

1. Abstract

Title:	Mark Twain Elementary 21 st Century Community Learning Center Program
Applicant:	Iowa City Community School District
Project Location:	Mark Twain Elementary School
Students Served:	80 after school, 20 before school, 60 summer
Funding Request:	\$96,000 / year

Twain Program Overview

The population at Twain Elementary has changed, since we were last awarded a 21st CCLC grant in 2012, and additional resources are needed. As of 2017, all three of our community's homeless shelters have been assigned to Twain. *Currently 48 homeless students attend Twain, it is anticipated that over 60 homeless students will be at Twain by the end of the school year.* This represents the highest number of homeless students at any of our 27 schools, including our high schools.

Academic and social supports are necessary after school and in the summer to address increasing numbers of students facing **poverty, language barriers and homelessness**. Twain Elementary is located in a densely populated area of Iowa City. South East Iowa City has received considerable media attention over the past 15 years due to high rates of crime and poverty. Poverty rates have increased dramatically at Twain, from a free and reduced lunch rate of 25% in 1995 to 78% in 2017.

Twain has seen dramatic increases in the number of students and families who are English Language Learners. Twenty-nine percent (29%) of Twain students have language barriers, an increase of 16% in 5 years. Twain has enrolled **numerous immigrants and refugees from Africa, Mexico and Central America**, who not only have significant language barriers, but also have experienced trauma, loss, and extreme poverty.

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

Student Achievement Data	Twain
Iowa School Report Card Rank 2016	Needs Improvement
SINA status SY 16/17 in reading	SINA-7
SINA status SY 16/17 in math	SINA-8
Iowa Assessment Fall Data SY 2016/17	
Total 3rd - 6th grade students not proficient reading	48%
• Hispanic students not proficient	57.5%
• Black students not proficient	42.9%
Total 3rd - 6th grade students not proficient math	57%
• Hispanic students not proficient	65%
• Black students not proficient	76.2%

Partnership with Neighborhood Centers of Johnson County

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

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

through 21st CCLC funding, we will **incorporate rigorous academic supports** into the after school and summer program. We also hope to serve more families. The number of homeless families is rapidly growing and without grant funds we are not able to support these families to the best of our ability. Expanding resources to assist our homeless families would be an additional and much needed support.

Other partnerships valuable to our project include: University of Iowa College of Education, ISU Extension, Children’s Museum, Elder Services-RSVP, Johnson County Social Services, and the Antelope Book Mobile. Progress will be monitored by the District’s Community Education Advisory Board, a committee of 10 community stakeholders who will receive quarterly financial and data reports.

ACADEMIC GOAL— The majority of students will increase their Reading and Math Assessment levels and the number of students who are proficient on these assessments will increase.

Activities	Objectives
<p>Individual Planning Individual student learning goals in reading and math will be developed in collaboration with school-day teachers</p> <p>Literacy Leveled Literacy Intervention, Soar to Success, Read Alouds, Apple Reading Apps, Homework help</p> <p>Math Mastering the Basic Math Facts, Everyday Math Games, Apple Math Apps</p>	<ul style="list-style-type: none"> • Students will progress toward their individual, monthly goals for reading and math • Students in grades 1-6 will complete homework assignments the majority of the time • Students will show progress on their screening benchmarks on: <ul style="list-style-type: none"> a. aReading Assessment b. aMath Assessment

ENRICHMENT GOAL— The majority of students will have discovered new interests and acquired the knowledge and skills necessary through BASP programs and PBIS to make safe and healthy choices.

Activities	Objectives
<ul style="list-style-type: none"> • ISU Extension - science, health and nutrition • Exploratory activities in STEAM • Food/Nutrition activities • Fitness/Recreation activities • Positive Behavior Intervention & Supports (PBIS) 	<ul style="list-style-type: none"> • Students will choose to participate in: <ul style="list-style-type: none"> a. STEM activities b. Art activities c. Nutrition, exercise and general health activities • Students will report feeling comfortable approaching at least one member of program staff when they are having issues with another student(s) • Teachers reporting class disruption will decrease

FAMILY LITERACY GOAL— The majority of families will be active supporters of their child's educational growth and increase their own literacy and employment skills.

Activities	Objectives
<ul style="list-style-type: none"> • Family Nights with parent themes to support student learning • Weekly staff communication, including personal visits and newsletters and use of LANGUAGE LINE • Parents will be provided information about adult education opportunities--GED, computer / career classes, budgeting, ELL 	<ul style="list-style-type: none"> • The majority of parents will report: <ul style="list-style-type: none"> • Appreciation for the variety of activities that are offered in the program ○ They feel welcome in the program ○ They know what their children are learning in the program and their academic progress ○ Awareness of how they can support their

- child's learning at home
- Awareness of adult education and career development opportunities

2. Student Need Assessment (20 points possible)

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

1. Student Poverty Data	Twain
Student enrollment	346
% of students eligible for Free/Reduced lunch prices	78%
% of African American students	31%
% of Latino/a students	26%
% of Asian students	1%
% of American Indian & Asian students	3%
% of Caucasian students	47%
English Language Learners	29.2%
Mobility rate (% of students who entered or exited during the year)	27.5%
Number of students who are homeless	48 (14%)
Students who received school supplies	285+
Students who participate in Operation Backpack	55

The **impact of student poverty** in Southeast Iowa City has increased dramatically over the past eighteen years. In 1999 a total of 324 students or forty-one percent (41%) were eligible for free and reduced lunch. In 2017 the number of students in the three neighborhood schools in South East Iowa City increased to over 1,000 and over seventy-eight percent (78%) are eligible for free and reduced lunch.

Many of our students have significant gaps in their education due to high mobility. Additionally, over thirty percent (30%) of our families are recent immigrants and face language barriers and extreme poverty. Parents are working two and three jobs, consequently children are often left unsupervised. Twain families are struggling to provide food and shelter for their families. Forty-eight students (14%) at Twain have been identified as homeless this year. The lack of transportation is another issue facing Twain families. With both geographical and financial barriers, Twain students do not have access to existing programs.

Our project will address student poverty by ensuring that students have a stable, consistent, safe place to be outside of school hours (year round) that offers engaging academic and enrichment activities. Families who are unable to afford the tuition of existing after school and summer programs will have access to quality programming through grant support. Additionally, transportation to and from the program will be provided. Enrichment activities will include daily fitness and nutrition, science clubs, recreation, STEM, and arts/music program. These efforts will be implemented in collaboration with Neighborhood Centers of Johnson County, as well as several other partners: Iowa State University Extension, the Retired Senior Volunteer Program, and the Children's Museum. Ideas for specific enrichment activities came from our surveys of parents, students, and teachers. Our program will also provide services through the Twain Family Resource Center to help students have adequate school supplies and learning materials they can take home and use with their families. Neighborhood Center staff will also help provide culturally competent support services. We have been able to sustain a portion of the 2012 21st CCLC program without the grant. However, needs have increased while simultaneously we have lost funding from ACT and

Pearson and the ICCSD and other partners are experiencing significant budget challenges. Without the grant we can't serve as many students and families, fund enough teachers, and/or provide outside enrichment partners from our community.

2. Student Achievement Data		Twain
Iowa School Report Card Rank 2016		Needs Improvement
SINA status SY 16/17 in <u>reading</u>		SINA-7
SINA status SY 16/17 in <u>math</u>		SINA-8
% of students NOT proficient on Fall 2017 a-reading assessment		45%
% of students NOT proficient on Fall 2017 FAST Assessment		42%

Iowa Assessment Fall Reading Data SY 2016/17		Twain
Total 3rd - 6th grade students not proficient		48%
Hispanic students not proficient		57.5%
Black students not proficient		42.9%

Iowa Assessment Fall Math Data SY 2016/17		Twain
Total 3rd - 6th grade students not proficient		57%
Hispanic students not proficient		57.5%
Black students not proficient		76.2%

Our **student academic needs** are substantial. Last year Twain was in their 7th year of SINA for reading and 8th year for math. This year Twain is ranked as “needs improvement” on the Iowa School Report Card. Twain staff have been implementing many different reading and math interventions, but the school day does just not provide enough time to help students close the achievement gap. Twain does currently offer academic support to a very small number of students during after school programming but a summer academic program is not guaranteed due to funding cuts. With grant funds we would be able to hire twice as many after school teachers, doubling the number of students we can tutor and guarantee a summer program. This is significant for our students in poverty who are below proficiency as they are directly affected by the summer slide. We currently are not able to serve all the needs at Twain Elementary.

