

Application Cover Page
21st Century Community Learning Centers

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

Return to: Lisa DuBois
Iowa Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, Iowa 50319-0146

APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)			
Clinton Community School District			
County: Clinton		Amount Requested: \$896,358.00 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc)		Grant Contact/Project Director:	
Deborah Olson, Superintendent		Loras Osterhaus	
Agency Name: Clinton Community School District		Agency Name: Clinton Community School District	
Address: 1401 12 th Avenue North		Address: 1401 12 th Avenue North	
City: Clinton	Zip: 52732	City: Clinton	Zip: 52732
Phone: 563-243-9600 x32	FAX: 563-243-2415	Phone: 563-243-9600 x47	FAX: 563-243-0469
Email: dolson@clintonia.org		Email: losterhaus@clintonia.org	
PPIC's Data Collection Contact:		Fiscal Contact:	
Shirley Patey		Janice Culbertson	
Address: 1401 12 th Avenue North		Address: 1401 12 th Avenue North	
City: Clinton	Zip: 52732	City: Clinton	Zip: 52732
Phone: 563-243-9600 x40	FAX: 563-243-0469	Phone: 563-243-9600 x24	FAX: 563-243-5405
Email: spathey@clintonia.org		Email: jculbertson@clintonia.org	

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

LEGAL STATUS OF APPLICANT

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

- City or City Agency
- County or County Agency
- State or Federal Agency
- State College or University
- Community College
- County Office of Education
- School District
- Tribal Council
- Military Installation
- Private Nonprofit Organization-

Enter Federal Employer ID Number: 42-6049083 OR Enter School District Code _____
(If applicable) Enter Child Care License #: _____

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

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

Documentation. All three sites listed in this application are SINA Schools as noted on the Iowa Department of Education Website of: www.educateiowa.gov.

—

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

- 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: For this application, nine community partners have signed on for joint submission. All nine partners have signed the collaborative signatures form and all have signed MOUs outlining their roles throughout the grant period. All MOUs are included with this application.

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

Clinton Community Schools Bluff, Jefferson and Eagle Heights Student Adventures Proposal

- Project Application (Cover Page)
- Table of Contents – pg 3
- Project Narrative
 - Proposal Abstract – pg 4-5
 - Student Needs Assessment – pg 6-8
 - Project – pg 9-11
 - Research Base – pg 12
 - Management Plan – pg 13 - 15
 - Communication Plan – pg 16
 - Partnerships – pg 17-18
 - Evaluation – pg 19-20
 - Budget Narrative – pg 21-22
- Memoranda of Understanding or Letters of Support – pg 23-32
- Required Forms – pg - 34
 - Form A: Site Information
 - Form B: Assurances and Agreements
 - Form C: Collaborative Signatories
 - Form D1: Funding Requirements
 - Form D2: Budget Forms
 - D3: Applicant Agency Fiscal Resource Information
 - Form E: Minority Impact Statement
 - Form F: Non-Public Consultation Documentation Template
 - Additional Form: 21st Century CCLC Contract Amendment

Project Abstract

Title of Program: Clinton Community Schools and Student Adventures Community Governance Board *Student Adventures Program*

Applicant Agency: The Clinton Community School District and Community-Based Partners

Total Award Amount Requested: \$298,786.00 per year

Total Amount per Student: \$1328.00

Schools to be Served: K-1 and 5th grade students at Bluff, Jefferson, and Eagle Height's Elementary Schools

Number of Students to be Served: 225 annually (53 per before and after school programs and 22 per summer programs for each school).

The Clinton Community School District (CCSD) and collaborative partners (see MOUs) seek to narrow the achievement gaps for at-risk students not previously served by Student Adventures programs at Eagle Heights, Bluff, and Jefferson Elementary Schools by following the mandates of the Clinton Community School Board and targeting before, after school and summer programs to underserved K-1 and 5th grade students and their families. Our before, after-school and summer programs: (1) Provide access to high-quality academic recovery and academic enrichment programs. (2) Work to close achievement gaps between Caucasian and non-Caucasian students and low-SES and non low-SES students. (3) Give students access to a variety of fun and interesting activities that promote positive youth development and lead to higher levels of school bonding. (4) Promote community ownership by linking a variety of community resources to the schools, children, and adults who can best benefit from those resources. (5) Give parents with latchkey children peace-of-mind because their children are supervised and involved in positive academic and developmental experiences. (6) Lead to greater family awareness of the importance of reading (literacy) as the major skill development area that correlates with high success in other academic areas.

Under the leadership of the Student Adventures Community Governance Board, needs for at-risk families in our target schools have been identified using objective school and community data:

Need 1: K-1 and 5th grade at-risk students at Bluff, Jefferson and Eagle Heights need early and ongoing academic remediation and enrichment to assist them in meeting and/or exceeding the reading and math proficiency standards set forth in the CCSD's C-Plan (APR).

Need 2: K-1 and 5th grade at-risk students at Bluff, Jefferson, and Eagle Heights Elementary Schools need quality before, after and summer school enrichment activities decrease truancy rates and promote positive bonding to school and the community.

Need 3: Parents of K-1 and 5th grade at-risk students at Bluff, Jefferson, and Eagle Heights Elementary Schools need access to adult and family literacy programs.

To meet priority needs, Student Adventures (SA) programs will be available from 6:30-8:00 a.m. Monday through Friday and from 3:20-5:00 p.m. Monday through Thursday at Bluff and Eagles Heights. The SA program will be available from 6:30-7:30 a.m. Monday through Friday and from 2:55-5:00 p.m. Monday through Thursday at Jefferson. On Wednesdays, all sites will run from 1:30-5:00 p.m. Students are grouped by age, rotating through 30-45 minute blocks of remediation, enrichment, prevention, and recreation activities. At each school, the staff to student ratio for remediation is 5:1 (maximum); for enrichment it is 8:1 for K-1 and 12:1 for 5th grade.

Our Student Adventures planning team has established ongoing goals and objectives for our programs that are the direct result of our identified priority needs. Our planning team has established a program structure that is firmly grounded in the program components and the common elements of quality after-schools programs as outlined by the Iowa Department of Education. Our Student Adventures anticipated outcomes are as follows:

- 75% of Student Adventures participants will increase their baseline core reading and math proficiency scores by 15% per year of program participation as measured by annual Iowa Assessments and/or DIBELS.
- 100% of participants will participate in a minimum of 4 hours/week in the school year and 6 hours/day in the summer of academic enrichment activities.
- 80% of Student Adventures participants will decrease their school absences to less than 5 days absent from the regular school day and less than 5 days absent from Student Adventures programs.
- 50% of parents with students in the Student Adventures program will participate in a minimum of 2 family literacy and/or ESL activities/year as evidenced by activity/participation records.
- Parents with children in the Student Adventures program will participate in financial and/or computer literacy or activities that may lead to the completion of a high school diploma.

To achieve our objectives, we have established firm commitments from our partnering agencies to provide the following research-based remediation and enrichment activities:

Reading and Math Recovery: Provided by certified teachers and teacher's aides from the Clinton Community Schools.

Homework Assistance: Provided by certified teachers and teacher's aides from the Clinton Community School District, Mentors from our Mentoring Programs, and Adult Volunteers (from college age to senior citizens).

Academic Enrichment Activities: Provided by certified teachers and teacher's aides from the Clinton Community Schools, ISU Extension staff, and Clinton County Conservation.

Substance Abuse and Violence Prevention Activities: Provided by prevention specialists from New Directions Substance Abuse/Treatment Agency, the Clinton County Sheriff's Department, and Bridgeview Community Mental Health Services.

Recreation Activities: Provided by recreation staff from the Clinton YWCA and volunteer community organizations.

Family and Parent Literacy Activities: Provided by Clinton Community College and Iowa State University Extension. High school/GED completion workshops and/or completion programs provided by Clinton Community College

Project management includes a full-time SA Program Director, Site Coordinators and facilitators at each school, and a database administrator. Systems are in place for continual parent, youth, and community communication and feedback. The program has a direct programming oversight board (the SA Partner Advisory Board) and a community oversight board (the SA Community Governance Board) responsible for continuous improvement and sustainability planning.

Narrative Section 2: Student Need

2.1: Evidence of Student Need

Need 1: K-1 and 5th grade at-risk students at Bluff, Jefferson and Eagle Heights need early and ongoing academic remediation and enrichment to assist them in meeting and/or exceeding the reading and math proficiency standards set forth in the CCSD's C-Plan (APR).

Schools in Need of Assistance All three of the targeted schools in this application are designated as SINA schools. Additionally, the Clinton Community School District (CCSD) is designated as a DINA District. Title I funding allocation in 2012-2013 is \$1049.00 per child and grade K-5 students are eligible for Title I funding in all 3 target schools.

Poverty Data Community assessments reveal that poverty continues to be a major risk factor for students in our schools. The neighborhoods surrounding two of our target schools (Jefferson Elementary and Bluff Elementary) are the most socio-economically disadvantaged areas of the city. Clinton County currently ranks 7th out of Iowa's 99 counties in terms of child welfare and food assistance expenditures. In all eight schools in the District, FRL rates are a minimum of thirteen percentage points above the state average FRL rate of 39.4% (*Table 1*).

Table 1: FRL Rates – Iowa DOE Fall 2012

School	FRL%
Jefferson Elementary	77.8
Bluff Elementary	67.5
Eagle Heights Elementary	52.0
District	51.0
State of Iowa	39.4

Early Learning Readiness Table 2 indicates that significant numbers of students in our target schools need very early intervention to reach reading proficiency before the 3rd grade. Research indicates that 80% of students not reading at proficiency by grade 3 will never be proficient. In 2012, the CCSD School Board voted to make K-1 intervention a priority investment.

