

Atlantic Narrative**Table of Contents**

Proposal Abstract	1 – 2
Student Needs Assessment	3 – 5
Project	6 – 8
Research Base	9
Management Plan	10 – 12
Communication Plan	12 -13
Partnerships	13 – 15
Evaluation	15 – 17
Budget Narrative	19 – 20

Required Forms

2014-2015 SINA List

Form A: Site Information

Form B: Assurances (Includes Signatures of applicant agency, LEA superintendent, principals of each site)

Form C: Collaborative Signatures

Form D1: Application Funding Request Summary

Form D2: Program Budget

Form D3: Applicant Agency Fiscal Resource Information

Form E: Minority Impact Statement

Narrative — Atlantic CSD and Nishna Valley YMCA

1. Proposal Abstract

The Atlantic CSD/Nishna Valley YMCA 21CCLC are committed to support the healthy development of K-8 children by meeting the needs of the whole child. Through the implementation of the INSPIRE program, the school district and the YMCA will increase student achievement, provide opportunities to expand learning activities for students in a safe and caring environment, and offered activities are designed to involve both family and community volunteers. Community partners will also participate in the program and assist in providing funding necessary for the sustainability of the program.

The INSPIRE program will encompass an after-school program throughout the regular school year to provide students with a combination of intensive literacy and math instruction, homework assistance, STEM enrichment activities, physical fitness activities, and a nutritious snack four days a week (Monday-Thursday) for low-income, at-risk and special needs students who will receive priority slots in the programming. The program will also include a five-week intensive summer school program that entails a morning session to address reading, math, and acceleration with an afternoon enrichment program to provide extended opportunities for students participating in the program. These enrichment activities will include literacy, math, STEM activities, field trips, career development, and physical fitness activities. Because students participating in the summer program will come from low-socioeconomic families, the INSPIRE program will provide in-town transportation for students and also a free breakfast and lunch program for INSPIRE participants.

The commitment of the Atlantic Community School District and the Nishna Valley YMCA is to create a setting for optimal growth in academics, provide a healthy and safe environment, and increase exposure to literacy, math, and STEM activities with career development for students at-risk and affected by poverty.

The Atlantic teaching staff will be heavily involved in developing the INSPIRE summer and afterschool program, along with the implementation of the program's components and will work closely with the YMCA staff to align the work of both partners. Staffs will collaborate — sharing resources, lesson plans, and activities that promote academic achievement and engaging students at a high level of rigor. The curriculum will encompass grade level benchmarks and learning targets, which are aligned with the Iowa Core.

The Atlantic Community School District (ACSD) will be the fiscal agent for the grant. The Nishna Valley YMCA and ACSD have been in a collaborative partnership for over 8 years, working together to provide for the Atlantic youth. The YMCA adjoins the K-8 school complex and will be the host site for the STEM activities, the after-school program, and act as a collaborative partner during the summer school program. The school district will continue to provide collaborative professional development that emphasizes literacy and math strategies and quality assessment procedures that will be replicated in the INSPIRE program. While the YMCA has an after-school activities program currently in place, the INSPIRE program will coordinate an intensive academic component provided by the school and a tutoring/homework program offered by the YMCA. The already-established 21CCLC Advisory Committee includes parents,

community leaders, and school and YMCA administration. The Advisory Committee will oversee the INSPIRE program, help evaluate its impact, and act as liaisons with the community to promote the program.

Sustainability is an important component of the grant that requires maximizing community relationships and utilizing current partnerships. Using existing funds to supplement the 21CCLC grant and local community annual funding, the INSPIRE program will utilize funding from grants such as *Boost 4 Families*, *Back Pack Program* and the *Summer Feeding Program* to provide seamless support to children and families. While INSPIRE staff will provide for the program components, the community businesses will continue their financial and in-kind support — helping to sustain the efforts of the partnership.

We are requesting \$161,250 per year to serve 100 students in the after-school program and 150 students in the summer program with the 21CCLC funding. Atlantic INSPIRE will serve those students, leveraging other resources. The district will apply at-risk allowable growth and Part B funding to the program, in addition to the current grants that are in place to support healthy eating. The YMCA will continue with their funding streams and re-apply for grants, such as the *Boost 4 Families* and other yearly grant opportunities; although, the YMCA has been informed that several traditional grants have cut funding amounts, therefore, the 21CCLC grant is an important component of the proposed partnership.

During the 2014-15 school year, the summer school program was not able to be funded. With the literacy requirement mandated by the state legislature and the grant-end of several YMCA programs, the Atlantic 21CCLC committee began to consider the opportunities afforded the communities though the grant.

The Atlantic 21CCLC partners are in a unique position to provide for the academic, social, physical, and emotional needs of its population. The K-8 buildings are located on the same block as the Nishna Valley YMCA with crossing guards posted at sidewalks connecting the buildings. This geographical feature allows for the participants to have access to school computer labs and classrooms, snack/lunch programs, and all facilities for health and wellness activities.

The overarching vision of the INSPIRE program is as follows: 1. Build relationships with students, teachers, and community volunteers to foster a desire for lifelong learning. 2. Create supportive environments to provide a learning and growth experience that is both productive and positive. 3. Connect to programs and practices that provide appropriate instruction, hands-on experiences, and improved academic achievement aligned with the Iowa Core Standards.

2. Student Needs Assessment

Atlantic is home to 7,112 people (US Census Bureau, 2010). 11.8% residents live below the poverty level. The Free and Reduced Lunch rate for the Atlantic Elementary Buildings is 54%.

97% of the community is Caucasian; however, some diversity does exist in our community. The Atlantic Community School District (ACSD) K-8 student enrollment is 974.

The ACSD, the Atlantic YMCA, and our community recognize the need for summer and after-school programs to address student needs. The first step in preparing for this application was to form a 21CCLC Committee. The committee reached out to community partners and stakeholders through both personal contact as well as comprehensive needs surveys. Based on feedback from the surveys and stakeholders, the committee assessed the responses and developed the INSPIRE program, with input from the 21CCLC Advisory Committee.

Academic Need

The Atlantic CSD uses a variety of data points to make decisions for building, grade level, and individual student needs (SINA, Iowa Assessment, and numerous formative screeners and assessments). Those data points are included in the proposal's needs assessment information.

SINA: Atlantic's historic and current School in Need of Assistance (SINA) designations:

SchoolName	10-11 AMO Math	10-11 AMO Reading
Atlantic Middle School	Delay-1	Delay-2
Schuler Elementary	Watch	Met
Washington Elementary	Watch	Met
School Name	11-12 AMO Math	11-12 AMO Reading
Atlantic Middle School	SINA-2	SINA-3
Schuler Elementary	SINA-1	Watch
Washington Elementary	REM-Watch	Watch
School Name	12-13 AMO Math	12-13 AMO Reading
Atlantic Middle School	SINA-3	SINA-4
Schuler Elementary	DELAY-1	SINA-1
Washington Elementary	WATCH	WATCH
School Name	13-14 AMO Math	13-14 AMO Reading
Atlantic Middle School	DELAY-3	DELAY-4
Schuler Elementary	SINA-2	SINA-2
Washington Elementary	Met	Met
School Name	14-15 AMO Math	14-15 AMO Reading
Atlantic Middle School	Met	Met
Schuler Elementary	DELAY-2	DELAY-2
Washington Elementary	Met	Met

It is evident that in district has made strides in meeting the goals set by No Child Left Behind (NCLB). The INSPIRE program would allow all students to continue to show academic growth in the core content areas of reading and math.