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

3. Family Literacy and Other Family Survey SY 16/17 Data		%
% of parents interested in the program if financial assistance is available		82%
% of households who could attend summer program only with financial assistance		64%
% of households with all adults working outside the home		78%
% of households with no adults working outside the home		2%

Twain families are interested in a variety of **adult and family education** opportunities. Twain parents responded to our family survey in November 2017. Listed above is the demographic data that our parents provided. Listed below are the top areas of interest.

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

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

4. Other Student Needs- Behavior Incidents	Twain
Number of disciplinary actions through November 1, 2017	97
Number of disciplinary actions for fighting or physical aggression	39

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

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

Data from the family survey informed our decision about how to structure the program, with 64% indicating a need for financial support for summer programming and 82% expressing a need for before and after school programming, if financial assistance and full scholarships are an option.

We also gathered input for our needs section from all **teachers**. The building principals held a staff meeting with teachers and conducted an informal survey. When asked how many students in their rooms would benefit from tutoring, teachers identified over 150 students (we are currently tutoring 20 students after school). When asked about priorities, the teachers indicated math for 75% of those students in need of tutoring assistance; 70% indicated reading support for their students. Teachers also made numerous suggestions for key concepts and activities that they would like to see offered in the program that would help support instruction in the classroom.

Student surveys were completed in November 2017. Students at Twain shared a wide variety of activities they would like to do in an after school program and stated what they currently do after school. **38% stated that currently after school they play video games, watch TV, and/or do nothing.** The activities they would most like to see – computer games, basketball, cooking, and soccer were the top choices. Having this information allows us to offer activities based on student interest. (Survey in Appendix I). Student data was also looked at from a previous survey conducted with 6th graders. Cost was one of the number one reasons (19%) of why they did not participate in out-of-school activities. (Survey results in Appendix C)

Input from our **community partners** has been significant. The project was designed in a close collaboration with NCJC, multiple planning meetings were held to design the program, plan the budget and define staff roles. Additionally, the District's Community Education District-wide Advisory Council (CEDAC) has worked collaboratively to increase the number of students who participate in high-quality after school and summer programs. This proposal for an afterschool program at Twain Elementary represents the CEDAC's vision of infusing academic supports into afterschool programs while improving current recreation and enrichment offerings.

3. Program (20 points possible)

OVERVIEW OF PROGRAM STRUCTURE— Our proposed program will be open 35 weeks during the school year and 7 weeks in the summer for a total of 210 days. 80 students will be served after school from 3:00 – 6:00, Monday through Friday and 2:00-6:00 Thurs (64 hours per month); 20 students in grades K-6 will be served before school; and the summer program will run for 7 weeks and serve 60 students. (A sample daily & summer schedule for grades 1-4 is in Appendix D)

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

ACADEMICS— As described in the needs section, students in poverty frequently have gaps in their education. It is clear that Twain students are behind their more advantaged peers at all grade levels. To remedy this situation, our afterschool program will provide **intensive instruction in literacy, math, and technology**. Certified teachers will provide small group instruction in reading (LLI, Read Alouds, and SOAR to Success) and math (Mastering the Basic Math Facts, and Everyday Math games). In addition, students will use **instructional software** to provide more support for math and reading. Johnson County Extension will lead STEM activities and school staff will lead **project-based learning** with science and technology themes to build content and necessary background knowledge. Homework help will also be provided on a daily basis. The 21st CCLC has proven to have a positive impact on the student's academic success in our District. These research based materials began being used during the 2013/2014 school year in our programs and we saw student's proficiency scores rise. The **Formative Assessment System for Teachers (FAST)** 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 Twain students with daily enrichment experiences during the 35-week school year program and the 7-week summer school program. The program will build on the excellent enrichment activities currently offered at Twain, including art, scrapbooking, music, cooking, swimming, recreation, and Lego clubs. The Iowa Children's Museum and Johnson County Extension will work with Twain students to lead afterschool **science** projects and **art** activities. We will work with community partners to lead the **recreation** programs which will offer rotating units based on student interests, like basketball and dance. NCJC will provide **nutrition and fitness** activities. The program will also take **field trips** to the zoo, the Children's Museum, and the Science Center to provide background knowledge. Our enrichment activities will also address our students' significant social and emotional needs, including implementation of Positive Behavior Intervention Supports (PBIS) to address behavior concerns and Steps to Respect® Training to address bullying. These two initiatives will be extended from the school day program into the afterschool program, to help students develop **social skills**.

FAMILY LEARNING—The family learning needs identified in the previous section will be addressed through two key efforts. First, the Twain Family Resource Center will assist with family nights to encourage parents to support their children's learning at home. Reading and math materials for home will be handed out at these events. Second, parents will be referred to Kirkwood

Community College to earn their **GED and learn English**. We will also collaborate with Kirkwood Community College and others to offer **classes** to build technology and job search skills.

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

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

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

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

ACADEMIC GOAL— **The majority of students will increase their Reading and Math Assessment levels and the number of students who are proficient on these assessments will increase.**

Activities	Objectives	Eligible Activity
<p>Individual Planning</p> <ul style="list-style-type: none"> Individual student learning goals in reading and math will be developed by afterschool staff in collaboration with school-day teachers <p>Literacy</p> <ul style="list-style-type: none"> Leveled Literacy Intervention (LLI) in groups of 3 (K-3) Soar to Success--small groups (4-6) Read Alouds – small groups (4-8) Apple Reading Apps--online supplement 45 minutes weekly (K-6) Homework help (K-6) <p>Math</p> <ul style="list-style-type: none"> Mastering the Basic Math Facts (4-5 small groups) Everyday Math Games (K-6) Apple Math Apps—45 minutes weekly (K-6) 	<ul style="list-style-type: none"> Students will progress toward their individual, monthly goals for reading and math Students in grades 1-6 will complete homework assignments the majority of the time Students will show progress on their screening benchmarks on: <ol style="list-style-type: none"> aReading Assessment aMath Assessment 	<ol style="list-style-type: none"> Remedial education activities & academic enrichment Mathematics and Science education (STEM) Tutoring services Limited English Proficiency

ENRICHMENT GOAL— **The majority of students will have discovered new interests and acquired the knowledge and skills necessary through BASP programs and PBIS to make safe and healthy choices.**

Activities	Objectives	Eligible Activity
<ul style="list-style-type: none"> ISU Extension - science, health and nutrition Exploratory activities in STEAM - science, technology, engineering, arts and math Food/Nutrition activities- cooking and baking classes, garden project 	<ul style="list-style-type: none"> Students will choose to participate in: <ol style="list-style-type: none"> STEM activities Art activities Nutrition, exercise and general health activities Students will report feeling comfortable approaching at least 	<ol style="list-style-type: none"> Mathematics and Science education (STEM) Arts & music education Recreational activities

<ul style="list-style-type: none"> • Fitness/Recreation activities—Team Fitness, rec activities (i.e. swimming, basketball, tae kwon do) • Positive Behavior Intervention & Supports (PBIS) 	<p>one member of program staff when they are having issues with another student(s)</p> <ul style="list-style-type: none"> • Teachers reporting class disruption will decrease 	<p>8. Technology education 14. Character education</p>
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FAMILY LITERACY GOAL— The majority of families will be active supporters of their child's educational growth and increase their own literacy and employment skills.

Activities	Objectives	Eligible Activity
<ul style="list-style-type: none"> • Family Nights with parent themes to support student learning • Weekly staff communication, including personal visits and newsletters and use of LANGUAGE LINE • Parents will be provided information about adult education opportunities--GED, computer / career classes, budgeting, ELL 	<ul style="list-style-type: none"> • The majority of parents will report: <ul style="list-style-type: none"> • Appreciation for the variety of activities that are offered in the program ○ They feel welcome in the program ○ They know what their children are learning in the program ○ They know their children's academic progress ○ Awareness of how they can support their child's learning at home ○ Awareness of adult education and career development opportunities 	<p>10. Parental involvement & family literacy programs</p>

3.4Application 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 on-site Twain school-day teachers will communicate regularly with school day staff to assess the students' strengths and areas of need. School day teachers will **share their SMART goals** for each student and **communicate strategies** to be used in the afterschool program so that it aligns with what the student is doing during the school day. Afterschool program staff will be matched with a **school-day "mentor,"** who will consult with them individually and will also observe them in the afterschool program. The afterschool staff will also visit the mentor's classroom during the day to observe how their mentor teacher delivers instruction and manages the classroom. School-day staff will be the reading and math teachers during the summer session. This year, in our current 21st CCLC programs, we are fortunate to have all on-site school day teachers delivering our tutoring after school.

