

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

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

### LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number: 426023567 _____ <b>OR</b> Enter School District Code 3141 _____
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<i>(If applicable)</i> Enter Child Care License #: _____
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### 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: Kirkwood 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](http://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 Kirkwood Elementary Before & After School Program (Kirkwood Kares). A memorandum of understanding is on page 20

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



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## 1. Abstract

<b>Title:</b>	Kirkwood Elementary 21 <sup>st</sup> Community Learning Center Program
<b>Applicant:</b>	Iowa City Community School District and Kirkwood <i>KARES</i>
<b>Project Location:</b>	Kirkwood Elementary School
<b>Students Served:</b>	100 after school, 65 before school, 60 summer
<b>Funding Request:</b>	\$150,000 / year

### Program Overview and Partnership with *Kirkwood Kares*

Our proposal is being jointly submitted with *Kirkwood Kares*, a private non-profit, which currently operates a before and after school program at Kirkwood Elementary. Our proposal is to use grant funds to unify existing and new activities into a **single, seamless program**.

*Kirkwood Kares* 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 space 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, would offer double the space and allow access to classrooms, and our numbers would increase before, after, and during the summer school program**.

Although *Kirkwood Kares* provides excellent enrichment programming, they do not currently offer intensive academic supports which align with the school day. Kirkwood Elementary is a SINA school and more opportunities to provide academic supports are needed. Through 21<sup>st</sup> CCLC funding, we will **incorporate rigorous academic supports** into the after school program. We will also serve twice as many students before school, which is a huge need at Kirkwood. On any given day there may be 50 students waiting over an hour to get into the building. Because of financial barriers many parents cannot afford to sign their child(ren) up for the before school program. Additionally, it has not been financially viable for *Kirkwood Kares*, a small non-profit, to offer a **summer** program without taking a financial hit. With 21<sup>st</sup> 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, *Kirkwood Kares* and the district's Family Resource Center will work collaboratively to deliver a coordinated Family Literacy program. Based on a family survey conducted in October 2014, 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: ISU Extension, Children's Museum, ICCSD PEP program, 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 collaborative 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 Kirkwood Elementary. Seventy-four percent (74%) of Kirkwood families qualify for the federal free/reduced lunch program, sixty-six percent (66%) are from minority groups, and twenty percent (20%) have language barriers. In recent months Kirkwood has enrolled numerous African immigrants, who not only have significant language barriers, but also have experienced trauma, loss and extreme poverty. From October 2013 to present, Kirkwood has enrolled 27 homeless students. Our **student academic needs** are substantial. **We are in our 5<sup>th</sup> year of SINA for reading and our 5<sup>th</sup> 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 2018, 75% of students will be proficient in reading and math.**

Activities	Objectives
<p><b><u>Individual Planning</u></b></p> <ul style="list-style-type: none"> <li>• Individual student learning goals in reading and math will be developed by afterschool staff in collaboration with school-day teachers.</li> </ul> <p><b><u>Literacy</u></b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention (LLI) in groups of 3 (K-3)</li> <li>• Soar to Success--small groups (4-6)</li> <li>• Read Alouds – small groups (1-4)</li> <li>• Apple Reading Apps--online supplement 45 minutes weekly (K-6)</li> <li>• Homework help (K-6)</li> </ul> <p><b><u>Math</u></b></p> <ul style="list-style-type: none"> <li>• Mastering the Basic Math Facts (1-4 small groups)</li> <li>• Everyday Math Games (K-6)</li> <li>• Apple Math Apps—45 minutes weekly (K-6)</li> </ul>	<ul style="list-style-type: none"> <li>• 75% of students will meet their individual, monthly goals for reading and math.</li> <li>• 80% of students in grades 1-6 will complete homework assignments at least 80% of the time</li> <li>• 75% of students will be proficient on the DIBELS Next Spring Assessment</li> <li>• 75% of students will be proficient in math (Iowa Assessment)</li> <li>• The number of students on supplemental or intensive plans is reduced by 50%</li> </ul>

**ENRICHMENT GOAL— By June of 2018, 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"> <li>• ISU Extension - science, health and nutrition</li> <li>• Exploratory activities in STEAM -science, technology, engineering, arts and math</li> <li>• Food/Nutrition activities- cooking and baking classes, garden project</li> <li>• Fitness/Recreation activities— rec activities (i.e. swimming, basketball, tae kwon do)</li> <li>• Positive Behavior Intervention &amp; Supports</li> <li>• Steps to Respect® Training</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of students will know core concepts of science and will know how to express themselves through the arts</li> <li>• 100% of students will know the core concepts of nutrition, exercise and overall health</li> <li>• Students reporting class disruption will decrease from 62% to 31%</li> <li>• Students reporting being teased or left out will decrease from 52% to 26%</li> </ul>

**FAMILY LITERACY GOAL—By June 2018, 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"> <li>• Family Nights with parent themes to support student learning.</li> <li>• Weekly staff communication, including personal visits and newsletters and use of LANGUAGE LINE</li> <li>• Parents will be provided information about adult education opportunities--GED, computer / career classes, budgeting, ELL</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of parents will increase awareness of topics and how they can support their child's learning at home</li> <li>• 100% of parents will feel welcome in the program and will know what their children are learning in the program.</li> <li>• 100% of parents will increase awareness of adult education opportunities; 50% without a high school diploma will complete the GED.</li> </ul>



## 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.*

<b>1. Student Poverty Data</b>	
Student <b>enrollment</b>	389
% of students eligible for <b>Free/Reduced lunch</b> prices	74%
% of <b>African American</b> students	50%
% of <b>Latino/a</b> students	11%
% of <b>Asian</b> students	2.6%
% of <b>American Indian &amp; Asian</b> students	1.8%
% of <b>Caucasian</b> students	33.8%
<b>Mobility</b> rate (% of students who entered or exited during the year)	74%
Number of students who are <b>homeless</b>	27
Students who receive <b>backpacks</b> (enrolled in Operation Backpack)	47
Student who received <b>school supplies</b>	210

The **impact of student poverty** at Kirkwood has increased dramatically over past the two decades--from sixteen percent (16%) in 1995 to seventy-four (74%) in 2014. Many of our students have significant gaps in their education due to high mobility and do not have access to affordable educational or enrichment experiences at home or in the community. Our families in poverty have few or no books. With geographical and financial barriers, Kirkwood students cannot afford to participate in the existing before and after school program or community-based athletic or cultural programs. Many of our families even struggle to provide adequate food and nutrition for their children. Twenty-seven of our students are homeless and over 20% of our families face language barriers. The mobility rate at Kirkwood is a huge concern. The number of students who have entered and exited between October 2013 to present is 289 (74%).

**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. Enrichment activities will include daily fitness and nutrition, science clubs, recreation, and arts/music program. These efforts will be implemented in collaboration with *Kirkwood Kares*, as well as several other partners: Iowa State University Extension, the Retired Senior Volunteer Program, 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 Family Resource Center to help students have adequate school supplies and learning materials they can take home and use with their families. Family Resource Center staff will also help provide culturally competent support services.

<b>2. Student Achievement Data</b>	
SINA status in <b>reading</b>	SINA-5
SINA status in <b>math</b>	SINA-5
% of students <b>NOT proficient</b> on <b>Fall DRA</b> assessment	42%
% of students <b>NOT proficient</b> on <b>Fall DIBELS</b> Assessment	44%
% of students <b>NOT proficient</b> on <b>Fall Writing</b> assessment	83%

<b>Iowa Assessment Fall 2013: Kirkwood</b>	<b>Reading</b>	<b>Math</b>
<b>Total 3<sup>rd</sup> - 6<sup>th</sup> grade students</b> not proficient	46%	47%
<b>Low Socio-Economic Status</b> not proficient	57%	57%
<b>Hispanic</b> students not proficient	63%	57%



<b>African-American</b> students not proficient	49%	62%
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Our **student academic needs** are substantial. We are in our 5<sup>th</sup> year of SINA for reading and our 5<sup>th</sup> year for math. Though Kirkwood staff has been carefully implementing many different reading and math interventions, the school day does not provide enough time to help Kirkwood students close the achievement gap. Currently *Kirkwood Kares* 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 to more than 30 students. 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.

<b>3. Family Literacy and Other Family Data</b>	
% of parents with <b>less than a high school education</b>	21%
% of households that <b>have no internet access at home</b>	26%
% of households with <b>all adults working</b> outside the home	63%
% of households with <b>no adults working</b> outside the home	---

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

<b>Family Survey Results - Interests</b>	
<b>Family Nights</b>	<b>Adult Education</b>
1. Bullying	1. Computers and Technology
2. Reading	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.

<b>4. Other Student Needs</b>	
% of 6 <sup>th</sup> grade students indicated that the teacher had to stop her/his instruction 1 or more times in the last month because of disruptive behavior	62%
% of students who <b>do NOT feel treated with respect</b> by their peers	40%
% of students who were <b>teased or called names</b>	52%
% of students who were <b>ignored or left out</b> of things	49%



% of students who think <b>disruptive student behavior is a problem</b>	40%
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Kirkwood students have clear **social-emotional** and other needs that can be addressed in the after school program. Iowa Youth Survey Student results clearly indicate peer-to-peer relationship issues like bullying and fighting.

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.*

For this proposal, we engaged students, parents, teachers, and community partners in our planning process. One apparent area of high concern is the number of students who arrive at school up to 90 minutes before the doors open. On any given day there may be 50 students waiting to get into the building. Because of financial barriers many parents cannot afford to sign their child(ren) up for the before school program. With 21<sup>st</sup> Century funding we would be able to double the number of students *Kirkwood Kares* serves before school. During October 2014 we conducted a **survey** with all **parents** of K-6 students. Data from the family survey informed our decision about how to structure the program, with 66% indicating a need for summer programming and 39% expressing a need for before school programming, more resources have been allocated to a morning and summer program. (The results of the parent needs assessment is appended.)