FAST (Literacy): The ACSD became a “partner” school in 2013-14, implementing the Early Literacy Implementation legislation. They volunteered to serve as a pilot and partner with both the Area Education Agency and Iowa Department of Education (IDE). They are currently still serving as a “partner” school to ensure the needs of all students are being met. The general requirements, IDE of § 279.68 and IAC 281—62 are “provision of universal screening in reading for students kindergarten through third grade; progress monitoring for students who exhibit a substantial deficiency in reading; the provision of intensive instruction – including 90 minutes daily of scientific, research-based reading instruction - for students who exhibit a substantial deficiency in reading; notice to parents that a student exhibits a substantial deficiency in reading, including strategies the parents can use at home to help the child succeed; notice to parents of such a student’s subsequent progress; provision of an evidence-based summer reading program for students who exhibit a substantial deficiency in reading. . .” ACSD meets all the requirements except for the intensive summer reading program—not yet required under the law.

FAST Screening Data - Percent Meeting Benchmark

	Fall 2014	Winter 2015	Spring 2015	Fall 2015
Kindergarten	55%	85%	81%	68%
1st Grade	71%	75%	69%	72%
2nd Grade	58%	62%	64%	68%
3rd Grade	61%	62%	60%	50%

The state requires 80% of the students to meet benchmark--an indicator that the Literacy Core is meeting the needs of all students. The fall data indicates that students are not attaining the benchmark at 80% or above. The building is following best practice of time, screening, small group and class-wide interventions, and conducting weekly progress monitoring. Extended time in a literacy program (INSPIRE) will assist more students in meeting the benchmark.

Iowa Assessment (Math, Reading, and Science)

Trend Data Iowa Assessment Percent Proficient — Grade Span and Disaggregated

3rd - 5th	2012-13	2013-14	2014-15
Reading	70%	76%	77%
Math	80%	82%	85%
Science	82%	85%	86%

6th-8th	2012-13	2013-14	2014-15
Reading	60%	79%	79%
Math	75%	87%	87%

Science	76%	85%	83%
---------	-----	-----	-----

2014-2015 Disaggregated Iowa Assessment

	Reading			Math			Science		
	All	F/R	IEP	All	F/R	IEP	All	F/R	IEP
Grades 2-5	77%	69%	35%	83%	78%	57%	84%	81%	69%
Grades 6-8	79%	71%	20%	87%	81%	41%	83%	74%	46%

The Iowa Assessment trend data shows that while some grade spans showed improvement, the district goals of 90% proficiency for all grade levels in math and reading are not in reach yet. The subgroups of F/R and IEP are discrepant from the non-identified students. INSPIRE would identify those students who need extra academic help, targeting specific areas of need and providing certified staff who can provide assistance to reach academic success.

Community needs have been taken into account as the committee designed INSPIRE. Results from several surveys have indicated that after-school and summer academic activities would be supported. In Fall 2013, ACSD's needs survey indicated that 90% of the stakeholders supported summer programs and after-school programs. 91% of the responders indicated supporting enrichment programs after-school and summer, while 82% supported reading interventions. A second survey Fall 2015 asked about specifics to be offered. 73% felt that the activities should be academic in nature with literacy/reading, math, STEM, and problem solving garnering the most requested needs. Respondents indicated that enrichment programs to increase academic skills would be services needed for programs through 21CCLC funding.

After compiling the survey responses, the academic assessments, and the SINA trends, it was apparent that the 21CCLC would enable the partners the opportunity to supplement academic services. The partnership between the two will address the following needs:

- Developing an intensive academic after-school program for at-risk and low SES students who are not meeting proficiency levels or benchmarks
- Low Academic achievement in literacy and math
- Building a summer program that incorporates academic and physical activities
- Removing barriers to participation in programs offered by the YMCA and school
- Offering activities to strengthen family literacy

These components are integral parts of the ACSD and YMCA's grant proposal.

3. Project

The needs identified in the community survey and the 21CCLC committee's work serve as the main components used to design the proposal for the INSPIRE programs. The activities fall into four broad categories.

1. Academic Enrichment:

Academic enrichment will focus on areas of literacy, math, and STEM. Learning will be active and hands-on. Engaging students in meaningful work that encompasses

community awareness, cultural experiences, and extends learned skills will benefit the students needing extra time to meet and exceed state-mandated grade-level requirements. Through the programs offered at each center, enrichment activities will meet the needs of disparate reading and math scores while providing quality after-school guidance.

Morning reading and math instruction will occur in small group settings. Afternoon activities will be in a “club” format, with a variety of age groups working on like-minded projects that are heavily steeped in reading, math, and science work.

2. Academic Assistance: Certified teachers will be delivering instruction in the areas of reading and math. INSPIRE staff will work in tandem with teachers and parents to ensure that the learning needs of the student are being addressed. Volunteers from the community and a variety of high school groups will also be available to offer educational support to students who need reinforcement of learning strategies, academic skills, and homework completion. The INSPIRE programs will address the disparate reading and math scores while providing quality summer school and after-school guidance to students.
3. Family Literacy and Involvement: Children’s learning is greatly enhanced with family involvement - immediate to extended family. Creating a climate of collaboration and building trusting relationships are cornerstones of successful school-family programs. The Atlantic School District can help build those relationships by incorporating family involvement through its literacy efforts. Monthly family nights and club activities will be held at the YMCA. Both the ASCD and the YMCA will regularly communicate with families to ensure this goal’s success and address the current academic scores as well as overall family wellness.
4. Health and Wellness: The centers will promote emotional, social, and physical wellness through the club activities in the after-school and summer programs. Family participation will be encouraged in all aspects of the program. Program areas will include fitness, nutrition, and overall health education. Nutritional snacks and lunches will be provided.

The 7 goals of the INSPIRE program were developed by the 21CCLC committee.

1. 80% of the students attending the program a minimum of four days a week will show an increase in literacy as indicated on the FAST screener - Spring to Fall (summer) and the following Fall to Spring (academic year).
2. 80% of the students attending the program a minimum of four days a week will show an increase in math as indicated on the pre and post assessments - Spring to Fall (summer) and the following Fall to Spring (academic year).
3. 90% of the students attending INSPIRE will participate in healthy exercise every day.
4. 80% of the students will report eating the proper servings of food groups.
5. 80% of the students will participate in a minimum of 2 Community projects
6. 20% of the parents/guardians/extended families will participate in the Family Literacy events
7. 100% of staff will employ research-based learning strategies supported by aligned professional development.

The 21st CCLC goals will support the Atlantic CSD 2015-16 District Goals: 90% of our students (grades 3-11) will be proficient in reading as measured by the Iowa Assessments for the 2015-16

school year. 90% of the students (grades 3-11) will be proficient in math as measured by the Iowa Assessments during the 2015-16 school year.

PROPOSED INSPIRE PROGRAM

INSPIRE: After-School Homework Assistance/Enrichment

The after-school INSPIRE program will be housed at three different sites. K-3 students will receive programs at the Washington Elementary site, while students in grades 4-8 will participate at the Nishna Valley YMCA and Atlantic Middle School. This will allow enough space and closer access to resources at each site. Atlantic CSD teachers will provide direct instruction to students in the areas of literacy and math. The YMCA staff and community volunteers will be utilized to provide the students with a combination of homework assistance and STEM activities. Students will be supplied a nutritious snack during the after-school activity and will also be provided transportation home at the end of the day.