The literacy and math instruction provided to students through the curricula listed above is aligned with state standards. Twain's Instructional Design Strategists will be available to meet with afterschool staff to help ensure after school academic supports, and extend the support provided to students during the regular school day. For the enrichment component, all project-based learning will incorporate the same science strands that are woven throughout the elementary curriculum. Our enrichment partners work to align their science and art curriculum with grade level common core relevancy. 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 Twain during the school day to meet with teachers, strategists, and the principal about general curriculum issues as well as student-specific issues. The Twain 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. They will have regular meetings with the Site Coordinator to oversee this alignment and help make adjustments to programming to improve alignment. The principals will also monitor student achievement data for afterschool participants to help determine if the program is having the desired effect.

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

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

4. Research Base (5 points possible)

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

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

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

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

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

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

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

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

5. Management Plan (20 points possible)

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

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

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

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

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

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

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

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

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

Services, Inc. Currently 120 senior volunteers have been placed in the district and RSVP is excited about the opportunity to place additional senior volunteers in the proposed afterschool program.

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

Transportation is a significant barrier for Twain families. Twain has a transitional housing project, three shelters, and two mobile home parks roughly 2 miles away. Daily bus transportation will be provided by Durham to and from the program and for field trips.

Twain (29%) families encounter language barriers; these families are primarily Spanish, Swahili, and French speakers. Our primary partner, **Neighborhood Centers of Johnson County has 31 bi-lingual staff**, including a bi-lingual case worker from the Congo, who also serves as a cultural broker between the school and our African immigrants. Our Twain FRC staff speaks Spanish and bi-lingual staff are given preference when hiring for any District or partner position. We will also utilize LANGUAGE LINE[®] INTERPRETER Services. This telephone translation service will be used in addition to the interpreter services that the district has in place to enhance the District's communication with parents who have limited English proficiency. LANGUAGE LINE[®] will be useful for those instances when either there is not time to schedule a district interpreter or we do not have an interpreter available for the language needed. All program activities will be located at Twain Elementary which are both **safe facilities and fully accessible to those with physical disabilities**.

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

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

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

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

The needs of our students and families in poverty are great, and the comprehensive supports needed (i.e. child care, educational opportunities, and mental health support) are expensive. Because our proposed program is highly collaborative, we are able to coordinate resources from several district and community sources to best meet the complex needs of our families. Listed on the following page are all of the resources that we have enlisted to provide a comprehensive program.

Funding Source	How Funds will be Used
Community Education Funds	Administrative time, Family Resource Center staff and 32% of the overall program budget
NCJC/ Child Care Assistance	Operating costs and funding for the Site Coordinator, 10 youth leaders - 35% of the overall program budget
Early Literacy Funds	Summer academic component
Retired Senior Volunteer Program (RSVP)	Senior volunteers
Johnson County Extension	Professional development
Title I / McKinney-Vento grant for homeless students	Support for homeless students and Professional development
USDA nutrition program	Funds for snacks and summer lunch program
University of Iowa	Student volunteers and programming

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

- 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 have maximized our resources in Johnson County, serving more students more effectively. This is the essence of effective **complementary learning**. We are pleased with the community support that we have garnered for our afterschool and summer program to-date; however, many of our partners have experienced budget cuts, which has made sustaining our programs with additional local funds extremely challenging. Our community match has decreased from our 2012 program with the loss of funding from ACT and Pearson. A copy of the Johnson County Out-of-School Time Initiative Executive Summary is in Appendix E. Detailed on the following page is a sustainability plan with our current ICCSD 21st CCLC partners.

Sustainability Plan with Current Community Partners

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
Neighborhood Centers of Johnson County (NCJC)	Staff, supplies, materials, training for 50 students @\$180/mo. school year, \$170/wk summer	11 per site	\$101,100 match, plus additional in-kind for staff, materials, training, and supervision of \$45,000	1
The Iowa Children's Museum	STEM (Science, Technology, Engineering, Math) afterschool education; 10.75 hours/week during the school year at each of five different schools; 9 hours/site/week during the summer	4 paid trained museum staff at each school; staff have received "Dimensions of Success STEM Program Quality" training to help ensure exemplary STEM program facilitation	\$2,750 STEM curriculum resources from the Iowa Children's Museum; staff training and supervision by The Iowa Children's Museum Director of Education	5
Johnson County 4-H/Iowa State University Extension	STEM (Science, Technology, Engineering, Math) afterschool education; 2 hours/week during the school year at each school; 10 hours/site during the summer	3 paid trained 4-H staff at each school; staff participate in weekly professional development related to the teaching plan	\$9,600 STEM curriculum resources from 4-H, Iowa State University; additional funding for supplies/copies not included in the grant; staff supervision by 4-H specialist	4
Iowa City Community School District	Academic and Enrichment Staffing, Student tuition,	2 certified teachers, 3 youth leaders	Match of \$92,647, in-kind of administrative time, space and	5

	Transportation, PD, and Evaluation.		training of \$25,000.	
University of Iowa	Volunteers, training, and program materials	8 University volunteers	\$4,000	2
Girl Scouts of Eastern Iowa	Volunteer programming, training for staff, materials	6 Girls Scouts Staff	\$8,500	3

6. Communication Plan (5 points possible)

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

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

Audience	Communication Goal	Communication program strengths/weaknesses, program design methods	Outcomes
Parents	<ul style="list-style-type: none"> • Strong parental participation in the program. • To make parents feel welcome and aware of different opportunities. • Parents will have input into the content & design of the program. 	<ul style="list-style-type: none"> • Monthly staff meetings to review progress of collaboration. • Monthly newsletters, web-site posts, calls in English, Swahili, French, & Spanish for active communication between teaching staff and parents. • Monthly report cards, personal visits, family nights. • Pre/post surveys to measure program strengths/weaknesses, program design surveys & interviews, and consistent two-way communication. 	<ul style="list-style-type: none"> • Parental involvement will enhance success of student learning. • Parents will be able to engage staff and offer solutions to improve their child's success in the program. • Parents will feel connected & be active participants in the success of their child's progress in the program. • Two-way communication is established.
Partners/ Teaching Staff	<ul style="list-style-type: none"> • A shared vision of the concepts and goals of program. • Obtain full knowledge of all student needs. • Effective communication practices are followed. 	<ul style="list-style-type: none"> • Monthly staff meetings, regular meetings with school day teachers, view running records on a weekly basis, report cards are shared with school day staff. • Monthly mandatory professional development opportunities, PBIS training for all staff. 	<ul style="list-style-type: none"> • Cohesive application of program curriculum that translates into improved academic student outcomes. • Partners and staff have close relationships with students in a trusting environment. • Everyone involved with students are on the same page and aware of changing needs.
School District Admin. & Policy Makers	<ul style="list-style-type: none"> • Recognize the importance and advocate for the program. 	<ul style="list-style-type: none"> • Community Ed. Committee meets quarterly, annual report to school board. • Evaluation data is collected and presented quarterly to Principals. 	<ul style="list-style-type: none"> • They share their knowledge of the program with other community members and grow support.

	<ul style="list-style-type: none"> • Part of the decision making process. • Informed on the challenges and successes. 	<ul style="list-style-type: none"> • Yearly site visits are offered to view the programs first hand. • Principal, Coordinator, and Director meet to review data/adjust programs. 	<ul style="list-style-type: none"> • They feel connected to the students and have invested interested in their success. • Out of School Time remains a priority in the district.
Community Members	<ul style="list-style-type: none"> • Build relationships in and out of the schools. • Bring in additional support. • Represent district's diversity. 	<ul style="list-style-type: none"> • Volunteers are brought in from the University & Elderly Services. • Information is shared on various media outlets. • CEDAC promotes accessible and high quality afterschool programs. 	<ul style="list-style-type: none"> • The program is recognized in the community as necessary. • More community involvement leads to more vested interests. • A diverse group of staff and partners complements our diverse student population.