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 142 students. When asked about priorities, the teachers indicated math for 100% of those students in need of tutoring assistance; 92% indicated both reading and math support for their students. Teachers also made numerous suggestions for key concepts and activities that they would like to see offered in the program.

**Student** data was gathered from a survey conducted with 6<sup>th</sup> graders. Cost was one of the number one reasons (19%) of why they did not participate in out-of-school activities. Students were also asked what activities they would most like to see – band, soccer, and a writing club were the top choices. Having this information allows us to offer activities based on student interest. (Survey results in Appendix B)

Input from our **community partners** has been significant. The project was designed in a close collaboration with *Kirkwood KARES*, 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 Kirkwood 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 Kirkwood 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 21<sup>st</sup> CCLC has proven to have a positive impact on the student's academic success in our District. These research based materials were 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 Kirkwood 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 *Kirkwood KARES*, including art, scrapbooking, music, cooking, swimming, recreation, and Lego clubs. The Iowa Children's Museum will work with Kirkwood 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 soccer and dance. The ICCSD PEP program 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 the PBIS to address behavior concerns and Steps to Respect<sup>®</sup> 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 Kirkwood 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. *Kirkwood KARES* meets USDA nutrition guidelines The Kirkwood 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.







<p>support student learning.</p> <ul style="list-style-type: none"> <li>• Weekly staff communication, including personal visits and newsletters and use of LANGUAGE LINE</li> <li>• Parents will be provided information about adult education opportunities-- GED, computer / career classes, budgeting, ELL</li> </ul>	<p>topics and how they can support their child's learning at home</p> <ul style="list-style-type: none"> <li>• 100% of parents will feel welcome in the program and will know what their children are learning in the program.</li> <li>• 100% of parents will increase awareness of adult education opportunities; 50% without a high school diploma will complete the GED.</li> </ul>	<p>involvement &amp; family literacy programs</p>
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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. Kirkwood'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 Kirkwood 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 Kirkwood 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 21<sup>st</sup> 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 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. This year our District is using a new math assessment that will be administered at all Elementary Schools. Our programs will begin gathering this data and using it as a monitoring tool. The teacher survey data we collected last year at our 21<sup>st</sup> CCLC sites was extremely positive. 92% of the school day teachers reported academic growth from our 21<sup>st</sup> 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 Kirkwood 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 21<sup>st</sup> CCLC project at Kirkwood will be led by the district's **Director of Extended Day Learning**, Amy Minter, in close collaboration with the building principal and the Director of the *Kirkwood KARES* Program. Ms. Minter has been supervising afterschool programs for the past nine years, six in our district supervising other 21<sup>st</sup> 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 a quarter of her time dedicated to Kirkwood.

Through grant funds a **site coordinator** will work to align the academic activities with the school day. The site coordinator 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.

The **Director of the Kirkwood KARES** has ten years of experience organizing the master schedule and site plan for after school program. The program has been well organized and has consistently been in compliance with DHS licensing requirements. The Director of *Kirkwood KARES* will continue with these responsibilities and will collaborate closely with the site coordinator to manage the day-to-day operations of the program, including snack, the coordination of on-site enrichment and field trips and the supervision of the 6 staff and agency partners.

With the close proximity of the University of Iowa, Kirkwood elementary is fortunate to **recruit** qualified staff (Youth Leaders) for our positions. The College of Education, the School of Social Work, and other University departments have partnered with Kirkwood on other projects and frequently have students and recent graduates looking for work experience.

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**. Kirkwood 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.*

Kirkwood is a neighborhood school and, because students are within walking distance, transportation to and from program is not a priority for parents. However, transportation will be provided for weekly field trips. Our program will be theme based and we will have regular field trips that get our students out into the community. Field trips to museums, the zoo, the apple orchard, etc. will all focus around our monthly themes and assist in building background knowledge and providing relevancy to the educational and enrichment materials we provide them. To address the transportation need, the district will contract with Durham for bus transportation to family nights during the winter months and field trips during the school year and summer.

Over twenty percent of our Kirkwood families encounter language barriers (this number is increasing); these families are primarily Spanish, Swahili, and French speakers. Bi-lingual staff will be given preference when hiring. We will also utilize LANGUAGE LINE<sup>®</sup> 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<sup>®</sup> 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 Kirkwood Elementary which is a 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 21<sup>st</sup> CCLC program and to allocate funding for transportation and administrative staff for our project. 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 Kirkwood Building Leadership Team (BLT) is the driving force behind the building level Comprehensive School Improvement Plan. The Kirkwood 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. *Kirkwood KARES* also has a very active and strong board of directors, made up of parents whose children participate in the program. The Site Coordinator and the Director will report on the progress of this new collaboration at their monthly board meeting. 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 and the Project Evaluator, Ron Mirr, will meet with program staff 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.

<b>Funding Source</b>	<b>How Funds will be Used</b>
<b>Community Education Funds</b>	Support transportation, administrative time and Family Resource Center staff
<b>Kirkwood KARES/ Child Care Assistance</b>	Partial operating costs and funding for 1 director and 10 youth leaders
<b>Early Literacy Funds</b>	Summer academic component
<b>Retired Senior Volunteer Program (RSVP)</b>	Senior volunteers
<b>Johnson County Extension</b>	Professional development
<b>McKinney-Vento grant for homeless students</b>	Support for homeless students
<b>Title I</b>	Professional development
<b>USDA nutrition program</b>	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 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 Kirkwood 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.

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





## 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 21<sup>st</sup> CCLC grant to unify existing and new activities into a **single, seamless program**. Our proposal is being jointly submitted with *Kirkwood KARES*, a private non-profit. Currently, *Kirkwood KARES* 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. **Kirkwood KARES** has been in business for over thirty years and provides a solid foundation and structure for our proposed program.

**Kirkwood KARES** has long-term staff who are trained and accredited in PBIS, CPR, First Aide, Play Safe, Mandatory Reporting, and a variety of other professional development trainings approved by the Department of Human Services. The present site coordinator has been with *KARES* for over 10 years. Many of the *KARES* staff are education majors with an emphasis in elementary education.

*Kirkwood KARES* 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. Clubs currently offered include: cooking, scrapbooking, Sports, Computer Lab, Games, Reading, Crafts and Legos. *Kirkwood KARES* staff have a collaborative relationship with Kirkwood teachers and the PTO so that the program is kept abreast of any social-emotional or academic needs that a student may have. Students in the program also provide service to the school. The parents on the *Kirkwood KARES* board are dedicated to their program and take great pride in the relationships that have been formed between staff members and the students. As described earlier, our proposal would be to expand this strong youth development program to students who have not previously had access. A barrier for many families at Kirkwood is the lack of options they have for before school program care. Adding more resources to the *Kirkwood KARES* 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. This year at Twain Elementary, one of our 21<sup>st</sup> CCLC sites, they were able to bring back retired teachers to help their students succeed. The students at Twain look forward to having their "buddies" come in every week. The extra support during homework time has shown positive results and increased the number of homework completion packets being turned in to their school day teachers.

Our Family Literacy component will largely be supported through our district and community partnerships. Kirkwood 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, including a backpack program with a **local church** that provides food to students over the weekend.

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

For our enrichment component, 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. The project will be contracting with the **Iowa City Community School District's PEP Grant** for group focused recreation activities. The PEP grant is a three year grant that works closely with our day time PE staff. The grant's number one goal is to fight childhood obesity by offering a nutritional and recreational component to our students 5 days a week. 2 after school associates would develop and plan recreation activities along with the school day physical education teacher. 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. They have also committed to reaching out to other businesses in the community to support afterschool and summer activities.

*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 21<sup>st</sup> 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.*

Our project will fully cooperate with the Iowa Department of Education on any state-led evaluation efforts and will provide all requested data and program information to the state in a timely manner. Mr. Ron Mirr will be the evaluator for this project, which includes working with project and building staff members to use the data collected for continuous project improvement. Mr. Mirr is a master's level social worker who has spent 30 years in the fields of education, health, and human services working first as a mental health clinician, and then as a consultant and evaluator in over 20 states. Since 2003, Mr. Mirr has directed the evaluation of 29 projects funded by federal and state grant programs. In addition, he has assisted with the evaluation of many projects in a supportive role. Prior to becoming an independent consultant and evaluator, Mr. Mirr worked for the University of Iowa Center for Evaluation and Assessment—a joint project of the College of Education and the School of Social Work. Mr. Mirr was trained by Robert Friedman ([www.resultsaccountability.com](http://www.resultsaccountability.com)) of the Fiscal Policy Studies Institute to use Mr. Friedman's model for helping teachers and social workers identify realistic program measures and track the progress of these measures over time. Mr. Friedman's process helps teachers and schools understand if their efforts are having the desired effect on the target population. As part of 2 statewide data grants with the Iowa Department of Education, Mr. Mirr used Mr. Friedman's model to design a series of data toolkits that communities are using to understand if their programs are having the desired effect. His work with schools and communities on the IYS data toolkits has been one of his most successful professional efforts.

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.*

For this project, Mr. Mirr will organize the evaluation activities using the Results Accountability approach developed by Robert Friedman of the Fiscal Policy Studies Institute. The evaluation will be designed so that district and project staff can answer 3 basic questions—(1) **How much** did the project do?; (2) **How well** did the project do it?; and, most importantly; (3) **Is anyone better off** as a result? While collection of data is an important aspect of the overall project evaluation, we will be most concerned about how project and district staff use the data to adjust project performance **to improve results for students and families**. Throughout the 3-year project period, evaluation data will inform ongoing conversations designed to help project and district staff answer our 3 basic questions.