Table 2: % At Risk Students – DIBELS Assessment Fall 2012

	Kindergarten	1 st grade
Bluff Elementary	31%	27%
Eagle Heights Elementary	19%	24%
Jefferson Elementary	7%	18%

Academic Proficiency Data In 2011, a significant percentage of students in our target schools displayed reading and math skills that did not meet the minimum proficiency standards set forth in the District's C-Plan (*Table 3*).

Eagle Heights Elementary School has a current enrollment of 550 students: 75% Caucasian, 18% African American, 8% Hispanic and 1% Asian. 17% percent of students at Eagle Heights have an IEP in place. At Eagle Heights, our target group (LSES and minority students) falls significantly below non-LSES and Caucasian students in proficiency achievement in both math and reading. The number of students to be served will be 33 (after school); 20 (before school); 22 (summer).

Table 3: Fall 2011 Iowa Assessments Grades 3-5 Non-Proficiency Rates

	Eagle Heights		Bluff		Jefferson	
	Reading	Math	Reading	Math	Reading	Math
LSES	34%	36%	28%	26%	17%	18%
Minority	29%	61%	29%	42%	28%	30%
Not LSES	24%	25%	24%	24%	14%	13%

Bluff Elementary School has an enrollment of 435 students: 73% Caucasian, 16% African American, and 13% Hispanic. 24% percent of Jefferson students have an IEP in place. As noted in Table 3, minority and LSES students have significantly lower numbers of students in the proficient band than non-LSES and Caucasian students. The number of students to be served = 33 (after school); 20 (before school); 22 (summer).

Jefferson Elementary School has a total enrollment of 430 students: 66% Caucasian, 15% African American, 17% Hispanic, and 2% other race. A full 10% of Jefferson students are ESL students and 19% have IEPs in place. Table 3 verifies that LSES and minority students have significantly higher percentages of non-proficient students in both reading and math. The number of students to be served will be 33 (after school); 20 (before school); 22 (summer).

Elementary to Middle School Transitional Data The District’s 2012-2013 C-Plan notes the following: “When transitioning from elementary to middle school, student scores decline the year of the transition.” For students designated at risk in the elementary grades, the decline is significantly sharper than for students not designated as at risk. Adding 5th grade intervention through our Student Adventures program will better prepare students for this transition.

Need 2: K-1 and 5th grade at-risk students at Bluff, Jefferson, and Eagle Heights Elementary Schools need quality before, after, and summer school enrichment activities that decrease truancy rates and promote positive bonding to school and the community.

Truancy Data Students who do not bond to school are more likely to be absent from school, are less likely to be motivated to perform beyond the “minimum” requirements, and are more likely to engage in behaviors that jeopardize their futures. None of our target schools met the District’s CSIP goal of 94.3% average daily attendance. In addition, two of the three target schools exhibited significantly higher rates of excessive absenteeism than other elementary schools in the District (*Table 4*).

Table 4: Attendance

	Missing 5+ days
Bluff Elementary	29%
Jefferson Elementary	40%
Eagle Heights Elementary	44%

Dropout Rates School truancy is a significant factor in school dropout. In 2011, the CCSD’s grade 7-12 dropout rate for all students was 5.75%. The rate among African American students rises to 8.16% and among the District’s ESL Hispanic students, the rate jumps to 12.5%.

Community Risk Factors: Family Histories of Problem Behaviors Without appropriate parental role modeling, children are disadvantaged in learning socially appropriate behaviors.

Our community has high rates of family dysfunction. In its latest At-Risk Report the CCSD reported that 47% of its students are identified as having at least one of the following *critical* risk factors: Homeless (11%); Out of Home Placement (9%); Juvenile Court Involved (12%); Pregnancy/Teen Parent (17%); Verified Victim of Abuse (12%).

Community Risk Factors: Adult Substance Use/Abuse and Dysfunction Community risk factors contribute to students' attitudes about violence, alcohol, and other drug use risk. For over a decade, the adult drug offense rate for Clinton County adults is 757/100,00 as compared to the State of Iowa total of 312/100,000 (*ICBR Reports, 2011*).

Need 3: Parents of K-1 and 5th grade at-risk students at Bluff, Jefferson, and Eagle Heights Elementary Schools need access to adult and family literacy programs.

Adult Education Levels Sixteen percent of the population of Clinton does not hold a high school degree (*Census 2010*). This leaves the city and school district with a large number of parents who may not value education, who have had negative experiences in the educational system, or who are trying to guide first generation college students.

2.2 Engagement of External Stakeholders

Community Stakeholders Within the city of Clinton there exists a highly developed multi-service collaborative called the Student Adventures Community Governance Board (SACGB). Initiated in 1996 as the Clinton Community Governance Board, SACGB membership includes representatives from the following community entities: Juvenile Probation, the Clinton Police Department, Clinton Community College, County Case Management, Clinton County DHS, Private Citizens, Clinton Community Schools, and neighborhood churches. Through this planning body, service needs for at-risk families are identified and programs are designed and implemented through collaborative efforts. The SACGB meets monthly and continues to oversee the implementation, evaluation, and sustainability of all school-based community linkages.

Community Partners for this Application Partnerships include: ISU Extension, Clinton County Conservation, Clinton YWCA, Ashford University, New Directions, Bridgeview Mental Health Center, Clinton County Sherriff's Office, and Clinton Community College. Each partner commits a representative to serve on the Student Adventures Partner Advisory Board.

Parents and Youth The CCSD continues to facilitate the involvement of parents and youth in our Student Adventures programs. Each target school has an established School Advisory Council composed of students, parents, and school personnel. Councils meet monthly to provide input/feedback relating to programs/services offered in their schools and to suggest and/or implement programs/services they feel would benefit their families. The educational and enrichment activities proposed were developed with past and recent ongoing input from the School Advisory Councils at each target school. Ongoing refinement of program offerings is based on, and depends on, direct input from youth and parents and their perceptions of the unique needs at each site. Semi-annual parent and youth surveys are distributed which specifically ask for parent and youth feedback regarding current Afterschool Adventures programs and suggestions for both program expansion and programming they would like included. The District has a pool of volunteer community groups who offer unique activities requested by youth and parents (yoga, Karate, arts & crafts etc.).

Narrative Section 3: Project

3.1 – 3.3: Program Goals, Objectives and Activities Link to Student Need

Goal I (G1) (*Addressing Identified Need 1*): Assist at-risk students in achieving Iowa Core Curriculum proficiency standards through Student Adventures programs at Bluff, Jefferson and Eagle Heights Elementary Schools by providing targeted reading/math intervention and remediation for early learners (K-1) students and students transitioning to middle school (Gr 5).

Objective G1-1 75% of Student Adventures participants will increase their baseline core reading and math proficiency scores by 15% per year of program participation as measured by annual Iowa Assessments and/or DIBELS.

G1-1 Remediation/Recovery Programming Components For early intervention and remediation, the CCSD will contract certified teachers to provide 7.5 hours /week of targeted reading reinforcing foundational reading skills for K-1 students. For 5th grade students, three reading recovery curricula from Houghton Mifflin and Harcourt Brace will be used. Ashford University and Clinton Community College students will serve as “Reading and Math Buddies” for all grade levels as part of service learning requirements at their respective colleges. 5th graders will also serve as “Reading Buddies” for K-1 students. For K-1 targeted math intervention involving counting, cardinality, and sorting will be the initial focus. For both K-1 and 5th grade, the District has the Trailblazers series that is matched to the Iowa Core Curriculum. Homework assistance will available at all 3 sites everyday and monitored by certified teachers and/or teacher’s aids. Adult mentors from our mentoring programs will be merged into the program for students in both mentoring and the Student Adventures program. Our mentors are trained in homework assistance methods that align with the strategies being utilized by Title I specialists and empower students to become self-learners. Because Jefferson has a population of 10% ESL students, at least one ESL teacher will be present.

Objective G1-2 100% of participants will participate in a minimum of 4 hours/week in the school year and 6 hours/day in the summer of academic enrichment activities.

G1-2 Academic Enrichment Programming Components Actions steps under Objective G1-2 focus on academic enrichment. In the hour or two before school begins, our Early Risers program focuses on work with math manipulatives, strategy puzzles, board games, and circle reading. In the after school program, teachers work with ISU Extension and Clinton County Conservation to enrich student experiences by designing STEM-based learning activities that strengthen interest and performance in the subject areas of math and science. “Acres of Adventure” will be utilized by ISU to stimulate K-1 interests and Lego League (engineering focus) will be used for both K-1 and 5th grade students. Much emphasis in K-1 will also be placed on music activities that stimulate math skill development. For 5th grade students, CCSD teachers will provide additional computer literacy classes to better prepare students for middle school and high school work. Site Coordinators also work with teachers, students, and parents to arrange for field trips to museums, historic places, musical events, and dance performances.

Goal 2 (*Addressing Identified Need 2*): Assist K-1 and 5th grade at-risk students in to increase positive bonding to school and community and decrease truancy through Student Adventures programs at Bluff, Jefferson and Eagle Heights Elementary Schools by offering prevention and wellness activities.

Objective G2-1 80% of Student Adventures participants will decrease their school absences to less than 5 days absent from the regular school day and less than 5 days absent from Student Adventures programs.