7. Partnerships (10 points possible)

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

Our intention is to use this 21st CCLC grant to unify existing and new activities into a **seamless program at Twain**. Our proposal is being jointly submitted with Neighborhood Centers of Johnson County (NCJC), a local private non-profit agency. We have collaborated with NCJC to offer 21st CCLC before and after school programs at four Iowa City Elementary Schools and our programs at those sites have been very successful. With grant funds we plan to strengthen and sustain the current NCJC BASP model. NCJC provides excellent youth development activities. Feedback from parents and school staff indicate that they are very satisfied with the quality and management of the BASP program. When 21st CCLC was at Twain parents raved about the program and the activities that were offered to their children. This year, without additional supports at Twain, **participation is limited** due to funding barriers. For families to participate they either need to pay tuition or access state childcare assistance. The proposed project would allow **students to participate whether or not they had the means to pay**, increasing participation from 60 students to 80 for before and after school care, and 40 to 60 for the summer school program. Without 21st CCLC grant funding we are **not** able to serve the amount of students who need our support and care, **incorporate rigorous academic supports**, or bring in community partner organizations who specialize in **STEM and the Arts**.

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

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

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

The Twain Family Resource Center program will assist Neighborhood Centers with our Family Literacy component. Twain has an established **Family Resource Center** (FRC) supported with district funds and is designed to engage parents in their children's education, provide parent support and education, and connect families to district and community resources. Our FRC Director assisted with the needs assessment for the grant proposal and will continue to support the program

through her daily work with families and organizing Family Nights. Since the FRC Director speaks Spanish, she has been particularly helpful reaching our Latino families. The FRC also partners with a myriad of community resources to address the basic needs of families and assist with our large homeless population.

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

For our enrichment component, **Johnson County Extensions** and **Iowa Children's Museum** will be valuable partners, providing engaging art activities and science exploration to the students in the program. In the past, both these organizations offered wonderful and inventive STEM opportunities for our students; however, this year we have not been able to offer their valuable programs to our Twain students because funding is a barrier. Ms. Janet Martin, 4H Youth Development Specialist at JC Ext, has served in a leadership role in our community, being on the steering committee for the Out-of-School Initiative and has provided professional development to youth development staff thorough-out the district. For enrichment, we have also allocated flexible funds in our budget to partner with providers of music, martial arts, dance, drama, and arts and crafts. Another partner is **Antelope Lending Library**, a mobile library that strives to bring services to those in our community who need them the most. 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.

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.

As our program has evolved, we continue to have ongoing discussions with youth, parents and staff to identify new needs and additional partners have been **recruited** to address the gaps that have been identified. With a **strong communication plan**, new partners have come forward to help. By sharing information and success stories, of our 21st CCLC programs, with the community we are making more connections and recruiting more partners. For example, we are currently negotiating with **West Music** and a private donor to address the unmet need of music lessons. Finally, to **maintain** our collaboration, it has been important for district staff and partners to come together as a team. We have accomplished this by extensive joint professional development and communication through regularly scheduled team meetings. Frequent, ongoing communication is critical. Project leadership needs to be accessible to listen to concerns and address issues that arise promptly and respectfully. Project leadership continually seeks informal feedback, as well as formal evaluations from partners to continue to strengthen the collaboration. Finally, partners have remained excited and engaged with the program as we celebrate successes and outcomes achieved.

8. Evaluation (10 points possible)

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

The Center for Evaluation and Assessment (CEA) is part of the University of Iowa, a Level 1 Research Institution. The CEA provides third-party evaluation, assessment, and other research services to a broad range of clients working in multiple programmatic areas. Under charter since 1992, the CEA has been a Board of Regents approved center at the University of Iowa, and it has completed over 100 evaluations of educational and social programs contributing evaluation designs to teams securing a total of more than \$50 million in external funding. Project funding has come from the National Science Foundation, the National Institute of Health, the United States Department of Education, the Iowa Department of Education, and the United States Department of Health and Human Services. CEA services inform projects and decision-making and advance evaluation work and methodologies, including the measurement and assessment of applied educational initiatives. Dr. Liz Hollingworth, serves as Director.

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

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

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

Data collection to assess the success and demonstrate the impact of this program will use the model established by the CEA for our 21CCLC program in the Iowa City Community School District. In this model, the project team and CEA collects information on specified indicators over time. This data is then analyzed and reported to the project team each semester.

Data measures will include (Specified Indicators)

- Student achievement data from the FAST and aReading and aMath Assessment programs, and if appropriate, other district-wide assessments
- Student level data regarding the attendance and enrollment in the regular school day program and in the after school or the before and after school program (including summer and holiday attendance)
- Student level data on discipline referrals, suspensions, and school safety

Additionally, existing district surveys of students, teachers, and parents will be employed or modified to target perceived outcomes of the programming and areas in need of improvement from the perspective of each of the stakeholder groups (see survey samples in appendix H pages, 64 - 67). These surveys will be complimentary with leadership interviews for each site to provide summative information about all aspects of the program. BASP Leadership Interviews will be conducted by team members of the Center for Evaluation and Assessment. Annually, CEA will

interview the Director of Extended Day Learning for the Iowa City Community School District and the Twain Site Director.

All data collection in this evaluation effort will be aligned with program goals and information collected will be used to either demonstrate effectiveness or inform change.

Academic Goals: The reading and math curriculum used with the students is expected to improve the academic skills of participants. To measure this, each program participant will demonstrate growth on multiple assessment indicators for reading and math. This data may come from classroom assessments, district assessments, and state-wide assessments. **The majority of students will increase their Reading and Math Assessment levels and the number of students who are proficient on these assessments will increase.**

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

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

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

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

ACADEMIC GOAL MEASURES

- FAST and aReading and aMath Assessment data
- Annual Performance Report-Teacher Survey—collected annually (April)
- BASP Teacher Survey—collected three times per year (January, April, August)

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
- BASP Student Survey—collected three times per year (January, April, August)
- BASP Teacher Survey—collected three times per year (January, April, August)
- Annual Performance Report-Teacher Survey—collected annually (April)

FAMILY LITERACY GOAL MEASURES

- Activity and attendance logs for all component activities—collected after each activity
- BASP Parent Survey—collected two times per year (April, August)

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 43. As indicated in the budget, about 60% of the funding is allocated to our primary partner, Neighborhood Centers of Johnson County. Neighborhood Centers will invoice the ICCSD monthly for the number of participants receiving a scholarship. Students receiving a scholarship are unable to afford monthly tuition and/or do not qualify for Child Care Assistance (CCA). With grant funds received Neighborhood Centers will employ the site coordinator, youth staff, field trips, food and supplies. The ICCSD will employ certified teachers and some of the enrichment component which will include youth leaders and contracts with Children’s Museum, and Johnson County Extension.

Personnel	21 st CCLC Grant	District Match	Community Match	Total
ICCSD Salaries				
Director of Extended Day Learning, \$77,448 20%	In-Kind	15,490		15,490
School year: 4 Certified Teachers, Reading & Math, 5 hrs./wk x 28 weeks x \$35/ hr.	19,600			19,600
Summer: 4 Certified Teachers, Reading & Math, 20 hrs / wk x 5 weeks x \$25/hr	In-Kind	10,000		10,000
ICCSD Benefits				
Health Insurance – 20% of \$8,855	In-Kind	1,771		1,771
FICA & IPERS – 16.58%	3,250	4,375		7,625
Contracts				
NCJC at Twain \$180/month for 9 months for up to 40 students = \$64,800, \$175 / week for 7 weeks for 20 students = \$21,000	57,120	28,680	85,800	171,600
Children's Museum - contract for Science & Art	In-Kind	3,000	3,000	6,000
ISU Extension – contract for STEM activities	In-Kind	3,200	3,200	6,400
Antelope Learning Center	In-Kind	2,500	2,500	5,000
Kirkwood GED, ELL & NCJC Adult Ed.			In-Kind	In-kind
PERSONNEL TOTAL	\$79,970	\$69,016	\$94,500	\$243,486