Mr. Mirr will meet with the district's Director of Extended Day Learning and program staff **quarterly** to review and discuss project data. During these evaluation conversations, Mr. Mirr will present summary data which tracks progress over time for the specified program measures. He will help the program staff review and reflect on the data through the use of the following 7 questions as the agenda for each meeting: (1) Who was targeted for services and support? (2) What are the outcomes they were expected to attain? (3) What does the data tell us about project success in attaining these outcomes? (4) What other data does the project need to collect? (5) What would work to do better? (6) Do we need any new partners? (7) How will we adjust programming and budgeting (action plan adjustments)? **Data will be shared** with students, families, teachers, and the public via the district's web site, through parent meetings, through school staff meetings, through program staff meetings, and through email and print media.

Through our evaluation we will first determine the degree to which the methods employed by this project have helped K-6 students improve their academic performance. Next we will also document the degree to which Kirkwood students attain grade-level benchmarks, develop positive youth traits, display pro-social skills, improve their behavior, improve their fitness, and make healthier lifestyle choices. Finally we will examine how well parents are able to improve their own learning as well as support the learning of



their children at home. As we have in the past, we will create a **comparison group** of students with similar reading and math needs who do not participate in the after school program. Data from the district and state reading and math assessments will be used to help determine if students in the after school program make more growth than their peers in the school who do not participate. In addition, we will use the Iowa Youth Survey (administered every year in Iowa City) to document changes in student feelings of connectedness to the school. Finally, we will survey parents to determine if the program has improved relationships with families, helped family members support their children's learning at home, and helped parents improve their own literacy and job skills.

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 3 tables have been selected to produce both quantitative and qualitative data to help document our success in each project goal.

#### ACADEMIC GOAL MEASURES

- Program attendance—daily
- Grade-level teacher reports on homework completion—quarterly
- Grade-level teacher reports on attainment of student math and reading goals—monthly
- DIBELS NEXT assessment—3 times per year
- District math assessments given at all grade levels—2 times per year
- The Iowa Assessments sub tests on reading, math, and science--Every Fall
- School records which show the # of students on supplemental and intensive plans—yearly
- Review of materials developed for student and family use at home—quarterly
- 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
- Iowa Youth Survey—Fall 2014, 2016
- Interim Iowa Youth Survey—January 2014
- Review of student products and artifacts from arts/music units—following each unit
- Fitness testing data (BMI, cardio endurance, flexibility, strength)—2 times per year

#### FAMILY LITERACY GOAL MEASURES

- # of parents who obtain a GED—annually
- 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
- Family Resource Center staff report on services parents receive—monthly





**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. 0.25 FTE of the Director's time will be allocated to Kirkwood, and will be supported with Community Education funds. The *Kirkwood KARES* Director will be supported with existing funds and will supervise the day-to-day operations of the program. The 21<sup>st</sup> CCLC grant will support the Site Coordinator, who will serve as a liaison to the school-day staff and supervise the academic component. The academic component will also staff 4 certified teachers, 4 Youth Leaders, 1 library assistant, agency partners, and volunteers. *Kirkwood KARES* will continue to fund and employ, through private pay and childcare assistance funds, a nine youth leaders.

Personnel	21 <sup>st</sup> CCLC Grant	District Match	Community Match	Total
Director of Extended Day Learning, 25% of \$58,572 FT equivalent		14,643		14,643
<b>SCHOOL YEAR</b>				
<b>Supervisory Staff</b>				
Site Coordinator/Lead Teacher, 160 days x 4 hours x \$28	19,200			19,200
<b>Academic Staff</b>				
Library Assistant, 15 hrs./wk. x \$15/hr x 28 weeks	6,300			6,300
4 Certified Teachers, Reading & Math, 5 hrs./wk x 28 weeks x \$50/hr	7,000			7,000
ISU Extension – contract for STEM activities	6,300			6,300
<b>Enrichment Staff</b>				
Kirkwood <i>KARES</i> youth leaders	23,310			23,310
4 youth leaders – after school 3 hrs/day x 5 days/wk x \$10.50/hour x 30 weeks			26,460	44,100
AM staff -- 2 staff 1.5 hours				
<b>Kirkwood KARES Staff</b>				
Contracted providers for youth development activities	2,000			2,000
Children's Museum - contract for Science & Art	5,110			5,110
<b>SUMMER</b>				
<b>Academic Staff</b>				
Site Coordinator/Lead Teacher, 10 weeks	12,000			12,000
Library Assistant, 20 hrs./wk. x \$15/hr x 10 weeks	3,000			3,000
8 Certified Teachers, Reading & Math, 20 hrs/wk x 5 weeks x \$25/hr	10,000	10,000		20,000
Kirkwood GED, ELL & NCJC Adult Ed.				In-kind
ISU Extension/Johnson County STEM	1,380			1,380
<b>Enrichment Staff</b>				
Kirkwood <i>KARES</i> 3 Youth Leaders, 8 hrs/day x 5 days/wk x \$10.50/hr x 10 wks	12,600			12,600
Children's Museum	1,004			1,004
Contract Services for enrichment based on student interests	2,000			2,000



<b>Salary Sub-total</b>	57,500	24,463	26,460	131,913
Medical	3,360	1,680		5,040
FICA & IPERS -ICCS staff	9,534	7,951	4,316	21,800
Contracts	53,704			53,704
<b>PERSONNEL TOTAL</b>	<b>124,098</b>	<b>34,274</b>	<b>30,776</b>	<b>212,458</b>

<b>Staff Travel</b>	<b>21<sup>st</sup> CCLC Grant</b>	<b>District Match</b>	<b>Community Match</b>	<b>Total</b>
Mileage for ICCSD staff - 500 miles at .52/mi.		260		260

<b>Materials</b>	<b>21<sup>st</sup> CCLC Grant</b>	<b>District Match</b>	<b>Community Match</b>	<b>Total</b>
Books and curricular materials (\$35/student/100 students)	3,500		8,000	12,500
Food for family nights- 3 nights x \$333 / night	1,000		4,000	5,000
Supplies -\$50 per student x 100	5,000			5,000
Field trip fees, registrations - \$25 /student x 100	2,500		3,325	5,825
Computer for Site Coordinator	1,200			1,200
<b>Material Total</b>	<b>13,200</b>		<b>15,325</b>	<b>28,525</b>

<b>Professional Development</b>	<b>21<sup>st</sup> CCLC Grant</b>	<b>District Match</b>	<b>Community Match</b>	<b>Total</b>
Director of Extended Day Learning, FT equivalent = \$58,572				
Stipend for School-day Mentors - 10 staff x \$200	2,000			2,000
PD for youth leaders	1,100			1,100
10 hours PD for 10 teachers	2,500			2,500
State Conferences -travel to Des Moines	400			400
<b>Professional Development Total</b>	<b>6,000</b>			<b>6,000</b>

<b>STUDENT ACCESS</b>	<b>21<sup>st</sup> CCLC Grant</b>	<b>District Match</b>	<b>Community Match</b>	<b>Total</b>
Field Trips - school year and summer	3,500			
Language Line, telephone translation service			In-kind	
<b>Total</b>	<b>3,500</b>			<b>3,500</b>

<b>Evaluation</b>	<b>21<sup>st</sup> CCLC Grant</b>	<b>District Match</b>	<b>Community Match</b>	<b>Total</b>
Contract with Ron Mirr - 10 hours x \$150/hr	1,000			1,000
<b>Total Evaluation</b>	<b>1,000</b>			<b>1,000</b>

<b>Indirect Cost</b>	<b>21<sup>st</sup> CCLC Grant</b>	<b>District Match</b>	<b>Community Match</b>	<b>Total</b>
District Indirect Rate of 1.49%	2,202			2,202
Administrative time Youth & Fam. Dev. Coord.			In-kind	
<b>Total Indirect</b>	<b>2,202</b>			<b>2,202</b>

<b>Totals</b>	<b>21<sup>st</sup> CCLC Grant</b>	<b>District Match</b>	<b>Community Match</b>	<b>Total</b>
<b>Project Total</b>	<b>\$150,000</b>	<b>\$34,534</b>	<b>\$46,101</b>	<b>\$230,635</b>

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.



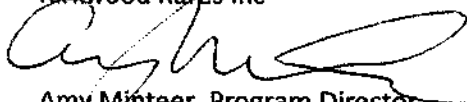
# Kirkwood Kares Inc. & 21<sup>st</sup> Century Program Memorandum of Understanding

We are signing this memorandum of understanding to confirm our commitment and partnership with the Kirkwood Elementary 21<sup>st</sup> Century Before and After School and Summer Care Program.

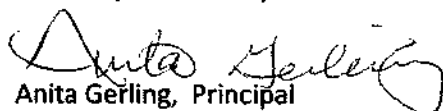
- Kirkwood Elementary 21<sup>st</sup> Century Program is jointly submitting this application with the Iowa City Community School District.
- The Children of Kirkwood Elementary will be served by the collaboration of entities listed below. They are all extensively involved in the planning and on-going maintenance of this project.
  - Kirkwood Elementary 21<sup>st</sup> Century Program Director and Staff
  - Kirkwood Kares Inc Program Director, Staff and Parent Board
  - Kirkwood Elementary School Principal, Staff and Parent Board
- Kirkwood Kares Inc will maintain and expand the before and after school program, including summer care with the Kirkwood Elementary 21<sup>st</sup> Century Program using space from Iowa City Community School District.
- The combined program will help facilitate a Family Literacy program.
- The combined program will provide in-kind support for enrichment and family literacy activities in line with the vision for the Iowa City Community School District.