After-school Schedule for Intensive Academic Help

7:00-8:00	Homework Assistance
3:15-3:30	Transition and Snack Time
3:30-4:30	Academic Help at Washington Elementary and Middle School
4:30-4:45	Transition to YMCA or Parent Pickup

After-school Schedule for YMCA Tutoring/Activities

3:15-3:30	Group meeting, Attendance, Snack Time
3:30-4:15	Large motor skills or Tutoring/Homework Help
4:15-5:00	Elective Time: Reading, Homework, Pickup, STEM, Speakers

*Early Out Wednesdays: Guest speakers, Field Trips, Extended Activities

INSPIRE: Intensive Summer School/STEM/Enrichment

Year 1 (Summer 2016)

The summer INSPIRE program will run five weeks from July to early August. The program will encompass intensive instruction in reading and math and will utilize research-based resources and strategies to provide each student an opportunity for accelerated growth in each subject area. The Atlantic CSD will supply teachers with an individualized learning plan for each student. Students will be administered pre and post-test screeners/assessments to guide instruction and determine growth in each subject area and for program evaluation. Teachers will be supplied with necessary instructional resources. The intensive academic program will run from 8:30 am to 11:30 am. Participating students will be served breakfast prior to beginning the program and will be served a nutritious lunch at Washington Elementary prior to beginning the afternoon enrichment program at one of the three sites (Washington Elementary, Atlantic Middle School, Nishna Valley YMCA).

Example of INSPIRE Summer program schedule:

8:00-8:30	Breakfast
8:30-9:45	Reading
9:45-10:00	Recess
10-10:45	Math
10:45-11:30	Writing/Computer lab/Ipads with focus on either reading or math skills

11:30	Lunch
12:30-12:45	Transition to programming area (K-3 - YMCA; 4-8 at MS)
12:45-1:00	Restroom break and Wash hands
1:00-1:45	Open group meeting
1:45-2:45	Elective (Choose from 2 options)
2:45-3:00	Snack/Restroom/Wash Hands
3:00-4:00	Electives (Choose from 2 options)
4:00-5:00	Regroup, Share, Dismiss as parents come

* Literacy instruction will include all 5 components of a quality program. Programs such as LMB and SIPPS will be used as interventions. Math instruction uses Saxon and Moby Max.

** Elective Samples: Community garden, Intergenerational activities, Chess/checkers Club, Art Club, Soccer Club, Archery, Bowling, Martial Arts, Library, Swimming, Speakers

***Field Trips are every Friday from the YMCA location for all ages. Examples of Field Trips: Zoo, Area water parks, State nature areas, Hitchcock House, DNR Fishing, etc.

The afternoon program will include STEM-related projects, physical fitness activities, and enrichment programs provided by YMCA staff and community volunteers. Students will be actively involved in activities that expose them to career and cultural awareness, with many including family involvement. Field trips will offer students further exposure to destinations that will extend STEM learning.

INSPIRE Program Coordination

The YMCA will hire a program coordinator to oversee the daily operations of the INSPIRE program and be actively involved in the scheduling of events and weekly schedules. This individual will communicate with the Atlantic CSD staff and Nishna Valley YMCA staff to ensure smooth operation of the program and handle program issues when they arise. The program coordinator will be responsible to manage the program budget, work with staff on a daily basis, coordinate program evaluation and prepare any reports or evaluative information for the program.

The ACSD and the YMCA have had a long standing relation. Because they are located on adjoining campuses, it promotes collaboration and fluidity of resources. Students can safely move between INSPIRE program sites.

Part 4 - Research Base

The [Iowa Department of Education](#) lists the Common Elements that represent nationally recognized standards on which quality before and after-school programs are based. Those include: 1. The program is a combination of academic, enrichment, cultural, and recreational activities that guide learning and engage children and youth in wholesome activities, 2. Goal setting and strong management, 3. Planning for long-term sustainability, 4. Quality after-school staffing, 5. Attention to safety, health, and nutrition issues, 6. Effective partnerships, 7. Strong involvement of families, 8. Extended learning opportunities, 9 Linkages between school-day and after school personnel, 10. Evaluation of program progress and effectiveness

The 21CCLC committee has build all of these elements into the INSPIRE program design. In addition to building a program based on nationally recognized best practices INSPIRE will also utilize research based curricular tools, materials, instructional strategies and programs.

- FAST Assessments - (Used at Pk-3rd in Atlantic currently. Will expand to 5th during the Winter screening) The Iowa Reading Research Center conducted an extensive review of all available screeners and progress monitoring tools. Based on the results, FAST scored highest overall and was chosen as Iowa's state screener and progress monitoring tool.
- Making Meaning - (Used in correlation with Guided Reading for Core Classroom Instruction) The Making Meaning program is based on current research findings including those of Michael Pressley, P. David Pearson, Nell Duke, and Isabel Beck. It also draws on portraits of successful teachers and classrooms, including those described by Lucy McCormick Calkins, Ellin Oliver Keene, and Susan Zimmermann. Making Meaning is highly congruent with the findings of the National Reading Panel.
- SIPPS - (Used as an intervention) The program's authors, John Shefelbine and Katherine K. Newman, developed the SIPPS program based on their own research as well as that of others—and reports from the National Reading Panel.
- LMB (Used in Atlantic as a Standard Treatment Protocol) - The Lindamood-Bell approach to reading is research-validated, sensory-cognitive instruction. The methods have undergone numerous peer-reviewed studies, as well as conducting ongoing internal studies at the learning centers and school partnerships.
- Authentic Intellectual Work - Researchers completed studies at University of Wisconsin-Madison, the University of Minnesota, and the Consortium on Chicago School Research. Students who received higher levels of instruction and assessment showed higher achievement, both on direct assessments of authentic intellectual performance and on traditional standardized tests. An evaluation of the work in Iowa from 2007 -2011 shows results that mirror the foundational research.
- Physical Activity - The YMCA follows the Healthy Eating and Physical Activity (HEPA) standards. The research is based on work from a variety of partners, such as Food Research and Action Center, Center for Collaborative Solutions, and Yale Rudd Center for Food Policy & Obesity. The Standards address food and beverage, family engagement, physical activity (type and length), and screen time limits.

5. Management Plan

The Atlantic Community School District and the Nishna Valley YMCA have partnered in their efforts for the past 7 years, starting with the 4-year-old program. Both entities have extensive experience in providing educational, physical, and social activities to promote development of their clients. Concerning the voluntary preschool program, the YMCA is contracted to provide 2 four-year-old class rooms. The YMCA and school district have a sharing agreement for facilities at the Ann Wickman Center and the school's early learning center. The Wickman Center also uses a classroom at the Lincoln school building to house the 4-year-old preschool home program and the home school assistance program and an additional infant classroom. We share playgrounds, classroom space, and gym space. The YMCA shares facilities such as gyms, swimming pool, classrooms and services such as mowing and snow removal. The YMCA

collaborates with the high school swim team for facility usage. The school district and the YMCA promote each other's programs.

The ACSD will be the fiscal agent for the grant and will provide leadership and materials. The district will also provide the certified teachers and paraprofessionals to lead the academic work at both sites. The YMCA will provide the 21CCLC Coordinator, staff, and services. Collaboration between the building principals and the INSPIRE Coordinator will be of utmost importance. Regular meetings will ensure continuity of quality services, reduce the chance of problems, and allow for timely decisions to be made. The Coordinator will align academic work between the two sites, sharing testing, progress monitoring results, goals for intensive work, and attendance numbers. Lesson planning and consistency in meeting daily/weekly learning targets will be the responsibility of the teaching staff, with supervision by the Coordinator. Both the Coordinator and principals will be in direct contact with the Advisory Committee, keeping a line of communication open between the individuals.

The 21CCLC Advisory Committee (already formed and meeting) includes representatives from parents, ACSD staff and board, community partners, YMCA staff, and stakeholders. This group is responsible for overseeing the data collection, the INSPIRE programs, monthly reporting, and support of the day-to-day operation of the programs. The committee will support the alignment of the program implementation to the goals outlined in the grant proposal. Acting as liaisons to the community, the Advisory Committee will give presentations to community groups, funding organizations, school board, and interested stakeholders. Summative reports will be previewed by the Advisory group before being submitted to the required organizations.