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

Materials	21 st CCLC Grant	District Match	Community Match	Total
Books and curricular materials (\$30/student x 80)	734	1,666		2,400
Food for family nights- 4 nights x \$400/ night	In-Kind		1,600	1,600
Supplies and Field Trip Fees (NCJC Contract)	In-Kind			
Material Total	734	1,666	1,600	4,000

Professional Development	21 st CCLC Grant	District Match	Community Match	Total
Director of Extended Day Learning, FT equivalent = \$77,448 see personnel				
Stipend for School-day Mentors – 4 staff x \$200	800			800
Monthly PD for youth leaders	In-Kind		5,000	5,000
10 hours PD for 20 teachers	3,200			3,200
State Conferences -travel to Des Moines	800			800
Professional Development Total	4,800		5,000	9,800

STUDENT ACCESS	21 st CCLC Grant	District Match	Community Match	Total
School year and summer transportation \$119 x 175 days (pm) = \$20,825 \$230 x 30 days x (summer)=\$6,900	7,680	20,045		27,725
Language Line, telephone translation service			In-kind	
Total	7,680	20,045		27,725

Evaluation	21 st CCLC Grant	District Match	Community Match	Total
Contract with UI Department of Education	1,600	1,400		3,000
Total Evaluation	1,600	1,400		3,000

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

Totals	21 st CCLC Grant	District Match	Community Match	Total
Twain Project Total	96,000	92,647	\$101,100	\$289,747

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

Grant funds will supplement our current program and allow us to expand services to our growing homeless population at Twain. As of 2017, attendance boundaries have changed and all three local homeless shelters are now assigned to Twain. For the 2017-2018 school year, Twain did not have a 21st CCLC grant. Neighborhood Centers has accessed funds through CCA and parent fees and the ICCSD has supported the program with Community Education dollars, which have provided transportation, minimal teacher time and a limited number of scholarships for students in need. The ICCSD will continue to provide \$92,647 in funds but for 2018-2019, a minimum of \$96,000 in grant funds will be needed to operate a comprehensive program which meets the needs of our growing homeless population. Without grant funds we would not be able to offer scholarships for students not eligible for CCA, which would prevent our most vulnerable students from participating. With grant funds we will be able to double the number of scholarships awarded, hire twice as many certified teachers, and provide outstanding STEM opportunities. Our goal is to serve 80% of the homeless population and provide specialized services to address their significant gaps in learning by offering individual or small group tutoring. We partner closely with the FRC Director to offer mental health services and provide for the basic needs of food and clothing. With growing needs and a finite number of Community Education dollars available, we will continue to explore additional funding opportunities from our local community. However,

many of our partners have experienced budget cuts, which has made sustaining our programs with additional local funds extremely challenging.

Appendix A: Required Forms

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

Application Cover Page
21st Century Community Learning Centers

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

Mail Applications to:

Jodi Bruce

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

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

APPLICATION INFORMATION

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

County: Johnson County		Amount Requested: \$ 288,000.00 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Stephen Murley		Grant Contact/Project Director: Amy Minter	
Agency Name: Iowa City Community School District		Agency Name: Iowa City Community School District	
Address: 1725 North Dodge Street		Address: 1725 North Dodge Street	
City:Iowa City	Zip:52245	City:Iowa City	Zip:52245
Phone:319-688-1000	FAX:319.688.1109	Phone: 319-688-1000 ext.2643	FAX: 319.688.1109
Email: murley.stephen@iowacityschools.org		Email:minter.amy@iowacityschools.org	
		DUNS NUMBER 083487173	
Data Collection and Evaluation Contact: Amy Minter		Fiscal Contact: Leslie Finger	
Address: 1725 North Dodge Street		Address: 1725 North Dodge Street	
City:Iowa City	Zip:52245	City:Iowa City	Zip:52245

Phone: 319-688-1000	FAX: 319.688.1109	Phone: 319-688-1000	FAX: 319.688.1109
Email:minteer.amy@iowacityschools.org		Email:finger.leslie@iowacityschools.org	

BEFORE YOU APPLY

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

- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: <https://www.educateiowa.gov/documents/building-level/2015/12/2015-16-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated January 24, 2017, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):
 - Site/Building Name: Twain Elementary
 - Free and Reduced Lunch Rate Percentage: 78%
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
- **Partnerships:** Application proposes to partner with a minimum of 3-5 community organizations as evidenced by signed Memoranda of Understanding (MOUs).
- **When will the program run?** (Check or highlight applicable option(s) below):
 - Summer School Only
 - Afterschool Only
 - Before and Afterschool
 - Before and Afterschool and Summer School
 - Afterschool and Summer School
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY17 Request for Applications):
 - After – 60 students x 175 days x \$7.50 = \$78,750
 - Before and After – 20 students x 175 days x \$10 = \$35,000
 - School Year Total = \$113,750

Summer School Formula

- 20 students x 35 days x \$10.00 = \$7,000
- School Year and Summer Total = \$120,750*

- Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.

Funding Request for Year One: ____\$96,000____

Funding Request total for Three Years: ____\$288,000____

Number of Children Served in Year One: __80____

Number of Children Served in Three Years: __240____

*Match will be provided by the ICCSD & the community for a total budget of \$289,747.

The grant will provide 1/3 of the total program total.

LEGAL STATUS OF APPLICANT

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

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

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

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

REQUEST FOR COMPETITIVE PRIORITY

It is the responsibility of the applicant to request and provide documentation of competitive priority in scoring of applications. Below, please check the boxes for priority you are requesting and provide explanation of the documentation provided to substantiate your request. Examples of documentation are provided.

- X Application proposes to serve children and youth in ***schools designated “Priority” or “Needs Improvement” on the Iowa School Report Card. 5 additional points awarded***

Documentation: Twain is a “needs improvement” school. The Iowa School Report Card can be found on appendix A on page 50.

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

- X Application is ***jointly submitted*** as a collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity. *5 additional points awarded*

Documentation: The Iowa City Community School District is jointly submitting this application with Neighborhood Centers of Johnson County. A letter of support and memorandum of understanding are on pages 21 and 22.

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

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

21CCLC Site Name: Mark Twain Elementary		
Site Address: 1355 DeForest Avenue		
City, State, Zip: Iowa City, IA 52240		
Phone:319-688-1165		
Site Contact Person: Principal Jeremy Negus		
Feeder School Name(s)	Building Number(s)	#of pupils from this school in 21CCLC program
Mark Twain Elementary	1972	80 school year, 60 summer
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

As the designated applicant agency representative, I certify that funds from 21st Century Community Learning Centers Program will supplement, not supplant, existing services and funds. I further certify that funds under this program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

The request for applications program manager or fiscal agent is responsible to notify the Iowa Department of Education immediately any time a deviation occurs or necessity arises to alter any of the goals, program elements, budget or other sections as stated in the request for applications. Program agrees to provide a minimum of 60 hours contact time a month and 30 days of summer school (if applicable).

Part G: Evaluation and Data Collection

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program agrees to collect additional data that will be necessary for the

evaluation of the 21st Century Community Learning Centers Program, as may be required by the Iowa Department of Education and the U.S. Department of Education, if requested.

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

As the designated Applicant Agency, I certify that a process will be put in place to obtain parent consent from the parents of students who participate in the proposed Community Learning Center program for the purpose of transferring records between the participant students schools and the proposed program. The Applicant agrees to meet with project staff at the Iowa Department of Education upon request.