  
 Abbie Knight, Program Director  
 Kirkwood Kares Inc

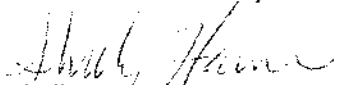
11/14/14  
 Date

  
 Amy Minter, Program Director  
 Iowa City Community School District Representative

11/19/14  
 Date

  
 Anita Gerling, Principal  
 Kirkwood Elementary School

11/14/14  
 Date

  
 Shelly Hansen, Parent Board President  
 Kirkwood Kares, Inc.

11/17/14  
 Date



November 9, 2014

21

Shelly Hansen, Kirkwood Kares Inc Parent Board President  
Kirkwood Kares, Inc  
1401 - 9<sup>th</sup> street  
Coralville, IA 52241

Stephen Murley, Superintendent  
Iowa City Community School District  
1725 North Dodge Street  
Iowa City, IA 52245

Dear Mr. Murley,

The purpose of this letter is to document support by the Kirkwood Kares Inc Before and After School (including summer care) Program Director and Parent Board for the collaboration between Kirkwood Kares Inc. and the Iowa City Community School District (ICCSA) in pursuit and administration of a 21<sup>st</sup> Century Community Learning Center grant. As a board we have had several meetings with Amy Minter, Joan Vandenberg and Liz Southmayd of the ICCSD about the impact and scope of the collaboration, should the District's application for grant funds be approved Kirkwood Kares Inc is excited to be a partner in this project.

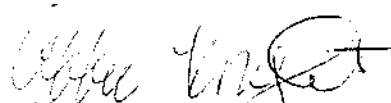
Initially the board members were very wary of the merging of these two programs, citing staffing salary inequities, duplication of requirements for fingerprints and back ground check on staff, department of human services requirements for licensing, management of program, continuing to provide appropriate care to all children (including those with disabilities), inequities of program duration (i.e. 21<sup>st</sup> century program doesn't include 1<sup>st</sup> and last month of academic school year, nor do they include most of the summer care program), and the need for more staff for before school care should the partnership add more children who need care during that time. The parents, board members and children have been enjoying the Kirkwood Kares Inc program for over 15 years and were wary of major program changes. It became clear that this collaboration would enable serving more children, resolve duplicate program management issues, augment funding, and help resolve a long standing issue of children arriving too early in the morning for school and having to wait in the elements outside. While Kirkwood Kares Inc could continue operations without the 21<sup>st</sup> Century Program we realize the children would be best served by merging.

In the event the grant is not accepted Kirkwood Kares Inc would continue to serve over 30 children whose families receive child care assistance and 30 children whose families have the means to pay our monthly tuition at Kirkwood Elementary School.

Overall, the goals of this collaboration would benefit the children of Kirkwood Elementary School, Kirkwood Kares Inc and 21<sup>st</sup> Century Program. The Kirkwood Kares Program Director and Parent Board are excited to be an integral part of the next phase of serving these children. Please let me know if you have any questions about our partnership.

Sincerely,

  
Shelly Hansen, Parent Board President  
Kirkwood Kares, Inc

  
Abbie Knight, Program Director  
Kirkwood Kares, Inc.





# IOWA STATE UNIVERSITY

## University Extension

Johnson County Extension  
 4-H Fairgrounds  
 3109 Old Hwy 218  
 Iowa City, IA 52246-5881  
 319-337-2145 Phone  
 319-337-7864 Fax  
[www.extension.iastate.edu/johnson](http://www.extension.iastate.edu/johnson)

October 29, 2014

Stephen Murley  
 Superintendent  
 Iowa City Community School District  
 1725 North Dodge St.  
 Iowa City, IA. 52245

As a current partner in 21<sup>st</sup> Century learning programs in the Iowa City Community School District, Johnson County/Iowa State University Extension strongly supports the 21<sup>st</sup> Century Learning Grant application for Kirkwood Elementary School.

4-H staff are currently leading weekly science learning activities in afterschool time. With funding through the 21<sup>st</sup> Century Grant, additional youth at Kirkwood Elementary would have the opportunity to participate in 4-H science. In December 2013, 79% of the 4-H afterschool youth at Kirkwood said 4-H helped they be good at science, 89% reported that 4-H helped them learn to work with others, and 80% said they would like to learn more about science. Our goal is continue and expand the science learning in afterschool time.

Currently 74% of the youth at Kirkwood Elementary receive free/reduced lunches. Kirkwood is a "school in need of assistance" for the last 5 years in reading and math. The 21<sup>st</sup> Century learning program is exceptionally beneficial to the youth at Kirkwood; the data also shows that Kirkwood has a 74% mobility rate and 20% of the students face language barriers. These statistics reflect a great need for academic and enrichment programming in reading, science, and math.

For ten years, 4-H youth development through Johnson County/ISU Extension has led science enrichment activities in afterschool and summer programs at Iowa City elementary schools. Through the science/STEM youth programming, we link school day learning with "hands on" educational programming for youth. In the words of a director of a 21<sup>st</sup> Century program site, "The youth ask each day if 4-H is coming; they love learning about science in a fun, hands on way." The research indicates that the workforce needs scientists and engineers; through this grant we encourage science careers for all youth, including girls and low resource families.

Continuation of the 21<sup>st</sup> Century Learning Grant at Kirkwood Elementary is imperative; the need, the school staff, the youth and their families, the BASP staff, and the partners in the community are ready to go! We look forward to 4-H youth development being an active and involved partner with the Kirkwood Elementary 21<sup>st</sup> Century Learning Program.

  
 Janet Martin  
 4-H Youth Development Specialist





November 22, 2014

Stephen Murley  
 Superintendent  
 Iowa City Community School District  
 1725 North Dodge St.  
 Iowa City, IA. 52245

As a current partner in 21<sup>st</sup> Century learning programs in the Iowa City Community School District, The Iowa Children's Museum strongly supports the 21<sup>st</sup> Century Learning grant application for Kirkwood Elementary School. The 21<sup>st</sup> Century grant funded programs that the Museum has facilitated in other elementary buildings throughout the district have proven to be extremely effective in nurturing the development of creativity, collaboration, communication, problem solving and critical thinking with participating students.

Currently 74% of Kirkwood students receive free/reduced lunches. Kirkwood is a "school in need of assistance" for the last 5 years in both reading and math. With 74% student mobility and 20% of students facing language barriers, the 21<sup>st</sup> Century learning program would be especially beneficial to the youth at this school helping them to build the confidence to succeed in the classroom. The Iowa Children's Museum has succeeded in creating productive partnerships within the Iowa City Community School District over the past several years and is eager to include Kirkwood Elementary in our outreach efforts with elementary students.

Through active learning experiences that support 21<sup>st</sup> Century Skills through science, technology, engineering, math, and the arts, the Museum connects formal classroom education with out of school learning. Today's youth are being educated for a future workforce where the jobs require minds that are adept at creative problem solving and facing future challenges that aren't even fathomable in today's world. With this grant opportunity, The Museum helps prepare students, including girls and low resource families, with the skill sets essential to their future.

We look forward to The Iowa Children's Museum being an active and involved partner with the Kirkwood Elementary 21<sup>st</sup> Century Learning Program. Thank you for your consideration.

Deb Dunkhase  
 Executive Director

The Iowa Children's Museum  
 1451 Coral Ridge Avenue  
 Coralville, Iowa 52241  
 319.625.6255, x210  
[www.theicm.org](http://www.theicm.org)





November 25, 2014

Stephen Murley  
Superintendent  
Iowa City Community School District  
1725 North Dodge St  
Iowa City, IA 52245

To Whom It May Concern:

I am writing to express my highest recommendation for the continuance of the 21<sup>st</sup> Century Community Learning Center (CCLC) grant funding for Kirkwood Elementary School in the Iowa City Community School District. My support is driven by two factors: (1) Kirkwood continues to serve students with high academic need and (2) many local RSVP (Retired and Senior Volunteer Program) volunteers are prepared to serve with Kirkwood's CCLC program and support its continued success.

Kirkwood has a great need for the CCLC program – a need demonstrated by several key characteristics. Over 74% of students at Kirkwood are eligible for the free or reduced lunch program. This is much higher than the 2012 county and state rates of 26.7% and 39.4% respectively. Additionally, Kirkwood has been on the Schools in Need of Assistance (SINA) list in reading and math for the past five years. Finally, 20% of students at Kirkwood experience language barriers. These characteristics culminate in a resonating need for the CCLC program.

RSVP has a strong relationship with the Iowa City Community School District and with Kirkwood Elementary. During the 2013-2014 school year alone, 165 RSVP volunteers devoted over 5,000 hours of volunteer work in schools within the district, including Kirkwood. RSVP volunteers have supported the CCLC programs at both Twain and Lucas Elementary Schools, and our volunteers look forward to supporting the CCLC program at Kirkwood similarly. Education is the primary focus area of our RSVP, and is one of six focus areas identified by the Corporation for National and Community Service. Recruiting volunteers for programs such as the CCLC at Kirkwood is a high priority of our program.

Kirkwood is an outstanding school that is fully committed to the success of all of its students. This commitment, along with the fact that RSVP will continue to be a strong partner to the Iowa City Community School District, creates an environment in which the CCLC program at Kirkwood will flourish. Thank you for your time and consideration for 21<sup>st</sup> Century Community Learning Center funding for Kirkwood Elementary School. I am available to answer questions and/or provide additional information as needed.

Sincerely,

Melissa Fox  
RSVP Director





Kirkwood Iowa City  
Learning Center  
1810 Lower Muscatine Road  
Iowa City, IA 52240

[www.kirkwood.edu/  
iowacitylc](http://www.kirkwood.edu/iowacitylc)

319-887-3656

October 28, 2014

Stephen Murley, Superintendent  
Iowa City Community School District  
1725 North Dodge Street  
Iowa City, Iowa 52245

Dear Superintendent Murley,

As an instructor for the high school completion program at Kirkwood Community College, I am writing in support of the continuation of the 21<sup>st</sup> Century Community Learning Center Program at Robert Lucas Elementary School.