The ACSD and YMCA have processes in place for hiring and staffing quality individuals. Minimum qualifications have been established for INSPIRE staff. Teaching staff must have a teaching license and assistant teachers must have a paraprofessional certificate. Quality professional development opportunities will be offered. The program staff will be provided time to work together as a PLC in the same way ACSD staff work collaboratively on the early-out Wednesdays. ACSD has always followed the Iowa Professional Development Model (IPDM) and will continue to use best practice for staff of the INSPIRE program. The components of the IPDM are data analysis, goal setting, selecting content, designing professional development, training/learning opportunities, collaboration, ongoing data collection/formative evaluation and summative program evaluation. In addition to local professional development and collaboration, PD opportunities will be sought out through the 21st CCLC resources as well as the Iowa Afterschool Alliance. The ACSD creates annual professional development plans, the 16-17 plans will include professional development needs of the staff aligned to INSPIRE.

High school volunteers will be vetted through the *Silver Cord Program* (program to get students involved in community service and coordinated by the Atlantic Rotary) and may serve as mentor tutors under the direction of a licensed teacher. The Nishna Valley YMCA, in 2014, had 170 volunteers who supplied services for 3629 hours. (Those numbers will be replicated for 2015.) All volunteers for the YMCA have reference and criminal background checks completed before engaging in work at the YMCA. The community has always been generous in volunteering at both the school and the YMCA, and that will continue to be a valued source of help with the 21CCLC.

Translation services will be offered as needed to serve youth and families who may be non-English speaking. According to the 2010 Census, Atlantic's population was 7112, with less than 6% identified their race as other than white. While the population does not indicate great diversity, the community does embrace a unique situation with their Chuukese population. Chuuk is part of the Federated States of Micronesia and these Pacific-Islanders settled into the Atlantic community. In 2010, the district began an annual potluck in an effort to bring together our community and school with these families. New families consistently come to community, with the majority of their students in lower elementary grades.

Providing support and learning experiences for these students, teachers and paraprofessionals are utilized to help with the increasing demands of the predominantly Chuuk population that comprised our ELL program. Each buildings incorporated Chuukese signage and made modifications in the staffs' daily schedules to accommodate ELL students in all four buildings. Also, there became an increasing academic vocabulary challenge between 3rd and 4th grade as the shift was made from "learning to read" to "reading to learn." The INSPIRE program's Family Literacy and Involvement component will include all stakeholders, including the Chuuk family members whose influence with their children will be enhanced by the family events.

The Atlantic elementary (Washington School) is a safe building, fully accessible to all students and families in our community. The summer afternoon INSPIRE program and part of the after-school program will be managed by the YMCA, an organization already experienced in serving many children and families. Transportation was indicated as a barrier to after-school program participation in the needs assessment survey and has been added to ensure student access. Transportation to the program is not necessary as the program will be held at the Elementary School and YMCA, on adjoining campuses, immediately following school. Transportation will be provided at the end of the day to already established bus stops throughout the community for 100% of students needing this service. Parents will be asked to register in advance for transportation services to ensure safe and quality transportation services. Transportation is also budgeted for field trips which will require two buses per trip. Field trip safety procedures require additional staffing; these arrangements have been planned.

Any program begun with start-up grant funding needs a plan for sustaining. Diversification of funding and strategic partnerships will minimize INSPIRE expenses. We are leveraging the requested 21CCLC funds with other local and state funds to create a new program and merging two existing programs (provided by ACSD and the YMCA) already receiving community support into this new program. The ACSD and YMCA are requesting funding for 150 slots through 21st CCLC funds while continuing to fund YMCA slots through DHS Child Care Assistance, YMCA scholarships, and parent fees.

Additional funds will be provided by the Atlantic district (At-risk/allowable growth and Part B). In addition, the Early Literacy monies (\$25,000) can also be used to sustain INSPIRE after 21CCLC funding expires. Iowa districts are also expecting that the state will allocate monies to meet the mandated requirements concerning elementary literacy proficiencies, which will help in sustaining the INSPIRE program. Over the project funding period, grant funds gradually will decrease and local funds will increase simultaneously until the 21CCLC funds are no longer available. The increase in local funds will come primarily from the ACSD as well as donations from our business community and continuing grants. Measuring and reporting the successful

outcomes of our collaborative program will be critical to sustainability efforts. We have ensured that the program identifies and addresses community needs. Quarterly evaluation reviews will ensure that we are focused on continuous program improvement. Our collaborative professional development will focus on strategies and data that promote student success.

Through the communication plan, 21CCLC progress can quickly be communicated to the community and provide continued support for the INSPIRE program from all Atlantic stakeholders.

6. Communication Plan

The ACSD and Nishna Valley YMCA have a strong working relationship with each other and with the community. The two entities have websites that will be used to communicate events and learning opportunities offered through the 21st CCLC. In addition, local media (including the newspaper and 2 radio stations) will help build community interest and support with press releases and interviews as warranted. Community stakeholders will assist in disseminating information, in addition to the partners' newsletters, brochures, and websites. Having access to the community through the free, public media will help build interest in the INSPIRE program, as well as keep stakeholders informed of program efforts and events. The media campaign will also help the Committee find volunteers and partners that will impact the program with recruitment and funding.

Monthly articles will be written that feature information about the INSPIRE program and will be featured in the following: YMCA, Elementary school newsletter, weekly Elementary backpack letters, Atlantic Public Library, and a variety of newsletters and websites that community businesses utilize. Information will be shared through school and YMCA email lists. Because many community members use social media for information, Facebook and Twitter will be utilized to reach our non-traditional media users. Through a variety of media sources, the committee will have multiple means to provide pertinent, real-time information and pictures that will keep the 21CCLC and the INSPIRE program in the public eye.

The media sources will give parents program information and keep them abreast of their student's activities. In addition, the school will provide ongoing progress reports to parents in addition to the regularly scheduled parent-teacher conferences. The school may also use the school information system to provide access to students' INSPIRE academic achievements, progress monitoring and assessment results. Continuous updating of data will allow parents, students, and staff to review, revise, and monitor progress regularly.

Keeping the YMCA and school staffs informed of progress and programs will be a priority for the committee. A successful program is only as strong as the people who are enacting it, so each staff needs to be kept informed and also be co-owners of the INSPIRE efforts.

Monthly and quarterly reports will give the 21CCLC Committee and Advisory Committee data that will help them make informed decisions about program components. These reports will be the basis for formal presentations to the ACSD Board, YMCA Board, and community groups such as the Public Library, Elks, Atlantic Business Association, and organizations that contribute to the YMCA and school district. In addition, the Annual Report will be made available to all entities tied to the INSPIRE program. It is anticipated that the INSPIRE Committee and

Advisory Committee will make regular presentations to interested groups and individuals to keep the community cognizant of the program, its accomplishments, and student achievements.

7. Partnerships

Located in southwest Iowa, Atlantic is an isolated community, equal distance between Des Moines and Council Bluffs, given little opportunity to collaborate with larger industries and businesses that can partner with the school. As the community is isolated from other entities, it relies on local businesses, industries, and organizations for volunteers, funding streams, and support. The YMCA and school district also actively seek grants annually that supplement their programs.

Following are a few of the community partners who will be instrumental in sustaining INSPIRE in Atlantic.

The Atlantic Public Library works with both the YMCA and school district, offering personnel and resources to promote literacy and will continue that by supporting the 21CCLC goals. The library offers early literacy activities targeting skill-building for ages 3-5. In addition, the school and library are promoting an online tutoring program that will complement the academic endeavors of the 21CCLC program.

The Atlantic Chamber of Commerce and Atlantic High School will support the grant efforts, providing volunteers to help meet the personnel needs for the INSPIRE program. A new service program is being offered at the high school called *Silver Cord*. High School students who want to offer their time and resources as a volunteer join the Silver Cord organization and work with adults to offer services to community groups. In addition, several other high school groups (NHS, FHA, etc.) will be available to help periodically or at special events offered through the 21CCLC (e.g., Community Garden, Family Literacy Night).

