

**Application Cover Page
21st Century Community Learning Centers**

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

Mail Applications to:

Jodi Bruce

Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146

jodi.bruce@iowa.gov

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

APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)

Storm Lake Community School District

County: Buena Vista		Amount Requested: \$140,000 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Dr. Stacey Cole		Grant Contact/Project Director: Christine Carlson	
Agency Name: Storm Lake Community School District		Agency Name: Storm Lake Community School District (TLC)	
Address: 419 Lake Avenue, PO Box 638		Address: 1811 Hyland Drive, PO Box 638	
City: Storm Lake	Zip: 50588	City: Storm Lake	Zip: 50588
Phone: 712-732-8060	FAX: 712-732-8063	Phone: 712-732-8080	FAX: 712-732-8084
Email: scole@slcsd.org		Email: ccarlson@slcsd.org	
		DUNS Number: 005061056	
Data Collection and Evaluation Contact: Christine Carlson		Fiscal Contact: Trudy Pedersen	
Address: 1811 Hyland Drive, PO Box 638		Address: 419 Lake Avenue, PO Box 638	
City: Storm Lake	Zip: 50588	City: Storm Lake	Zip: 50588
Phone: 712-732-8080	FAX: 712-732-8084	Phone: 712-732-8060	FAX: 712-732-8063
Email: ccarlson@slcsd.org		Email: tpedersen@slcsd.org	

BEFORE YOU APPLY

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

- If you are in non-compliance, **STOP**. You are not eligible to apply until your non-compliance issues have been resolved. 2 CFR Ch. II 200.338 -*If a non-Federal entity fails to comply with Federal statutes, regulations or the terms and conditions of a Federal award, the Federal awarding agency or pass-through entity may impose additional conditions. (e) Withhold further Federal awards for the project or program.*
- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: : <https://educateiowa.gov/documents/school-frl/2018/08/2017-18-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated January 24, 2017, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):
 - Site/Building Name: Storm Lake Middle School
 - Free and Reduced Lunch Rate Percentage: 75.96%
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
- **Partnerships:** Application proposes to partner with a minimum of 5 community organizations as evidenced by signed Memoranda of Understanding (MOUs). Yes X No _____ (If no: the application is not complete.)
- **When will the program run?** (Check or highlight applicable option(s) below):
 - Summer School Only
 - Afterschool Only
 - Before and After School
 - Before and After School and Summer
 - Afterschool and Summer
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY19 Request for Applications):
 - 120 number of children x 164 days x \$10 either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$196,800 (total funding request for before and afterschool programs)
- **Summer School Formula**
 - _____ children x _____ of days = (minimum 30 days) x \$10.00 = (total funding amount for summer)
 - Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.
 - The funding formula helps to estimate a starting budget that is modified by partner and district contributions reflected in the budget narrative.

Funding Request for Year One: \$ 140,000
Number of Children Served in Year One: 120

LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number: _____ OR Enter School District Code _____ 6219 _____
--

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

COMMUNITY TYPE

Please use the U.S. Census definitions below to identify the population size of your community.
<https://www.census.gov/quickfacts/fact/table/US/PST045217>

- Urban: 50,000 or more people
- Urban cluster (suburban): between 2,500 and 49,999 people
- Rural: 2,499 or fewer people

REQUEST FOR COMPETITIVE PRIORITY

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

- Application proposes to serve children and youth in ***schools designated "Priority" or "Needs Improvement" on the Iowa School Report Card*** AND 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 that contributes to the program. NOTE: This collaboration cannot include vendors. *Up to 5 additional points awarded.*

Documentation (2 pieces required): Storm Lake Middle School is designated as "Needs Improvement" on the Iowa School Report Card at
<http://reports.educateiowa.gov/schoolreportcard>

MOUs showing joint submission can be found on pages 19-23 in this grant application

Examples of documentation: 1. Original signatures of joint applicants AND MOUs recognizing joint submission. 2. Look up your school on the Iowa School Report Card online at <http://reports.educateiowa.gov/schoolreportcard>.

- Application proposes to serve a county with more than 18% child poverty. Up to 5 additional points awarded.

Documentation: _____

Examples of documentation: Look up your county at https://www.cfpciowa.org/documents/filelibrary/kids_count/2016_data/2016_KCCP_0B0ECD1FC15F2.pdf

- Application proposes to serve rural communities (community with population 2,499 or below). Up to 5 additional points awarded.

Documentation: _____

Example of documentation: Look up city populations at <https://www.census.gov/quickfacts/fact/table/US/PST045217>

NOTE: Up to 5 additional points awarded for each category. When an application is received for multiple districts/buildings, the points will be determined by the number of districts/buildings that qualify for the points. **If you are applying for more than one county, or community, provide data for each site in your application.**

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Program Title: Tornado Learning Club (TLC)

Applicant Organization: Storm Lake Community School District

Project Location: Storm Lake Middle School

Number of Students to be Served: 120 per year

Funding Request per Year: \$140,000

Cost per Child: \$1,166.67 per year

Competitive Priorities:

- Storm Lake Middle School is designated as “Needs Improvement” on the Iowa School Report Card at <http://reports.educateiowa.gov/schoolreportcard>.
- MOUs for STARS Mentoring Program, Centers Against Abuse & Sexual Assault (CAASA), Buena Vista University Science Department, Iowa State University Extension, and Iowa Central Community College represent collaboration with Storm Lake CSD for the submission of this 21CCLC grant application

Tornado Learning Club (TLC) is a before and after school program and current 21CCLC grantee, operated by Storm Lake CSD at Storm Lake Middle School (SLMS). Our current grant will end on June 30, 2019. Consistent with what is allowed per the RFA (page 11), we are requesting new 21CCLC grant funding “to support previously funded programs and services” for our 5th-8th grade students beginning with the 2019-2020 school year. We successfully sustained the program during years 4 and 5 of the grant when funding was reduced by 25%. We achieved and maintained attendance and academic goals and continue to offer activities using a variety of school and community resources. These resources are committed to continue their support during a new grant cycle which eliminates any conflict with supplanting.

STUDENT NEED

Academic Need: Students who qualify for Free & Reduced Priced Lunch (FRPL) and English Language Learners (ELL) are trailing behind other students in academic achievements.

Program Need: Our families need an accessible program offering activities before and after school, in a safe facility with transportation.

Family Literacy Need: Family members of middle school students need skills to support their children’s education success.

PROJECT

Goal 1: Provide high quality activities to help students meet and/or exceed proficiency goals in reading & math, and additional supports for ELL and FRPL students to close achievement gaps.

Outcome Objective 1.1: 85% of regular attendees will exceed expected growth on reading assessments annually. Tools include FAST, MAP and ISASP, or other required state tests.

Outcome Objective 1.2: 85% of regular attendees will exceed expected growth on math assessments annually. Tools include FAST, MAP and ISASP, or other required state tests.

Goal 1 Activities: Small group tutoring using *Wonders* (5th, 6th) or *My Perspectives* (7th, 8th) & *Howard County* (5th) or *Illustrative Math* (6th-8th), homework completion, and other academic clubs or activities.

Goal 2: Provide a safe & constructive use of leisure time to help youth acquire new skills, hobbies & interests that improve academic performance & peer relations.

Outcome Objective 2.1: 95% of regular attendees will report learning new skills and feeling safe at school, measured by student surveys.

Outcome Objective 2.2: Anti-social behaviors for regular attendees will decrease by 5% annually, measured by discipline referrals.

Goal 2 Activities: Before school program (homework help), district-selected SEL program, and various clubs and activities led by TLC program partners.

Goal 3: Provide engaging opportunities for parents to acquire literacy tools and skills, and parent/child relationship building experiences that will support their children's academic success.

Outcome Objective 3.1: TLC and Storm Lake CSD will provide at least two Family Night events each school year to promote literacy, STEM activities, family relationships, and community resources.

Outcome Objective 3.2: 95% of ETA families will report satisfaction with activities, measured by event or annual parent surveys.

Goal 3 Activities: HSED, ESL, ABE classes with ICCC; Family Nights, TLC partner activities.

RESEARCH BASE

Students who participate in out-of-school programs for more days, and take part in a wide range of activities, have better attitudes, behavior and performance in school (Kauh, 2011).

The TLC coordinator, instructional strategist, district curriculum coordinator, evaluation team and/or classroom teachers research all activities to be implemented in the after school program and confirm their alignment with state, national and Common Core standards. When possible, research-based activities are chosen.

MANAGEMENT & SUSTAINABILITY PLAN

The coordinator will receive guidance from an advisory committee composed of parents, teachers, middle school principal or assistant principal, and representatives from each of our collaborative partners. The purpose of the advisory committee is to review data and suggest improvements for project activities, assist with the development of new activities, monitor student/parent participation and satisfaction, and seek continued funding for sustainability.

COMMUNICATION PLAN

The overall goal of our communication strategy is to increase awareness about our program to positively impact support, and make connections that will increase student participants, volunteers, activities, materials, and funding opportunities. TLC uses a number of tools to share evaluation and program information with the community, parents, youth, and partners.

PARTNERSHIPS

Our program will use 21CCLC funding and contributions of partners to offer a wide range of services to students and their families. We will build upon existing collaborations and connect existing programs to avoid duplication of services. We have commitments from STARS Mentoring Program, Centers Against Abuse & Sexual Assault, Buena Vista University Science Department, Compass Pointe Behavioral Health, Storm Lake Public Library, ISU Extension, and Iowa Central Community College.

EVALUATION

The process evaluation provides data on how well an activity is implemented, allowing for precise replication of successful activities. An outcome evaluation is used to determine whether or not our efforts are having a positive impact on the academic performance of our students.

BUDGET NARRATIVE

Funding Formula: \$10.00 per day x 120 students x 164 days before and after school = \$196,800. Our program is requesting \$140,000 in new 21CCLC grant funding. The increased level of funding from new 21CCLC funds will provide new and updated materials, as well as, smaller group sizes to make a greater impact on student learning.