Part M: Private and Public School Consultation

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

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

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

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

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

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

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

FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Brian Loring, Executive Director	Agency Neighborhood Centers of Johnson County	
Signature	Address PO Box 2491		
	City/Zip	Iowa City, IA 52244	Phone (319)358-0438
Name/Title	Janet Martin, 4-H Youth Development Specialist	Agency Johnson County Extension	
Signature	Address 3109 Old Highway 218		
	City/Zip	Iowa City, 52246	Phone (319)337-2145
Name/Title	Deb Dunkhase, Executive Director	Agency The Iowa Children's Museum	
Signature	Address 1451 Coral Ridge Avenue		
	City/Zip	Coralville, 52241	Phone (319)625-6255
Name/Title	Rosemary Schwartz, RSVP Director	Agency Elder Services, Inc.	
Signature	Address 1556 South First Avenue, Suite 202 B		
	City/Zip	Iowa City, 52240	Phone (319) 338-0515
Name/Title	Christine Thompson, Kirkwood Community College Instructor	Agency Kirkwood Community College	
Signature	Address 1810 Lower Muscatine Road		
	City/Zip	Iowa City, 52240	Phone (319)887-3656
Name/Title	Lynette Jacoby, Johnson County Social Services Coordinator	Agency Johnson County Social Services	
Signature	Address 855 South Dubuque Street		
	City/Zip	Iowa City, 52240	Phone (319)356-6090
Name/Title	Cassandra Elton, Library Director	Agency Antelope Lending Library	
Signature	Address PO Box 1595		
	City/Zip	Iowa City, IA 52244	Phone (319)343-6872

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites for one year):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
<u>1</u>	<u>_80 school year, 60 summer</u>	<u>\$96,000.00</u>	<u>\$288,000.00</u>

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.					
Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Mark Twain Elementary	\$96,000.00	\$96,000.00	\$96,000.00	\$288,000.00	80 school year/ 60 summer
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 80 school year/60 summer

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

Applicant Agency:

Iowa City Community School District

Site: Mark Twain 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: 80 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	79,970.00		79,970.00		79,970.00		
Staff Travel							
Materials	734.00		734.00		734.00		
Professional Development (minimum 5% per year)	4,800.00		4,800.00		4,800.00		
Student Access, Transportation etc. (maximum 8% per year)	7,680.00		7,680.00		7,680.00		
Evaluation (about 4% per year)	1,600.00		1,600.00		1,600.00		
Administrative/ Indirect Costs (maximum 8% per year)	1,216.00		1,216.00		1,216.00		
Totals	96,000		96,000		96,000		288,000.00

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

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

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

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

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

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

FORM E: MINORITY IMPACT STATEMENT

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

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

- The proposed grant project programs or policies could have a disproportionate or unique **positive** impact on minority persons.

Describe the positive impact expected from this project

Indicate which group is impacted:

- Women
- Persons with a Disability
- Blacks
- Latinos
- Asians
- Pacific Islanders
- American Indians
- Alaskan Native Americans
- Other

Describe the positive impact expected from this project:

This project has three main goals: (1) increase our students' proficiency scores in reading and math (2) engage our students' enrichment opportunities through hands on STEM and art activities and plan field trips that enhance our students background knowledge and (3) engage families in the program, providing a home to school connection that provides resources and learning opportunities outside of school hours.

- 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:

- Women
- Persons with a Disability
- Blacks
- Latinos
- Asians
- Pacific Islanders
- American Indians

___ Alaskan Native Americans
___ Other

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 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

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

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

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

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

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

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

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

Meeting called by:

Type of meeting:

Attendees: (Attach attendance sign-in sheet)

----- Agenda Topics -----		
Welcome [Insert Name] [Insert time allocation]		
<u>Discussion:</u> <u>NO NON-PUBLIC SCHOOLS IN ATTENDANCE BOUNDARY</u>		

-		

-		
<u>Conclusions:</u>		

-		
<u>Action Items:</u>	Person responsible:	Deadline:
_____	_____	_____
-	-	-
Resources for Non-Public Schools [Insert Name] [Insert time allocation]		
<u>Discussion:</u> _____		

-		

-		
<u>Conclusions:</u>		

-		
<u>Action Items:</u>	Person responsible:	Deadline:
_____	_____	_____
-	-	-

_____	_____	_____
-	-	-

[continues on next page]

Consultation Procedures [Insert Name] [Insert time allocation]		
<u>Discussion:</u> _____		

-		

-		
<u>Conclusions:</u> _____		

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

-		

-		
<u>Conclusions:</u> _____		

-		
<u>Action Items:</u>	Person responsible:	Deadline:
_____	_____	_____
-	-	-

Other Information

Resource persons:	
--------------------------	--

Special notes:	
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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.

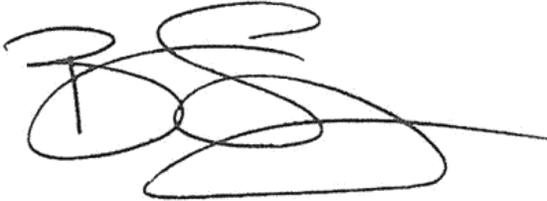
Note: Outcomes for your consultation: A) Services will be provided, name site, and number of children to be served, B) Services were declined.

21

Neighborhood Centers of Johnson County Memorandum of Understanding

We are signing this memorandum of understanding to confirm our commitment and partnership to the Mark Twain Elementary 21st Century After School Program.

1. Neighborhood Centers of Johnson County is jointly submitting this application with Iowa City Community School District.
2. Neighborhood Center's was involved in the planning of this project
3. Neighborhood Center's will expand and enhance the 5th-6th grade leadership program.
4. Neighborhood Center's will assist in coordinating a Family Literacy program.
5. Neighborhood Center BASP Director will continue to participate in our Out of School Time Steering Committee.
6. Neighborhood Center's will provide in-kind support for enrichment and family literacy activities.



Brian Loring, Executive Director

12-1-2017



Neighborhood Centers of Johnson County

December 1, 2017

P.O. Box 2491
Iowa City, IA 52244
319-358-0438
Fax: 358-0484
ncjc@ncjc.org
www.ncjc.org

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

Dear Mr. Murley,

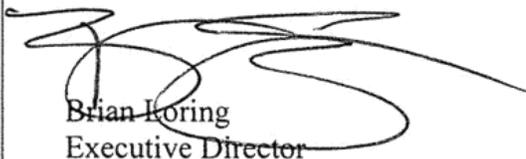
We are happy to support your application for 21st Century School funding for expanded academic and enrichment programs for children attending Mark Twain Elementary

Your proposal opens the door to great opportunities for children in the Twain attendance area. As you are well aware, low-income and minority youth in the District are not keeping up academically with their better-off, white peers. With over 77% of students eligible for free-reduced lunch, and 57% African American and Latino students, it is vital for students in these families to have improved learning environments to increase possibilities for school success.

Neighborhood Centers of Johnson County (NCJC) and the Iowa City Community School District are currently collaborating on the 21st Century Programs at three Iowa City Community School District elementary schools. And we are excited to continue this model at Mark Twain through a seamless design in staffing, curriculum and parent supports. NCJC will also provide match scholarships for 5th and 6th graders to participate in the afterschool program.

The ICCSD has shown great leadership in creating innovative extended day programs for our most vulnerable students. We look forward to a greater partnership in the upcoming years. Good luck with your proposal!

Sincerely,



Brian Loring
Executive Director

**Neighborhood Centers Board
Members**

Executive Committee

Hodge Carter
Sarah Majerus
Katy Brown

Directors

Wayne Fett
Andrea Hicks
Sandy Lawrence
Jennifer Lough
Caroline Sheerin
Andre' Wright

Executive Director

Brian Loring



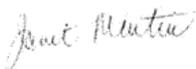
**Memorandum of Understanding between
Johnson County/Iowa State University Extension and the
Iowa City Community School District 21st Century Learning Program
November 2017**

Johnson County Extension will:

- Employ, train, and support 4-H staff who will lead educational programming
Staff will be oriented and trained in positive youth development, management skills, and curriculum.
- Lead weekly 4-H afterschool science at 21st Century school sites
- Employ, train, and support 4-H staff who will lead educational programming
Staff will be oriented and trained in positive youth development, management skills, and curriculum
- Provide the educational curriculum for the 4-H afterschool science
- Provide the supplies and materials for 4-H programming
- Will conduct background checks on all employees
- The 4-H Youth Development Specialist will maintain regular communication with the Iowa City School District Director of Extended Day Learning

21st Century Learning sites will:

- Provide statistics related to youth demographics and 4-H enrollment information
- Provide site information for program management
- The Iowa City School District Director of Extended Day learning will maintain regular communication with the Iowa State University Extension 4-H Youth Development Specialist



Janet Martin
4-H Youth Development Specialist

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

November 20, 2017

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

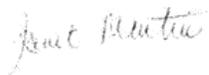
As a current partner in 21st Century learning programs in the Iowa City Community School District, Johnson County/Iowa State University Extension strongly supports the 21st Century Learning grant application for Twain Elementary School. Research indicates that teachers working with out of school educators like 4-H youth development increase science learning for youth.

