

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

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APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)
Cedar Rapids Community School District

County: Linn		Amount Requested: \$ (Total for Year 1 from Form D1) \$225,000	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Dr. Bradley Buck		Grant Contact/Project Director: Beth Malicki	
Agency Name: Cedar Rapids Community School District		Agency Name: Zach Johnson Foundation	
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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:

42-6023551 **OR**

Enter School District Code

(If applicable) Enter Child Care License #:

REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation: All 15 schools are designated in need of assistance (SINA) under Title I (Section 1116).

https://www.educateiowa.gov/pk-12/no-child-left-behind/schools-and-districts-need-assistance-sinadina#SINA_Schools.

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.

- 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 & MOU from the Zach Johnson Foundation

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

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Proposal Abstract

In the past fifteen years, the Cedar Rapids Community School District (CRCSD) has experienced a drastic increase in the number of children experiencing poverty. The Free and Reduced Lunch (FRL) percentage across the district has increased 77% in that time frame. Today the FRL average for district elementary schools is 53%. That means more than half the children come from households earning less than 185% of the poverty line.

While the CRCSD has invested in professional development on adapting instruction, family engagement strategies and discipline efforts that better serve children who come from low resource households, the academic data shows it's not enough. According to the 2015 Iowa Assessments, 42.19% of CRCSD students receiving FRL were not proficient in reading.

School districts alone cannot act as silos in addressing the many needs of children, families and communities experiencing high stress without adequate resources. The Zach Johnson Foundation (ZJF) has been working with the district since 2011 to combine private dollars with district expertise to serve students impacted by poverty. In 2013 ZJF launched a summer program serving 60 academically struggling students. The goal was to stop the summer slide phenomenon and the effort was funded privately and held in a district school. For three summers this summer program, called Kids on Course University (KCU), demonstrated it not only prevented summer slide in most of its attendees, but more than 40% of students REVERSED their summer learning loss in literacy. That means those students started the next school year academically stronger in reading than they finished the previous school year.

Kids on Course University capitalizes on the proven education methods of licensed, certified teachers, while reducing the number of students in each classroom to 15. Librarians at each site make all the books accessible for students to check out for home use. Along with small class sizes led by certified teachers and access to reading materials, the six-week summer program eliminates all barriers to attendance while also providing for students' basic needs. Children must feel loved, be well fed, have reliable transportation, and have their medical needs met if they are going to learn. Kids on Course addresses those needs and more, so students are able to learn, have fun, and build healthy relationships with each other and the caring, qualified adults at KCU. Students attending Kids on Course University will have a ride to and from the program, as well as breakfast and lunch every day.

According to research published in in 2007, summer learning loss accounts for about two-thirds of the ninth grade achievement gap in reading. Kids on Course University targets summer learning loss with the goal of not just preventing it, but reversing it. With the support of 21st Century Community Learning Center (21stCCLC) funding 750

students with a proven reading deficit will have the remediation necessary to make gains. KCU utilizes the universal screener, FAST aReading, to target students who need support most. This FAST aReading measurement tool is most reliable in evaluating the long term outcomes of Kid on Course University since the Iowa Assessments (formerly ITEDS or ITBS) is being phased out and Smarter Balanced will replace it in the 2016-2017 school year. The FAST aReading measurement will allow Kids on Course to compare the program longitudinally without interruption due to a changing assessment. This data tool is recommended by the Iowa Reading Research Center through the Iowa Department of Education.

But one summer at KCU might not be enough to undo the previous summers of academic slide. That's why the long term sustainability of this program is vital, to ensure all students can attend for multiple years if needed. The Zach Johnson Foundation is committed to helping provide ongoing financial support for the long term success of Kids on Course University, even beyond any funding. For years one, two and three of this potential funding, the 21stCCLC accounts for less than 30% of the total budget. Half a dozen community partners have already pledged their support in defraying the cost of this program because our children need and deserve this level of support.

Kids on Course University plans to serve 750 students from 15 CRCSD elementary schools each summer, starting in July of 2016. All 750 students will have a demonstrated academic need in reading according to the FAST aReading screener. Success for this program is both achievable and measurable. The program has been essentially in beta phase for the past three summers and the academic results drove continuous improvement. A professional outside evaluator from the University of Iowa will ensure data is trustworthy and put into context for reviewers, the state of Iowa and the community at large. Parent, teacher and student surveys will ensure the elements of the program that can't be captured in a data point are aligning with their expectations.