G2-1 Prevention and Wellness Programming Goal 2 focuses on the Program Component of enrichment programs and services that promote positive youth development Action Steps under Objective G2-1 focus on enrichment programs addressing recreation, community involvement, safety, substance abuse prevention, and the arts. The Clinton YWCA designs, implements and provides Y staff for fitness activities that blend Character Counts curriculum. In addition, the YWCA provides staffing and structured recreation at its own facilities on early-out teacher in-service days. Clinton County Conservation will involve students in age-appropriate community service activities involving environmental projects. The Clinton County Sheriff's Department will focus on personal safety activities for K-1 and on "Internet Safety" for 5th grade students. Because we want our students to be intimately involved in the development of special interest age-appropriate activities unique to their sites, each school's students and parents will work with their School Advisory Board to match student interests to volunteer community organizations that can be brought to the school.

G2-2 Substance Abuse and Violence Prevention Activities Action Steps under G2-2 focus on substance abuse prevention activities. Prevention Specialists from New Directions (our community substance abuse prevention providers) will utilize an expanded STEP program for K-1 students and are developing a "transition to middle school" curriculum for 5th grade students focused on refusal skills and positive peer choices. Bridgeview Center for Mental Health will provide anti-bullying programming.

Goal 3 (*Addressing Identified Need 3*): Support family literacy by providing access for parents of at-risk children at Bluff, Jefferson and Eagle Heights Elementary schools to literacy programs, opportunities and services.

Objective G3-1 50% of parents with students in the Student Adventures program will participate in a minimum of 2 family literacy and/or ESL activities/year as evidenced by activity/participation records.

G3-1 Family Literacy Programming Action steps under G3-1 will focus on family literacy activities that promote reading together. ISU extension will facilitate the "Family Story Teller" program, which focuses on parents reading to and interacting with their child during reading activities. This activity will be covered by a grant through ISU. In addition, the program will teach K-1 parents how to use Tumblebooks.com through the public library.

Objective G3-2 Parents with children in the Student Adventures program will participate in financial and/or computer literacy or activities that may lead to the completion of a high school diploma.

G3-2 Adult Literacy Classes Action steps under G3-2 focus on adult classes designed to meet a variety of at-risk family needs within our target schools. Clinton Community College has generously agreed to provide computer and financial literacy classes at each school site. Accredited GED completion preparation classes will also be offered by the college at each of our school sites. Childcare is provided at each site during parent classes.

3.4: Linking Program to School-Day Instruction

All program goals and objectives were developed with direct input from the CCSD Curriculum Director, Reading Specialists, Principals and school staff. Starting with the 2011-2012 school year, the CCSD has worked tirelessly to match curriculum and assessment strategies to fully align with the Iowa Core Curriculum and has re-aligned its C-Plan (formerly CSIP) to align with the Iowa Core. Our program assures continuity with the day-school program because it utilizes certified day-school teachers and certified para-educators from each school to serve as teachers in the Student Adventures programs. In addition, the Student Adventures program asks for day-school teacher evaluations of Student Adventures participant's progress in the regular classroom on a semi-annual basis – thus providing additional feedback for curricular adjustments that may need to be made based on ongoing student needs. Afterschool Adventures publishes both print and online newsletters (English and this year, Spanish) informing all parents, community members and school staff of activities and accomplishments.

3.5: Organizational Experience

Prior Experience with Similar Programs This application will expand our capacity to serve students not previously served under our current programs: our earliest learners (K-1) and students preparing to transition to middle school (5th graders). Because the CCSD has already implemented and successfully managed before, after school, and summer Student Adventures programs in six schools under two 21st Century grants for the last seven and nine years, respectively, it is evident that the Clinton community has the capacity to meet all responsibilities, contracts, and commitments to ensure that the project is fully staffed and implemented within the framework outlined in this proposal. Each collaborative partner's executive director, or appointed representative, serves on our Student Adventures Partner Advisory Board, which reports directly to our greater Student Adventures Community Governance Board. The CCSD and its partners have the experience and the human, material, and financial resources required for continuing and sustaining our programs. These commitments are clearly evidenced in the Memorandums of Understanding (MOUs) accompanying this application (*see Appendices*).

Ability to Sustain In the summer of 2005, the Iowa Afterschool Alliance (IAA) agreed to have Clinton's after school program be the first in the state to develop a sustainability plan through their office as a pilot project. In early 2006, the State Public Policy Group (SPPG) assumed responsibility for the management of IAA and, under their guidance, the District completed its full sustainability plan; a 34-page document on file with the District and the state. Despite decreasing 21st Century funding levels, the CCSD has been able to sustain Student Adventures operations at all six schools as of this date. To illustrate our ongoing sustainability efforts, the following has already been accomplished: 1) The CCSD has an ongoing contract with a resource development agency to aggressively pursue state, federal, and local grant options. This investment has realized over \$250,000 in state and federal grants where resources can be allocated effectively to support shared funding of staff positions in each building. 2) Mentoring grants allow for adult mentors to participate in program elements with their mentees; thus serving as volunteers in the program. 3) Community service providers and teachers have agreed to a common hourly pay rate for service provision (\$21.50/hour of service), which has significantly lowered program staff expenses. 4) The CCSD aggressively pursues in-kind resources. Currently, the following partners are offering their services as full or partial in-kind service: Clinton County Conservation, ISU Extension, and Ashford University.

Narrative Section 4: Research Base

4.0 Strong Research Base for Proposed Activities

Academics – Reading In consultation with reading specialists, classroom teachers and the CCSD Curriculum Director, the District has chosen the following reading intervention/recovery curriculum: *Great Strides* (Harcourt Brace), *Early Success* (Houghton Mifflin), and *Reading Recovery* (Houghton Mifflin). All three strategies align with the CCSD’s C-Plan and the Iowa Core. All three strategies accurately assess student’s reading levels through miscue analysis using running records. This ability to use ongoing assessment, allows reading teachers to make active decisions that maximize reading and writing instruction on an individualized basis.

Academics – Math Four math recovery strategies have been chosen for the Student Adventures programs. *Growing with Mathematics* (McGraw-Hill) is a core mathematics program that is appropriate for all PreK – 5 student populations. The program addresses NCTM and Iowa Core standards and is recognized by the NSF as a research-based curriculum. *Math Trailblazers* (Kendall Hunt) is fully aligned with the current National Council of Teachers of Mathematics Curriculum and Evaluation Standards for School Mathematics. *Acres of Adventures* combines agriculture and hands-on learning to introduce youth to the world of agriculture and life science. The goal of the curriculum is to develop understanding, appreciation, and application of science through a variety of hands-on agriculturally based activities. *Lego League* introduces young students to real-world engineering challenges by building LEGO-based robots to complete tasks on a thematic playing surface. FLL teams, guided by their imaginations and adult coaches, discover exciting career possibilities and, through the process, learn to make positive contributions to society.

Enrichment and Positive Youth Development *Character Counts* is a framework centered on basic values called the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship. A substantial body of scientific evidence supports its effectiveness in schools throughout the country. *Steps to Respect* is a violence prevention program cited as an Exemplary Program by the United States DOE and as an Effective program by the CSAP.

Family Literacy *Family Storyteller* is an early literacy program designed to increase the amount and quality of time parents and young children spend together in literacy activities. Pre-post interviews with families have revealed significant increases in the amount of time parents read with their children, their enjoyment of reading time, and their use of specific parent reading techniques. Children have made significant gains in their enjoyment of reading with parents and their understanding of print concepts. *Tumblebooks* is an online collection of animated talking picture books, which teach kids the joy of reading in a format they love. Our adult *Computer Literacy* program (offered through Clinton Community College) is accredited through CASA (Competency Adult Student Assessment System) as an effective instructional program. Clinton Community College’s *GED Completion Program* is accredited in conjunction with PearsonView and the American Council on Education.

Staff Training All CCSD teachers *and* community partners are cross-trained in the curriculum each intends to provide to ensure continuity of the learning process and to ensure cultural sensitivity and responsiveness to physical barriers, such as child care and transportation for adults. Each program listed can be offered in English or Spanish with qualified ESL personnel.

Narrative Section 5: Management Plan

5.1 Staffing, Professional Development, Leadership and Volunteerism

Staff Recruitment and Training The effective recruitment, hiring and retention of highly qualified staff and volunteers is critical to the ongoing success of our project. We have a full-time dedicated *Student Adventures Program Director* who has successfully managed our programs for a decade. Each school has experienced *Site Coordinators* with secretarial support. Our contracted *Community Service Providers* (partners for recreation, wellness, prevention, and academic enrichment) are hired via their respective organizations. *Teachers and teacher's aides* are contracted via the school district under the supervision of the CCSD Superintendent and the Curriculum Director. To date, the District has had no difficulty filling after school, before school, or summer positions.

Professional Development The Student Adventures Program Director is responsible for ensuring that training schedules are followed and that all program staff receive adequate cross-training in their respective roles and the roles that other providers will play. The CCSD provides Student Adventures staff with a minimum of 16 hours of pre-service orientation in the Fall, 16 hours of pre-service orientation for the summer program, and semi-annual all-staff development trainings. All staff are given the opportunity to attend at least one relevant outside development activity each year.

Leadership to Align with School Day Curriculum All goals and objectives of the program align with the day school curriculum through the CCSD C-Plan and School Board Oversight. The Student Adventures Program Director ensures that the goals and objectives of the program are being met. This is accomplished through the following communication structures: 1) Weekly meetings with Site Coordinators to review site schedules, day-to-day programming, and data collection. 2) Monthly meetings with the Partner Advisory Board to review progress on goals and objectives, attendance data, parent participation data, achievements, and continuous improvement. 3) Monthly meetings with Principals and the Curriculum Director to ensure ongoing alignment with designated curricula. 4) Monthly meetings with the Student Adventures Governance Board to report progress on the goals and objectives to community leaders. 5) Monthly progress reports to the CCSD School Board. 6) Monthly hard copy and online newsletters to inform parents and interested community members of program achievements.