Tornado Learning Club (TLC) is a before and after school program and current 21CCLC grantee, operated by Storm Lake CSD at Storm Lake Middle School (SLMS). Our current grant will end on June 30, 2019. Consistent with what is allowed per the RFA (page 11), we are requesting new 21CCLC grant funding “to support previously funded programs and services” for our 5th-8th grade students beginning with the 2019-2020 school year. We successfully sustained the program during years 4 and 5 of the grant when funding was reduced by 25%. We achieved and maintained attendance and academic goals and continue to offer activities using a variety of school and community resources. These resources are committed to continue their support during a new grant cycle which eliminates any conflict with supplanting.

New 21CCLC funding will allow us to continue serving our current students and expand our program to serve 30 additional students. Total students served with new grant funding will be 120. Resources are not available to meet the needs of our students without 21CCLC grant funding. Details about the need, expanded project, and past success can be found in subsequent sections.

2. STUDENT NEED

2.1 Assessment of objective data clearly defines the student needs along with school and community resources; includes Title programs data and identification of achievement gaps

SLMS is eligible as a Title 1 school wide program as recorded on the Iowa Department of Education website at <https://educateiowa.gov/documents/school-frl/2018/08/2017-18-iowa-public-school-k-12-students-eligible-free-and-reduced> (Absolute Priority). SLMS is designated as “Needs Improvement” on the Iowa School Report Card <http://reports.educateiowa.gov/schoolreportcard> (Competitive Priority).

Approximately 90 students currently attend TLC each afternoon.

Through the 2016-2017 school year, SLCSD was required to offer Supplemental Education Services (SES tutoring) during non-school hours for high poverty at-risk SLMS students who scored below proficient on state assessments. The use of federal funding was required to accomplish this mandate. Approximately 40 students participated in SES tutoring each afternoon. Beginning with the 2017-2018 school year, these services and funding stream to support them are no longer required and available. This has directly impacted after school tutoring services for SLMS students. With 21CCLC funding reduced in years 4 and 5 of our current grant, we were unable to take on this service through TLC. The overall need to provide services to these students and their families is shown on the next few pages.

Need 1 – Academic: Students who qualify for Free & Reduced Priced Lunch (FRPL) and English Language Learners (ELL) are trailing behind other students in academic achievements.

More than 50% of SLMS students are ELL, while 75% qualify for FRPL. Achievement data was reviewed in September 2018 on the Iowa Assessments, Formative Assessment System for Teachers (FAST), and Measures of Academic Progress (MAP). FAST aReading tests show only 50% of students are proficient. MAP scores show 33% proficient in reading and 31% proficient in math. Iowa Assessment proficiency is shown below, and disaggregating data shows an achievement gap for both ELL and FRPL students.

	All	Socio-economic (% prof)		Language (% prof)	
	% prof.	not FRPL	FRPL	not ELL	ELL
Iowa Assessments					
Reading	67%	83%	62%	82%	46%
Math	63%	76%	59%	74%	42%

TLC will address reading & math needs with small group tutoring one hour per day four days per week for identified students. Certified teachers & school day staff will facilitate tutoring groups using school day curriculum: reading – *Wonders* (5th, 6th) & *My Perspectives* (7th, 8th); math – *Howard County* (5th) & *Illustrative Mathematics* (6th-8th). TLC will recruit new students by reviewing data for FRPL & ELL students scoring below proficient or with achievement gaps. Identified students will be invited via letter, in English & Spanish, and/or phone call from a teacher as appropriate. We will provide access for ELL students learning English and struggling readers. Our program will give them more practice time and trained staff to help.

Other academic activities will reinforce school day learning for math, reading and science. Activities may include homework help, Chess Club, Chemistry Club, Book Club, Writer's Guild, and many more. (See detailed charts on pages 6 & 7.)

Need 2 – Program: Our families need an accessible program offering activities before and after school, in a safe facility with transportation.

Storm Lake does not have a recreation center, YMCA, or childcare facility. SLMS is the only public middle school. St. Mary's School (private school) offers a K-4th grade after school program for St. Mary's students. Parents begin work before school starts, work later than the regular school day, are single parents, or both parents work, with some working multiple jobs.

Office referrals are increasing as reported by the middle school assistant principal and TLC coordinator. Our district's new superintendent says that research is being conducted this school year into district-wide Social Emotional Learning (SEL) supports. A couple being considered are Boys Town and Capturing Kids Hearts. Local community resources will also be included. TLC will utilize supports chosen by the district and join other district staff for training when available.

Transportation is an issue for many of our families. Our middle school is on the western edge of town, so not many students are able to walk home after TLC. More than 75% of TLC families take advantage of transportation provided by SLCSD. The remainder pick their children up. A school bus is currently provided by the district after TLC programming. SLCSD is committed to sustaining this support during a new grant cycle.

Our morning program begins at 7:30 a.m. giving students an opportunity to get help completing homework before breakfast.

Afternoons begin after school with a healthy snack and recreation time. Academic and enrichment activities follow. Planned activities are in the Project section on pages 6 & 7. School busses provide safe transportation of students or parents pick students up at school by 5:30 p.m.

Our before and after school program and Family Nights are held at Storm Lake Middle School. This is the building that public school students attend during the regular school day. The building is a single-level facility, handicap accessible, safe and accommodating to all students and their families.

SLCSD provides facilities, fiscal and administrative oversight, and one bus each evening. SLCSD will continue this support during a new 21CCLC grant cycle. Our partners are committed to continue current services and expand activities to support new students, but are unable to accept additional expense for other parts of programming. We are requesting funds to support costs of 120 students school (current daily average plus 30 additional students).

Need 3 - Family Engagement: Family members of middle school students need skills to support their children's education success. Many parents are unable to help with homework that their middle school students bring home.

More than 50% of families need interpreters at school events and meetings. The most common primary language is Spanish. Like their children, parents do not have English as their

primary language. Many of these have not completed their high school education and express interest in Adult Basic Education opportunities. Iowa Central Community College, located in Storm Lake, offers English Second Language (ESL) classes, High School Equivalency Diploma (HSED) completion, and Adult Basic Education (ABE) classes free of charge. We will make sure our families know of these opportunities and track the number of families utilizing them.

Family Nights are held two times per year at the middle school, providing activities for SLMS/TLC families as well as meeting Title 1 requirements. SLMS staff and partners provide sessions for parents such as Parent University-Thinking Like NASA, ELL Information and Culture Share, AVID College Fair, and National History Day performances.

SLMS has a transient population. In 2017-18, more than 100 new students enrolled in SLMS. New families are unsure of community services. SLMS staff identify and refer families for medical, dental, vision, mental health, warm coats, and food pantry services.

Interpreters are available when needed for all activities and all written communication sent home to parents is translated into Spanish.

In order for the program and planned activities to succeed, many resources will be utilized:

- Storm Lake CSD - space & utilities; school bus; professional development for after school staff; program, student & staff support from middle school administrators; evaluation & programming support from the middle school instructional strategist
- Compass Pointe Behavioral Health – staff teach **Girls Circle** which provides life skills, builds self-esteem and friendships
- Centers Against Abuse & Sexual Assault (CAASA) – staff provide activities on topics such as bullying & harassment, dating violence, internet safety and sexting
- Buena Vista University (BVU) – activities focusing on math, technology, physics, engineering and environmental science
- Iowa State University, Extension, Storm Lake – STEM activities
- Iowa Central Community College –Adult Basic Education, ESL, and HSED classes
- Storm Lake Public Safety – drug prevention program with school resource officer
- BVU ROTC – teaches TLC students about good citizenship, ROTC opportunities, and how ROTC can help with costs of college
- Storm Lake Public Library – access to the library during after school program and information for families on library resources

2.2 Evidence that a wide variety of stakeholders identified needs and developed the program

As an on-going part of our current program, students identify interesting activities through focus groups, surveys and one-on-one conversations with staff. Choices are reflected in some of the activities described in this proposal. Through brainstorming sessions and daily choices, 5th – 8th grade students decide some recreation, service learning, art, and computer activities.

The program coordinator attends middle school parent meetings, Family Night events, and is available during parent/teacher conferences. Parents share information about what they would like to see added, removed or continued in TLC, and discuss the reasons their children need our program. We also rely on one-on-one communication between parents and staff during the after school program. Our advisory committee includes parents representing each of our grade levels and the diversity of our students. During TLC and at all meetings, bilingual TLC staff or parents are available so that everyone can be understood and share ideas. Parents were, and will continue to be actively involved in identification of needs, development and evaluation of the program.

In addition to youth and parents, stakeholders in the before and after school program include Storm Lake CSD administrators, Compass Pointe, CAASA, BVU science department, Iowa State

University Extension, ICCC, Storm Lake Public Safety, BVU ROTC, and Storm Lake Public Library. Each partnership represents an established relationship between the community organization and the before and after school program or school district. The program coordinator met with partners during the identification of student, program and family needs, planned expansion of the current program, and development of the grant application.

3. PROJECT

Scope of Operation: We are requesting funding to continue and expand our program for 120 5th-8th grade students, Monday through Friday on 164 school days during the school year. We offer one hour before school and 2.5 hours after school which exceeds the 60 hours minimum contact time each month. We may offer local field trips on days when school lets out early for parent/teacher conferences. We choose to focus our efforts during the school year, as we would be unable to meet required 21CCLC student attendance & minimum days during the summer.

3.1 Evidence that activities are linked to student needs identified in the previous section; description of curriculum

The tables below and on the following page provide extensive evidence of activities which are linked to identified student and family needs noted in the previous section. They provide concise information for sections 3.1 & 3.2 and show activities planned for implementation in 2019-2020. Unless otherwise noted, activities will be offered to all grades levels. Please consider these tables when reviewing this sub-section of the rubric.