Working with the YMCA and school district, the Elks Club has *Promise* grants available to the YMCA, free drug education and anti-bullying activities and speakers available (from the researched work of the DEA), and will be available to offer those during special events and Family Literacy Night. The Atlantic Rotary Club has also been instrumental in supporting academic efforts, donating funds to purchase Ipads and Macbooks through a large technology grant, which was matched by the National Rotary. They present dictionaries to students and will continue to provide resources and volunteers to 21CCLC events.

Cass County Extension partners with the YMCA to promote STEM by providing a teacher, offering a STEM day camp over Christmas, and the program *Lights on Afterschool*, which offers and highlights afterschool activities. The Extension will provide other learning opportunities throughout the year, offering help with the Community Garden and YMCA activities. The Wallace Foundation gives opportunities for field trips and garden tours promoting agriculture education and will continue to be a partner for promoting 21CCLC goals.

The Atlantic Police and Fire Departments will continue their partnerships with the school and YMCA through their work with ALICE training at the school, Preschooler Field Trips, Fire safety programs at both sites, Bike safety/Rodeo, and providing volunteers to help with events.

The County Public Health department's program "Parents as Teachers" is a family literacy endeavor, taking books to the families and encouraging reading as a family. The department also does a needs assessment about public health, which can be useful to the YMCA in further assessment of health needs that can be incorporated into existing programs or help to build new healthy activity programs.

The school's Back Pack Program will complement the healthy eating goal. The program is completely funded by the Food Bank of the Heartland of Omaha. Local donations and a monthly donation by the Salvation Army provide additional food that is included in the backpacks. The *Summer Feeding Program* is allocated through the state through a federal grant to provide any child under 18 a nutritional breakfast and lunch during the summer months. Breakfast and lunch are provided at the Schuler building and will supplement the INSPIRE program.

A variety of businesses offer volunteers, resources, and funding to the school and YMCA and will continue to support their efforts to provide academic, physical, and social opportunities for Atlantic stakeholders through the 21CCLC. Some of those businesses/entities are listed below, but the list is not comprehensive.

- Cass County Hospital: Donates to the YMCA annual fund and provides resources
- Atlantic Bottling: Donates to special events and gives product for family events
- HyVee: Provides food donations, Contributes to the school Backpack program, Donates plants for ISU Extension activities
- Walmart: Provides gift cards to Washington Elementary for supplies, Gives community grants

The Nishna Valley YMCA is committed to a successful program and will continue rewarding scholarships for youth in need beyond the slots funded by the 21CCLC grant. Funding through annual donations supports over 200 scholarships for families. In addition, funding from Boost 4 Families supports several YMCA programs: the tutoring staff, STEM activities, character development, healthy snacks, and physical activities. The Annual Campaign typically garners \$100,000 that is used for scholarships and programs and that will help in sustainment efforts. The Nishna Valley Family YMCA and the Atlantic Community School District have been in a collaborative arrangement for the past twelve years in providing facility sharing as available to each entity. The new YMCA building constructed on school property is made available to school personnel for use during non-peak hours for student instruction and pool and gym physical activity. This includes the new swim team the school started two years ago.

The Atlantic Community School District and the Nishna Valley YMCA will preserve and continue to build upon current partnerships that currently support their work. The ACSC and YMCA are also actively working to develop relationships with new partners. The Atlantic community organizations are actively seeking opportunities to bring new businesses/industries to the community. In addition, they understand that a school district with a strong academic reputation and a community facility that offers a variety of healthy lifestyle activities will be incentives for families, businesses, and organizations to locate or retain them in Atlantic. With many business leaders on the already-formed 21CCLC Advisory Committee, the community industry voice will be heard. As liaisons between the 21CCLC and the community, these committee members will be able to recruit more volunteers and encourage funding opportunities

to sustain the events that support the program goals. The YMCA and school will continue to sustain and build relationships that will positively impact Atlantic community members in multiple ways every day.

8. Evaluation

Atlantic has devised a rigorous evaluation plan aligned to the 21CCLC program, comprised of a variety of data points that will guide decision-making and celebrations. The INSPIRE Coordinator will provide data to the Advisory Committee and district leaders in order to analyze the program throughout the year, using formative assessments, followed by a summative evaluation that will conclude in a community and Iowa Department of Education report.

School records that are pertinent to the INSPIRE program will be maintained by the appropriate district personnel. School data will include assessment scores for math and literacy, attendance at both summer and afterschool INSPIRE events, and specific data that is necessary to determine individual student academic needs. The district will follow confidentiality regulations. The YMCA personnel will compile attendance, number of tutoring sessions, physical activity, and participation in events. Input from staff involved with the INSPIRE program will also be collected. All data, qualitative and quantitative, will be provided to the Advisory Committee and district leaders for formative and summative evaluations. Student data will be kept confidential when given to the Advisory Committee. Names and personal identification information will not be given to the committee in order to meet state and federal requirements. Data and pertinent INSPIRE information will be compiled by the INSPIRE Coordinator.

Surveys will be given by both the school and the YMCA periodically to provide input for changes and circumnavigate potential problems. In addition, both the district and the YMCA will maintain and monitor a page on their respective websites for patrons to ask questions or lodge concerns. The surveys given will allow stakeholders (parents, staff, community, students) the opportunity to give feedback concerning the INSPIRE program. Surveys will be available online, with paper copies available for those who may not have access or are uneasy with technology.

Academic achievement will comprise the majority of the data points collected. Atlantic grades kindergarten through third grade has been involved as a pilot school for the state literacy Collaborating For Kids (C4K) initiative. Students are given state approved screeners three times a year. If a student is identified as not meeting benchmark, a literacy intervention is applied and the student's progress is monitored weekly. Atlantic uses the Saxon math series and will use benchmarked pre and post tests to monitor math growth, in addition to the state assessment at the third grade level.

The annual summative report will be compiled by the Advisory Committee and provided to the Iowa Department of Education. In addition, the report will be made available to the public through the partner websites and via public presentations. The District will hold a family night where the INSPIRE achievements can be celebrated, along with presentations to the PTO, District Leadership Team (DLT), school staff, and community organizations. Quarterly reports will be made available to the DLT, INSPIRE staff, and district leaders to monitor outcome achievements and mid-year adjustments.

Goal	Examples of Strategy/Activity	Assessment Tool	Timeline
80% of the students attending the program a minimum of four days a week will show an increase in literacy skills.	Literacy Instruction Homework Assistance Projects	FAST screener	Spring to Fall to measure growth during the summer program and Fall to Spring to measure growth during the academic year
80% of the students attending the program a minimum of four days a week will show an increase in math skills.	Math Instruction STEM Projects/Activities	Pre -Post Assessments	Spring to Fall to measure growth during the summer program and Fall to Spring to measure growth during the academic year
90% of the students attending INSPIRE will participate in healthy exercise every day	Movement Transitions Organized Gross Motor Recess Free Play	Student and Family Survey Activity Log	Weekly logs Monthly survey Quarterly reports
80% of the students will report eating the proper servings of food groups	Provide nutritious meals and snacks. Family Night Activities	Student and Family Survey Log of snacks provided	Weekly logs Monthly survey Quarterly reports
80% of the students will participate in a minimum of 2 Community projects	Community Garden Bike Safety Rodeo Back-To-School Celebration	Attendance records	Quarterly reports
20% of the parents/guardians/extended families will participate in the Family Literacy events	Family Literacy Events	Attendance Records	Quarterly reports
100% of staff will employ research-based learning strategies supported by aligned professional development	Literacy and Math instruction	Principal Observation Collaboration Logs	Quarterly Observations Ongoing Collaboration Logs

9. Budget Narrative

While the YMCA has a daily tutoring program, intensive academic time will be available in the new INSPIRE programs. INSPIRE during the school year will serve 100 students. The INSPIRE summer program will serve 150 students in a 5 week period, with both new programs explained in *Part 3*. The table below shows what resources will be combined to finance INSPIRE with a focus on identifying and recruiting students to increase academic achievement for 250 students.