Volunteer Recruitment and Training Our project relies on volunteers for assistance in offering a full complement of educational and enrichment programs. Fortunately, the CCSD has extensive experience in recruiting, training, and retaining a large pool of highly qualified adult volunteers. Currently the District has a pool of 176 reliable adults dedicated to various programs (63% have been involved in programs for 3 or more years and 35% are senior citizens). We have an extensive screening, orientation, and 12-hour training program in place to ensure that a volunteer's interests and strengths match the activities they will be involved with. Site Coordinators make regular contact with all volunteers to ensure they are fully supported by project/school staff.

5.2 Accessibility in Transportation, Communication and Facilities

Transportation The CCSD provides busing for all students needing transportation to and from

Student Adventures activities. Students are transported to and/or from pick-up sites throughout the community each day of program operation. Pick-up/drop-off sites are within walking distance of participants' homes and are in public areas where parents can readily meet their child. The CCSD has a strict policy that requires parent/guardian pick-up for the release of a child from the bus if the drop-off time is at/after dusk or during inclement weather.

Safe Facilities Each program site provides a safe, accessible environment with aspects unique to the population it serves. Each school meets ADA standards in terms of accessibility and accommodations for students with special needs. Our average staff to student ratio (1:6 for K-1 and 1:12 for 5th grade) ensures students needing accommodations can be fully involved in activities in a safe and meaningful way. Parents are welcomed in our buildings and are welcome to observe or participate in program activities. Each school has a card system to monitor all visitors.

Translation Services Both Spanish and hearing impaired translation services are available at each school for students and parents needing these services.

5.3 Organizational Structure

Community Oversight Within the city of Clinton there exists a highly developed multi-service collaborative called the Student Adventures Community Governance Board (SACGB). Initiated in 1996 as the Clinton Community Governance Board, SACGB membership includes representatives from the following community entities: Juvenile Probation, the Clinton Police Department, Clinton Community College, County Case Management, Clinton County DHS, Private Citizens (2), Clinton Community Schools and neighborhood churches. Through this planning body, service needs for at-risk families are identified and programs are designed and implemented through collaborative efforts. SACGB meets monthly and continues to oversee the implementation, evaluation, and sustainability of all school-based community linkages.

Student Adventures Advisory Board Oversight Operating in parallel with SACGB, are the CCSD School Improvement Advisory Committee and the Student Adventures Partner Advisory Board. Both are responsible for direct project planning and administration at each site to ensure that project activities align directly with the current School Improvement Plan.

Building-Level Oversight As stated previously, at the individual building level, School Advisory Councils (includes parents, youth, school principals, teachers and staff representatives) determine the unique needs of each school in terms of program priorities and specialized program offerings.

Fiscal Management The CCSD is the fiscal manager of our Student Adventures programs.. Because this program involves three school sites with individual site revenues and expenditures, the Student Adventures Program Director and CCSD's CFO, set up individual cost centers for each site. In order to insure accountability for all program activities, the District executes written contracts for service with all program providers. The SACGB assists the CCSD in coordinating contracted services, resolving conflicts, and addressing programmatic and contractual issues in an expedited fashion. Contracts outline provider responsibilities, specific timelines, and reporting requirements. Once contracts are in place, responsibility for individual site budgets shifts to our Site Coordinators, under the direct supervision of the Student Adventures Program Director.

5.4 Continuous Improvement, Sustainability, and Effective Use of Public Resources

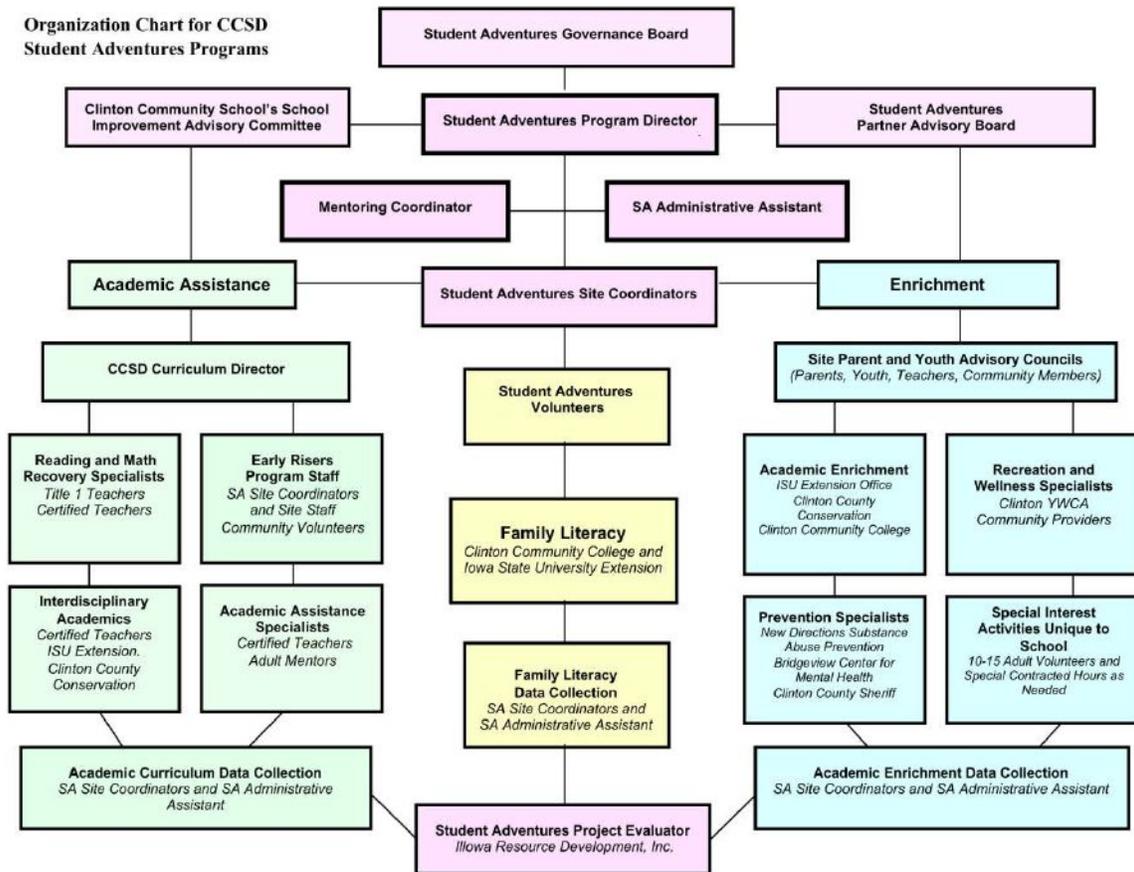
Continuous Improvement and Sustainability Plan At the core of Student Adventures' continuous improvement is community engagement. First and foremost: Program oversight is community-based. At the core of our planning process is a dedicated and committed group of CCSD staff, community leaders, and community based organization executives called the Student Adventures Community Governance Board (SACGB). Second, we engage the community through regular multimedia communications and encourage feedback with annual surveys distributed to students, parents, teachers, community service providers, and the community at large. This respect for, and engagement of all sectors of the community, ensures that Student Adventures is aligned with data-driven community needs. Our sustainability approach represents a diversified funding plan that involves re-directing current resources as appropriate, developing local support, incorporating additional federal, state and local funding as appropriate, and coordinating the use of all available resources. Five key components underlie our sustainability plan: Advocacy Efforts; Media Relations; Strong Community Partners; Key Champion Development; and Adaptability to Changing Conditions. Before applying for any new funding, the CCSD and SACGB engage in a planning process involving 3 steps: (1) Carefully projecting the costs of maintaining the program. (2) Identifying the time frames for developing sustainability funding. (3) Identifying all potential funding streams that can be redirected over the course of the initial grant to sustain the program when a grant expires. The following are just a few examples to illustrate our success using this planning process in sustaining our current Student Adventures programs: 1) The CCSD contracted with a resource development agency to aggressively pursue grant options. 2) Program partners shifted partial financial responsibility to their respective agencies by agreeing to a common hourly rate for services. 3) State and federal mentoring grants allowed for shared funding of staff positions in each building. 4) From 2008-2010, DECAT funding supported summer programs. 5) In 2009, the District and the Clinton Wellness Coalition partnered for a Wellmark grant to support before school programs. No funding formula can fully anticipate available resources or economic conditions, but to date, this formula has been the basis for successfully sustaining over \$1,465,000.00 in annual prevention, education, and family support services in our schools and community for the past two decades.

Effective Use of all Public Resources Each of our partners brings all available *public resources* to our Student Adventures planning table. We thoroughly assess each partner's resources and determine how to best utilize those resources in our community. The following are examples of how the CCSD and community partners work together to integrate services offered in our Student Adventures programs: (1) State and federal mentoring programs have structured to integrate directly into after-school, before school, and summer activities. As a result, we cost-share SA Site Coordinator salaries as well as administrative support salaries. Our Mentoring Recruiter also assists in recruiting adult volunteers for the Student Adventures program. (2) Site Coordinators are utilized to refer families to Clinton Community College. In turn, CCC identifies and refers families needing literacy support to our literacy programs. (3) We cost-share comprehensive drug/violence prevention programs with New Directions through Comprehensive Substance Abuse and Community Partnership grants. (4) We have used a variety of public and private dollars to support our Student Adventures summer program. (5) All providers have agreed to a blended service provision rate of \$21.50 per hour.

Ongoing integration and cost sharing of resources between providers increases efficient use of community resources, eliminates duplication, and increases community investment in supporting and sustaining the Student Adventures program.