Materials and activities used during math and reading tutoring will complement what is used during school day math and reading groups. They provide connections to positively affect student needs and reach academic goals. They include reading – McGraw Hill’s *Wonders* (<https://www.mheducation.com/prek-12/program/wonders-20172017/MKTSP-BGA04M0.html>) & Pearson’s *My Perspectives* (<https://www.pearsonschool.com/index.cfm?locator=PS2rBh>) for reading and *Howard County* (<https://hcpss.instructure.com/courses/1609>) & Khan Academy’s *Illustrative Mathematics* (<https://www.khanacademy.org/math/illustrative-math>) for math.

All tutors use their knowledge of Common Core standards to guide small group instruction. Practices in place during previous SES tutoring showed positive results when implemented after school in 2015-16 & 2016-17. Tutored students made greater gains toward proficiency and closing gaps than those not tutored. These are activities & results we propose to replicate with 21CCLC funding.

SEL activities will utilize supports chosen by the district. Those being considered include Boys Town (<https://www.boystown.org/Pages/default.aspx>) and Capturing Kids Hearts (https://flippengroup.com/wp-content/uploads/2016/09/CKH1_Flyer.pdf).

3.2 Extensive variety of academic, enrichment & family literacy services fitting in eligible federal activities

ACADEMIC NEED: High quality activities to address proficiency, achievement gaps	Time frame for activity	Eligible Federal Activity
Small Group Reading & Math tutoring – <i>Wonders</i> (5 th , 6 th) or <i>My Perspectives</i> (7 th , 8 th) & <i>Howard County</i> (5 th) or <i>Illustrative Math</i> (6 th -8 th) for identified students	4x per week, 60” per session	1-rem educ, 2-literacy, 3-math, 6-tutor, 7-ESL
Homework Completion Assistance	5x per week, 60” per session	1-rem educ., 6-tutor, 7-ESL
Clubs – Chess, Chemistry, Book, Writer’s Guild	1-2x per week, 60” per session	2-literacy, 3-STEM, 7-ESL
STEM – various math and science, project-based activities provided by partners	1-2x per week, 60” per session	1-remedial educ, 3-STEM

PROGRAM NEED: High interest activities to provide a safe place and enrichment activities	Time frame for activity	Eligible Federal Activity
Before School Program – homework help, breakfast	5x per week, 60” per session	1-rem educ, 2-literacy, 3-math
Clubs (after school) –Art, Singing, Rap, Guitar, and many more	1-2x per week each, 45-60” per session	2-lit., 3-math, 4-arts, 7-ESL, 8-rec, 15-char. ed.
Enrichment Activities (after school) – provided by TLC staff or partners; including district selected SEL program, Girls Circle, BV Buddies mentoring	1-2x per week each, 45-60” per session	2-lit., 3-math, 4-arts, 7-ESL, 8-rec, 15-char. ed.

FAMILY ENGAGEMENT NEED: Activities to provide adults skills to support student success	Time frame for activity	Eligible Federal Activity
HSED, ESL, Adult Basic Ed. classes – free adult education classes provided by ICCC	3x per week, 90’ per session	11-family literacy
Family Nights – family-oriented educational enrichment activities (various partners)	2x per year, 90’ per session	2-literacy, 3-STEM & comp, 8-rec, 11-parent
SLMS – ID/refer families for medical, dental, vision, mental health, warm coats, food pantry	varies, as needed	11-parent involvement, 13-prevention

Every afternoon begins with a nutritious snack that meets USDA National School Lunch Program snack guidelines. Snacks are selected, purchased, and prepared by Lunchtime Solutions, Inc. which is the food service provider for Storm Lake CSD. TLC staff track and report snack counts for reimbursement utilizing the At-Risk After School Meals program through the Child and Adult Food Care program. There is no cost to TLC or the 21CCLC grant for after school snacks. All program activities are led by middle school teachers, Title I qualified staff or general program staff as appropriate.

3.3 Logical, clear, and measurable goals and objectives

The information below and on the following page identify logical, clear & measurable goals for activities which address identified academic, program & family engagement needs. Activities are listed here, curriculum was noted in the previous section, and research is detailed on page 9.

Goal 1: Provide high quality activities to help students meet and/or exceed proficiency goals in reading & math, and additional supports for ELL and FRPL students to close achievement gaps. (Addresses Academic Need – proficiency, achievement gaps)

Outcome Objective 1.1: 85% of regular attendees will exceed expected growth* on reading assessments annually. Assessment tools will include FAST-aReading and/or MAP-reading (3x/year) and ISASP, or other required state tests (1x/year).

Outcome Objective 1.2: 85% of regular attendees will exceed expected growth* on math assessments annually. Assessment tools will include FAST-aMath or MAP-math (3x/year) and ISASP, or other required state tests (1x/year). (*Growth for Goal 1 outcome objectives will be measured on individual student baseline data and expected growth from that starting point. All data will be disaggregated and reported based on FRPL, ELL status, regular attendees & non-TLC students.)

Goal 1 Activities: Small group tutoring using *Wonders* (5th, 6th) or *My Perspectives* (7th, 8th) &

Howard County (5th) or Illustrative Math (6th-8th), homework completion, and other academic clubs or activities.

Goal 2: Provide a safe & constructive use of leisure time to help youth acquire new skills, hobbies & interests that improve academic performance & peer relations. (Addresses Program Need – safe place & enrichment activities)

Outcome Objective 2.1: 95% of regular attendees will report learning new skills and feeling safe at school, measured by student surveys.

Outcome Objective 2.2: Anti-social behaviors for regular attendees will decrease by 5% annually, measured by discipline referrals.

Goal 2 Activities: Before school program (homework help), district-selected SEL program, and various clubs and activities led by TLC program partners.

Goal 3: Provide engaging opportunities for parents to acquire literacy tools and skills, and parent/child relationship building experiences that will support their children's academic success. (Addresses Family Engagement Need – skills to support student success)

Outcome Objective 3.1: TLC and Storm Lake CSD will provide at least two Family Night events each school year to promote literacy, STEM activities, family relationships, and community resources.

Outcome Objective 3.2: 95% of TLC families will report satisfaction with activities, measured by event or annual parent surveys.

Goal 3 Activities: HSED, ESL, ABE classes with ICCC; Family Nights, TLC partner activities.

3.4 Explanation of how programming will link to school day instruction & align with standards

The TLC office is in the middle school building for prompt interaction with teachers or students during the school day. Classroom teachers and instructional strategist identify tutoring students. Parents are contacted and recommendations made for attending after school activities. All program activities are approved by the principal or instructional strategist, providing alignment with state, national and Common Core standards. On-going communication with the principal and Storm Lake CSD curriculum coordinator ensure alignment with the district CSIP.

The TLC coordinator shares information with after school staff as needed and appropriate. Staff meet daily for 10 minutes to talk about schedules. The coordinator meets formally once per month, or more if needed, with staff from each grade level for about 30 minutes. This allows for guidance on program activities and discussions relating to specific students. Meeting with specific grade level staff protects the privacy of students being discussed. Separate two hour meetings are held monthly with all staff for professional development and team-building.

3.5 Experience providing educational activities to enhance student achievement & positive youth development

TLC exceeded expectations proposed with the current 21CCLC grant.

Objectives of the current 21CCLC grant	Actual results
• 70 students attending daily	• Regular daily attendance for 2017-2018 was 90 students
• Regular attendees' math and reading proficiencies will increase at a greater rate than non-attendees	• 72% of regular attendees improved their reported scores • 65% of non-attendees were proficient
• Discipline referrals will decrease by 5% annually	• Decreased between 4-8% each year at TLC

During the two years with Supplemental Education Services tutoring, tutored students made greater gains toward proficiency & closing gaps than those not tutored. These are activities &

results we want to replicate with new funding.

Storm Lake CSD uses lessons learned from previous successes to guide our current program. Keys to this success are the invaluable resources that community partners bring to the program. Community partners were active members in planning this application, are members of our advisory committee, and will assist in the collection and review of evaluation data. We are proud of these established partnerships and look forward to continuing these relationships.

4. RESEARCH BASE

Evidence from multiple sources of a strong research base for proposed activities

Students who participate in out-of-school programs for more days, and take part in a wide range of activities, have better attitudes, behavior and performance in school (Kauh, 2011). After school programs that follow evidence-based practices are successful in promoting young people's personal and social development (Durlak, Weissberg, & Pachan, 2010). Intensive small-group instruction or individual tutoring has been shown to be an effective approach for out-of-school time programs to positively impact academic success (Lauer et al., 2006)

The TLC coordinator, instructional strategist, district curriculum coordinator, evaluation team and/or classroom teachers research all activities to be implemented in the after school program and confirm their alignment with state, national and Common Core standards. When possible, research-based activities are chosen. Below are some examples of after school activities and the research or evidence behind their success.

- Math and reading tutoring groups led by certified teachers – Materials and activities used during math and reading tutoring will complement what is used during school day math and reading groups. They include McGraw Hill's *Wonders* (<https://www.mheducation.com/prek-12/program/wonders-20172017/MKTSP-BGA04M0.html>) & Pearson's *My Perspectives* (<https://www.pearsonschool.com/index.cfm?locator=PS2rBh>) for reading and *Howard County* (<https://hcpss.instructure.com/courses/1609>) & Khan Academy's *Illustrative Mathematics* (<https://www.khanacademy.org/math/illustrative-math>) for math. All tutors use their knowledge of Common Core standards to guide small group instruction. Practices in place have shown positive results since being implemented after school in 2015.
- Social Emotional Learning – TLC activities will utilize SEL supports chosen by the district. Those being considered include Boys Town (<https://www.boystown.org/Pages/default.aspx>) and Capturing Kids Hearts (https://flippengroup.com/wp-content/uploads/2016/09/CKH1_Flyer.pdf).

5. MANAGEMENT and SUSTAINABILITY PLAN

5.1 Effective staffing, recruitment and retention of staff, professional development, leadership, and use of volunteers

The management plan below is the result of extensive work over the past five years of our current grant. It has served us well in sustaining staff, professional development opportunities, program leadership and volunteer support.