Proposed Program Revenue		
Funding Source	Total Revenue	Percent Revenue
21st CCLC	\$161,250	77.99%
YMCA	\$ 5,500	2.66%
ACSD At Risk Funds	\$ 10,000	4.83%
ACSD Dropout Prevention	\$ 10,000	4.83%
Boost 4 Families Grant	\$ 15,000	7.25%
Service Club Donations	\$ 5,000	2.44%
Program Evaluation (in kind)	\$ 4,000	0%
TOTAL	\$206,750	100%

Program Coordinator: The program will oversee, monitor and administer the INSPIRE after-school and summer school program for the Atlantic CSD and the Nishna Valley YMCA. The coordinator will be responsible for ordering materials, setting up field trips, handling day-to-day issues and assume overall responsibility of the program. Budget Total: \$12,000

Homework Assistance: The INSPIRE program will provide a homework assistance program at the YMCA before school program during the regular school year 4 days a week (M-Th). The teacher will be available to work with students 1 hour to school starting each morning.

Budget Total: \$4,950

Enrichment: The second hour of the program will focus on enrichment activities for the students and will focus on STEM, physical fitness and career exploratory activities with staff from the Nishna Valley YMCA. Budget Total: \$19,800

Program Materials/Supplies: In order to provide hands-on opportunities for K-8 students in the after-school program, an allowance for materials and supplies has been afforded to the program. ACSD will also provide in-kind resources for many of the activities. Budget Total: \$10,000

Snacks/Food: A nutritious snack will be provided to all the after-school program participants. These snacks will be provided through the district's food service program and will meet all of the federal and state nutritional requirements. Budget Total: \$2,500

After-School INSPIRE Program Total: \$85,850

Summer School - This program will be a 5-week intensive program (M-Th) that will provide low income/non-proficient students to have access to quality reading and math instruction during a 3-hour morning academic program. Students will be provided free breakfast and lunch prior to participating in a 3-hour enrichment session in the afternoon. Transportation will be provided to and from the program.

Morning Academic Session: The ACSD will provide certified teachers to staff the academic session for summer school. Students in grades K-8 will focus on reading and math. Students will be administered a pre/post test to determine individual student growth during the duration of the 5-week program.

Afternoon Enrichment Session: The Nishna Valley YMCA will provide staff for STEM, physical fitness, and career exploration for students participating in the 5- week program. YMCA staff will also utilize events, guest speakers and field trips to expand the knowledge base.

Materials/Supplies: In order to provide hands-on opportunities for students in the summer program, an allowance for materials and supplies has been afforded to the program. ACSD will also provide in-kind resources for many of the activities

Field Trips/Speakers: Summer school will offer participating students opportunities for hands-on learning through field trips and speakers who can provide insight or first-hand experiences related to the topics being covered in the afternoon enrichment program. Budget Total: \$4,000

Summer School INSPIRE Program Total: \$63,400

Appendix A: Required Forms

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

Application Cover Page
21st Century Community Learning Centers
Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319

Mail Applications to:

Jodi Bruce

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

jodi.bruce@iowa.gov

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

APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)

Atlantic CSD

County: Cass	Amount Requested: \$161,250 (Total for Year 1 from Form D1)		
Director of Agency: (Superintendent, City Manager, Executive Director, etc)	Grant Contact/Project Director:		
Michael K. Amstein, ACDS, Supt	Dan Haynes		
Agency Name: Atlantic CSD	Agency Name: Nishna Valley YMCA		
Address: 1100 Linn Street	Address: 1100 Maple Street		
City: Atlantic	Zip: 50022	City: Atlantic	Zip: 50022
Phone: 712-243-4252	FAX: 712-243-8023	Phone: 712-243-3934	FAX: None

Email: mamstein@atlanticiaskools.org	Email: dhaynes@nishnavalleymca.com
Data Collection and Evaluation Contact: Michael K. Amstein, ACSD	Fiscal Contact: Mary Beth Fast, ACSD School Business Manager
Address: 1100 Linn Street	Address: 1100 Linn Street
City: Atlantic	Zip: 50022
Phone: 712-243-4252	FAX: 712-243-8023
Email: mamstein@atlanticiaskools.org	Email: mfast@atlanticiaskools.org

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 125
- Private For-Profit Organization
- Number of years in operation _____

Enter Federal Employer ID Number:

OR
Enter School District Code
#0387

(If applicable) Enter Child Care License #:
4115000009

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 in need of assistance (SINA)*** under Title I (Section 1116). **5 additional points awarded**

Documentation: See Attached - Most recent DE SINA School Designation Notices from the Iowa Department of Education.

Example of documentation: SINA list provided by the Iowa Department of Education available at <https://www.educateiowa.gov/pk-12/no-child-left-behind/schools-and-districts-need-assistance-sinadina#SINA Schools>.

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

Documentation: Original signatures of joint applicants.

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

FORM A: SITE INFORMATION

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

21CCLC Site Name: Washington Elementary School

Site Address: 500 East 14th Street

City, State, Zip: Atlantic, IA 5022

Phone: 712-243-5234

Site Contact Person: Stacey Hornung, Principal

Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program

21CCLC Site Name: Schuler/Atlantic Middle School

Site Address: 501 East 11th Street

City, State, Zip: Atlantic, IA 50022

Phone: 712-243-1370

Site Contact Person: James Northwick

Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program

21CCLC Site Name: Nishna Valley YMCA

Site Address: 1100 Maple Street

City, State, Zip: Atlantic, IA 50022

Phone: 712-243-3934

Site Contact Person: Dan Haynes

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.

Part C: Supplement, not Supplant

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

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

Part M: Private and Public School Consultation

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

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

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

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

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

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

Signature of Local Education Agency Superintendent	Local Education Agency Name
	Atlantic Community School District
Signature of Site Principal for Each 21 st Century	Site Name

Community Learning Centers-Funded Site	
	Washington Elementary
	Schuler Elementary/Atlantic Middle School
	Nishna Valley YMCA

FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature	Agency Affiliation		
Name/Title Roger Warne, Tech Director	Agency	Atlantic CSD	
Signature	Address	1100 Linn Street	
	City/Zip	Atlantic, 50022	Phone 712-243-1330
Name/Title Steve Green, Police Chief	Agency Atlantic Police Department		
	Address 23 East 4th Street		

Signature	City/Zip	Atlantic 50022	Phone	712-243-3512
Name/Title	Mark McNees, Fire Chief	Agency	Atlantic Fire Department	
Signature	Address	1203 SW 7th Street		
	City/Zip	Atlantic 50022	Phone	712-243-2146
Name/Title	Natalie Struecker	Agency	Atlantic Public Library	
Signature	Address	507 Popular Street		
	City/Zip	Atlantic 50022	Phone	712-243-5011
Name/Title	Ron Russell, Director	Agency	Green Hills AEA - Atlantic Regional Office	
Signature	Address	508 Poplar Street		
	City/Zip	Atlantic 50022	Phone	712-243-0503
Name/Title	Josh Rasmussen, Principal	Agency	Atlantic Middle School Principal	
Signature	Address	1100 Linn Street		
	City/Zip	Atlantic, 50022	Phone	
Name/Title	Ted Robinson, President	Agency	Atlantic Rotary Club #2231	
Signature	Address	P.O. Box 42		
	City/Zip	Atlantic 50022	Phone	712-243-3196
Name/Title		Agency	Walmart	
Signature	Address	1905 East 7th Street		
	City/Zip	Atlantic 50022	Phone	712-243-5214
Name/Title		Agency	Atlantic Bottling Company	
Signature	Address	4 East 2nd Street		
	City/Zip	Atlantic 50022	Phone	1-800-242-6531