One of the key elements of Kids on Course University is family engagement. We believe families are the solution to a child's academic struggles, not the problem. Kids on Course University staff invite families to this program through parent teacher conferences so there is a face to face discussion about how to best help the child gain skills. All paper communication will be in the family's home language, as KCU has access to a full time Spanish translator employed by the Zach Johnson Foundation. Family Nights at each KCU site will include professional navigators from Kirkwood Community College to provide adults with the many continuing education opportunities including high school completion and English language services. Each family will receive a report on their students' growth during KCU and strategies on how to further nurture that improvement.

The request for annual funding from 21stCCLC is the maximum allowable for serving 750 students from Title 1 schools for a six-week summer-only program: \$225,000. This will allow five sites to operate and ensure children who are struggling in reading will start the next school year better prepared to reach grade level benchmarks.

Student Need

2.1 Student Poverty and Achievement

The achievement gap between students who are from low-income households and their higher-income peers is evident in the Cedar Rapids Community School District in both math and reading:

2015 Iowa Assessments Results - CRCSD Elementary Students	Not proficient in Reading	Not proficient in Math
All Students	28.54%	74.66%
Free/Reduced Lunch Eligible	42.19%	38.59%
African American/Black	48.86%	48.29%
Caucasian/White	22.11%	18.35%
English Language Learners (ELL)	61.29%	48.39%
Special Education	70%	60%

Since two-thirds of the achievement gap can be blamed on summer learning loss (Alexander, Entwisle, Olson, 2007, *New Directions for Youth Development*). Kids on Course University is poised to narrow that achievement gap as it will serve students with a demonstrated reading deficit as evidenced by FAST aReading scores.

Below is the percent of students at each of the Kids on Course University schools who started this school year already below grade level, as well as the schools' Free/Reduced Lunch Rate (FRL) and School in Need of Assistance status and ELL %:

Schools KCU plans to serve starting July 2016	Started this school year behind according to Fall FAST aReading score	FRL	SINA	ELL
Arthur Elementary	31%	51%	Y Math/ Y Reading	
Cleveland Elementary	38%	55%	N Math/ Y Reading	13%
Garfield Elementary	52%	68%	Y Math/ Y Reading	
Grant Elementary	39%	65%	Y Math/ Y Reading	
Grant Wood Elementary	36%	65%	Y Math/ Y Reading	
Harrison Elementary	41%	71%	Y Math/ Y Reading	
Hiawatha Elementary	28%	59%	Y Math/ Y Reading	21.6%
Hoover Elementary	49%	70%	Y Math/ Y Reading	29.1%
Johnson Elementary	47%	76%	Y Math/ N Reading	
Kenwood Elementary	37%	63%	Y Math/ Y Reading	16.2%
Madison Elementary	38%	41%	Y Math/ Y Reading	
Nixon Elementary	31%	52%	Y Math/ N Reading	
Truman Elementary	21%	40%	N Math/ Y Reading	
Van Buren Elementary	40%	73%	Y Math/ Y Reading	27.9%
Wright Elementary	50%	69%	Y Math/ Y Reading	

Family Literacy Needs

Kids on Course University with 21stCCLC support will serve families five schools with a significant ELL population. KCU has a history of serving student who are still learning English and engaging their families by translating all paperwork, having the KCU bilingual staff member make phone calls, and being welcoming and supportive to all families. Since so many ELL students are not proficient in reading, it's likely there will be a higher concentration of ELL students attending KCU than are in the schools' population.

Kirkwood Community College is providing adult education navigators at KCU Parent Nights to introduce families to free English language classes, high school completion programs, and other adult literacy education programs.

Safety, Access and Transportation Needs

The majority of families with children who will attend Kids on Course University are below 185% of the poverty line. This presents a significant stress on the family and Kids on Course University is structured to alleviate aspects of that burden. The program is free, held in buildings that are built to house children safely (schools), staffed by certified, licensed teachers, with transportation to and from the program, as well as a USDA approved breakfast and lunch each day. Each KCU site will have a health secretary who is trained in prescription management and first aid. A registered nurse (RN) will oversee the health plans for individual students with life threatening chronic illnesses such as asthma, epilepsy and severe food allergies.