Section 6: Communication Plan

A strategic communication plan is in place, with communication channels between program oversight, direct program operation, and community linkages illustrated in the organizational chart below. The SA Program Director coordinates the following communications: 1) Weekly Site Coordinator meetings to review site schedules, day-to-day programming, and data collection. 2) Monthly Partner Advisory Board meetings to review progress on goals and objectives, attendance data, parent participation data, achievements, and continuous improvement. 3) Monthly meetings with Principals and the Curriculum Director to ensure ongoing alignment with designated curricula. 4) Monthly meetings with the Student Adventures Governance Board to report progress on the goals and objectives to community leaders. 5) Monthly progress reports to the CCSD School Board. Our Student Adventures programs are marketed to students, parents and the community through a variety of methods. In most cases, a counselor at the school identifies students meeting at-risk criterion (below proficiency in academic areas or excessive absenteeism) and initiates direct contact with the child's family. Teachers are provided with orientation to the program on in-service days throughout the year. Because any student is allowed to participate, each site disseminates information to all parents through their school newsletters and weekly take home information. Program information is included in the monthly District Newspaper (published in print and online) and in Clinton's local newspaper. In addition, each of our collaborative partners includes information in their agency newsletters.



Section 7: Partnerships

7.1 Effective Collaborative Process and Partners

As stated previously, Clinton Schools and our community partners have a long history of collective strategic planning, program development, implementation, management, and sustainability. Beginning with the implementation of our first Community Health Advisory Council in 1992, our community's experience in collaborative process has grown and evolved into a highly refined system of community planning, joint program development, and management. At the core of our planning process is a dedicated and committed group of CCSD staff, community leaders, and community based organization (CBO) executives called the Student Adventures Community Governance Board (SACGB). Formed in 1994 and originally called “the Gateway Initiative,” the SACGB is a ground breaking collaborative endeavor that brings to one table representatives from a variety of community sectors. SACGB has one primary goal: “Develop and implement a single, comprehensive system of services, delivered to the community through our schools”. At the core of the SACGB is the understanding that collectively the group can accomplish for the community what no one group or agency can accomplish alone. For 2012-2013, SACGB is composed of the following community representatives:

- Addie Rupp – *Juvenile Probation*
- Jennifer Henry – *Zion Evangelical Lutheran*
- Brian Guy – *Chief of Police; Clinton Police Department*
- Lisa Miller – *Clinton Community College*
- LaMetta Wynne – *Private Citizen*
- Becky Eskildsen – *Clinton County Case Management*
- Tiffany Sager – *Clinton County Department of Human Services*
- Loras Osterhaus – *Student Adventures Program Director*

Serving under the oversight of the SACGB is the Student Adventures Partner Advisory Board. The addition of the Partner Advisory Board and the separation of direct Student Adventures Century partners from SACGB in 2005, has created two important planning levels: 1) An objective oversight level (SACGB) and 2) A direct program planning and implementation level (the SA Partner Advisory Board). Serving on the SA Partner Advisory Board, are the CEOs or appointed representatives from the following Student Adventures Partners:

- New Directions (our community's comprehensive substance abuse prevention agency and provider of Student Adventures ATOD and violence prevention programming)
- The Clinton Substance Abuse Council (co-sponsor of our Student Adventures Summer programs)
- The Clinton County Sheriff's Office (providers of Student Adventures personal safety programs)
- Bridgeview Center for Community Mental Health (provider of mental health and family counseling services to our community and providers of Student Adventures pro-social skill development programs)
- The Clinton YWCA (providers for Student Adventures after school and summer recreation and enrichment programs)
- Clinton Community College (provider of Student Adventures high school completion

programs for adults, family literacy, and college preparation classes).

- Iowa State University Extension (provider of Student Adventures family literacy and academic enrichment programming)
- Clinton County Conservation (providers of Student Adventures academic enrichment activities)
- Ashford University (providers of Student Adventures “Reading Buddies” and arts enrichment activities).
- Site Coordinators from Bluff, Eagle Heights, and Jefferson Elementary Schools (on-site day-to-day program managers)
- Teacher Representatives (1 is elected by Student Adventures teachers at each school)
- Parent Representatives (2 are elected by Student Adventures parents at each school)
- Youth Representatives (2 are elected by Student Adventures students at each school)

Each community partner has signed an MOU outlining their role in our before, after school and/or summer programs for the upcoming 3-year cycle. Direct school representatives (teachers, parent and youth representatives) are blanketed under the broader CCSD MOU.

7.2 Engaging Partners Over the Life of the Grant

The design of our Student Adventures (SA) program and provision of services is not a "new" venture for the CCSD or our collaborative partners: It represents a collective vision developed over many years. As such, our SA programs incorporate and integrate a number of services currently offered by our partners through the collaborative planning process of the SA Partner Advisory Board and the oversight management of the SA Community Governance Board into a seamless continuum of before/after school and summer programs for targeted youth and their families. The SA Community Governance Board and Partner Advisory Boards meet monthly to oversee the implementation, evaluation, and sustainability of all school-based community linkages. Our ongoing planning process keeps our community partners engaged because all partners have a common goal: Combining resources and sharing resources so that all entities in the community are able to effectively provide services without duplication of efforts. All partners are involved in providing feedback to the program through monthly planning/progress meetings and annual feedback surveys and focus groups that are part of the Student Adventures evaluation process.

The CCSD has, and will continue to facilitate the involvement of parents and youth in our Student Adventures collaboration. Each of our target schools has established School Advisory Councils composed of parents, elected students, community members, and school personnel. These advisory councils meet monthly to provide input/feedback relating to programs/services offered in their schools and to suggest future programs/services they feel would benefit their schools. The educational and enrichment activities proposed were developed with past and recent input from School Advisory Councils at each target school. Ongoing refinement of both our initial and quarterly program offerings will be based on, and depend upon, direct input from youth and parents and their perceptions of the unique needs at each individual site. To accommodate individual school wishes/needs, our programming schedules include some “flexible hours” dedicated to enrichment activities requested by individual schools. Parents and students are also involved in providing feedback to the program through School Advisory Council meetings, annual anonymous feedback surveys, and annual focus groups that are part of the Student Adventures evaluation process.

Section 8: Evaluation

Our evaluation plan encompasses all the quantitative and qualitative outcomes required by the Iowa DOE: student-level Iowa Assessment and DIBELS academic outcome data; student-level attendance data; student-level behavior data; and implementation, process, and continuous improvement data.

8.1 Evaluator Expertise

External Evaluator The CCSD utilizes an outside, independent evaluator for all grant-funded programs to ensure that all evaluation processes are objective and independent of personnel directly involved in the Student Adventures program. Heading up the evaluation team will be Ms. Susan Troy of Illowa Resource Development, Inc. (IRDI). Ms. Troy and IRDI personnel bring to the project extensive expertise in program models, evaluation designs, instrumentation, and strategies for collecting, analyzing, and reporting data. IRDI has been the District's independent evaluator for sixteen federal and state-funded programs, including all 21st Century programs to date. Our evaluation process is designed to provide ongoing feedback that can be utilized to make program adjustments as needed.

Implementation/Process Evaluation Process data is used to provide visual evidence of the effectiveness of program implementation and timeline compliance. IRDI evaluators are provided with implementation/process data monthly in the initiation phase of any project. IRDI evaluators are responsible for reviewing all materials related to daily operations and analyzing data to determine if the program is on schedule and progressing toward target goals. Implementation/process evaluation is provided to the District monthly in the first six months of project start-up and then quarterly in subsequent months throughout the life of the project. In addition, IRDI staff conduct annual focus groups with community service providers, volunteers, students, parents, and teachers to receive input on service implementation and day-to-day program management. Process data is collected weekly by SA Site Coordinators and compiled monthly by our SA Program Director. Process data is forwarded to IRDI for analysis and to our Partner Advisory and Governance Boards for quarterly review.

Outcome Evaluation IRDI is directly responsible for evaluating academic and behavioral outcome data. For each group of students enrolled in the program, academic baseline data is collected in the Fall of the year of initial enrollment (Iowa Assessments). Annual academic progress involves comparative data on annual Iowa Assessments. Classroom teachers complete semi-annual academic and behavioral progress reports for children in their classroom who are enrolled in the SA program to determine program impact in the regular classroom. Academic outcome data is forwarded to IRDI in January and August of each year for analysis. Attendance and disciplinary action data is gathered quarterly, reviewed quarterly, and analyzed annually by IRDI.

Timeline and Link to Project Goals For this Student Adventures project, a comprehensive work plan (timeline of activities) involving implementation, data collection and outcomes linked to the project's goals and objectives has been composed and distributed to all key stakeholders. Project outcomes are clearly delineated as follows (*also see Section Three*):

- Goal 1 Outcome 1: 75% of SA participants will increase their baseline core reading and math proficiency scores by 15% per year of program participation as measured by DIBELS or

Iowa Assessments.

- **Goal 2 Outcome 2:** 100% of participants will participate in a minimum of 4 hours/week in the school year and 6 hours/week in the summer of academic enrichment activities as evidenced by program activity/participation records.
- **Goal 2 Outcome:** 80% of SA participants will decrease their school absences to less than 5 days from the regular school day and less than 5 days from the SA program as evidenced by school and SA program attendance records.
- **Goal 3 Outcome 1:** 50% of parents with students in the SA program will participate in a minimum of 2 family literacy and or ESL activities/year as evidenced by program activity/participation records.
- **Goal 3 Outcome 2:** A minimum of 25 parents with children in the SA program will participate in financial and/or computer literacy classes or activities that may lead to the completion of a high school diploma as evidenced by program activity/participation records.