Activities are staffed to provide the greatest benefit for our students and their families. We provide small group tutoring staffed at a maximum of 1-to-6 staff/student ratio (1-to-4 will be our goal). Other academic activities have a 1-to-10 ratio. Educational enrichment activities have a 1-to-15 ratio and a 1-to-20 ratio is used for recreational activities. Our morning program has a 1-to-15 ratio. Staff available for family activities is determined by the activity, with parents in attendance to assist and supervise their children.

All project staff leading academic activities will be certified teachers or meet Title I guidelines for paraprofessionals. Many of our college staff are pursuing an education degree and have child development experience. Bilingual staff members assist in communication with

students and parents. Staff work with the same students or grade level allowing them to build relationships with students. Partners have qualified staff in place for their activities.

Certified teachers, paraprofessionals, general staff, and volunteers are recruited from Storm Lake CSD employees, substitutes, retired staff, BVU, and the community. Volunteers of all ages, high school students, parents, and seniors, are recruited and coordinated through our volunteer program. Paid and volunteer positions are posted on our district's website and in the two local newspapers. Word of mouth among current staff has always been a great success in attracting qualified personnel. A panel reviews applications and interviews applicants. Depending on the position being filled, this panel may include the TLC coordinator, principal, or members of the advisory committee. Staff reviews are held once per year or as necessary, with an open-door policy in effect for staff to contact the coordinator with concerns or program suggestions. Pay for all staff is comparable to similar positions within the district and community which supports retention of quality staff.

The TLC coordinator meets formally once per month, or more if needed, with staff from each grade level for about 30 minutes. This allows for guidance on program activities and discussions relating to specific students. Meeting with specific grade level staff protects the privacy of students being discussed. Separate two hour meetings are held monthly with all staff for professional development and team-building.

A minimum of 15 hours of training is provided per year. New staff are required to attend an additional orientation. Monthly training is available to all project staff, volunteers and advisory committee members. Topics may include best practices in reading and math; tutor training; Love & Logic and other behavioral tools; poverty, A.L.I.C.E., and growth mindset training; CPR & First Aid; mandatory child abuse reporting; and sexual harassment. School district, hospital, AEA staff and other qualified consultants provide these trainings and are available to provide on-going assistance and coaching throughout the year. The Iowa Professional Development Model is used to plan, implement, and evaluate professional development activities.

The current coordinator, Ms. Christine Carlson, has been with TLC since a the current 21CCLC grant was received in 2014. She will allocate 100% of her time to the program. The budget narrative provides details of the breakdown allocated to professional development, evaluation, administration and personnel. Her duties include overseeing the budget, planning and coordinating staff development and assessing progress in meeting program goals. She works closely with the instructional strategist and other district staff to provide academic activities that meet identified needs and are aligned with local, state, national and Common Core standards. She works with district employees and community agency staff to coordinate activities with the numerous local, state and federal programs already in place. Other coordinator duties include public relations, interaction with community partners, coordinating surveys for evaluation purposes and aggregating program data. As mentioned in the previous section, the TLC coordinator has her office in the middle school building to maintain alignment with school day instruction and has a high level of interaction with students, parents and staff.

Monthly meetings with all program staff and volunteers provide time for training and team-building. The coordinator attends middle school building staff meetings, which provide additional opportunities to blend after school with regular day programming.

Volunteers are utilized in a variety of ways during enrichment activities, and Family Nights. TLC recruits and coordinates program volunteers and utilizes senior volunteers as appropriate to our activities. Parent and senior volunteers are an important resource for TLC. The experience they share with our students and staff is a valuable part of our program.

5.2 Plan for student transportation to and from program, student access, and program facilities

Our before and after school program and Family Nights are held at Storm Lake Middle School. This is the building that public school students attend during the regular school day. The building is a single-level facility, handicap accessible, safe and accommodating to all students and their families.

Transportation will be provided to our morning program and home again following our after school program via school busses equipped with video cameras. Bus and maintenance costs, fuel costs and bus driver salary for the end of program route will be contributed by the district. Bus drivers are CDL certified school district employees. Bus drivers receive a list of students riding the bus each afternoon which includes the student's name, address and parent contact information. Parents receive a bus schedule that identifies drop off sites and arrival times. Students being picked up at school are released to only those persons identified for picking up the students.

Translation for all program materials is provided by school day staff. Bilingual after school staff provide interpreting services as needed to communicate with students and parents.

Our program has sufficient adult supervision to ensure the children are kept safe. Though the building has multiple entrances/exits, most are locked from the outside requiring visitors to enter through main doors. Students with disabilities are encouraged to participate in program activities. The building is a single-level facility, handicap accessible, safe and accommodating to all students and their families.

5.3 Organizational and program leadership structure, how it will develop and engage a stakeholder advisory group

TLC's leadership structure was discussed in detail on the previous pages. The coordinator will receive guidance from an advisory committee composed of parents, teachers, middle school principal or assistant principal, and representatives from each of our collaborative partners. The purpose of the advisory committee is to review data and suggest improvements for project activities, assist with the development of new activities, monitor student/parent participation and satisfaction, and seek continued funding for sustainability. The advisory committee is also responsible for continuously seeking input from parents, volunteers, community members, and students on how to improve the program and works to secure additional partnerships that meet needs identified by our evaluation data. Committee members use the information to improve programming and ensure that all program goals and objectives are being met. The coordinator communicates with each partner at least monthly. A full advisory committee meeting is held quarterly, with a report made to the school board annually.

5.4 Plan for continuous program improvement & sustainability; combining resources for effective use of public funds

Our current grant has been sustained in years 4 and 5 with reduced funding by carefully planning activities and curriculum in years 1-3 that require little on-going costs, our partner's commitment to continually supporting our program with meaningful and relevant activities, and the district's commitment to our families. The resources for careful planning, support and funding will continue with a new 21CCLC grant.

Continuous improvement of our program is guided by the comprehensive evaluation plan detailed on pages 14-16, communication plan on pages 12-13, dedication of our partners, and commitment of staff and administration. We have identified four factors for sustainability:

First, our current partners have both human and financial resources in place and have committed to the financial responsibility of sustaining their activities.

Second, Iowa allows local boards of education to allocate funds from property taxes if the funds will be spent on programs and services benefiting At-Risk youth and their families. Our

school board will carefully consider this Modified Allowable Growth funding as a source of continued funding. **Third**, Storm Lake CSD receives in excess of \$1 million in U.S. and Iowa Department of Education funds that are used to benefit our youth in specific developmental areas. These include Title I, Title IV (Safe & Drug Free Schools), and Migrant funds. Our district will consider these funding sources as well, to continue the program.

Fourth, private, corporate, federal and other state grants are researched and applied for. Fund-raisers are planned and carried out by parents, the advisory committee and partners. Although large amounts of money are not earned through fund-raisers, the raised awareness in the community and ownership by parents will improve the financial status of the project.

The following chart details how our program leverages existing school and community resources to provide diverse opportunities for our students.

Resource	Contributions to program	Source of Support
At-Risk / Modified Allowable Growth funds	Potential sustainability funds	State – SLCSF funds
Storm Lake Public Library	Student activities, family resources	Local – public entity
Buena Vista University	Math & science activities, ROTC leadership	Local – private university
STARS Mentoring Program	Mentor coordination; evaluation of TLC program	Local organization
Buena Vista Regional Medical Center	Fitness activities; resources shared at Family Nights	Local hospital
Seasons Center & Compass Pointe	Behavioral health activities; Family Night resources	Local organizations
ISU Extension	Enrichment activities	State university, local office
CAASA	Enrichment activities	Local organization
Storm Lake Public Safety	School resource officer; drug prevention activities	Local – public entity
Iowa Central Community College	HSED, ESL, ABE classes for adults	Local campus

6. COMMUNICATION PLAN

Description of outreach strategies to share program information with community, parents, youth, and partners

The overall goal of our communication strategy is to increase awareness about our program to positively impact support, and make connections that will increase student participants, volunteers, activities, materials, and funding opportunities. TLC uses a number of tools to share evaluation and program information with the community, parents, youth, and partners.

- Local newspaper coverage – Two local newspapers frequently provide coverage of activities, successes and challenges, evaluation results, and volunteer or staff opportunities. Distribution of newspapers is two and three times per week and offers widespread community support.
- Local radio stations – As appropriate, program information, evaluation results, and volunteer or staff opportunities are publicized on our local radio stations, KAYL and KKIA. This medium reaches a large community population.
- School newsletter and district website – Our district produces an on-line newsletter that is sent to all parents via e-mail, and posted on the district’s website. Included in both of these locations is program data and detailed evaluation results as they are available from team

assessments. Information similar to the newspaper is available on a regular basis to all who visit the district's website including community, parents, youth and partners. (<http://www.slcsd.org>)

- TLC website – TLC's website is linked to the district's middle school page. It contains registration information, and the program's annual local evaluation. (<http://www.storm-lake.k12.ia.us/middle-school-tlc>)
- Facebook – a Facebook page dedicated to TLC will be created and maintained by the TLC coordinator.
- School registration and parent conferences – The TLC coordinator is on-site during school registration and parent/teacher conferences. Program information and registration information is provided personally to all parents in both English and Spanish.
- Parent notices – All information regarding program information, such as enrollment opportunities, upcoming events, activities, and evaluation results are sent home via paper copy throughout the school year. All notices are translated by school staff into Spanish.
- School board – Presentation of evaluation results, successes, and challenges are presented annually to the school board. This is another opportunity to communicate with the community, gather program support, and seek sustainability options.
- E-mail – E-mail is used to communicate with parents, partners, and school day staff. Parents may let staff know if their child will not be in attendance or ask questions about the program. E-mail is also used by partners to relay meeting agendas and minutes, program data and evaluation results throughout the school year.
- Phone calls – The coordinator, teachers and/or reading strategist will contact parents directly for any student issues or to personally invite students who are identified as needing extra academic support provided by the program. Interpreters are used as needed.
- Meetings – Advisory Committee meets quarterly to discuss the program and evaluation results. The coordinator attends SLMS parent meetings to receive and provide details about the program and activities.
- Students – Daily discussions and on-going brainstorming sessions are held between TLC staff and students about activity opportunities and expectations.