Of the 346 students in grades K-6 at Twain Elementary School, 78% of the youth are eligible for free/reduced lunches, 27.5% enter and exit the school during the year, and 14% are homeless. A strength of the 21st Century learning program is the cooperation between schools, afterschool and community partners to strengthen youth learning.

Johnson County 4-H encourages funding for the Twain 21st Century learning program; the staff and the youth will be involved as afterschool and summer learners through "hands on" science. In 4-H STEM program, literacy is incorporated with the learning; this is a benefit for the 48% of the youth at the school in third through sixth grades who are not proficient in reading.

For ten years, 4-H youth development through Johnson County/Iowa State University Extension has led science enrichment activities in afterschool and summer programs at Iowa City elementary schools. Through the STEM programming, we link school day learning with "hands on" educational afterschool programming for youth. 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.

We look forward to 4-H youth development being an active and involved partners with the Twain Elementary 21st Century Learning Programs.



Janet Martin, 4-H Youth Development Specialist



November 12, 2017

Memorandum of Understanding

This Memorandum of Understanding confirms partnership of The Iowa Children's Museum to partner with the Twain Elementary 21st Century Learning After School Program.

1. The Iowa Children's Museum is jointly submitting this application with the Iowa City Community School District.
2. The Iowa Children's Museum staff were involved in the planning of this project.
3. Museum staff will expand and enrich the learning experience guided by 21st Century Learning objectives of Twain elementary students enrolled in the afterschool program where 78% of students qualify for Iowa's Free & Reduced Lunch and the school was ranked as "Needs Improvement" on Iowa's School Report Card Rank 2016.
4. Museum staff will deliver a coordinated program targeting 21st Century skill development that is guided by the Harvard-based "Dimensions of Success" Program Quality Planning Tool.
5. The Museum's Director of Education will serve as the program coordinator for this program.
6. Museum staff will provide in-kind support for enrichment activities delivered through the afterschool programs at Twain.

A handwritten signature in black ink, appearing to read "Deb Dunkhase".

Deb Dunkhase
Executive Director

The Iowa Children's Museum
1451 Coral Ridge Avenue
Coralville, Iowa 52241
319.625.6255, x210
www.theicm.org



November 15, 2017

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

As a current partner in 21st Century learning programs in the Iowa City Community School District, The Iowa Children's Museum strongly supports the 21st Century Learning grant applications for Twain Elementary School. The 21st Century grant funded programs that the Museum has facilitated in 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 78.18% of Twain students receive free/reduced lunches. With 74% student mobility and 20% of students facing language barriers, the 21st 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 Twain Elementary in our outreach efforts with elementary students.

Through active learning experiences that support 21st 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 Twain Elementary 21st 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



**RSVP of Johnson, Iowa, Muscatine, and Des Moines Counties
Elder Services, Inc.**

Memorandum of Understanding

This is a statement of policies and regulations governing the placement and management of RSVP volunteers with your agency or organization. As a registered Volunteer Station, this Memorandum of Understanding will clarify your responsibilities and those of RSVP of Johnson, Iowa, Muscatine, and Des Moines Counties (sponsored by Elder Services, Inc.). This agreement may be amended at any time with concurrence of both parties and must be renegotiated a minimum of every 3 years.

Name of Agency (Volunteer Station): Iowa City Community School District
Type of Agency (Check one): Public Private Not-for-profit Proprietary Health Care
Address: 1725 North Dodge St., Iowa City, IA 52245
Website Address: www.iowacityschools.org
Phone: 319-688-1000 Fax: 319-688-1009

Contact(s) for volunteer assignments (Please note that the person(s) responsible for the supervision of volunteers may vary if more than one volunteer activity is conducted):

Contact 1: Kari Cornwell Volunteer Coordinator
Cornwell.Kari@iowacityschools.org

Contact 2: _____
(Name) (Title)

(Email Address)

Contact 3: _____
(Name) (Title)

(Email Address)

RSVP of Johnson, Iowa, Muscatine, and Des Moines Counties (sponsored by Elder Service, Inc.) will:

1. Provide your staff with orientation to RSVP policy and procedures prior to placement of volunteers, and at other times as needed.
2. Accept your specific volunteer requests and promote the volunteer needs of your station.
3. Interview, recruit, and refer appropriate volunteers for specific assignments.
4. Instruct RSVP volunteers and/or agency staff in proper use of monthly timesheets, reimbursement guidance, and program procedures.
5. Review volunteer assignments periodically to assure satisfaction of both the volunteer and your agency.
6. Furnish accident, personal liability, and excess automobile liability insurance for RSVP volunteers in accordance with RSVP policy.
7. Provide mileage reimbursement to RSVP volunteers who drive in connection with their volunteer service in accordance with RSVP policy and as project resources allow.
8. Provide your staff with RSVP timesheets, volunteer request forms, and other documents as needed.

The Volunteer Station will renew this document at least every 3 years and will:

1. Request and engage volunteers in accordance with the following federal guidelines:
 - a. Volunteers cannot displace employed workers.
 - b. Volunteers cannot conduct or engage in religious, sectarian, or political activities.
 - c. Assure that it will not discriminate against RSVP volunteers or in the operation of its program on the basis of race; color; national origin, including individuals with limited English proficiency; sex; age; political affiliation; religion; or on the basis of disability, if the participant or member is a qualified individual with a disability.
 - d. Comply with all applicable civil rights laws and regulations including reasonable accommodation for RSVP volunteers with disabilities.
 - e. An RSVP volunteer shall not receive a fee for service from service recipients, their legal guardian, members of their family, or friends. No person, organization, or agency shall request or receive any compensation for services of RSVP volunteers.
2. Request volunteers in a timely manner, providing all pertinent information regarding specific assignments, allowing adequate time for volunteer recruitment.
3. Make the final decision on the acceptance of a volunteer.
4. Provide a detailed position description, orientation, training, and supervision for RSVP volunteers, as needed.
5. Provide for adequate safety of volunteers on assignment. Any RSVP volunteer injury or accident must be reported immediately to the RSVP office at 319-338-0515.
6. Provide break time and refreshments for the volunteers, when appropriate.
7. Participate in reviewing and/or reporting volunteer hours, as needed.
8. Acknowledge RSVP and recognize your RSVP volunteers through publicity (i.e. newspaper articles), annual reports, recognition events, and written acknowledgements.
9. When requested, provide data needed for RSVP to measure the outcomes and impact of RSVP volunteer activities.
10. Provide proof of license or certification of being a public, nonprofit private organization, or a proprietary health care agency.
11. Maintain the confidentiality of RSVP volunteers by not giving volunteers' contact information to

General Information and Policy

You may cease the service of an RSVP volunteer at any time. Similarly, a volunteer may withdraw from your volunteer station at any time. RSVP Volunteer Stations may separate an RSVP volunteer for cause, including, but not limited to, excessive or unauthorized absences, misconduct, breach in confidentiality, or inability to perform assignments. You must notify RSVP staff should you decide that a volunteer is not appropriate in your organization. RSVP will then discuss the redirection of the volunteer.

Criminal background checks and reference checks are NOT done for all volunteers by RSVP. It is the responsibility of the Volunteer Station to determine the need for such screening and to follow through with a criminal background and/or reference check if they deem it necessary.

When volunteers are participating in home-based assignments, a letter of agreement will be provided by RSVP and signed by the parties involved. The document will authorize volunteer service in the home, identify volunteer activities and the conditions of service.

**Elder Services, Inc. (Retired & Senior Volunteer Program)
Memorandum of Understanding Signature Page**

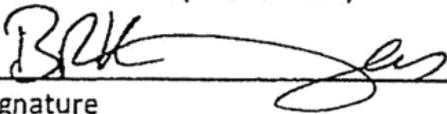
As the Volunteer Station Representative, I certify that the volunteer station has been assessed to ensure volunteers are safe while volunteering. This includes making sure fire/emergency exits are accessible, that a phone is available for use in an emergency situation, etc. Yes No (circle one)

As the Volunteer Station Representative, I attest that Iowa City Community School District is a public agency, private non-profit organization, or proprietary health care agency or organization that accepts the responsibility for assignment and supervision of RSVP volunteers, and is licensed or otherwise certified, if required, by the appropriate state or local government. I agree to comply with the provisions of this Memorandum of Understanding.