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application: <u>3</u>	Total number of students being served (all sites for one year): <u>250</u>	Total first-year funding request (all sites): <u>\$161,250</u>	Total three-year funding request (all sites): <u>\$483,750</u>

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Washington Elementary	\$53,750	\$53,750	\$53,750	\$161,250	83.3
Schuler Elem/Atlantic MS	\$53,750	\$53,750	\$53,750	\$161,250	83.3
Nishna Valley YMCA	\$53,750	\$53,750	\$53,750	\$161,250	83.3
	\$	\$	\$	\$	
	\$	\$	\$	\$	

	\$	\$	\$	\$	
--	----	----	----	----	--

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 250

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

Applicant Agency:Atlantic CSD/Nishna Valley YMCA

Site: Washington Elementary

Directions: Provide a proposed budget for each proposed program site. Totals are to be listed on Form D1.

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions. **Number of Students Served:** 83.3

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$28,000	\$4,700	\$28,000	\$4,700	\$25,000	\$7,700	\$98,100
Staff Travel	\$367	\$300	\$367	\$300	\$200	\$467	\$2,001
Materials	\$7,000	\$2,917	\$7,000	\$2,917	\$4,000	\$5,917	\$29,751
Professional Development (minimum 4% per year)	\$1,500	\$1,066	\$1,500	\$1,066	\$500	\$2,066	\$7,698
Student Access, Transportation etc. (maximum 8% per year)	\$3,000	\$900	\$3,000	\$900	\$2,500	\$1,400	\$11,700

Evaluation (about 4% per year)	NC						
Administrative/ Indirect Costs (maximum 8% per year)	\$3,000	\$1,000	\$3,000	\$1,000	\$2,500	\$1,500	\$12,000
Totals	\$42,867	\$10,883	\$42,867	\$10,883	\$34,700	\$19,050	\$161,250

Required: **One form D2 per site.** Please reproduce this page for each site included in the application.

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

The Atlantic CSD would utilize the following funding sources to fund the initial 3 months of the program utilizing the following accounts.

1. General Fund
2. Dropout Prevention Funds
3. At-Risk Funds

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

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

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

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

FORM E: MINORITY IMPACT STATEMENT

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

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

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

Indicate which group is impacted:

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

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

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

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

Indicate which group is impacted:

- | | |
|--------------------------------|---------------------------------|
| <input type="checkbox"/> Women | <input type="checkbox"/> Asians |
|--------------------------------|---------------------------------|

- Persons with a Disability
- Pacific Islanders
- Blacks
- American Indians
- Latinos
- 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: _____

Title: _____

Definitions

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

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

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

"Disability" does not include any of the following:

- (a) Homosexuality or bisexuality.
- (b) Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.
- (c) Compulsive gambling, kleptomania, or pyromania.
- (d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.

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

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

	Private School Consultation Meeting Log
	Date Time Location

Meeting called by:**Type of meeting:****Attendees:** (Attach attendance sign-in sheet)

----- Agenda Topics -----		
Welcome	[Insert Name]	[Insert time allocation]
<u>Discussion:</u> _____ _____ _____		
<u>Conclusions:</u> _____ _____ _____		
<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> _____

_____	_____	_____
-	-	-

[continues on next page]

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

Other Information

Resource persons:	
Special notes:	

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

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

2014-2015 AYP Notification

August 7, 2015

0387 Atlantic Comm School District

Schuler Elementary School 2014-2015 AYP Determination		
	Participation Rate	Annual Measurable Objective (AMO)
Reading	MET	Delay-2
Mathematics	MET	Delay-2
Other Academic Indicator:	MET	

Definitions:

Watch Status – Districts and schools identified as "watch" missed at least one of the AYP state targets for the first time. Watch status schools are not subject to NCLB sanctions; the designation serves as a reminder that missing AYP state targets in the same area next year could result in a SINA designation.

Delay Status – Districts and schools identified as in need of assistance must meet state AYP requirements for two consecutive years before they can change status. Delay means that the district or school has met AYP goals for one year and is delayed at their current status until next year's results are determined.

Participation Rate – The state required all school districts/schools to use the following steps to determine participation rate:

1. Report the total number of all students and subgroups at grade level enrolled on the date of the general Iowa Assessments, combined with the Iowa Alternate Assessment.
2. Report the total number of all students and subgroups at grade level administered the Iowa Assessments with or without accommodations.

The state collected participation rates at the building level as well as district level. Determining participation rate as part of AYP, Iowa uses a minimum size of 40 for all groups and subgroups at a school or district level. A school or district that reported fewer than 95% and had a subgroup of less than 40 was not considered as failing to meet AYP on the basis of participation rate.

Annual Measurable Objective (AMO) – Iowa's accountability system requires all school districts/schools to annually demonstrate improvement towards the state's annual goals in reading and mathematics. Because of the use of unified accountability trajectories by the state, all districts, subgroups within districts, all buildings, and all subgroups within buildings (of at least 30 students) are expected to attain the state's trajectory. A proficiency index was used to combine achievement of students in all grades at a school or for districts (3-5, 6-8, and 11).

Other Academic Indicators: High School Graduation Rate – Both four and five year cohort graduation rates were used.

K-8 Attendance Rate – Average daily attendance is defined as the aggregate days of K-8 student attendance in a school or school district divided by the aggregate days of enrollment at grades K-8.

Districts must miss both state targets for graduation rate and attendance rate to miss AYP. In addition, districts must miss achievement targets at all levels (elementary, middle, and high school) to miss AYP.

2014-2015 AYP Notification

August 7, 2015

0387 Atlantic Comm School District

Atlantic Middle School 2014-2015 AYP Determination		
	Participation Rate	Annual Measurable Objective (AMO)
Reading	MET	SINA-6
Mathematics	MET	SINA-4
Other Academic Indicator:	MET	

Definitions:

Watch Status – Districts and schools identified as “watch” missed at least one of the AYP state targets for the first time. Watch status schools are not subject to NCLB sanctions; the designation serves as a reminder that missing AYP state targets in the same area next year could result in a SINA designation.

Delay Status – Districts and schools identified as in need of assistance must meet state AYP requirements for two consecutive years before they can change status. Delay means that the district or school has met AYP goals for one year and is delayed at their current status until next year’s results are determined.

Participation Rate – The state required all school districts/schools to use the following steps to determine participation rate:

1. Report the total number of all students and subgroups at grade level enrolled on the date of the general Iowa Assessments, combined with the Iowa Alternate Assessment.
2. Report the total number of all students and subgroups at grade level administered the Iowa Assessments with or without accommodations.

The state collected participation rates at the building level as well as district level. Determining participation rate as part of AYP, Iowa uses a minimum size of 40 for all groups and subgroups at a school or district level. A school or district that reported fewer than 95% and had a subgroup of less than 40 was not considered as failing to meet AYP on the basis of participation rate.

Annual Measurable Objective (AMO) – Iowa’s accountability system requires all school districts/schools to annually demonstrate improvement towards the state’s annual goals in reading and mathematics. Because of the use of unified accountability trajectories by the state, all districts, subgroups within districts, all buildings, and all subgroups within buildings (of at least 30 students) are expected to attain the state’s trajectory. A proficiency index was used to combine achievement of students in all grades at a school or for districts (3-5, 6-8, and 11).

Other Academic Indicators: High School Graduation Rate – Both four and five year cohort graduation rates were used.