It is my understanding that the proposed program has a family literacy component which includes adult education. Data from the Johnson County 2010 census indicates 6,652 adults over the age of 25 do not have a High School Education Diploma. Kirkwood is committed to reaching the adult population and would welcome the opportunity to collaborate with your staff to reach out to parents and accept referrals both to our high school completion programs, as well as our English Language Learners (ELL) classes. Our programs are in very close proximity to the Lucas neighborhood. Additional support to increase awareness and connect parents to our resources would be highly beneficial.

Please feel free to contact me if you would like additional information.

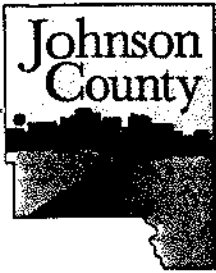
Sincerely,

Christine Thompson

Instructor







# JOHNSON COUNTY Social Services

Lynette Jacoby, LMSW – Social Services Coordinator

November 21, 2014

Stephen Murley, Superintendent  
Iowa City Community School District  
1725 North Dodge Street  
Iowa City, Iowa 52245

Dear Stephen,

As the Johnson County Social Services Coordinator, I am writing in strong support of the Iowa City Community School District's 21<sup>st</sup> Century Community Learning Center proposal for Kirkwood Elementary School in Coralville.

Quality youth development is a high priority for Johnson County. In the early 1990's Johnson County established the Johnson County Juvenile Justice Youth Development Program (JJYDP) with funds from a Juvenile Justice grant. When the grant expired, our County Attorney advocated for County funds in order for the prevention programs to continue. Johnson County continues to invest over \$200,000 annually in youth development programs. Johnson County also provides block grant funding to a number of youth-serving agencies and has an established Decategorization Board to allocate funding available through the Department of Human Services. We have successfully utilized local dollars to extend 21<sup>st</sup> Century summer programs at a number of schools over the last few years. As the Social Services Coordinator, it is my job to oversee these local funds.

For the last three years I have served on the ICCSD Community Education Advisory Committee and the Out-of-School Time Initiative. These committees have invested time and resources in identifying gaps in services, reducing barriers to access for all youth and improving quality of out-of-school time programs. Kirkwood Elementary has been identified as a school in need of additional support services. 74% of the students qualify for Free and Reduced Lunch. The mobility rate exceeds 70%. They have been identified as a SINA school for a fifth consecutive year and 20% of youth face language barriers.

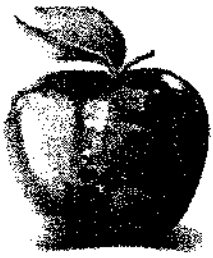
I have seen first-hand the positive impact of 21<sup>st</sup> Century Programs within other schools in the Iowa City Community School District. The District has done an exceptional job developing model after-school programs through the support of 21<sup>st</sup> Century Community Learning Center funding. Kirkwood Elementary would benefit greatly from a 21<sup>st</sup> Century Community Learning Center.

I hope that the grant review team will give your proposal strong consideration. Please free to contact me if you would like additional information. Best of luck with your proposal!

Sincerely,

Lynette Jacoby, LMSW  
Johnson County Social Services Coordinator





# Iowa City Community School District

## Educational Services Center

27

Stephen Murley – Superintendent

1725 North Dodge Street • Iowa City, IA 52245 • (319) 688-1000 • Fax (319) 688-1099 • www.icesd.k12.ia.us

December 2<sup>nd</sup>, 2014

Stephen Murley  
Superintendent  
Iowa City Community School District  
1725 North Dodge Street  
Iowa City, Iowa 52245

To Whom It May Concern:

I have been in partnership with the 21<sup>st</sup> Century Community Learning Center at Kirkwood Elementary since 2013. My focus is the PEP Grant that the Iowa City Schools received from the U.S. Department of Education.

One of the components of our PEP Grant is funding Activity Associates for the after school programs specifically the games and physical activity segments. We feel healthy and active students (physically active) do better academically, especially in reading and math. Since Kirkwood has been a SINA school for 5 years, we are supportive of the CCLC program and know it is helping students. Kirkwood is a school that has 70% or more students on free and reduced lunches. With the implementation of 21<sup>st</sup> Century Community Learning Centers, students are receiving the tools to improve their reading and math scores. The CCLC grant is allowing our PEP Grant to be involved. I highly recommend the continuation of funding for CCLC.

Providing staff to teach/lead the physical activities for students will continue until the fall of 2016 for the CCLC schools. The partnership with CCLC has been rewarding and is making a difference for the students and the After School Program.

We are supportive of Iowa City School District applying for the Kirkwood 21<sup>st</sup> Century Grant. We are grateful for our partnership with the After School Program at Kirkwood and we know the help students receive from CCLC gives them the tools to succeed.

If you have further questions or comments please contact me.

Sincerely,

Diane Delozier Lahr  
PEP Grant Project Director  
Iowa City Schools  
319-430-7633



# ACT

December 1, 2014

Stephen Murley, Superintendent  
Iowa City Community School District  
1725 North Dodge Street  
Iowa City, Iowa 52245

Dear Steve,

I am pleased to offer ACT's strong support for the proposed 21st Century Community Learning Center program at Kirkwood Elementary School.

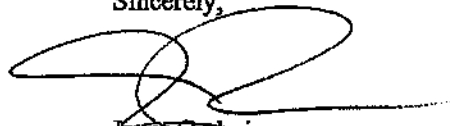
ACT has been collaborating with Pearson and the Iowa City Community School District in the development of an Out-of-School Time initiative. Our partnership began in 2010 when ACT and Pearson supported a summer program in four elementary schools. Our staff was involved with the planning of the program and both ACT and Pearson allocated significant funding.

We have been excited about the outcomes achieved: students and parents are engaged in learning, which has resulted in increased reading and math proficiency. The success of the program inspired us to work with the ICCSD to expand this successful model to serve more students.

To achieve our goal of expanding summer and after school time, I have assumed a leadership role in establishing an Out-of-School time initiative. The main objective of our initiative has been to create a shared vision for out of school time, with key community leaders all working together to achieve common goals and align resources to maximize program efficiency. The proposed Kirkwood project will expand and enhance programs currently operated by the Iowa City Community School District, the Kirkwood Kares program and several other youth-serving organizations. Services which have been fragmented will be brought under one administrative structure and significantly more students will benefit from the program. The program will report and be held accountable to the ICCSD Community Education Advisory Committee, as well as to our Out-of-School Initiative. This alignment of resources, administrative collaboration and communication structure is precisely the model that we envision for Johnson County.

I would like to encourage you to give this proposal your strongest consideration. Please free to contact me if you would like additional information.

Sincerely,



Janet Godwin  
Chief Operating Officer  
ACT, Inc.



# A COUNTY-WIDE VISION FOR OUT-OF-SCHOOL TIME

November 14, 2014

As a member of the Out-of-School Time Planning Committee, I support the proposal being submitted by the Iowa City Community School District and "Kirkwood KARES" for a 21<sup>st</sup> Century Community Learning Center program at Kirkwood Elementary School. I will work with other community leaders to 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.

Name

Organization

Lynette Jacoby	Johnson County Social Services
Jeanette Mottel	Johnson Co., Iowa State University Extension, 4H and Youth
Lisa Brezfelder	Clear Creek Amana Schools
Jane Colwin	ACT
Yvette Fretsch	United Way of Johnson and Washington Counties
Debbie Nash	Johnson County Employment/ECT
Brian Hering	NCSC





**FORM A: SITE INFORMATION**

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

<b>21CCLC Site Name:</b> Kirkwood Elementary		
<b>Site Address:</b> 1401 9 <sup>th</sup> Street		
<b>City, State, Zip:</b> Coralville, IA 52241		
<b>Phone:</b> 319-688-1120		
<b>Site Contact Person:</b> Principal Anita Gerling		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b>#of pupils from this school in 21CCLC program</b>
Kirkwood Elementary	1906	100 school year, 60 summer
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21<sup>st</sup> Century Community Learning Centers Program</b>
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21CCLC program</b>
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21CCLC program</b>

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



<b>FORM B: ASSURANCES &amp; AGREEMENTS REQUIRED OF ALL APPLICANTS</b>
---

**Part A: Nondiscrimination**

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

**Part B: Use of Funds**

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

**Part C: Supplement, not Supplant**

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

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

**Part D: Fiscal Control and Accounting Procedures**

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

**Part E: Control of Funds**

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

**Part F: Program Accountability**

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

**Part G: Evaluation and Data Collection**

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

**Part H: Program Site**

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

**Part I: Collaboration with Schools**



As the designated applicant agency representative, I certify that the 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 21<sup>st</sup> Century Community Learning Centers Program was given prior notice of this applicant's intent to submit an application.

**Part K: Public Review of the Application**

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

**Part L: Parent Consent**

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

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

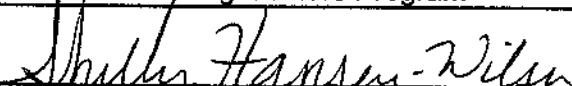
**Part M: Private and Public School Consultation**

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

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

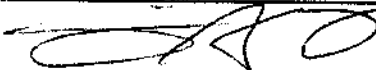
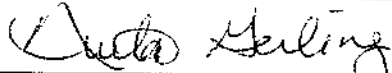
Grantees are subject to annual progress review by the Iowa Department of Education. The department may terminate a grant with a 10 day notice as a result of a non-compliance issue(s).