Agency (Volunteer Station) Representative:

Brian Kirschling, Board Vice President

Name and Title (Please Print)



Signature

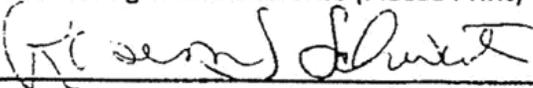
6.28.16

Date

RSVP office:

Rosemary Schwartz, RSVP Director

Authorizing Name and Title (Please Print)



Authorizing Signature

6/7/16

Date



November 28, 2017

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

Dear Mr. Murley,

Please accept this letter as a recommendation of the highest level on behalf of Twain Elementary Schools in Iowa City for the award of the 21st Century Community Learning Centers grant. As the Retired Senior Volunteer Program (RSVP) Director, my goal is to be able to provide as many volunteers as possible to assist students with their reading skills.

The partnership between the Iowa City School system and RSVP began long before I became Director. For over 25 years, RSVP volunteers have worked along-side teachers to help students gain reading skills. RSVP have been providing over 100 senior volunteers to provide one-on-one assistance to students.

This year's grant request is requested for Twain Elementary in the Iowa City Consolidated School District. Twain has an enrollment of 346 students. There are 78% of Twain students eligible for the FR. In addition, over 285 students received donated school supplies and 14% or 48 are homeless. Twain has a diverse enrollment where 53% of the students are minority populations.

Not only have the students gained from that partnership, but the seniors who volunteer have the opportunity to stay active in the community by providing a valuable resource to future generations. The volunteers have the opportunity to share their life experiences with the students as well as stay current with present-day thoughts and activities. Many of the volunteers do not have their grandchildren nearby but are able to serve as surrogate grandparents to students who also may not be able to visit their grandparents regularly. The children freely accept the attention from volunteers that they may not receive at home.

RSVP is pleased to be able to lend our support to Twain Elementary Schools for the 21st Century Community Learning Centers grant. The many volunteer hours that RSVP volunteers serve provides the teacher with tools to further expand learning and assist those students struggling with reading. The RSVP program appreciates the opportunity for senior volunteers to assist students in the Iowa City area. This grant would provide the needed funds to make sure that this partnership will go on for many more years.

Sincerely,

Rosemary Schwarz
 RSVP Director
 Elder Services Inc.
 319-338-0515 ext. 5
rschwartz@elderservicesinc.org

Memorandum of Understanding

Between

The Extended Day Learning Program

And Kirkwood Community College

Purpose of Agreement

This Memorandum of Understanding confirms our commitment to providing educational opportunities to adult learners who are eligible for services provided by the Kirkwood High School Completion Program. The activities stated in this agreement are supported by the Iowa Department of Education and the Kirkwood Community College Adult Education and Literacy (AEL) Local Program Plan.

Scope of Services

The Extended Day Learning Program will:

Promote the availability of adult basic education, English literacy, and HSED/adult high school instruction to interested adult learners.

Provide classroom space and equipment for the instruction of students enrolled in HSED and adult high school courses.

Monitor and document student progress for NCCC members enrolled in Kirkwood programming.

Provide additional tutoring or instructional assistance to NCCC members enrolled in Kirkwood Programming.

The Kirkwood Adult Literacy/High School Completion Program will:

Promote high school completion classes and support services and/or referrals.

Provide an enrollment and orientation process that includes a standardized registration and assessment process for data collection and benchmark reporting.

Provide instruction of sufficient intensity and duration to enable learners to demonstrate improvements in literacy level skills and core performance indicators.

Make reasonable accommodations for disabled people to attend classes.

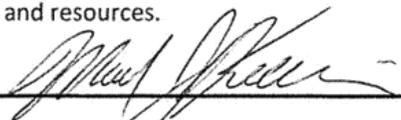
Confirm with FERPA guidelines.

Duration

Effective November 13, 2017 this Memorandum of Understanding may be amended or terminated in writing by either party due to changes in program requirements, learner needs, and resources.

Amy Minter

Director of the Extended Learning Program



Marcel Kielkucki

Director of Adult Literacy/High School Completion

Kirkwood Community College



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

November 13, 2017

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 21st Century Community Learning Center Program at Mark Twain Elementary School.

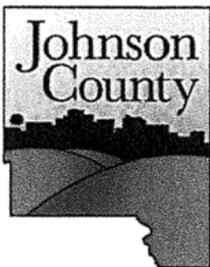
It is my understanding that the proposed program has a family literacy component which includes adult education. Kirkwood is committed to reaching the adult population and would welcome the opportunity to collaborate with your staff to reach out to parents and accept referrals both to our high school completion programs, as well as our English Language Learners (ELL) classes. Our program is in very close proximity to Mark Twain Elementary. 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 Director

November 30, 2017

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

Dear Stephen,

As the Johnson County Social Services Director, I am writing in strong support of the Iowa City Community School District's 21st Century Community Learning Center proposal for Twain Elementary Schools.

Quality youth development is a high priority for Johnson County. In the early 1990's Johnson County established the Juvenile Justice Youth Development Program (JJYDP) with funding 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 \$250,000 annually in youth development programs. The 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. Johnson County has provided funding to extend the 21st Century summer program over the last few years. In addition to funding after-school programs for fifth and sixth graders at Twain and four other elementary schools.

For several years, I have served on the Out-of-School Time Initiative and Core Management Committee and previously on the ICCSD Community Education Advisory Committee. These committees invest time and resources in identifying gaps in services, reducing barriers to access for all youth and improving quality before and after school programs. Twain is a school in need of assistance. 78% of the students at Twain Elementary qualify for free or reduced lunch and 14% have been identified as homeless. 58% of 3rd – 6th grade Hispanic and 43% Black students are not proficient in reading and 65% of Hispanic and 76% Black 3rd – 6th grade students are not proficient in math.

I have seen first-hand the positive impact of 21st 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 21st Century Community Learning Center funding. Twain Elementary would benefit greatly from the continuation of the 21st 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 Director

Antelope Lending Library Memorandum of Understanding

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Antelope Lending Library and the Iowa City Community School District to provide library and literacy programming to the Mark Twain Elementary 21st Century After School Program.

1. Antelope Lending Library will provide library services for the students at Mark Twain Elementary After School Program.
2. Services will be offered twice a month for two hours.
3. Antelope will provide one-two staff to run the program to serve all enrolled students in the program.
4. Antelope staff will be in open communication with program coordinators and directors to resolve any concerns that may arise during program delivery.

Contact Information:

Antelope Lending Library

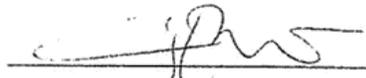
Cassandra Elton

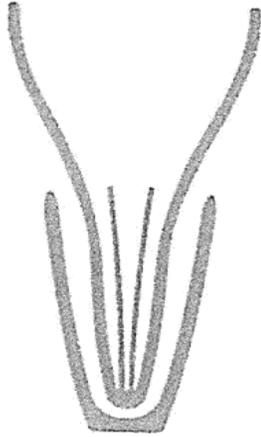
Library Director

PO Box 1595, Iowa City, IA 52244

319-343-6872

cassandra@antelopelendinglibrary.org


Date: 30 NOV 2017
Cassandra Elton, Antelope Lending Library, Library Director



ANTELOPE LENDING LIBRARY

30 November 2017

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

As a community non-profit organization that works with students and families in the Iowa City area, the Antelope Lending Library strongly supports the 21st Century Learning grant application for Mark Twain Elementary. Antelope Lending Library strives to bring library services to those in our community who need them most.

Students at Mark Twain Elementary are students that we have worked with during the summer, either at their schools or in their neighborhoods. Twain is classified as a school in need of assistance, has free and reduced lunch rates of 78% and almost half the students are not proficient in reading or math on their Iowa Assessment Fall data. By giving students additional opportunities to read books of their choice, Antelope Lending Library will help students overcome their achievement gap and improve their literacy skills.

The 21st Century learning program is successful in large part due to the cooperation between schools, afterschool and community partners to strengthen student learning and we are proud to be a part of that community.

We look forward to being a member of the Twain 21st Century team and working with staff and students to support student learning.

Cassandra Elton
Library Director
Antelope Lending Library

MAILING ADDRESS

PO Box 1595, Iowa City, Iowa 52244

PHONE

319-343-6872

EMAIL

Cassandra@AntelopeLendingLibrary.org

WEB

AntelopeLendingLibrary.org