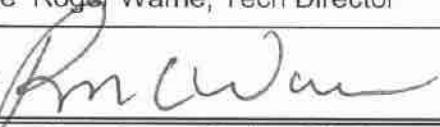
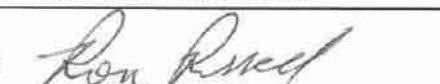
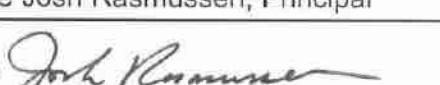
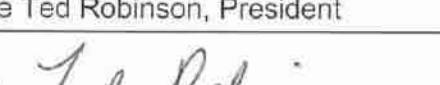
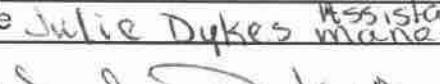
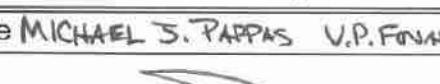
K-8 Attendance Rate – Average daily attendance is defined as the aggregate days of K-8 student attendance in a school or school district divided by the aggregate days of enrollment at grades K-8.

Districts must miss both state targets for graduation rate and attendance rate to miss AYP. In addition, districts must miss achievement targets at all levels (elementary, middle, and high school) to miss AYP.

FORM C: COLLABORATIVE SIGNATURES

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

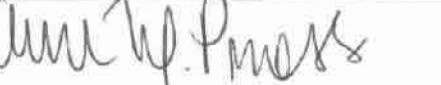
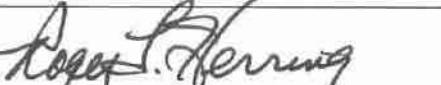
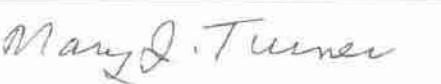
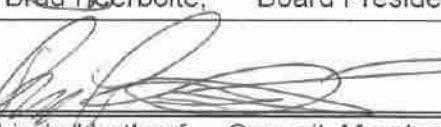
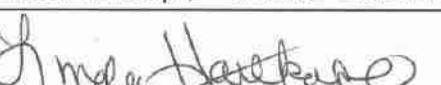
Applications only allowed up to five (5) additional pages for signatures.

Name/Signature	Agency Affiliation	
Name/Title Roger Warne, Tech Director 	Agency	Atlantic CSD
Signature	Address	1100 Linn Street
	City/Zip	Atlantic, 50022 Phone 712-243-1330
Name/Title Steve Green, Police Chief 	Agency	Atlantic Police Department
Signature	Address	23 East 4th Street
	City/Zip	Atlantic 50022 Phone 712-243-3512
Name/Title Mark McNees, Fire Chief 	Agency	Atlantic Fire Department
Signature	Address	1203 SW 7th Street
	City/Zip	Atlantic 50022 Phone 712-243-2146
Name/Title Natalie Struecker 	Agency	Atlantic Public Library
Signature	Address	507 Popular Street
	City/Zip	Atlantic 50022 Phone 712-243-5011
Name/Title Ron Russell, Director 	Agency	Green Hills AEA - Atlantic Regional Office
Signature	Address	508 Poplar Street
	City/Zip	Atlantic 50022 Phone 712-243-0503
Name/Title Josh Rasmussen, Principal 	Agency	Atlantic Middle School Principal
Signature	Address	1100 Linn Street
	City/Zip	Atlantic, 50022 Phone
Name/Title Ted Robinson, President 	Agency	Atlantic Rotary Club #2231
Signature	Address	P.O. Box 42
	City/Zip	Atlantic 50022 Phone 712-243-3196
Name/Title Julie Dykes ^{Assistant Manager} 	Agency	Walmart
Signature	Address	1905 East 7th Street
	City/Zip	Atlantic 50022 Phone 712-243-5214
Name/Title MICHAEL J. PAPPAS V.P.FINANCE 	Agency	Atlantic Bottling Company
Signature	Address	4 East 2nd Street
	City/Zip	Atlantic 50022 Phone 1-800-242-6531

FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature	Agency Affiliation	
Name/Title Kate Olsen, Director Signature 	Agency Iowa State University Extension	
	Address 805 West 10 th Street	
	City/Zip Atlantic 50022	Phone 712-243-1132
Name/Title Dianna Williams, Director Signature 	Agency Ann W. Wickman Child Development Center	
	Address 703 Linn Street	
	City/Zip Atlantic 50022	Phone 712-243-2553
Name/Title Ann Pross, Center Director Signature 	Agency Iowa Western Community College	
	Address 705 Walnut Street	
	City/Zip Atlantic 50022	Phone 712-243-5527
Name/Title Roger Herring, Director Signature 	Agency Atlantic Park and Recreation Director	
	Address 1000 Sunnyside Lane	
	City/Zip Atlantic 50022	Phone 712-243-3542
Name/Title Mary Turner, Member Signature 	Agency Steering Committee	
	Address 116 Southern Hills Drive	
	City/Zip Atlantic 50022	Phone 712-243-1403
Name/Title Bob Brogo, Member Signature 	Agency Steering Committee	
	Address 1403 Ash Street	
	City/Zip Atlantic 50022	Phone 712-243-4012
Name/Title Brad Peerbolte, Board President Signature 	Agency Nishna Valley Family YMCA	
	Address 1100 Maple Street	
	City/Zip Atlantic 50022	Phone 712-243-3934
Name/Title Linda Hartkopf, Council Member Signature 	Agency Atlantic City Council Representative	
	Address 1503 Baker Street	
	City/Zip Atlantic 50022	Phone 712-243-4206
Name/Title Nancy Gibson, Director Signature 	Agency Cass County Public Health	
	Address 1408 East 10 th Street	
	City/Zip Atlantic 50022	Phone 712-243-7475

FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM

Applicant Agency:Atlantic CSD/Nishna Valley YMCA

Site: Nishna Valley YMCA

Directions: Provide a proposed budget for each proposed program site. Totals are to be listed on Form D1.

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions. **Number of Students Served**

Category	Year 1		Year 2		Year 3	
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy
	\$28,000	\$4,700	\$28,000	\$4,700	\$25,000	\$7,700
	\$367	\$300	\$367	\$300	\$200	\$467
	\$7,000	\$2,917	\$7,000	\$2,917	\$4,000	\$5,917
Development (per year)	\$1,500	\$1,066	\$1,500	\$1,066	\$500	\$2,066
, etc. (per year)	\$3,000	\$900	\$3,000	\$900	\$2,500	\$1,400
ar)	NC	NC	NC	NC	NC	NC
Indirect Costs (per year)	\$3,000	\$1,000	\$3,000	\$1,000	\$2,500	\$1,500
	\$42,867	\$10,883	\$42,867	\$10,883	\$34,700	\$19,050

Required: One form D2 per site. Please reproduce this page for each site included in the application.

FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM

Applicant Agency:Atlantic CSD/Nishna Valley YMCA

Site: Schuler/Atlantic 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. **Number of Students Served**

Category	Year 1		Year 2		Year 3		
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
	\$28,000	\$4,700	\$28,000	\$4,700	\$25,000	\$7,700	
	\$367	\$300	\$367	\$300	\$200	\$467	
	\$7,000	\$2,917	\$7,000	\$2,917	\$4,000	\$5,917	
Development (per year)	\$1,500	\$1,066	\$1,500	\$1,066	\$500	\$2,066	
, etc. (per year)	\$3,000	\$900	\$3,000	\$900	\$2,500	\$1,400	
ar)	NC	NC	NC	NC	NC	NC	
Indirect Costs (per year)	\$3,000	\$1,000	\$3,000	\$1,000	\$2,500	\$1,500	
	\$42,867	\$10,883	\$42,867	\$10,883	\$34,700	\$19,050	

Required: **One form D2 per site.** Please reproduce this page for each site included in the application.