The YSI Data System Data will be collected using the District’s current YSI (Youth Services Incorporated) data system developed for the Iowa State Department of Education. The system is designed to track all services by student, provider, type of service, number of service contacts, length of service, hours of service contact, and cost of service. The YSI also allows the District to track pre and post-outcome measures delineated by individual student, cohorts of students, student demographics, and service providers.

Coordination of Information Process data is collected weekly by Site Coordinators, reviewed/compiled monthly by our Student Adventures Program Director, and forwarded to IRDI monthly in the first six months of program start-up and then semi-annually. Non-academic outcome data is collected weekly and academic data is collected semi-annually by Site Coordinators, reviewed/compiled monthly by our Student Adventures Program Director, and forwarded to IRDI semi-annually. IRDI combines outcome and process data into a relational database for analysis of the causes and correlates of the results of efforts of our Student Adventures programs. Our Student Adventures Partner Advisory Board, the SA Community Governance Board, the District's CSIP Committee, and the CCSD School Board review evaluation summaries within 60 days of compilation.

8.2 Using Evaluation Results

Utilizing Evaluation Results for Program Improvement If programmatic issues or data issues warrant further review, the SA Program Director calls together site personnel, service providers, and school administrators. Potential solutions are identified and a written plan of corrective action is determined. A follow up meeting is held within 60 days to measure progress in the corrective action plan. Modifications of actual target goals (if necessary) are submitted in writing to the appropriate personnel at the Iowa Department of Education.

Reporting In addition to the annual evaluation forwarded to the Iowa DOE, the CCSD provides an annual progress report (similar to the District's Annual CSIP (C-Plan) report) to be distributed to parents, community members, and teachers in the Fall of each year. Since 2006, Student Adventures annual progress reports have also been presented in easy-to-understand annual “State of our Student Adventures Centers” PowerPoint presentations. These presentations are used to educate and inform the community of Student Adventures progress.

Section 9: Budget Narrative

9.1 Reasonable Costs in Relation to Number to be Served

Projected costs are reasonable and cost-effective. Our realized budget meets the funding formula of \$10.00/day times the number of students anticipated to participate in the program and the number of days the program will operate the before school and after school (180 days). We anticipate *53 students per site X \$10.00/day X 180 days = \$95,400 per site*. Each school meets the required 60 hours per month of program activities. Our realized budget meets the funding formula of \$10.00/day times the number of students anticipated to participate in the program and the number of days the program will operate the summer program (6.5 hours per day X 20 days). *We anticipate 22 students per site X \$10.00/day X 20 days = \$4400 per site (B/A and Summer total allowed \$99,800.00 per site).*

Our program budget also meets the criteria for reasonable as related to expected benefit. The SA program utilizes only licensed teachers and paraprofessionals for all academic remediation and recovery services; including teachers with reading and BD endorsements. All children receive the benefit of individualized instruction they might not receive in the day-school program (teacher to student ratio in remediation/ recovery strategies is no higher than 5:1). All children receive the benefit of an array of exciting academic enrichment and prevention activities from community experts in their field. Children benefit from maximum exposure to an array of positive adult role models: college students to seniors citizens. All children receive District transportation to and from the program, use of safe facilities, nutritious snacks, and maximum use of technology resources at no cost. Parents receive the benefit of “peace-of-mind”; knowing their children are in safe, supportive, and enriching activities that further their education.

9.2 Funding will Supplement, not Supplant, Existing Funding

The District currently has Student Adventures Programs for 2-4th graders at Jefferson, Eagle Heights, Whittier, and Bluff Elementary Schools and for 6-8th graders at Washington and Lyons Middle Schools that have been running successfully for close to a decade. This proposal represents the addition of three grades not currently served by those programs: Kindergarten, 1st grade and 5th grade; thus funding will be used to reach new populations and to introduce expanded programming and opportunities to students currently not served by existing programs. The budget for our Student Adventures Program involves three separate program sites. All three sites are similar in size and scope and the number of students targeted in this application is the same for each school. Some costs in our budget are common to the overall program (our Student Adventures Program Director, certain contracted staff etc.) and have been spread across all program sites. Our narrative reflects our *annual program costs* for each site. Total program budgets range from \$99,404.00 to \$99,767.00

Personnel: 70% of the budgets for all three sites are dedicated to the hiring and contracting for high quality administration, teachers of origin (regular District employed teachers), coordinators, facilitators and contracted community partners to deliver the services and activities outlined in our proposal. District employees and contracted teachers and aids represent \$49,000.00 - \$49,191.00 per program site, with an effective benefits rate of 16% for District employees (blended rate for full and part-time staff). Each site will have multiple contracted community partners engaged in providing enrichment, ATOD and family literacy services as detailed in the partnership MOU's. Contracted services range from \$12,323.00 to \$12,697.00 for the three

sites. Contract rates represent the common agreed-upon rate of \$21.50/hour with the exception of Clinton County Sherriff (locked into a bargaining rate).

Staff Travel: .5% - Each site has a travel budget of \$500 annually. We estimate that staff travel costs will include at least three trips to state meetings/training events at an average cost of \$125 each. The remaining \$125 per site is for local mileage reimbursement travel between the 3 sites for our Program Director. Any additional costs required for staff travel are provided in-kind by the Clinton Community School District from general funds.

Materials and Supplies: 6% - Each program site has an individual site budget for materials and supplies. Each site will have a general supply budget (approximately \$205/week per site per week of operation annually). General supply costs are based on a daily cost formula. The weekly formula is an average of all material and planned activity costs, including costs for paper, markers, copy costs, postage, special events, field trip admissions, family literacy materials/events, etc. Budgeted funds will be leveraged to produce additional contributions from local partners, businesses and community groups (i.e. reduced admissions, in-kind resources, etc). Each Site Coordinator will be responsible for managing their general supply budget to ensure that all activities offered are adequately supported. The Project Director will monitor and approve all budgets and expenditures.

Professional Development Budget: 5% - Paramount to provision of high quality services and program sustainability is the development and advancement of skills among our staff. 5% of each site's total budget has been set aside for professional development activities. The SA Program Director and Partner Advisory Board will assess the overall development needs for program staff and the individual development needs of each site. In addition, each staff person will have the opportunity to select one-two outside training activities directly related to their role in the program. The SA Program Director will also utilize professional development funding to reimburse contracted program staff requesting additional training to enhance programs offered within the project.

Transportation: 8% of each site's total budget has been set aside for transportation costs. The CCSD estimates that total busing costs for the afterschool and summer program, including busing to-and-from home and to-and-from off-site activities (field trips) will cost an average of \$205/week for Bluff, Jefferson and Eagle Heights. The District will absorb any additional busing costs as an in-kind match.

Evaluation: 4% of each site's total budget has been set aside for state and local evaluation efforts. The CCSD will contract with Illowa Resource Development, Inc (IRDI) to evaluate all aspects of our project. Susan Troy will direct the project evaluation efforts. Ms. Troy will be responsible for employing competent evaluation personnel to complete process reviews, assess curriculum coordination, analyze outcome data, and audit the program. Illowa Resource Development has agreed to implement and complete evaluation activities at each site for a contract sum of \$4000 per site annually.

Administration: 6.5% of the total project budget for each site has been set aside for project administration and indirect costs associated with managing the project. \$4225.00 per site will cover the Director's time in collecting data, preparing reports, conducting management functions, budget reporting, and program reporting. The balance of the administrative budget (\$2275/site) will be used to cover the cost of processing program payable/receivables, accounting, and audit functions.

***Memorandum of Understanding and Commitment
November 18th, 2012***

**Clinton Community School District
and
Ashford University**

The Clinton Community School District intends to include K-1 and 5th grade students in the Student Adventures before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2012 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD School Improvement Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Ashford University is committed to assisting in fully implementing the activities outlined in the proposal. In addition, Ashford University is committed to serving on the CCSD Student Adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Ashford University will provide:

- A representative to serve on the Student Adventures Partner Advisory Board.
- In-kind services to include the oversight staff and student volunteers needed to design and implement Reading Buddies and cultural enrichment activities for the after school programs at the sites indicated in the CCSD's proposal (commitment of 30+ hours at Bluff, 30+ hours at Jefferson, and 30+ hours at Eagle Heights for a contracted total of 90+ hours annually)

Ashford University is committed to assisting the Clinton Community School District in sustaining the activities outlined in their Student Adventures proposal. Ashford University will continue its sustainability commitment of a 90+ in-kind hours in years 1-3 of the project. In-kind hours may be any combination of staff hours, student volunteer hours and and/or project supplies. In addition, Ashford University will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to implement the District's current written sustainability plan to ensure project continuation beyond the grant-funding period.

Deborah Olson, Superintendent, CCSD

Kristen Drake Affairs, Service Learning
Director, Ashford University

***Memorandum of Understanding and Commitment
November 18th, 2012***

**Clinton Community School District
and
Bridgeview Mental Health Center**

The Clinton Community School District intends to include K-1 and 5th grade students in the Student Adventures before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2012 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD School Improvement Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Bridgeview is committed to assisting in fully implementing the activities outlined in the proposal. In addition, Bridgeview is committed to serving on the CCSD Student adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Bridgeview will provide:

- A representative to serve on the Student Adventures Partner Advisory Board.
- Staff and materials dedicated to the provision of violence prevention programming in the after-school programs at the sites indicated in the CCSD's proposal (commitment of 12 hours at Bluff, 12 hours at Jefferson, and 12 hours at Eagle Heights for a contracted total of 36 hours annually at the common community provider rate of \$21.50/hour or \$744.00 total).