Other Needs

Students who don't do well in school at a young age can develop strategies to avoid feeling frustrated by avoiding learning altogether. Those strategies deepen the child's learning gap and as the child ages, he or she becomes more disengaged from education. Kids on Course University improves motivation to learn because its remediation elements aim to close that learning gap at a young age, so children can celebrate their learning. At the conclusion of the six-week summer program, each student who made the most growth in their grade for each academic area (math, reading, writing) receives a certificate. Often these children have never been acknowledged for being at the top of their classes academically. Anecdotal reports from school principals are that students who attend KCU experience less frustration during the school year.

Kids on Course University's relationship with the United Way of East Central Iowa's 55+ Initiative allows for meaningful community participation. Senior Citizens will write letters to third and fourth graders at KCU for a Pen Pals program. This relationship supports

literacy, intergenerational relationships, and validation for the young person and the senior.

2.2 Stakeholders Engaged in Identifying Needs and Developing Program

Kids on Course University is the result of dozens of community groups, parents, educators and concerned citizens who first joined in community conversations around at-risk youth in September 2010. The Iowa State Education Association funded three open discussions in Cedar Rapids to address the needs of children who were slipping through the cracks and what the community must do help them. Out of those meetings emerged a need for a school-based strategy that supported students' social, emotional, behavioral development, engaged their parents in their learning, and buttressed their academic achievement with more educational and experiential experiences.

The following groups participated in the initial discussions, strategic planning meetings, or finally, implementation of Kids on Course University, which first served 60 students in the summer of 2013: *Cedar Rapids Community School District, United Way of East Central Iowa, Iowa State Education Association, Zach Johnson Foundation, City of Cedar Rapids, Greater Cedar Rapids Community Foundation, Boys and Girls Club of Cedar Rapids, Four Oaks, Horizons, a Family Service Alliance, Matthew 25*

The Cedar Rapids Community School District provided district data to help decide which schools the program should target. KCU is intended to serve students who have no options for free summer learning but have a demonstrable academic need. Harrison and Van Buren Elementary schools had more than 70% of their students qualified for free or reduced price lunches. Van Buren had the largest English Language Learner population in the district and Harrison was in the heart of the neighborhoods flooded in 2008. Both schools had persistent low scores on the Iowa Assessment and had higher number of office referrals when compared to the district average.

In January of 2013 Parents at Harrison and Van Buren Elementary School received paper surveys in English and Spanish to determine parent interest and need in a summer program. Parents overwhelmingly asked for a no or low-cost educationally rich summer program that included meals and transportation. Kids on Course University added two parents to its advisory board, one from each elementary school, to guide the program.

3.1 – 3.4 Project: Kids on Course University maximizes student learning over the summer by creating a supportive environment that eliminates barriers to student attendance while meeting their critical learning.. Two USDA approved meals (breakfast and lunch) are served daily. Lessons integrate technology through the use of SurfacePro computers and all KCU staff will collaborate with school year teachers to ensure there's no interruption in student growth. The district will compare the summer learning growth to that of district students who are Substantially Deficient and do not attend KCU, allowing for a control group.

ACADEMIC GOAL: By September 2016, 70% of students attending Kids on Course University will reduce, eliminate or reverse their literacy and math summer learning loss.

Activity	Intervention, Strategies, Resources	Evaluation Tool	Objectives	Eligible Activity
Small group intensive Reading Instruction by licensed teachers	Explicit Direct Instruction Reading A-Z (RAZ kids) Walpole Differentiation & Response to Intervention Leveled Guided Reading books Literacy Games (Quirkles)	FAST aReading administered by the school district in Spring and Fall	40% of KCU students GROW reading skills over the summer 30% who don't grow lose fewer than eight points on FAST aReading over the summer	1. Remedial education 2. Literacy Activities 7. Programs for ELL students
Open and staff school libraries	Structured time every day to check out, return and read books specific to the child's level as curated by a licensed school librarian	Daily attendance records	100% of students wil have access to the school's library materials	10. Expanded library service hours
Pen Pals with senior citizens	Students in third and fourth grades will write letters to seniors in the	Track number of students who	100% of students in third and fourth grades will participate in Pen	6. Tutoring services involving senior citizen

	community through a partnership with the United Way of East Central Iowa RSVP program	participate in Pen Pals program	Pals	volunteers
Small group intensive Math instruction by licensed teachers	Explicit Direct Instruction Differentiation & Response to Intervention Focus is on priority standards of the grade students just completed but haven't shown mastery in yet	Fuchs & Fuchs	70% of students will increase their math scores from the pre assessment in week of KCU to the post assessment in week six	3. Mathematics and Science education (STEM) activities