7. PARTNERSHIPS

7.1 Existing partnerships and their role in programming and sustainability

Our program will use 21CCLC funding and contributions of partners to offer a wide range of services and programs to our middle school students and their families. We will build upon existing collaborations and connect existing programs to avoid duplication of services. We have commitments from the following community agencies with MOU page numbers noted:

- Storm Lake CSD provides space & utilities; school bus; professional development for after school staff; program, student & staff support from middle school administrators; evaluation & programming support from the middle school instructional strategist.
- STARS Mentoring Program connects youth with caring adults who can help youth aspire, achieve and develop to their fullest potential.; MOU on page 19
- Centers Against Abuse & Sexual Assault (CAASA) staff provide activities on topics such as bullying & harassment, dating violence, internet safety and sexting; MOU on page 20
- Buena Vista University (BVU) activities focusing on math, technology, physics, engineering and environmental science; MOU on page 21
- Iowa State University, Extension provides STEM activities for students; MOU on page 22

- ICCC provides on-going ESL, HSED, and Adult Basic Education classes free of charge to the community and program families. Data, including simple attendance counts and class completion rates are provided for TLC families; MOU on page 23
- Compass Pointe Behavioral Health staff teach Girls Circle which provides life skills, builds self-esteem and friendships.
- Storm Lake Public Library provides access to the library during after school program and information for families on library resources
- Storm Lake Public Safety offers a 12-week drug prevention program taught by our school resource officer.
- BVU ROTC members teach TLC students about good citizenship, ROTC opportunities, and how ROTC can help with costs of college

All agencies have a history of working with Storm Lake CSD and/or the before and after school program and are important components of our program. All partners have agreed to provide and sustain services and/or materials. Community partners have representation on the advisory committee and are active and committed stakeholders in the project.

7.2 Service on community groups or boards; Engaging partners, recruiting partners and maintaining relationships

The TLC coordinator serves on various community and school committees including the SLMS Family Night Committee and SLMS parent committee. Other school administrators are members of community groups, including Kiwanis, where school day and after school activities are a priority.

Each partner will fill a position on the TLC advisory committee which meets quarterly in August, November, February and May. The TLC coordinator is in contact with each partner at least monthly. The TLC coordinator prepares meeting agendas, coordinates data for distribution, plans upcoming events, informs members of program needs, and contacts prospective partners identified at meetings or general suggestions.

Our goal for the advisory committee is to have parents or partners lead the committee. The committee would request information & make suggestions to the coordinator & evaluation team for agenda items, data collection activities, program offerings, & initiate partnership opportunities.

8. EVALUATION

8.1 Evidence of the capacity to conduct comprehensive, rigorous evaluation of program effectiveness

A highly qualified team is in place to provide a comprehensive and rigorous evaluation of our program that provides both process and outcome evaluation results. Team members include an instructional strategist for SLMS, two SLMS teachers (rotating positions), and the current TLC coordinator.

The **process evaluation** provides data on how well an activity is implemented, allowing for precise replication of successful activities. Monitoring data is collected which identifies challenges, while recording efforts and methods used. The following list shows process evaluation tools we utilize to demonstrate that we have provided all promised activities related to Academic, Program and Family Engagement goals.

- **Basic Tallies** – Discipline referrals, activities, attendance; tracked for each activity and quarterly for discipline referrals in order to verify attendance & activities, and for state & federal reporting; administered by TLC program staff, teachers, and partners.
- **Surveys** – data on effectiveness of activities offered; tracked at the end of school year and at special events, to provide data for state & federal reporting and modify activities; completed

by teachers, students, parents, and partners.

- **Focus Groups** – data from a sample of participants; monthly student groups led by the TLC coordinator to collect information to modify activities and celebrate successes.
- **One-to-One Contact** – forms record conversations w/students, parents, teachers, and partners; used to modify activities and celebrate successes.
- **Observation** – forms record observations of staff & activities; two times per year by evaluation team to modify activities & celebrate successes; informal observations as needed.

Our **outcome evaluation** is used to determine whether or not our efforts are having a positive impact on the academic performance of our students. Data will be disaggregated by FRPL and ELL students, regular program attendees and non-TLC students. The outcome evaluation will illustrate the effect of our program on reading and math proficiency; decreasing achievement gaps; social, physical and emotional behavior; and parents becoming active supporters of their children’s educational success. All of the tools below are administered by teachers and instructional assistants, all tests will provide data for academic activities, and all will provide data for state, federal and local reporting, and modification of activities.

- **Iowa Statewide Assessment of Student Progress (ISASP)** – new for spring 2019, reading & math; once per year.
- **Formative Assessment System for Teachers (FAST)** – reading & math; 3 times per year.
- **Measures of Academic Progress (MAP)** – reading & math; 3 times per year.

Two times per year in the fall and spring, an on-site evaluation will take place during after school activities. Team members will focus on staff and student engagement, and observance of literacy and math activities. The tool for these site visits is updated annually as the program grows and adjusts to the needs of our students. Recorded data may include staff & student use of time, engagement of students & staff in scheduled activities, implementation from recent trainings, and observation of safety protocols. The team will meet to discuss their observations, review appropriate process, outcome, or other program data, make recommendations for program improvement, and celebrate successes. The coordinator may also initiate internal probes for specific targets, e.g., is staff actively engaged in supervision of students during computer time?

Objectives presented on pages 7-8 will be measured using the noted indicators. Collection of data will be the responsibility of the program coordinator, program staff, evaluation team, and partners. The TLC coordinator will prepare data for review by the evaluation team and advisory committee. A program designed specifically for before and after school programs will be used to store student and family data along with attendance records. Test scores will be imported, providing a complete picture of each student’s attendance, ELL or FRPL designation, and academic proficiencies. We have been told by Vic Jaras, consultant for 21CCLC with the Iowa Department of Education, about a planned statewide system for use by 21CCLC programs. We will comply with any requirements for use of a statewide system.

The use of Microsoft programs and after school software will allow us to report demographics, analyze outcomes, create participant lists, prepare mailings, and evaluate activities. Appropriate data is reviewed by the program coordinator weekly, quarterly at advisory committee meetings, during middle school parent meetings, and at least monthly by program staff at grade level staff meetings. This provides for effective review, discussion, feedback, and prompt program adjustment.

Each yearly local evaluation for our current 21CCLC grant provides details of success and overcoming challenges. Below is a summary of previous evaluation results.

- Attendance goal of 70 students per day was exceeded each year.
- More than 30 different enrichment activities or clubs were offered each year; many suggested by student attendees.
- At the beginning of the current 21CCLC grant there were four program partners in place. We currently have more than 28 different organizations or local clubs providing activities for our middle school students and families.
- At least 70% of regular program participants improve their English scores from fall to spring. Teachers reported that 60% of regular program participants improved in homework completion and class participation, and 80% improved in student behavior.

All requested data and program information will be provided to the Iowa Department of Education as required. This currently includes Summary of Expenditures (quarterly), Federal Evaluation (throughout the year), Statewide Evaluation (due in late November), Local Evaluation (due in November), and information for site visits from Department of Education (years one and three of grant). The local evaluation will be posted on the TLC website as required. All information will be provided in an acceptable format and produced in a timely manner.

8.2 Evidence of how evaluation results will be used to refine and improve program, and build community support and align with goals, objectives and program activities; including timelines and strategies to make evaluation results public in a form and language that is easily understood

The TLC coordinator will review evaluation data and make necessary changes to the implementation of programs. Weekly reviews allow for a quick & effective response to refine and improve the overall program. Relevant evaluation data will be provided at quarterly advisory committee meetings and monthly contact with partners. Advisory committee members will share needs & successes while involved in our community. The goal is to increase awareness about our program to build community support, and ultimately make connections that will increase student participants, volunteers, activities, materials, and funding opportunities.

Our evaluation plan's alignment with goals, objectives and program activities is clearly shown in tables throughout this application. Each table represents efforts to address the Academic, Program, & Family Engagement needs of our middle school students and their families.

A number of methods will be used to make these results public. Our local evaluation will be posted on the TLC website as required. A one page, easy-to-read summary will be available in English and Spanish. It will be sent home with parents, available at school registration and parent teacher conferences, posted on the TLC website, and an agenda item at an advisory committee meeting. An overview of evaluation results will be shared annually with our school board.

Funding Formula: \$10.00 per day x 120 students x 164 days before and after school = \$196,800. Our program is requesting \$140,000 in new 21CCLC grant funding. The increased level of funding from new 21CCLC funds will provide new and updated materials, as well as, smaller group sizes to make a greater impact on student learning.

9.1 *The basis for cost estimates is described in detail, includes reserved funds for evaluation, and costs are justified as necessary and reasonable; costs align with proposed activities*

In our narrative, we provided information detailing proposed activities relating to TLC’s needs, goals, and objectives. Every item below has been budgeted to provide these activities for students and their families.

Personnel - \$116,385	
Portion of Program Coordinator Salary	\$37,685
Afternoon TLC Certified staff (8 staff x 120 days x 1 hour x \$35.00)	\$33,600
Afternoon TLC staff (8 staff x 164 days x 2.5 hours x \$12.00)	\$39,360
Morning TLC Certified staff (1 staff x 164 days x 1 hour x \$35.00)	\$5,740

21CCLC Funds: All calculations for personnel include hourly wage and benefits (FICA, IPERS, etc.) based on position. Salaries are appropriate for duties performed and set in accordance with district policies. A full time program coordinator (191 days, salaried position, medical benefits) will oversee the program. A portion of the coordinator’s salary is expensed here. Portions are also expensed in the Professional Development, Evaluation and Administrative sections based on job duties. TLC staff will implement tutoring, academic, enrichment and family engagement activities to meet and exceed academic, program, and family engagement goals and objectives.

In-Kind: All partners will provide staff for their activities.