Bridgeview is committed to assisting the Clinton Community School District in sustaining the activities outlined in their Student Adventures proposal. Bridgeview will continue its sustainability commitment of a 36 hours in years 1-3 of the project at the common community provider blended rate, which represents a 50% in-kind commitment covering the balance of the hourly wages for staff committing to the program. Bridgeview will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to implement the District's current written sustainability plan to ensure the project continuation beyond the grant-funding period.

Deborah Olson, Superintendent, CCSD

Marcia Christiansen, Executive Director
Bridgeview Mental Health Center

***Memorandum of Understanding and Commitment
November 18th, 2012***

**Clinton Community School District
and
Clinton County Conservation**

The Clinton Community School District intends to include K-1 and 5th grade students in the Student Adventures before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2012 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD School Improvement Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Clinton County Conservation is committed to assisting in fully implementing the activities outlined in the proposal. In addition, Clinton County Conservation is committed to serving on the CCSD Student Adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Clinton County Conservation will provide:

- A representative to serve on the Student Adventures Partner Advisory Board.
- In-kind services to include the staff needed to design and implement service learning and environmental education for the after school programs at the sites indicated in the CCSD's proposal (commitment of 30+ hours at Bluff, 30+ hours at Jefferson, and 30+ hours at Eagle Heights for a contracted total of 90+ hours annually)

Clinton County Conservation is committed to assisting the Clinton Community School District in sustaining the activities outlined in their 21st Century Learning Centers Continuation Proposal. The Clinton County Conservation Office will commit to a 100% in-kind match in years one through three to cover the costs of any and all contracted services. In addition, the Clinton County Conservation Office will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to implement the District's current written sustainability plan to ensure project continuation beyond the grant funding period.

Deborah Olsen, Superintendent, CCSD

Mark Roberts, Environmental Education
Coordinator
Clinton County Conservation Office

***Memorandum of Understanding and Commitment
November 18th, 2012***

**Clinton Community School District
and
Clinton Community College**

The Clinton Community School District intends to include K-1 and 5th grade students in the Student Adventures before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2012 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD School Improvement Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Clinton Community College is committed to assisting in fully implementing the activities outlined in the proposal. In addition, Clinton Community College is committed to serving on the CCSD Student Adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Clinton Community College will provide:

- A representative to serve on the Student Adventures Partner Advisory Board.
- Staff dedicated to the provision of adult and family literacy services in the after-school programs (commitment of 25 hours at Bluff Elementary, 25 hours at Eagle Heights Elementary and 25 hours at Jefferson Elementary at \$21.50/per hour for a contracted total of \$1612.50 annually)
- Service learning student volunteers to assist as Reading Buddies and to assist in recreational activities.

Clinton Community College is committed to assisting the Clinton Community School District in sustaining the activities outlined in their Student Adventures proposal. Clinton Community College will continue its sustainability commitment of a 75 hours in years 1-3 of the project at the common community provider blended rate, which represents a 40% in-kind commitment covering the balance of the hourly wages for staff committing to the program. Clinton Community College will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to implement the District's current written sustainability plan to ensure project continuation beyond the grant-funding period.

Deborah Olson, Superintendent, CCSD

Karen Vickers, President
Clinton Community College

***Memorandum of Understanding and Commitment
November 18th, 2012***

**Clinton Community School District
and
Bluff, Jefferson, and Eagle Heights Elementary Schools**

The Clinton Community School District intends to include K-1 and 5th grade students in the Student Adventures before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2012 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD School Improvement Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Bluff, Jefferson, and Eagle Heights are committed to assisting in fully implementing the activities outlined in the proposal. In addition, each elementary school is committed to appointing representatives to serve on the CCSD Student Adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Bluff, Eagle Heights and Jefferson will provide:

- School Principals and teachers (one per school) to serve on the Student Adventures Partner Advisory Board.
- Parents and youth representatives to serve on School Advisory Councils.
- Adequate space in our school buildings for activities outlined in the proposal.
- Coordination between school day staff and before/after and summer program staff.
- Daily snacks/meals for program participants under the USDA meal program.
- Licensed teachers to provide 1590 hours of academic remediation and enrichment activities in the Student Adventures afterschool and summer for a total contract of \$34,185.00.
- Site Aids to provide 720 hours of academic enrichment activities in the before school program for a total of \$6480.00.
- Licensed teachers to provide 12 hours/school of targeted computer literacy for 5th grade students for a total of \$774.00.

Clinton Community Schools is committed to assisting the Clinton Community School District in sustaining the activities outlined in their Student Adventures proposal. Clinton Community Schools will continue to explore District resources that can be re-allocated to support the program over the long term; including in-kind resources that may be any combination of staff hours, volunteer hours and and/or project supplies. In addition, representatives from each school will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to implement the District's current written sustainability plan to ensure project continuation beyond the grant-funding period.

Deborah Olson, Superintendent, CCSD

Loras Osterhaus, Student Adventures
Program Director

***Memorandum of Understanding and Commitment
November 18th, 2012***

**Clinton Community School District
and
The Clinton County Sherriff's Department**

The Clinton Community School District intends to include K-1 and 5th grade students in the Student Adventures before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2012 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD School Improvement Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. The Clinton County Sherriff's Department is committed to assisting in fully implementing the activities outlined in the proposal. In addition, the Clinton County Sherriff's Department is committed to serving on the Student Adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, the Clinton County Sherriff's Department will provide:

- A representative to serve on the Student Adventures Partner Advisory Board and/or the Student Adventure Community Governance Board.
- The staff and/or officers needed to design and implement personal safety activities in the Student Adventures after school program (commitment of 8 hours at Bluff, 8 hours at Jefferson, and 8 hours at Eagle Heights Elementary Schools for a contracted total of \$1139.00 annually)
- Materials and pre- and post-activity surveys/quizzes to help assess student understanding of the materials presented.

The Clinton County Sherriff's Department is committed to assisting the Clinton Community School District in sustaining the activities outlined in their Student Adventures proposal. The Clinton County Sherriff's Department will continue its sustainability commitment of 24 hours in years 1-3 of the project. The Clinton County Sherriff's Department will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to implement the District's current written sustainability plan to ensure the project continuation beyond the grant-funding period.

Deborah Olson, Superintendent, CCSD

Rick Lincoln, Sherriff
Clinton County Sherriff's Department

***Memorandum of Understanding and Commitment
November 18th, 2012***

**Clinton Community School District
and
Illowa Resource Development, Inc**

The Clinton Community School District intends to include K-1 and 5th grade students in the Student Adventures before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2012 project has been developed through an extensive collaborative effort involving many key community based organizations, the CCSD School Improvement Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. IRDI is committed to assisting in fully implementing the activities outlined in the proposal. IRDI will provide:

- Monthly review and reporting of all implementation/process data in the first six months of project start-up.
- An annual independent evaluation and review of all program process and outcome data
- An annual report of program progress for local and state evaluation for a flat fee contract of \$3000.00/school/year for an annual fee of \$9000.00

IRDI is committed to assisting the Clinton Community School District in sustaining the activities outlined in their Student Adventures Proposal. IRDI will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to monitor progress in the District's data collection and database management processes.

Deborah Olsen, Superintendent, CCSD

Susan Troy
Illowa Resource Development, Inc

***Memorandum of Understanding and Commitment
November 18th, 2012***

**Clinton Community School District
and
Iowa State University Extension**

The Clinton Community School District intends to include K-1 and 5th grade students in the Student Adventures before, afterschool, and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2012 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD School Improvement Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. ISU Extension is committed to assisting in fully implementing the activities outlined in the proposal. In addition, ISU Extension is committed to serving on the CCSD Student Adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, ISU Extension will provide:

- A representative to serve on the Student Adventures Partner Advisory Board.
- Staff and materials dedicated to the provision of STEM activities for all grades and Service Learning activities for grade 5 at the sites indicated in the CCSD's proposal (commitment of 40 hours at Bluff, 40 hours at Jefferson, and 40 hours at Eagle Heights for a contracted total of 120 hours annually at the common community provider rate of \$21.50/hour or \$2,580.00 total).
- Staff and materials to facilitate "Family Story Teller" literacy activities at each site under an ISU grant (100% in-kind).

ISU Extension is committed to assisting the Clinton Community School District in sustaining the activities outlined in their Student Adventures proposal. ISU Extension will continue its sustainability commitment of 120 hours in years 1-3 of the project at the common community provider blended rate, which represents a 30% in-kind commitment covering the balance of the hourly wages for staff committing to the program. ISU Extension will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to implement the District's current written sustainability plan to ensure the project continuation beyond the grant-funding period.

Deborah Olson, Superintendent, CCSD

Dan Smicker, Regional Director
Iowa State University Extension

***Memorandum of Understanding and Commitment
November 18th, 2012***

**Clinton Community School District
and
Area Substance Abuse Council dba. New Directions**

The Clinton Community School District intends to include K-1 and 5th grade students in the Student Adventures before, afterschool, and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2012 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD School Improvement Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. New Directions is committed to assisting in fully implementing the activities outlined in the proposal. In addition, New Directions is committed to serving on the CCSD Student Adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, New Directions will provide:

- A representative to serve on the Student Adventures Partner Advisory Board.
- Staff and materials dedicated to the provision of substance abuse and violence prevention programming in the after-school programs at the sites indicated in the CCSD's proposal (commitment of 25 hours at Bluff, 25 hours at Jefferson, and 25 hours at Eagle Heights for a contracted total of 75 hours annually at the common community provider rate of \$21.50/hour or \$1612.50 total).

New Directions is committed to assisting the Clinton Community School District in sustaining the activities outlined in their Student Adventures proposal. New Directions will continue its sustainability commitment of 75 hours in years 1-3 of the project at the common community provider blended rate, which represents a 30% in-kind commitment covering the balance of the hourly wages for staff committing to the program. New Directions will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to implement the District's current written sustainability plan to ensure the project continuation beyond the grant-funding period.

