	
City:Iowa City	Zip:52245	City:Iowa City	Zip:52245
Phone:319-688-1000	FAX:319.688.1109	Phone: 319-688-1000 ext.2643	FAX: 319.688.1109
Email: murley.stephen@iowacityschools.org		Email:minter.amy@iowacityschools.org	

Data Collection and Evaluation Contact: Amy Minter		Fiscal Contact: Leslie Finger	
Address: 1725 North Dodge Street		Address: 1725 North Dodge Street	
City:Iowa City	Zip:52245	City:Iowa City	Zip:52245
Phone: 319-688-1000	FAX: 319.688.1109	Phone: 319-688-1000	FAX: 319.688.1109
Email:minter.amy@iowacityschools.org		Email:finger.leslie@iowacityschools.org	

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

LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number: __426023567_____ OR Enter School District Code __3141_____
--

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

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.

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

Documentation: Alexander Elementary is a Title I SINA school. Please see appendix A on page 42

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

- 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: The Iowa City Community School District is jointly submitting this application with Neighborhood Centers of Johnson County. A memorandum of understanding is on page 20

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.*

21CCLC Site Name: Alexander Elementary		
Site Address: 3571 Sycamore Street		
City, State, Zip: Iowa City, IA 52240		
Phone: 319-688-1095		
Site Contact Person: Principal Anita Gerling		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
Alexander Elementary	1942	100 school year, 60 summer
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

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

Part M: Private and Public School Consultation

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

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

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Neighborhood Centers of Johnson County Before & After School Program

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

Signature of Local Education Agency Superintendent	Local Education Agency Name
	Iowa City Community School District
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Alexander Elementary

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 Brian Loring, Executive Director	Agency Neighborhood Centers of Johnson County	
Signature	Address PO Box 2491	
	City/Zip Iowa City, IA 52244	Phone (319)358-0438
Name/Title Janet Martin, 4-H Youth Development Specialist	Agency Johnson County Extension	
Signature	Address 3109 Old Highway 218	
	City/Zip Iowa City, 52246	Phone (319)337-2145
Name/Title Deb Dunkhase, Executive Director	Agency The Iowa Children's Museum	
Signature	Address 1451 Coral Ridge Avenue	
	City/Zip Coralville, 52241	Phone (319)625-6255
Name/Title Rosemary Schwartz, RSVP Director	Agency Elder Services, Inc.	
Signature	Address 1556 South First Avenue, Suite 202 B	
	City/Zip Iowa City, 52240	Phone (319) 338-0515
Name/Title Christine Thompson, Kirkwood Community College Instructor	Agency Kirkwood Community College	
Signature	Address 1810 Lower Muscatine Road	
	City/Zip Iowa City, 52240	Phone (319)887-3656
Name/Title Lynette Jacoby, Johnson County Social Services Coordinator	Agency Johnson County Social Services	
Signature	Address 855 South Dubuque Street	
	City/Zip Iowa City, 52240	Phone (319)356-6090
Name/Title Patti Fields, VP for Community Impact & Engagement	Agency United Way of Johnson & Washington Counties	
Signature	Address 1150 5 th Street Ste. 290	
	City/Zip Coralville, 52241	Phone 319-338-7823

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites for one year):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
<u>1</u>	<u>_100 school year, 60 summer</u>	<u>\$150,000.00</u>	<u>\$450,000.00</u>

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.					
Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
	\$150,000.00	\$150,000.00	\$150,000.00	\$450,000.00	100 school year/ 60 summer
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: _100 school year/60 summer_

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

Applicant Agency:
Iowa City Community School District

Site:
Kirkwood Elementary

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: _100 school year/60 summer_**

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	117,061.00		117,061.00		117,061.00		
Staff Travel							
Materials	9,223.00		9,223.00		9,223.00		
Professional Development (minimum 4% per year)	7,500.00		7,500.00		7,500.00		
Student Access, Transportation etc. (maximum 8% per year)	12,000.00		12,000.00		12,000.00		
Evaluation (about 4% per year)	3,000.00		3,000.00		3,000.00		
Administrative/ Indirect Costs (maximum 8% per year)	1,216.00		1,216.00		1,216.00		
Totals	150,000		150,000		150,000		450,000.00

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

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

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

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

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

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

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

Indicate which group is impacted:

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

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

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

Name: Amy Minter

Title: Director of Extended Day Learning

Definitions

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

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

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

"Disability" does not include any of the following:

(a) Homosexuality or bisexuality.


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

(c) Compulsive gambling, kleptomania, or pyromania.

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

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

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

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

Meeting called by: _____

Type of meeting: _____

Attendees: (Attach attendance sign-in sheet)

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

[continues on next page]

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

Other Information

Resource persons:	
Special notes:	

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

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