Staff Travel - \$0

There will be no local staff travel charged to this grant.

Materials - \$6,000	
General project materials, including family engagement	\$6,000

21CCLC Funds: We have budgeted for new or replacement general project materials at \$50 per student – instructional materials, books for family engagement and reading, board games, craft supplies, office supplies, paper, etc.

In-Kind: All partners will provide materials for their activities.

Professional Development - \$8,540	
Grant Required Trainings (1-2 people x 2 days x 2 trainings per year)	\$2,000
Non-certified staff training (8 staff x 15 hours x \$12.00)	\$1,440
Certified staff training (8 staff x 5 hours x \$35.00)	\$1,400
Portion of Project Coordinator Salary	\$3,700

21CCLC Funds: Program staff will attend all grant trainings as required. The estimate includes meals, lodging, mileage, & wages. Non-certified staff will participate in 15 hours of PD; certified will have 5 hours (other certified PD provided by SLCSD). Topics include best practices in reading and math; tutor training; poverty, A.L.I.C.E., and growth mindset; Love & Logic & other behavioral tools; blood borne pathogens; CPR & first aid; mandatory child abuse reporting; and sexual harassment. A part of the Project Coordinator’s salary is budgeted here since a portion of her duties involve staff training. \$8,540 for PD exceeds the 5% minimum required.

In-Kind: Partners will provide PD for staff to implement their activities. TLC staff will join other

SLCSD staff for various PD activities throughout the school year.

Student Transportation - \$0

21CCLC Funds: No student transportation costs will be charge to the grant.

In-Kind: SLCSD will continue to provide bus transportation after our program which includes qualified bus drivers and fuel costs. Transportation in the morning, busses, and maintenance will also be provided in-kind by SLCSD.

Evaluation - \$5,375

Stipends for Evaluation Team (3 members x \$1,000)	\$3,000
Evaluation Software Support and Maintenance	\$1,000
Portion of Project Coordinator Salary	\$1,375

21CCLC Funds: We will provide a \$1,000 stipend to each Evaluation Team member (not including the program coordinator) to compensate them for their time. TLC is researching new student data management software. \$1,000 is an average cost for the three being considered. TLC will comply with any requirements for the use of a planned statewide system. A part of the Project Coordinator's salary is budgeted here since a portion of her duties involve program evaluation. Our evaluation budget does not exceed the 4% maximum.

Administrative / Indirect Costs - \$3,700

Portion of Project Coordinator Salary	\$3,700
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21CCLC Funds: The coordinator's administrative duties include overseeing the site budget, staff supervision, interaction with agency staff and public relations. Administrative costs are less than the 8% maximum allowed by the grant.

In-Kind: Other administrative costs – payroll, accounts payable, fiscal oversight by the district's business manager, etc. – as well as, space & utilities; school bus; professional development for after school staff; program, student & staff support from middle school administrators; evaluation & programming support from the middle school instructional strategist are provided in-kind by the school district.

9.2 Proposed expenditures will supplement rather than supplant existing funding

New 21CCLC funds will not supplant any existing funding. New 21CCLC funding will allow us to continue serving our current students and expand our program to serve 30 additional students. Total students served with new grant funding will be 120. Resources are not available to meet the needs of our students without 21CCLC grant funding.

The increased level of funding from new 21CCLC funds will provide new and updated materials, as well as, smaller group sizes to make a greater impact on student learning.

Partners contribute staff and materials for their activities. All current in-kind (partner staff & materials) and funding sources (district supported student transportation and administrative costs) will continue with a new 21CCLC grant, eliminating any conflict with supplanting.

Memorandum of Understanding

Storm Lake Community School District and STARS Mentoring Program have come together to collaborate and to jointly make an application for the 21st Century Community Learning Centers Program grant (21CCLC). Grant funds will be used to serve students in grades 5-8 at Storm Lake Middle School's Tornado Learning Club (TLC).

The partners have agreed that Storm Lake CSD will provide leadership for the overall TLC program and will be the designated applicant in the 21CCLC application. All other agencies will be considered partners in this application. This a true partnership, as there is no compensation provided to any partner.

STARS Mentoring Program has partnered with Storm Lake Community School District and TLC for many years.

The roles and responsibilities listed below are already in place and in action.

It is agreed that Storm Lake CSD will:

- Provide TLC families with information for STARS activities and services.
- Provide opportunities for STARS staff to visit with TLC students and families about services.

It is agreed that STARS Mentoring Program will:

- Continue to provide activities to TLC students and the Storm Lake community as funding permits.
- Provide TLC staff with simple attendance counts.

By signing below, the partners acknowledge that we agree with this MOU. Furthermore, we have reviewed the proposed project and approve it.

By Angie Woodford
STARS Mentoring Program

By Stacy Tol
Storm Lake Community School District

Date 12-12-18

Date 12/12/18

Memorandum of Understanding

Storm Lake Community School District and Centers Against Abuse & Sexual Assault (CAASA) have come together to collaborate and to jointly make an application for the 21st Century Community Learning Centers Program grant (21CCLC). Grant funds will be used to serve students in grades 5-8 at Storm Lake Middle School's Tornado Learning Club (TLC).

The partners have agreed that Storm Lake CSD will provide leadership for the overall TLC program and will be the designated applicant in the 21CCLC application. All other agencies will be considered partners in this application. This a true partnership, as there is no compensation provided to any partner.

Centers Against Abuse & Sexual Assault has partnered with Storm Lake Community School District for many years.

The roles and responsibilities listed below are already in place and in action.

It is agreed that Storm Lake CSD will:

- Provide TLC families with schedules and contact information for CAASA activities and services.
- Provide opportunities for CAASA staff to visit with TLC families about services.

It is agreed that Centers Against Abuse & Sexual Assault will:

- Continue to provide activities to TLC students and the Storm Lake community as funding permits.
- Provide TLC staff with simple attendance counts.

By signing below, the partners acknowledge that we agree with this MOU. Furthermore, we have reviewed the proposed project and approve it.

By Jacquie A. Kloe
Centers Against Abuse & Sexual Assault

By Stacy Col
Storm Lake Community School District

Date 12-12-18

Date 12/12/18

Memorandum of Understanding

Storm Lake Community School District and Buena Vista University Science department (BVU) have come together to collaborate and to jointly make an application for the 21st Century Community Learning Centers Program grant (21CCLC). Grant funds will be used to serve students in grades 5-8 at Storm Lake Middle School's Tornado Learning Club (TLC).

The partners have agreed that Storm Lake CSD will provide leadership for the overall TLC program and will be the designated applicant in the 21CCLC application. All other agencies will be considered partners in this application. This a true partnership, as there is no compensation provided to any partner.

BVU has partnered with TLC for many years.

The roles and responsibilities listed below are already in place and in action.


It is agreed that Storm Lake CSD will:

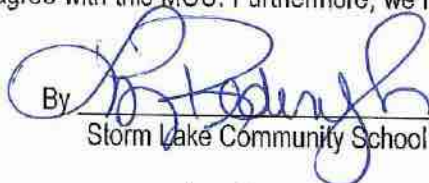
- Provide TLC families with schedules and contact information for BVU activities.
- Provide opportunities for BVU staff to visit with TLC students and families about activities.

It is agreed that BVU will:

- Continue to provide activities to TLC students as funding permits.
- Provide TLC staff with simple attendance counts.

By signing below, the partners acknowledge that we agree with this MOU. Furthermore, we have reviewed the proposed project and approve it.

By 
BVU Science

By 
Storm Lake Community School District

Date 12-12-18

Date 12/12/18

Memorandum of Understanding

Storm Lake Community School District and Iowa State Extensions have come together to collaborate and to jointly make an application for the 21st Century Community Learning Centers Program grant (21CCLC). Grant funds will be used to serve students in grades 5-8 at Storm Lake Middle School's Tornado Learning Club (TLC).

The partners have agreed that Storm Lake CSD will provide leadership for the overall TLC program and will be the designated applicant in the 21CCLC application. All other agencies will be considered partners in this application. This a true partnership, as there is no compensation provided to any partner.

Iowa State Extensions has partnered with TLC for many years.

The roles and responsibilities listed below are already in place and in action.

It is agreed that Storm Lake CSD will:


- Provide TLC families with schedules and contact information for BVU activities.
- Provide opportunities for IA State Extensions staff to work with TLC students and families with Science & STEM learning activities.

It is agreed that IA State Extensions will:

- Continue to provide quality STEM & learning activities to TLC students as funding permits.
- Provide TLC staff with resources and information about STEM & science opportunities to share with the Storm Lake families and TLC students.

By signing below, the partners acknowledge that we agree with this MOU. Furthermore, we have reviewed the proposed project and approve it.

By 
Iowa State Extensions

By 
Storm Lake Community School District

Date 12/12/18

Date 12/21/18

Memorandum of Understanding

Storm Lake Community School District and Iowa Central Community College (ICCC) have come together to collaborate and to jointly make an application for the 21st Century Community Learning Centers Program grant (21CCLC). Grant funds will be used to serve students in grades 5-8 at Storm Lake Middle School's Tornado Learning Club (TLC).

The partners have agreed that Storm Lake CSD will provide leadership for the overall TLC program and will be the designated applicant in the 21CCLC application. All other agencies will be considered partners in this application. This a true partnership, as there is no compensation provided to any partner.

Iowa Central Community College has partnered with Storm Lake Community School District for many years. ICCC provides college course opportunities for local high school students, as well as providing our Storm Lake community with adult education courses including ESL (English Second Language) and HSED (High School Equivalency Diploma).

The roles and responsibilities listed below are already in place and in action.


It is agreed that Storm Lake CSD will:

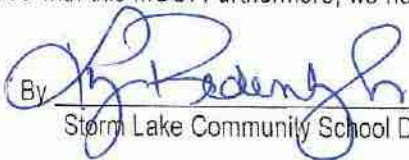
- Provide TLC families with class schedules and contact information for adult education courses.
- Provide opportunities for ICCC staff to visit with TLC families about services.