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Kirkwood Kares 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 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name
	Kirkwood Elementary

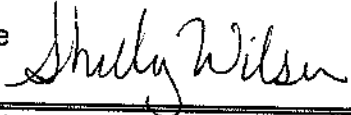

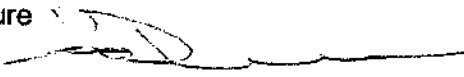



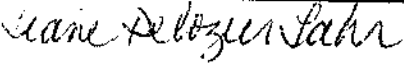




**FORM C: COLLABORATIVE SIGNATURES**

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 Shelly Wilson, Kirkwood KARES BASP President		Agency Kirkwood KARES Before & After School Program	
Signature 	Address 1401 9 <sup>th</sup> Street		Phone (319)331-7888
	City/Zip Coralville, 52241		
Name/Title Janet Martin, 4-H Youth Development Specialist		Agency Johnson County Extension	
Signature 	Address 3109 Old Highway 218		Phone (319)337-2145
	City/Zip Iowa City, 52246		
Name/Title Deb Dunkhase, Executive Director		Agency The Iowa Children's Museum	
Signature 	Address 1451 Coral Ridge Avenue		Phone (319)625-6255
	City/Zip Coralville, 52241		
Name/Title Melissa Fox, RSVP Director		Agency Elder Services, Inc.	
Signature 	Address 1556 South First Avenue, Suite 202 B		Phone (319) 338-0515
	City/Zip Iowa City, 52240		
Name/Title Christine Thompson, Kirkwood Community College Instructor		Agency Kirkwood Community College	
Signature 	Address 1810 Lower Muscatine Road		Phone (319)887-3656
	City/Zip Iowa City, 52240		
Name/Title Lynette Jacoby, Johnson County Social Services Coordinator		Agency Johnson County Social Services	
Signature 	Address 855 South Dubuque Street		Phone (319)356-6090
	City/Zip Iowa City, 52240		
Name/Title Diane Delozier Lahr, PEP Project Coordinator		Agency Iowa City Community School District	
Signature 	Address 1725 North Dodge Street		Phone (319)688-1000
	City/Zip Iowa City, 52245		



FORM D1: 21CCCLC APPLICATION FUNDING REQUEST SUMMARY

21CCCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)		
Number of program sites included in this application:	Total number of students being served (all sites for one year): _ 100 school year, 60 summer	Total three-year funding request (all sites): \$450,000.00
1	\$150,000.00	

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 100 school year/ 60 summer
Kirkwood	\$150,000.00	\$150,000.00	\$150,000.00	\$450,000.00	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

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	124,098		124,098		124,098		
Staff Travel							
Materials	13,200		13,200		13,200		
Professional Development (minimum 4% per year)	6,000		6,000		6,000		
Student Access, Transportation etc. (maximum 8% per year)	3,500		3,500		3,500		
Evaluation (about 4% per year)	1,000		1,000		1,000		
Administrative/ Indirect Costs (maximum 8% per year)	2,202		2,202		2,202		
<b>Totals</b>	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.

<p><input checked="" type="checkbox"/> 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.</p>
<p><input type="checkbox"/> 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.)*</p> <p><b>* Note:</b> 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.</p>
<p>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.</p> <p><b>* Note:</b> Agencies must validate their resources before any award can be made.</p>





**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

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

Meeting called by: \_\_\_\_\_

Type of meeting: \_\_\_\_\_

Attendees: (Attach attendance sign-in sheet)

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



[continues on next page]

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

**Other Information**

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

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

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





71 O'Brien	12 Northwest	2862 Hartley-Melvin-Sanborn	0209 Hartley-Melvin-Sanborn Middle School		MET	MET	MET	SINA-2	MET
71 O'Brien	12 Northwest	2862 Hartley-Melvin-Sanborn	0409 Hartley-Melvin-Sanborn Elementary School	T	MET	MET	MET	MET	MET
92 Washing	10 Grant Wood	2977 Highland Comm Schoo	0109 Highland High School		MET	MET	MET	MET	MET
92 Washing	10 Grant Wood	2977 Highland Comm Schoo	0209 Highland Middle School		MET	MET	MET	MET	MET
92 Washing	10 Grant Wood	2977 Highland Comm Schoo	0409 Alnsworth Elementary School	T	MET	MET	MET	SINA-1	Delay-1
92 Washing	10 Grant Wood	2977 Highland Comm Schoo	0418 Riverside Elementary School	T	MET	MET	MET	MET	Delay-2
75 Plymouth	12 Northwest	2988 Hinton Comm School D	0109 Hinton High School		MET	MET	MET	MET	MET
75 Plymouth	12 Northwest	2988 Hinton Comm School D	0209 Hinton Middle School		MET	MET	MET	Watch	SINA-1
45 Howard	11 Keystone	3029 Howard-Winneshiek Co	0409 Hinton Elementary School	T	MET	MET	MET	Watch	Watch
45 Howard	11 Keystone	3029 Howard-Winneshiek Co	0109 Creewood High School		MET	MET	MET	MET	Watch
45 Howard	11 Keystone	3029 Howard-Winneshiek Co	0209 Crecco Junior High School	T	MET	MET	MET	SINA-1	SINA-4
45 Howard	11 Keystone	3029 Howard-Winneshiek Co	0409 Crestwood Elementary School	T	MET	MET	MET	Watch	SINA-3
45 Howard	11 Keystone	3029 Howard-Winneshiek Co	0427 Elma Elementary School	T	MET	MET	MET	MET	Watch
42 Hardin	7 AEA 287	3033 Hubbard-Radcliffe Com	0436 Lime Springs Elementary School	T	MET	MET	MET	MET	MET
42 Hardin	7 AEA 287	3033 Hubbard-Radcliffe Com	0409 South Hardin Middle School		MET	MET	MET	SINA-1	SINA-1
7 Black Ha	7 AEA 287	3042 Hudson Comm School I	0418 Hubbard-Radcliffe Elementary School	S	MET	MET	MET	Watch	SINA-1
7 Black Ha	7 AEA 287	3042 Hudson Comm School I	0109 Hudson High School		MET	MET	MET	MET	MET
7 Black Ha	7 AEA 287	3042 Hudson Comm School I	0218 Hudson Middle School		MET	MET	MET	MET	MET
46 Humbold	5 Prairie Lakes	3080 Humboldt Comm Schoo	0409 Hudson Elementary School	T	MET	MET	MET	MET	MET
46 Humbold	5 Prairie Lakes	3080 Humboldt Comm Schoo	0109 Humboldt High School		MET	MET	MET	MET	MET
46 Humbold	5 Prairie Lakes	3080 Humboldt Comm Schoo	0209 Humboldt Middle School		MET	MET	MET	MET	MET
46 Humbold	5 Prairie Lakes	3080 Humboldt Comm Schoo	0409 Clyde D Mease Elementary School	T	MET	MET	MET	MET	MET
46 Humbold	5 Prairie Lakes	3080 Humboldt Comm Schoo	0427 Teft Elementary School	T	MET	MET	MET	MET	MET
10 Buchana	7 AEA 287	3105 Independence Comm S	0109 Independence Junior Senior High School		MET	MET	MET	MET	MET
10 Buchana	7 AEA 287	3105 Independence Comm S	0409 East Elementary School	T	MET	MET	MET	MET	MET
10 Buchana	7 AEA 287	3105 Independence Comm S	0427 West Elementary School		MET	MET	MET	Removed Delay-2	MET
91 Warren	11 Heartland	3114 Indianola Comm Schoo	0109 Indianola High School		MET	MET	MET	MET	MET
91 Warren	11 Heartland	3114 Indianola Comm Schoo	0409 Emerson Elementary School	T	MET	MET	MET	MET	MET
91 Warren	11 Heartland	3114 Indianola Comm Schoo	0418 Wilder Elementary School	T	MET	MET	MET	SINA-2	MET
91 Warren	11 Heartland	3114 Indianola Comm Schoo	0427 Irving Elementary School		MET	MET	MET	Delay-2	Watch
91 Warren	11 Heartland	3114 Indianola Comm Schoo	0431 Indianola Middle School		MET	MET	MET	Removed	Removed
91 Warren	11 Heartland	3114 Indianola Comm Schoo	0438 Whittier Elementary School	T	MET	MET	MET	SINA-4	MET
61 Madison	11 Heartland	3119 Interstate 35 Comm Sc	0109 Whittier Elementary School		MET	MET	MET	MET	MET
61 Madison	11 Heartland	3119 Interstate 35 Comm Sc	0209 Interstate 35 Middle School		MET	MET	MET	MET	MET
61 Madison	11 Heartland	3119 Interstate 35 Comm Sc	0418 Interstate 35 Elementary School	T	MET	MET	MET	SINA-1	SINA-1
52 Johnson	10 Grant Wood	3141 Iowa City Comm Schoo	0109 Iowa City High School		MET	MET	MET	Watch	Removed
52 Johnson	10 Grant Wood	3141 Iowa City Comm Schoo	0118 West Senior High School		MET	MET	MET	SINA-4	Delay-4
52 Johnson	10 Grant Wood	3141 Iowa City Comm Schoo	0138 Elizabeth Tate Alt. High School		MET	MET	MET	Watch	SINA-7
52 Johnson	10 Grant Wood	3141 Iowa City Comm Schoo	0209 North Central Junior High School		MET	MET	MET	Removed	SINA-7
52 Johnson	10 Grant Wood	3141 Iowa City Comm Schoo	0213 Northwest Junior High School		MET	MET	MET	SINA-1	SINA-3
52 Johnson	10 Grant Wood	3141 Iowa City Comm Schoo	0218 Southeast Junior High School		MET	MET	MET	SINA-7	SINA-3
52 Johnson	10 Grant Wood	3141 Iowa City Comm Schoo	0401 Buford Garner Elementary School		MET	MET	MET	SINA-9	MET
52 Johnson	10 Grant Wood	3141 Iowa City Comm Schoo	0403 Central Elementary School	T	MET	MET	MET	SINA-10	MET
52 Johnson	10 Grant Wood	3141 Iowa City Comm Schoo	0405 Kintwood Elementary School		MET	MET	MET	SINA-1	MET
52 Johnson	10 Grant Wood	3141 Iowa City Comm Schoo	0405 Kintwood Elementary School		MET	MET	MET	SINA-3	MET
52 Johnson	10 Grant Wood	3141 Iowa City Comm Schoo	0405 Kintwood Elementary School		MET	MET	MET	SINA-5	MET
52 Johnson	10 Grant Wood	3141 Iowa City Comm Schoo	0405 Kintwood Elementary School		MET	MET	MET	SINA-5	MET