ENRICHMENT GOAL: By September 2016, 100% of students attending Kids on Course University will have new experiences that are fun, increase learning, and improve physical fitness

Activity	Intervention/Curriculum	Evaluation Tool	Objectives	Eligible Activity
Daily Physical Education class	Structured physical activities utilizing the schools' large supply of PE equipment PBIS behavioral program woven into all lessons, including PE	Tracking number of minutes students are physically active daily	100% of KCU students will engage in organized physical fitness at least 200 minutes a week	8. Recreational activities 15. Character and Behavior education programs
Field Trips that bring experiences to the learner, and takes the learner into the outside community	In-house field trips like traveling exhibits (Bug Zoo from Iowa State University) External field trips to libraries, museums, nature centers that are fun and educational	Attendance records on field trip days	100% will attend field trips	14. Supervised field trips, enrichment program and events

FAMILY LITERACY GOAL: By August 2016, 100% of parents/guardians of students attending Kids on Course University will have greater capacity to support their students' academic success

Activity	Intervention/Curriculum	Evaluation Tool	Objectives	Eligible Activity
End of KCU report cards to parents detailing student reading and math growth	Report cards in English and Spanish written in plain language for parents detailing student growth and benchmarks	Number of report cards sent to parents	100% of KCU parents will receive student report cards	11. Programs that promote parental involvement and family literacy
Family Nights with Adult Education information and child literacy strategies	Family Night at each school during KCU with a meal and transportation provided Kirkwood Community College adult education navigators will present information on the many programs	Attendance rolls to Family Night	40% of KCU parents/guardians will attend Family Night	11. Programs that promote parental involvement and family literacy

Experience: Kids on Course University has served 316 students over the past three years. The summer 2015 KCU program served 162 Cedar Rapids elementary school students with significant deficits in reading and/or math. KCU used the same academic measures as those proposed in this application. **80% of the students were eligible for free/reduced price lunches, 44% were students of color, 25% were ELL students and 7% received special education services during the school year.** Here are their results:

Kids on Course University 2015 (162 students)	Reading Results
Percent who reduced, eliminated or reversed summer learning slide according to FAST aReading	76% (61% of <u>these</u> students GREW skills over the summer; 46% of <u>all</u> participants GREW)

4. Research Base

All Kids on Course University classrooms will have no more than 15 students during instruction and include a licensed teacher and a para educator, allowing for small group work of four or fewer students. Teachers will use district benchmark assessments and work collaboratively with school year classroom teachers' input to determine areas of deficiencies and to group students according to similar needs. Licensed teachers will craft lessons based on the specific priority standards students have yet to master using a variety of strategies and curricula rooted in the following research.

Kids on Course University will utilize the **Explicit Direct Instruction model (EDI)**. EDI includes a gradual release of responsibility to increase student learning (I do, we do, they do, you do). Modeling and guided practice are at the heart of this model. The Cedar Rapids Community School District will hire licensed teachers who are capable of maximizing the EDI model. Teachers will use **Walpole strategies** for K-3 reading instruction to adapt instruction based on student need.

Research Citations for Explicit Direct Instruction & Walpole Strategies:

- Explaining Reading: A resource for teaching concepts, skills and strategies. New York: Guilford Press. Duffy, G. G. (2003)
- How to Plan for Differentiate Reading Instruction. S. Walpole & M. McKenna, 2009
- National Mathematics Advisory Panel Report. Foundations for success: The National Mathematics Advisory Panel Final Report (2008)

Differentiating instruction based on the Analysis of Student Work model allows Kids on Course University to determine when acceleration or review of materials is necessary. All students at Kids on Course University have a demonstrated deficiency in reading, but they might need acceleration in math and this program is both nimble and responsive to the needs of the individual learner. Teachers will take the following into consideration when making instructional decisions based on the **Response to Intervention** model: identifying scaffold skills, identifying current levels of proficiency for students, determining appropriate groupings, selecting problem based instruction tasks and making instructional decisions to meet individual needs.