It is agreed that Iowa Central Community College will:

- Continue to provide adult education courses to the Storm Lake community as funding permits.
- Provide TLC staff with simple attendance counts and class completion rates for TLC families.

By signing below, the partners acknowledge that we agree with this MOU. Furthermore, we have reviewed the proposed project and approve it.

By 
Iowa Central Community College

By 
Storm Lake Community School District

Date 12-13-18

Date 12/13/18

FORM A: SITE INFORMATION

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

21CCLC Site Name: Storm Lake Middle School		
Site Address: 1811 Hyland Drive, PO Box 638		
City, State, Zip: Storm Lake, IA 50588		
Phone: 712-732-8080		
Site Contact Person: Christine Carlson		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Storm Lake Middle School	209 (district #6219)	120
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers 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. Funds will be spent under the guidelines for federal grants https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

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 from the date of submission of the final expenditure report.

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

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

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, quarterly meetings with the principal, 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.

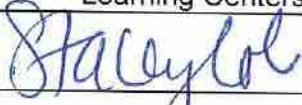
Part M: Private and Public School Consultation

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.

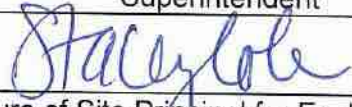
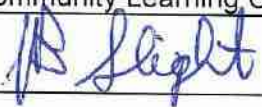
Part N: Grant Termination (Additional conditions in Appendix D)

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) or if federal funding is no longer available.

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
	Storm Lake Community School District (Dr. Stacey Cole, Superintendent)

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
	Storm Lake Community School District (Dr. Stacey Cole, Superintendent)
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Storm Lake Middle School (J.B. Slight, Principal)

The building principal will be provided with the D-2 form for their building, showing the number of children to be served and the budget allocated to provide services for those children. The building principal agrees to meet quarterly to discuss the effectiveness of the program in meeting the needs of the children. The building principal provides Free and Reduced Price Lunch status on individual students as needed.

FORM C: COLLABORATIVE SIGNATURES

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

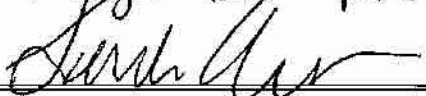
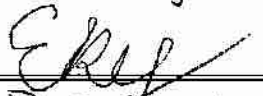
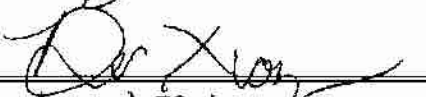


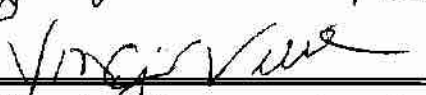


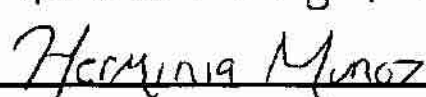
Applications only allowed up to three (3) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	JB Slight - Principal	Agency	Storm Lake Middle School
Signature	<i>JB Slight</i>	Address	
		City/Zip	Phone
Name/Title	Joanna Freking Smith ^{Media Specialist}	Agency	SLMS
Signature	<i>J Smith</i>	Address	
		City/Zip	Phone
Name/Title	Priscilla Robinson ^{TAG Teacher}	Agency	SLMS
Signature	<i>Priscilla Rob</i>	Address	
		City/Zip	Phone
Name/Title	Chris Jungers ^{School Nurse}	Agency	SLMS
Signature	<i>Chris Jungers</i>	Address	
		City/Zip	Phone
Name/Title	Administrative Ass't	Agency	SLMS
Signature	<i>J. J. Gundmeier</i>	Address	
		City/Zip	Phone
Name/Title	Jon Miller - Counselor ^{MS}	Agency	SLMS
Signature	<i>Jon Miller</i>	Address	
		City/Zip	Phone
Name/Title	Ali Vasher - Counselor ^{MS}	Agency	SLMS
Signature	<i>Ali Vasher</i>	Address	
		City/Zip	Phone
Name/Title	Angie Woodford	Agency	SLMS
Signature	<i>Angie Woodford</i> ^{Mentoring Coordinator}	Address	
		City/Zip	Phone
Name/Title	Jaymie Bral ^{Asst Principal}	Agency	SLMS
Signature	<i>Jay Bral</i>	Address	
		City/Zip	Phone

FORM C: COLLABORATIVE SIGNATURES

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

Applications only allowed up to three (3) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Santiago Ada - parent	Agency	
Signature		Address	
		City/Zip	Storm Lake Phone
Name/Title	EK Kuhleng - parent	Agency	
Signature		Address	Storm Lake
		City/Zip	Phone
Name/Title	DER Xiong - parent	Agency	
Signature		Address	
		City/Zip	Storm Lake Phone
Name/Title	ANGEL Medina - parent	Agency	
Signature		Address	
		City/Zip	S.L. Phone
Name/Title	Gloria Gattuso - Parent	Agency	
Signature		Address	
		City/Zip	" Phone
Name/Title	Yang Yue - parent	Agency	
Signature		Address	
		City/Zip	" Phone
Name/Title	Miranda Raute - parent	Agency	
Signature		Address	
		City/Zip	" Phone
Name/Title	REBEKAH Alpert - parent	Agency	
Signature		Address	
		City/Zip	Phone
Name/Title	Hermia Munoz - parent	Agency	
Signature		Address	
		City/Zip	Phone

FORM C: COLLABORATIVE SIGNATURES

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

Applications only allowed up to three (3) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Veronica Mysyrak	Agency	
Signature	Veronica Mysyrak	Address	
		City/Zip	Phone
Name/Title	Jack Huss	Agency	
Signature	Jack Huss	Address	
		City/Zip	Phone
Name/Title	Student	Agency	
Signature	Jasmine Tannis	Address	
		City/Zip	Phone
Name/Title	Student	Agency	
Signature	Josh Pelt	Address	
		City/Zip	Phone
Name/Title	Student	Agency	
Signature	Masha Hser	Address	
		City/Zip	Phone
Name/Title	Student	Agency	
Signature	Nyabute Chopper	Address	
		City/Zip	Phone
Name/Title	Student	Agency	
Signature	Anna Maya	Address	
		City/Zip	Phone
Name/Title	Student	Agency	
Signature	Er Nay Tha Sher	Address	
		City/Zip	Phone
Name/Title	Student	Agency	
Signature	Hayden Greason	Address	
		City/Zip	Phone

NEW FORM D1: 21CCCLC APPLICATION FUNDING REQUEST SUMMARY

21CCCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites for one year):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
1	120	\$ 140,000.00	\$ 420,000.00

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.					
Name of Program Site(s) (School Year)	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Storm Lake Middle School	\$140,000.00	\$140,000.00	\$140,000.00	\$420,000.00	120
	\$	\$	\$	\$	
	\$	\$	\$	\$	
Name of Program Site(s) (Summer School)					
	\$	\$	\$	\$	
	\$	\$	\$	\$	

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

Applicant Agency: Storm Lake Community School District Afterschool Site: Storm Lake Middle 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. Students Served: 100 (D1) Students Enrolled: 100

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Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	116,385	0	116,385	0	116,385	0	349,155
Staff Travel	0	0	0	0	0	0	0
Materials	5,750	250	5,750	250	5,750	250	18,000
Professional Development (minimum 5% per year)	8,340	200	8,340	200	8,340	200	25,620
Student Access, Transportation etc. (maximum 8% per year)	0	0	0	0	0	0	0
Evaluation (maximum 4% per year)	5,275	100	5,275	100	5,275	100	16,125
Administrative/ Indirect Costs (maximum 8% per year)	3,700	0	3,700	0	3,700	0	11,100
Totals	139,450	550	139,450	550	139,450	550	420,000

Required: **One form D2 per site.** Please reproduce this page for **each** site included in the application. Reproduce a page for **each Summer school** site. NOTE: This is a projected budget and you can make line item adjustments when approved by IDOE. See the budget guide for more information. You are required to provide documentation of enrollment to the IDOE upon request.

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.

District general funds will be used to start up and operate the program for the first three months.

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

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

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

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

Form E: Minority Impact Statement

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

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

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

Describe the positive impact expected from this project

Indicate which group is impacted:

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

Describe the positive impact expected from this project: Storm Lake CSD is 80% non-caucasian. Based on our percentage of population in the groups indicated and planned activities, our before and after school program will positively impact social behavior and increase test scores for fifth through eighth grade students.

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

Describe the negative impact expected from this project

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

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

Indicate which group is impacted:

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

Alaskan Native Americans
 Other

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

Present the rationale for determining no impact.

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

Name: *Eldredge*
Title: *Superintendent*

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.



Private School Consultation Meeting Log

Date: November 6, 2018

Time: email conversations over the course of the day

Location: NA

Meeting called by: Lynn Redenbaugh

Type of meeting: email conversations

Attendees: Lynn Redenbaugh, Storm Lake Elementary after school director and grant writer for 21CCLC application; Diane Jones, St. Mary's Schools K-5 Principal (712-732-1856, djones@stmarys-storm.pvt.k12.ia.us); Ryan Berg, St. Mary's Schools 6-12 Principal (712-732-1856, rberg@stmarys-storm.pvt.k12.ia.us)

It should be noted that Lynn Redenbaugh and Diane Jones worked together at Storm Lake Elementary School until Diane Jones was hired to serve as St. Mary's Schools' K-5 Principal for the 2016-2017 school year. Prior to this, Diane Jones was the media specialist at SLES and prior to that she was 5th-8th principal at Storm Lake Middle School. Lynn and Diane have had many conversations over the years about Storm Lake CSD's after school programs, their history, relationship with St. Mary's School, and sources of funding.