## OUT-OF-SCHOOL SURVEY - 6<sup>TH</sup> GRADERS

<b>Students Participating in After School Activities</b>			
<i># of Activities</i>	<i>School-Based</i>	<i>Community Based</i>	<i>SB or CB</i>
0 activities	35%	33%	18%
1-2 activities	32%	52%	33%
3 or more activities	33%	15%	48%

<b>Reasons for NOT Participating in After School Activities</b>	
Didn't Know about it/Lack of Information	25%
Costs too much	19%
Schedule/not enough time	15%
Family Responsibilities	12%
Activity of choice not available	8%
Friends do not participate	8%
No Transportation	8%
Work responsibilities	4%
Restricted from participation	2%



**School Based Activity Participation**

<u>%</u>	<u>Activity</u>
11%	Music—Band
8%	Athletics—Soccer
7%	Clubs—Writing Club
6%	Before/After School Program
6%	Athletics—Basketball
6%	Athletics—Football
6%	Athletics—Track
6%	Clubs—Art Club
6%	Music—Orchestra
5%	Athletics—Swimming
4%	Athletics—Baseball
4%	Athletics—Volleyball
4%	Clubs—Chess Club
3%	Athletics—Cheerleading
3%	Speech/Drama—School plays
2%	Athletics—Wrestling
2%	Clubs—Math Club
2%	Clubs—Science Club
2%	Athletics—Bowling
2%	Athletics—Cross Country
2%	Athletics—Dance Team
2%	Music—Choir
1%	Athletics—Golf
1%	Clubs—Academic Decathlon

**Community Based Activity Participation**

<u>%</u>	<u>Activity</u>
14%	Girl Scouts
14%	Library
12%	Music classes/lessons
12%	Sports leagues
11%	Wildlife Camps
8%	Rec center
5%	Church programs/activities
4%	Big Brothers Big Sisters
4%	Boy Scouts
3%	Belin-Blank Center programs
3%	Dance classes/lessons
3%	Girls on the Run
3%	United Action for Youth activities
1%	4-H
1%	Iowa Youth Writing Project
1%	Neighborhood Centers of Johnson County activities

**Desired Activities**

<u>%</u>	<u>Activity</u>
10%	Art
8%	Music (Vocal/Instrumental)
8%	Sports
8%	Science
7%	Cooking
6%	Dance
6%	Foreign Language
5%	History
5%	Reading
5%	Math
5%	Travel
4%	Computers/Technology
3%	Cheerleading
3%	Chess
3%	Drama/Theater
3%	Exercise/Healthy Lifestyle
2%	Politics/Government
2%	Environment
2%	Community Service /Volunteering
2%	Speech/Debate



**KIRKWOOD WEEKLY SAMPLE SCHEDULE – SCHOOL YEAR –**

Mon., Tues., Wed., Fri., - Academics, Enrichment & Rec.  
 Thurs. – Field Trips, Enrichment, Partners, Service Learning

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3:00-3:15 snack	3:00-3:15 snack	3:00-3:15 snack	2:00-2:15 snack	3:00-3:15 snack
3:15-3:45  Recess Group Games	3:15-3:45  Recess Group Games	3:15-3:45  Recess Group Games	2:15-3:00  Recess Group Games	3:15-3:45  Recess Group Games
3:45 -4:45  Academic Rotations: -Reading -Math -Homework	3:45 -4:45  Academic Rotations: -Reading -Math -Homework	3:45 -4:45  Academic Rotations: -Reading -Math -Homework	3:00 -5:00  Field Trips	3:45 -4:45  Academic Rotations: -Reading -Math -Homework
4:45-5:45  Enrichment Activities/ Partners/ Clubs	4:45-5:45  Enrichment Activities/ Partners/ Clubs	4:45-5:45  Enrichment Activities/ Partners/ Clubs	5:00-5:45  Group Activities	4:45-5:45  Enrichment Activities/ Partners/ Clubs











1000 ...  
1000 ...  
1000 ...  
1000 ...

### Johnson County Out-of-School Time Initiative Executive Summary

**Partners:** ACT, Pearson, City of Iowa City, City of Coralville, City of North Liberty, Johnson County, Iowa City School District, Clear Creek Amana School District, Solon School District, Regina Schools, Big Brothers Big Sisters, Neighborhood Centers of Johnson County, United Action for Youth, United Way, Iowa State Extension, Johnson County Empowerment, University of Iowa, Juvenile Court Services

Coordinated by: United Way of Johnson & Washington Counties

**Mission Statement:** The Johnson County Out -of -School Initiative will coordinate resources and support the development and continuation of effective out- of -school time programs.

**Vision Statement:** The Johnson County community commits to engaging our youth by creating out-of-school opportunities, holding high expectations, sharing resources and responsibility so students can reach their full potential

A Coalition of partners in Johnson County has created a county-wide vision for out-of-school time. The Johnson County Out-of-school time (OST) Initiative includes before, afterschool and weekend programs; summer learning opportunities; service learning; mentoring and internships. The focus of the Initiative is on formal and structured opportunities for school-aged youth that can complement the regular school day and the providers include schools, community and faith-based groups, youth-serving organizations, cultural institutions, and city/state agencies. A growing body of research links sustained participation in quality out-of-school time programs to positive development and academic success.

**Belief Statements:**

We believe that:

- all youth are entitled to opportunities to reach their full potential
- for youth to gain access to opportunities, supports are needed to overcome barriers to participation (i.e. transportation, cost, varying degrees of youth and parent awareness)
- holding high expectations and recognizing our youth's strengths will lead to their personal and academic success
- actively involving youth, parents and community volunteers and multi-sector organizations will result in more effective programming
- collaboration between school day learning and out of school programs is essential



- to achieve the best results , out-of-school programs need to have measurable goals and activities which are research-based

**Goals:**

The Johnson County Out-of-School Time Initiative will work with youth and multi-sector groups to accomplish the following:

1. By 2020, ensure that all children and youth have access to high quality out-of-school programs.

By 2013, we will adopt standards for quality out of school programming.

By 2015, we will increase accessibility to out of school activities by reducing barriers to participation.

By 2015, we will partner with the community and increase resources available for out of school time activities.

(Strategies include engaging youth in planning, research the cost-benefit analysis draw upon the resources of the UI and non-traditional partners)

2. By 2020, increase the number of students who are proficient in reading, math and science by using research-based resources which complement school day learning.

By 2015, we will increase by \_\_\_%, the number of out of school programs and activities that align with the school day  
(% determined after the needs assessment)

3. By 2020, decrease the number of students involved with juvenile court and/or out-of-home placements by engaging youth in the community and increasing social and emotional competence.

By 2015, we will increase by \_\_\_\_\_%, the number of out of school time activities that will engage youth and families in the community.

**Data Collection:**

The Out-of-School Time Initiative worked through a best practice model for assessing needs by asset mapping and surveying key stakeholders in order to complete a full gap analysis. The goal was to ensure learning opportunities are organized and supported to maximize impact.

In December of 2012, a provider survey was developed and conducted to service providers for Johnson County. The survey gathered information on programming, staff training, operational details and areas for desired support and training. With a list of over 230 providers, only 56



providers completed the survey. The results revealed that over 90% of the providers that responded completed background checks on employees and volunteers and had written emergency plans that were practiced. Other key findings were:

- 60% of respondents served youth ages 5-12
- 61% of respondents offered programming during school breaks
- 38% of respondents said that parents transported the children to the program
- 50% of respondents said that parents transported children from the program
- 46% of respondents said that they provided snacks for participants while 9% didn't provide food
- 56% of respondents charged tuition
- Arts & Crafts, Social Skills, Games and Nature Activities were the most provided programming of the respondents
- 38% of respondents gathered participant data (attendance, etc) while 25% measured outcomes
- Surveys & Observation were the most used data collection methods
- Childcare Licensing or none at all were the most used quality standards
- Children of working parents were the majority of youth served by respondents
- 78% of respondents were interested in collaborating and the issue they were most interested in was training
- Newsletter, letters to parents and schools were the most used activities for marketing

In April and May 2013 an online (with paper option) Parent Survey was implemented and promoted through the Iowa City School District, Clear Creek Amana and Solon School District. 1145 surveys were completed and key findings were:

- 10% of respondents reported being eligible for Free and Reduced Lunch (FRL)
- 32% of all respondents said that their child attended programming 5 days a week, while 12% of FRL respondents said that their child attended programming 5 days a week
- For all respondents who had unmet childcare needs, cost and schedule were the most-identified barriers, for FRL respondents cost and transportation were the most-identified
- 23% of respondents said child participated in full summer activities, while 9% of FRL families said child participated in full summer
- 45% of all respondents said that they had to alter their schedule on multiple occasions due to childcare needs

In the open response section, the majority of the responses were in the categories, schedule, affordability and summer. Many parents expressed frustration with waitlists and the cost of activities as a barrier for their child's participation. Several noted that they did not know where to go to find information about out-of-school time activities.