Research Citations for Differentiation and Response to Intervention:

- Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades. National Center for Education Evaluation and Regional Assistance, US Department of Education. (2009)
- A longitudinal study of learning of use children's thinking in mathematics instruction. Journal of Research in Mathematics Education E., Carpenter. (1996)

5.1 Management Plan- Staffing: The Cedar Rapids Community School District will be the fiscal agent and employer of record for the Kids on Course University program. The success of the program hinges on a high quality staff that effectively recruits, serves and evaluates students and families. The following requirements for each position assure all who are part KCU can do the right work to close the achievement gap:

Title	Role in KCU	Minimum requirement	Number Needed
Program Director	Oversee entire program	Master's Degree in Education, current CRCSD employee	1
Lead Teacher	Oversee Super Site	Certified teacher for CRCSD, reading endorsement preferred in Title One school	5
Classroom Teacher	Oversees either reading, writing or math instruction	Certified teacher, reading endorsement preferred in Title One school	50
Enrichment Leader	Coordinates structured physical education program and coordinating field trips	Certified physical education teacher, former certified physical education teacher, or similar experience	5
Health/Attendance Secretary	Tracking student attendance, prescription management, first aid	First aid certified, med management trained, trained in PBIS, experience within schools	5
Head Nurse	Oversee chronic, illnesses in students, work with parents regarding medical needs	Registered Nurse with school experience	1
Librarian	Oversee library and connect students to reading materials	School librarian experience	5
TOTAL			72

Recruitment: The Cedar Rapids Community School District will post the above positions in February and be poised to start interviews upon learning the outcome of this grant application. With more than 900 employees that meet at least one of the above positions it is likely district employees will fill all slots. If further recruitment is necessary

the District will encourage educators in surrounding districts to apply through the various social media tools and Teachlowa.gov. The interview process will be rigorous to ensure the top educators are part of Kids on Course University.

Retention: Summer staff will sign contracts outlining expectations for the employee and the employer regarding attendance, behavior, compensation, and purpose. Staff who successfully move their students forward and provide an extremely positive behavior for students will have first priority in subsequent years of Kids on Course University.

Professional Development: 172 hours of compensated professional development and prep time will prepare all KCU staff for their students even before the first day of the program. All staff will have a brush up on the behavior program CRCSD uses during the school year: Positive Behavior Interventions and Supports (PBIS). Staff will divide and receive professional development specific to their work such as first aid training for health nurses and implementing technology in the classroom. CRCSD certified staff received the following professional development within the past year:

- The outcome of the Purpose Statement trainings was dividing a priority standard into a progression of daily lesson goals
- The outcome of the Equity training was to develop systemic cultural consciousness, leading to the application of instructional strategies which meet the needs of each student.
- The outcome of the Social Emotional Behavioral training was to develop and apply prevention and response strategies to support productive, stable classrooms.
- The outcome of the Instructional Planning trainings was to examine the instructional moves to focus on the content, strategies, or skills being taught.

Volunteers: Seniors with 55+ Initiative through the United Way of East Central Iowa will write letters to third and fourth grade students to encourage their literacy skills and provide intergenerational connections. This Pen Pal program gives young writers an engaged audience and teaches valuable skills such as addressing a letter. High School and college students can also serve as volunteers as classroom helpers, enrichment leader assistants and meal support workers. These volunteers must fill out an application, complete a background check and have the recommendation of at least one non –familial adult.

5.2 Transportation: Cedar Rapids Community School District buses operated by trained and licensed drivers will bring most participating students to the schools serving as KCU sites and return students to their homes or care facilities at the end of each day. Each site will include students from three schools. The students attending the program at their home school will not have access to district transportation unless it's a barrier to participation. The practice of transporting students to and from KCU ensures working

parents, parents with disabilities, or families without access to transportation can still have their students attend consistently. The District might use taxi cabs or community transportation services such as NTS to provide some transportation .

Accessibility: The KCU sites that will be housing students are all Cedar Rapids Community School District schools and comply with the Americans with Disabilities Act (ADA). Students with disabilities will receive the same supports and accommodations they enjoy during the school year.

Translation Services: Paper communications with parents will be in English and Spanish, since they are the preferred language for more than 95% of families in the Cedar Rapids Community School District. Kids on Course University staff will know which students come from homes that speak languages other than English and Spanish and will connect with the many translators in the community for needed services.

5.3 Organization Structure: The Program Director will oversee the overall program and be responsible for ensuring the students improve academically and staff is of the highest quality. At each site a Lead Teacher will work in concert with the principals of the buildings that feed into the Site to hire the classroom teachers and other staff. The Lead Teacher will fulfill the role of the principal while an actual principal will be more so focused on students experiencing social, emotional or behavioral struggles. The CRCSD is the employer of record and fiscal agent and will assume all related duties.