Deborah Olson, Superintendent, CCSD

Melissa Walker, Director of Prevention
Services
New Directions

***Memorandum of Understanding and Commitment
November 18th, 2012***

**Clinton Community School District
and
Clinton YWCA**

The Clinton Community School District intends to include K-1 and 5th grade students in the Student Adventures before, afterschool, and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2012 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD School Improvement Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Clinton YWCA is committed to assisting in fully implementing the activities outlined in the proposal. In addition, Clinton YWCA is committed to serving on the CCSD Student Adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Clinton YWCA will provide:

- A representative to serve on the Student Adventures Partner Advisory Board.
- Staff and materials dedicated to the provision of recreation activities in the after-school programs at the sites indicated in the CCSD's proposal (commitment of 25 hours at Bluff, 25 hours at Jefferson, and 25 hours at Eagle Heights for a contracted total of 75 hours annually at the common community provider rate of \$21.50/hour or \$1612.50 total).
- Two YWCA swimming activities at the YWCA facilities per school at \$140.00/date for a total of \$840.00.

Clinton YWCA is committed to assisting the Clinton Community School District in sustaining the activities outlined in their Student Adventures proposal. Clinton YWCA will continue its sustainability commitment of 75 hours in years 1-3 of the project at the common community provider blended rate, which represents a 20% in-kind commitment covering the balance of the hourly wages for staff committing to the program. Clinton YWCA will work directly with the CCSD, the Student Adventures Advisory Board and the Student Adventures Community Governance Board to implement the District's current written sustainability plan to ensure the project continuation beyond the grant-funding period.

Deborah Olson, Superintendent, CCSD

Lori Freudenberg, Executive Director
Clinton YWCA



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

21CCLC Site Name: Bluff Elementary School		
Site Address: 1421 South Bluff Blvd.		
City, State, Zip: Clinton, Iowa 52732		
Phone: 563-242-1606		
Site Contact Person: Mark Bloom, Principal		
Feeder School Name(s)	Building Number(s)	#of pupils from this school in 21CCLC program
Bluff Elementary		53 Before/After School; 22 Summer

21CCLC Site Name: Eagle Heights Elementary School		
Site Address: 1350 Main Avenue		
City, State, Zip: Clinton, Iowa 52732		
Phone: 563-243-4288		
Site Contact Person: Roger Winterlin, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Eagle Heights Elementary		53 Before/After School; 22 Summer

21CCLC Site Name: Jefferson Elementary School		
Site Address: 720 4th Avenue South		
City, State, Zip: Clinton, Iowa 52732		
Phone: 563-243-0479		
Site Contact Person: Bonnie Freitag, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
Jefferson Elementary		53 Before/After School; 22 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 21CCLC program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

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

Part M: Private and Public School Consultation

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

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

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Clinton Community School District

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
	Clinton Community Schools
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Bluff Elementary School
	Eagle Heights Elementary School
	Jefferson Elementary School

FORM C: COLLABORATIVE SIGNATURES

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

Attach as many additional sheets as necessary

Name/Signature	Agency Affiliation	
Name/Title Lori Freudenberg, Executive Director	Agency YWCA	
Signature	Address 317 7 th Avenue South	
	City/Zip Clinton, Iowa 52732	Phone 563-242-2110
Name/Title Karen Vickers, President	Agency Clinton Community College	
Signature	Address 1000 Lincoln Blvd.	
	City/Zip Clinton, Iowa 52732	Phone 563-244-7022
Name/Title Rick Lincoln, Sheriff	Agency Clinton County Sheriff's Office	
Signature	Address 241 7 th Avenue North	
	City/Zip Clinton, Iowa 52732	Phone 563-242-9211 x4510
Name/Title Mark Roberts, Environmental Education Coordinator	Agency Clinton County Conservation Board	
Signature	Address PO Box 68	
	City/Zip Grand Mound, Iowa 52751	Phone 563-847-7202
Name/Title Dan Smicker, Executive County Chair	Agency Iowa State University Extension Council, Clinton County	
Signature	Address 400 East 11 th Street	
	City/Zip DeWitt, Iowa 52742	Phone 563-659-5125
Name/Title Marcia Christiansen, Executive Director	Agency Bridgeview Community Mental Health	
Signature	Address 638 South Bluff Blvd.	
	City/Zip Clinton, Iowa 52732	Phone 563-243-5633
Name/Title Melissa Walker, Deputy Director Prevention Services	Agency Area Substance Abuse Council	
Signature	Address 250 20 th Avenue North	
	City/Zip Clinton, Iowa 52732	Phone 563-243-2124
Name/Title John Ballheim, Service Learning Director	Agency Ashford University	
Signature	Address 400 North Bluff Blvd.	
	City/Zip Clinton, Iowa 52732	Phone 563-242-4023 x7325
Name/Title Deborah Olson, Superintendent	Agency Clinton Community School District	
Signature	Address 1401 12 th Avenue North	
	City/Zip Clinton, Iowa 52732	Phone 563-243-9600 x32

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY
Clinton Community School District – Clinton, Iowa

21CCLC TOTAL FUNDING REQUEST (Before and/or After School Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
<u>3</u>	<u>675 TOTAL (225 ANNUALLY)</u>	<u>\$298,786.00</u>	<u>\$896,358.00</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
Bluff Elementary School	\$99,767.00	\$99,767.00	\$99,767.00	\$299,301.00	225
Jefferson Elementary School	\$99,615.00	\$99,615.00	\$99,615.00	\$298,845.00	225
Eagle Heights Elementary School	\$99,404.00	\$99,404.00	\$99,404.00	\$298,212.00	225
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

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

Applicant Agency:

Clinton Community School District – Clinton Iowa

Site: Bluff Elementary School

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: 75 ANNUALLY (225 TOTAL)**

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	65767.00	4000.00	65767.00	4000.00	65767.00	4000.00	209301.00
Staff Travel	500.00	0.00	500.00	0.00	500.00	0.00	1,500.00
Materials	5800.00	200.00	5800.00	200.00	5800.00	200.00	18000.00
Professional Development (minimum 4% per year)	4600.00	400.00	4600.00	400.00	4600.00	400.00	15000.00
Student Access, Transportation etc. (maximum 8% per year)	8000.00	0.00	8000.00	0.00	8000.00	0.00	24000.00
Evaluation (recommended 4% per year)	4000.00	0.00	4000.00	0.00	4000.00	0.00	12000.00
Administrative/ Indirect Costs (maximum 8% per year)	6300.00	200.00	6300.00	200.00	6300.00	200.00	19500.00
Totals	94967.00	4800.00	94967.00	4800.00	94967.00	4800.00	

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

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

Applicant Agency:

Clinton Community School District – Clinton Iowa

Site: Jefferson Elementary School

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: 75 ANNUALLY (225 TOTAL)**

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	65615.00	4000.00	65615.00	4000.00	65615.00	4000.00	208845.00
Staff Travel	500.00	0.00	500.00	0.00	500.00	0.00	1,500.00
Materials	5800.00	200.00	5800.00	200.00	5800.00	200.00	18000.00
Professional Development (minimum 4% per year)	4600.00	400.00	4600.00	400.00	4600.00	400.00	15000.00
Student Access, Transportation etc. (maximum 8% per year)	8000.00	0.00	8000.00	0.00	8000.00	0.00	24000.00
Evaluation (recommended 4% per year)	4000.00	0.00	4000.00	0.00	4000.00	0.00	12000.00
Administrative/ Indirect Costs (maximum 8% per year)	6300.00	200.00	6300.00	200.00	6300.00	200.00	19500.00
Totals	94815.00	4800.00	94815.00	4800.00	94815.00	4800.00	

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

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

Applicant Agency:

Clinton Community School District – Clinton Iowa

Site: Eagle Heights Elementary School

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: 75 ANNUALLY (225 TOTAL)**

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	65404.00	4000.00	65404.00	4000.00	65404.00	4000.00	208212.00
Staff Travel	500.00	0.00	500.00	0.00	500.00	0.00	1,500.00
Materials	5800.00	200.00	5800.00	200.00	5800.00	200.00	18000.00
Professional Development (minimum 4% per year)	4600.00	400.00	4600.00	400.00	4600.00	400.00	15000.00
Student Access, Transportation etc. (maximum 8% per year)	8000.00	0.00	8000.00	0.00	8000.00	0.00	24000.00
Evaluation (recommended 4% per year)	4000.00	0.00	4000.00	0.00	4000.00	0.00	12000.00
Administrative/ Indirect Costs (maximum 8% per year)	6300.00	200.00	6300.00	200.00	6300.00	200.00	19500.00
Totals	94604.00	4800.00	94604.00	4800.00	94604.00	4800.00	

*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.

The school district's General Budget Fund through state aid will be used to cover the cost of the first 90 days of the grant.

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 potential impact of the grant projects proposed programs or policies on minority groups.

Please choose the statement(s) that pertain 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:

The CCSD has in force a policy of nondiscrimination in hiring, enrolling or providing access to services. The CCSD is proactive in ensuring that all students in the District have equal access to District programs regardless of gender, race, origin, or age. While Students Adventures programs are open to all District students, the schools targeted in this application have a greater number of minority students, economically disadvantaged students, parents with limited educational backgrounds and some families with limited English proficiency. This project will provide direct outreach to these students and families.

Indicate which group is impacted:

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

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

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

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

Indicate which group is impacted:

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

- The proposed grant project programs or policies are **not expected to have** a disproportionate or unique impact on minority persons. Present 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: _____
Title: _____

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.

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

Other Information

Resource persons:	
Special notes:	

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