The Out-of-School Time Initiative conducted another point-in-time parent survey in August and September 2013. It was offered in the same format and through the same promotional channels. 1063 surveys were completed and key findings were:

- 8% of respondents reported being eligible for Free and Reduced Lunch (FRL)





- 39% of all respondents said that their child attended programming 5 days a week, while 24% of FRL respondents said their child attended programming 5 days a week
- 29% of respondents reported their child went home after school with a relative, while 46% of FRL respondents reported their child went home after school with a relative
- 42% of respondents said they need afterschool care due to parent employment
- 90% of all respondents reported their child was at grade level or above in reading, 80% of FRL families reported their child was at grade level or above in reading
- 90% of all respondents reported their child was at grade level or above in math, 82% of FRL families reported their child was at grade level or above in math
- For all respondents who had unmet childcare needs, cost and transportation were the most-identified barriers, for FRL respondents cost and transportation were also the most-identified
- 24% of respondents said child participated in full summer activities, while 18% of FRL families said child participated in full summer
- 45% of all respondents said that they had to alter their schedule on multiple occasions due to childcare needs, while 60% of FRL respondents said they had to alter their schedule on multiple occasions

In the open response section, the majority of the responses were in the categories, schedule, educational offerings and needing information. This survey had the bulk of comments about schedule disruptions and its impact on their work and lives. There were many comments about needing programming and offerings for youth in junior high and older elementary. There were also several requests and comments for places to go for information about out-of-school time activities.

### Focus Groups

Focus groups of stakeholders are currently being scheduled for December 2013 to facilitate discussion of the results of the surveys. For example transportation is a theme throughout all of the surveys but it is unclear of what the issues are and what could be offered to help? The groups are scheduled for North Liberty, Coralville, and Iowa City for youth and Parents. Additionally the groups will be facilitated to answer the following questions:

- What are the barriers for Out-of-School Time?
- What is needed?
- What is most engaging for youth?
- What would motivate you to get to the next level?—this is related to business leaders, providers and parents.

### Next Steps

The Out-of-School Time Initiative will review all of the data collected from surveys and provided from the focus group to complete the full gap analysis. Next steps will be identified from the Initiative Goals and the identified gaps and by Spring 2014 the Initiative will have the timeline identified.



# Breaking down THE BARRIERS



English Language Learning instructor Tiffany Roisland speaks with students during ELL class on Jan. 16 at West High. BENJAMIN ROBERTS / IOWA CITY PRESS-CITIZEN

## English Language Learner program exploding in Iowa City

By Holly Hines  
Iowa City Press-Citizen

**A**s the number of students who aren't proficient English speakers increases in schools, talk of adding English Language Learner classes at more schools in the district continues.

Recently, the Iowa City Community School District's state-funded English Language Learner Program, which serves students who don't speak English proficiently, has seen significant

growth. Local schools saw a 139.6 percent increase of student participants from 2012-13 to 2013-14, and a 316 percent increase in the past 10 years, according to a district enrollment report released late in 2013.

Alina Perez Gomez, the district official who screens students for English Language Learner services, said the recent influx is affecting her workload.

"This year and last year, it's been sort of nonstop," she said.

See ENGLISH, Page 4A

### IOWA CITY ELL CLASSES

#### ICCSD SCHOOLS WITH RECENTLY ADDED CLASSES

- Elementaries: Horn, Lucas, Wickham, Lemme
- High schools: City High.

#### ICCSD SCHOOLS CURRENTLY LACKING CLASSES

- Elementaries: Coralville Central, Garner, Hillis, Hoover, Lincoln, Longfellow, Penn, Shimek, Van Allen.
- Junior high: South East, North Central.





West High student Memrik Patel listens to instructor Tiffany Roitselfand during English Language Learning class on Jan. 16 at West High. SQUAMM/NOSBERTS/DONA CITY PRESS-CITIZEN PHOTOS

# English

Continued from Page 1A

Perez Gomez and other school officials have said more schools in the district may need to start offering English Language Learning, or ELL, classes as soon as next year, though the district recently added classes at five schools — City



West High student Omari Masumajuko listens to instructor Tiffany Roitselfand on Jan. 16 at West High.

Becky Furlong, a district assistant superintendent, said the district is looking into adding classes at more schools, including South East Junior High. Currently, Northwest is the only junior high that offers services.

"That would be one of the ones on the top of the list," she said of South East.

Furlong said the recent influx of students needing ELL services is a result of both newcomers and students staying in the program longer to become proficient. She said the district recently re-interpreted the Iowa Department of Education's standards, spelling out when a student reaches proficiency.

Furlong said the district plans to add ELL classes at schools where there's a need based on counts of students who qualify for the services. While the district has not yet decided where to add classes for next year, Furlong said a preliminary list of schools may be available by late April.

To pay for ELL services, the district receives extra per-pupil funding for students who qualify for the services.

Perez Gomez said she'd like to see ELL classes at every school in the district to simplify the work of administering services and to help the families who need those services.

Because the district doesn't have ELL services

at every school, some families opt to enroll their children in schools outside their district—assigned attendance areas to receive the services, Perez Gomez said.

She said this forces some students to attend schools that are farther away from home.

"It can be problematic for the family," Perez Gomez said.

Corralville Central Garden, Hills, Hoover, Lincoln, Longfellow, Penn, Simek and Van Allen elementary, and South East and North Central junior highs lack ELL classes.

Perez Gomez also said a primary reason why a family may refuse ELL services is because there are no ELL classes at the school closest to the student.

Jacky Ceurvorst, an ELL teacher at City, said that while she thinks it would make sense to add ELL classes at South East, she also sees advantages to concentrating ELL resources rather than spreading them out.

She said when she moved from teaching ELL at West to her current job at City this school year, her workload actually increased because more classes were added to her teaching schedule.

However, Anne Schuler-lick, an ELL teacher at West, said when the district added ELL services at City, her

workload decreased, allowing her to offer students more one-on-one help with class work outside their ELL classes.

Schuler-lick said if funding would allow for it, she'd like to see a "sheltered" biology class added at West, a biology class with both an English language instructor and a biology instructor teaching.

When it comes to ELL funding, Furlong said the district typically comes up short. She said in the recent past before this year, the state provided funding for only four years' worth of instruction per student, though many students require more time to reach the state's standard of proficiency.

Though the state recently increased funding to five years' worth per eligible student, Furlong said district still needs more.

She said some students need more than five years' worth of instruction. She also said more students who aren't fluent in their native languages have recently applied for ELL services, a factor that can make it hard to learn English and cause students to need services longer.

"The funding needs to be there as long as the student needs the services," she said.

Reach Kelly Hines at khines@press-citizen.com or at 857-5614.



Kirkwood PARENT SURVEY  
Conducted October 2014

**1. In addition to tutoring 3 days a week, what would you like for your child in an after school program? Circle all that apply. Please add topics your kids are interested in.**

Homework Help: 53%  
Piano lessons: 29%  
Dance: 50%  
Gardening: 18%  
Cooking: 47%  
X-C Skiing/skating: 11%  
Computers/technology: 50%  
Science experiments: 42%  
Singing lessons/Choir: 32%  
Gymnastics practice: 45%  
Tae Kwon Do: 37%  
Language club-Spanish: 32%  
School newspaper: 24%  
Golf lessons: 11%  
Roller skating: 26%  
Nature: 21%  
Needlework/sewing: 16%  
Service/Volunteering: 37%  
Guitar lessons: 32%  
Writing: 39%  
Art lessons: 58%  
No response: 0%  
Other: 5%

- Reading: 3%
- Spelling: 3%

**2. What topics would you like to see covered during our family events?**

Health and Nutrition: 45%  
Physical education: 21%  
Reading: 45%  
Understanding test scores: 21%  
Bullying: 61%  
Using PBIS at home: 21%  
Parenting 101: 16%  
Children's Mental Health: 29%  
Math: 37%  
Other: 0%





No response: 3%

**3. Circle any adult education classes you would like to see offered through Kirkwood. Additional suggestions are welcomed!**

- GED: 8%
- Home Buying: 26%
- Resume and job search: 16%
- Computers/technology: 34%
- Budgeting: 21%
- Other: 21%
  - Ideas for quality time with kids: 3%
  - ESL: 5%
  - Adult Math: 3%
  - Adult Reading: 3%
  - Writing: 3%
  - Business: 3%
  - Healthy Cooking: 3%
- No response: 39%

**4. Would you want your elementary age children to be in (circle all that apply):**

- After school Program: 76%
- Before school Program: 39%
- Summer Program: 66%
- None of the above: 5%
- No Response: 11%

**5. What best describes your household?**

- a. One adult, working outside the home: 26%
- b. Two adults, both working outside the home: 37%
- c. Two adults, one working outside the home: 16%
- d. One adult, not working outside the home: 5%
- e. Two adults, none working outside the home: 0%
- f. Other: 0%
- No response: 16%

**6. What best describes your highest level of education? (please indicate for both adults if there are 2 adults in the household)**

- a. Elementary or Middle school: 13%
- b. Some High school: 8%
- c. High school GED or degree: 21%
- d. Some college: 11%



- e. Trade school or Community College degree: 24%
- f. Bachelor's degree: 34%
- g. Master's/Doctorate degree: 29%

No response: 13%

**7. What is/are the best way(s) to communicate with you and your family? (circle all that apply)**

- Newsletters, memos, notes: 26%
- Emails: 71%
- Calls from teacher: 45%
- Family Resource Center contact: 5%
- School/home visit: 8%
- No response: 11%

**8. Do you have access to the Internet at home?**

- Yes: 74%
- No: 8%
- Sometimes: 5%
- No response: 13%

**9. Would you be interested in a full-day, 5 week, summer program (tutoring and field trips?)**

- Yes: 50%
- No: 13%
- Maybe: 26%
- No response: 11%

**10. In math, my child is:**

- Above grade level: 11%
- On grade level: 75%
- Below grade level: 14%

No response: 11%

**11. In reading, my child is:**

- Above grade level: 28%
- On grade level: 50%
- Below grade level: 22%

No response: 11%