In addition, Lynn Redenbaugh consulted with Vic Jaras (21CCLC consultant with the Iowa Department of Education) regarding meeting in person vs. via email. His response was "You can meet via email or phone or face to face as long as you address the criteria for non public equitable participation and document it on the required form"

----- Agenda Topics -----

Lynn Redenbaugh called the non-public school to set up a meeting with the K-5 and/or 6-12 principal and both were out of the building. The secretary sent both principals an email letting them know the reason for the call and that they could call Lynn or email to set up a meeting. (The secretary cc'd Lynn on that email.):

Diane Jones (DJ) replied to Lynn (LR) via email. (This and subsequent emails were also cc'd to the 6-12 principal and school secretary.) Here is the exchange:

DJ: I assume this is the same meeting we have had the past couple of years about St. Mary's access to the after school program. Do you have specific questions? I would just repeat what I have said the past couple of years that St. Mary's students would use the program if there was bussing available, but I understand the issue with that. Just let me know if you need anything else from me.

LR: Yes, it is the same grant-required meeting as in past years. The budget restrictions of the grant wouldn't allow for direct services at St. Mary's. So St. Mary's students would have to be transportation to SLMS. There isn't extra transportation, other than what is already in place for sports, orchestra, etc.

I would be happy to meet with you and/or Ryan if you'd like to talk more. The grant deadline is December 14, so we have a bit of time.

DJ: Ok, thanks. We do not need to meet again.

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

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

Outcome of Consultation Participation (check the appropriate box)	The private school <u>will</u> participate.	The private school <u>will not</u> participate.
		X

Other Information

Resource persons:	_____
Special notes:	_____

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

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

Form G: Previous Sustainability Form

Existing 21st Century Community Learning Center programs are required to document efforts at sustainability according to federal law. This template serves as an opportunity for existing 21st Century Community Learning Centers grantees to document what partners have committed to support through financial contributions, in-kind donations, volunteer time, and other goods and services. **A lack of evidence of sustainability will be considered supplanting and will not be funded.**

Please describe your existing sustainability efforts, including how existing partners are engaged, how potential sustainability partners are identified and engaged, and how your program will ensure efforts at continued partner engagement. This section should summarize your past five-year sustainability plan. This should be reflected in your narrative and budget. **YOU MUST DOCUMENT SOME LEVEL OF SUSTAINABILITY TO AVOID SUPPLANTING.**

ONLY PREVIOUSLY FUNDED 21st Century Grantees MUST fill out this form. If you had 21st CCLC funding in the past, you must complete this form.

Using the table below, **please indicate the level of sustainability** committed by partners over the past five years. Continued support from partners should be reflected in your budget and budget narrative. (Expand the form as needed to DOCUMENT your community partners from the previous grant).

Provide a summary narrative of your previous 21st Century Community Learning Centers Grant work:

Tornado Learning Club (TLC) is a before and after school program and current 21CCLC grantee, operated by Storm Lake CSD at Storm Lake Middle School (SLMS). Our current grant will end on June 30, 2019. We successfully sustained the program during years 4 and 5 of the grant when funding was reduced by 25%. We achieved and maintained attendance and academic goals and continue to offer activities using a variety of school and community resources.

Below is a summary of previous evaluation results.

- Attendance goal of 70 students per day was exceeded each year.
- More than 30 different enrichment activities or clubs were offered each year; many suggested by student attendees.
- At the beginning of the current 21CCLC grant there were four program partners in place. We currently have more than 28 different organizations or local clubs providing activities for our middle school students and families.
- At least 70% of regular program participants improve their English scores from fall to spring. Teachers reported that 60% of regular program participants improved in

homework completion and class participation, and 80% improved in student behavior.

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
STARS Mentoring Program	10+ years	Financial			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: Storm Lake CSD / TLC does not provide funding to this partner.			
		In-Kind			
		Please describe the contribution being made in detail:			
		Equipment and/or Supplies			
		Please describe contribution in detail: Each partner brings materials for their own activities.			
		Facilities			
		Please provide description of facilities contributed:			
		Staff			
		Please describe what staff will be doing:			
		Volunteers			
		Please describe what volunteers will be doing: Volunteers mentor TLC students. The STARS Program coordinates mentor matches.			
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Storm Lake CSD pays for staff background checks. Partners are responsible for volunteer checks			
		Total Value of Partnership Approximately \$1,000 per year			
CAASA – Centers Against Abuse & Sexual Assault	4 years	Financial			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: Storm Lake CSD / TLC does not provide funding to this partner.			
		In-Kind			
		Please describe the contribution being made in detail:			
		Equipment and/or Supplies			
		Please describe contribution in detail: Each partner brings materials for their own activities.			
		Facilities			
		Please provide description of facilities contributed:			
		Staff			
		Please describe what staff will be doing:			
		Volunteers			
		Please describe what volunteers will be doing: Volunteers lead activities with TLC students – bullying & harassment, dating violence, internet safety and sexting; provides information at Family Nights			
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Storm Lake CSD pays for staff background checks. Partners are responsible for volunteer checks			
		Total Value of Partnership Approximately \$500 per year			
Iowa Central Community College	10+ years	Financial			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:			

		<p>Storm Lake CSD / TLC does not provide funding to this partner.</p> <p>In-Kind</p> <p>Please describe the contribution being made in detail:</p> <p>Equipment and/or Supplies</p> <p>Please describe contribution in detail:</p> <p>Each partner brings materials for their own activities.</p> <p>Facilities</p> <p>Please provide description of facilities contributed:</p> <p>Staff</p> <p>Please describe what staff will be doing:</p> <p>Volunteers</p> <p>Please describe what volunteers will be doing:</p> <p>Volunteers lead activities with families – HSED diploma completion, ELL & Adult Basic Education</p> <p>Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:</p> <p>Storm Lake CSD pays for staff background checks. Partners are responsible for volunteer checks</p> <p>Total Value of Partnership</p> <p>Approximately \$500 per year</p>
Compass Pointe Behavioral Health	3 years	<p>Financial</p> <p>Does the program provide funding to the partner? Please provide the percentage. Please describe here:</p> <p>Storm Lake CSD / TLC does not provide funding to this partner.</p> <p>In-Kind</p> <p>Please describe the contribution being made in detail:</p> <p>Equipment and/or Supplies</p> <p>Please describe contribution in detail:</p> <p>Each partner brings materials for their own activities.</p> <p>Facilities</p> <p>Please provide description of facilities contributed:</p> <p>Staff</p> <p>Please describe what staff will be doing:</p> <p>Volunteers</p> <p>Please describe what volunteers will be doing:</p> <p>Volunteers lead activities with TLC students – leads Girls Circle which provides life skills for young girls to build self-esteem and friendships; provides information at Family Nights</p> <p>Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:</p> <p>Storm Lake CSD pays for staff background checks. Partners are responsible for volunteer checks</p> <p>Total Value of Partnership</p> <p>Approximately \$500 per year</p>
Storm Lake Police Department	10+ years	<p>Financial</p> <p>Does the program provide funding to the partner? Please provide the percentage. Please describe here:</p> <p>Storm Lake CSD / TLC does not provide funding to this partner.</p> <p>In-Kind</p> <p>Please describe the contribution being made in detail:</p> <p>Equipment and/or Supplies</p> <p>Please describe contribution in detail:</p> <p>Each partner brings materials for their own activities.</p>

		Facilities		
		Please provide description of facilities contributed:		
		Staff		
		Please describe what staff will be doing:		
		Volunteers		
		Please describe what volunteers will be doing: Volunteers lead activities with TLC students- drug prevention		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Storm Lake CSD pays for staff background checks. Partners are responsible for volunteer checks		
		Total Value of Partnership Approximately \$500 per year		
IOC BVU Army ROTC	2 years	Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: Storm Lake CSD / TLC does not provide funding to this partner.		
		In-Kind		
		Please describe the contribution being made in detail:		
		Equipment and/or Supplies		
		Please describe contribution in detail: Each partner brings materials for their own activities.		
		Facilities		
		Please provide description of facilities contributed:		
		Staff		
		Please describe what staff will be doing:		
		Volunteers		
		Please describe what volunteers will be doing: Volunteers lead activities with TLC students - good citizenship, opportunities within ROTC and how it can help with college costs		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Storm Lake CSD pays for staff background checks. Partners are responsible for volunteer checks		
Total Value of Partnership Approximately \$500 per year				
BVU Science Department	2 years	Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: Storm Lake CSD / TLC does not provide funding to this partner.		
		In-Kind		
		Please describe the contribution being made in detail:		
		Equipment and/or Supplies		
		Please describe contribution in detail: Each partner brings materials for their own activities.		
		Facilities		
		Please provide description of facilities contributed:		
		Staff		
		Please describe what staff will be doing:		
		Volunteers		
		Please describe what volunteers will be doing: Volunteers lead activities with TLC students – math, technology, physics, engineering		

		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Storm Lake CSD pays for staff background checks. Partners are responsible for volunteer checks
		Total Value of Partnership Approximately \$500 per year
Iowa State University, Extension, Storm Lake	2 years	Financial
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: Storm Lake CSD / TLC does not provide funding to this partner.
		In-Kind
		Please describe the contribution being made in detail:
		Equipment and/or Supplies
		Please describe contribution in detail: Each partner brings materials for their own activities.
		Facilities
		Please provide description of facilities contributed:
		Staff
		Please describe what staff will be doing:
		Volunteers
		Please describe what volunteers will be doing: Volunteers lead activities with TLC students and/or families – STEM, coding
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Storm Lake CSD pays for staff background checks. Partners are responsible for volunteer checks
		Total Value of Partnership Approximately \$500 per year
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
Total Value of Partnership		

What percentage of your previous grant funding were you able to sustain with community partners? Approximately 10% of our current grant program is being provided by partner contributions.

How many community partners did you secure in the past five years? We have worked with more than 25 different organizations in the past five years. Most of whom continue to provide some level of programming for our TLC students and families.

Explain any challenges you had with securing community partners. Organizations are generally willing to volunteer their time and materials when our goals align – behavioral supports, drug prevention, leadership skills, academic learning, etc. We have few other resources available in Storm Lake – museums (1, historical society), art galleries (1, very small), recreation center (0). No local organization has offered direct funding for our program.