Stakeholder Group: The Kids on Course University Stakeholder Advisory group will include representatives from the various community groups that comprise this effort under the leadership of the Program Director. At least two parents with students attending Kids on Course University will also be members of this Stakeholder group which will meet monthly, starting in May and running through October. This group will not only guide the implementation of Kids on Course University, but also review data and survey results to ensure the program is moving the needle on academics while meeting the expectations of parents and the community.

5.4 Continuous Improvement: Data will guide decision making and the Iowa Evaluator will ensure that information is valid so the Stakeholder Advisory Group can make targeted improvements after each summer session.

Sustainability: The 21st CCLC funding this grant is requesting makes up about 30% of the total program budget for Kids on Course University. Six community partners are offsetting the cost of the program through donations or in kind gifts, with more being recruited. That diversity of funding makes the program sustainable and maximizes the impact of any 21stCCLC funds. Currently six community groups have committed in-kind donations, dollars, or services that reduce the KCU budget significantly. The Zach Johnson Foundation will continue to lead the effort to tap the vast resources of the Cedar Rapids community to ensure the long term success of this program.

6. Communication Plan: The extensive marketing prowess of the Zach Johnson Foundation combined with the broad audience of the many contributors of this effort ensures that the performance of Kids on Course University will be known to the community of Cedar Rapids, the state of Iowa and even those beyond the state's borders. This is the timeline and plan for communicating KCU in the first year:

Purpose	When	Audience	Medium
Announce Kids on Course University to Eastern Iowa through news conference, news release, media avails to raise awareness in the community of this new offering to hopefully recruit staff, volunteers and families who could enroll their children	April 2016	East Central Iowa	Gazette Newspaper, KCRG, KWWL, KGAN, WMT-Radio
Spread the word about summer learning to broad audience with Zach Johnson's visit to Cedar Rapids	June 26-27, 2016	State of Iowa and golf enthusiasts around the world	Des Moines Register, KCCI, WHO-TV, WOI, Gazette Newspaper, KCRG, KWWL, KGAN, WMT-Radio, Golf Channel, and many others
First day of KCU – update community on enrollment numbers	July 5, 2016	East Central Iowa	Gazette Newspaper, KCRG, KWWL, KGAN, WMT-Radio
Academic Results to the community through news conference, news release, media avail and Editorial Board visits, website and social media push	October 2016	East Central Iowa	Des Moines Register, Gazette Newspaper, KCRG, KWWL, KGAN, WMT-Radio, Zach Johnson, Cedar Rapids Community School District and Kids on Course websites
Communicate results to donors in Community Report (annual report)	December 2016	Zach Johnson Foundation supporters, donors to Kids on Course University	Mailing

7.1 Current Partnerships: Perhaps the strongest element of Kids on Course University aside from its rigorous academic intervention is the community support it has. Partners have stepped up to provide everything from meals to librarians, at no cost to the program itself. The community has already given \$376,320 in services and dollars and the Zach Johnson Foundation will fundraise to bring in an additional \$160,000 to bring the most high quality program possible to 750 children who need this support most.

Partner	Contribution Description	Dollar Value
Horizons, a Family Service Alliance	USDA approved Breakfast and Lunch daily, more than 40,000 meals	\$115,000
Cedar Rapids Community School District	Donating the five site buildings, custodial services, and all administrative costs in being the employer or record and fiscal agent for Kids on Course University	\$96,585
Zach Johnson Foundation	\$60,000 in a start-up donation, \$36,375 for staff in-kind support	\$96,375
Kirkwood Community College	Adult Literacy and Adult Education program navigators to present at all Parent Nights and provide ongoing support for guardians to increase their skills	\$24,000
United Way of East Central Iowa 55+ Initiative	Seniors who will be Pen Pals for all third and fourth graders	\$15,000
United Way of East Central Iowa Youth Achievement Corps	12 AmeriCorps Members who will serve as classroom assistants	\$17,360
Cedar Rapids Schools Foundation	\$12,000 to fund librarians at each site	\$12,000
TOTAL		\$376,320

Horizons, A Family Service Alliance, operates Meals on Wheels and operates a professional kitchen in Cedar Rapids. This non-profit runs the Summer Food Service Program which is how Kids on Course University is able to serve two meals each day at no cost to the program or participants.

Cedar Rapids Community School District is a joint applicant and contributing significant resources in-kind. All 15 school principals who will have students attending Kids on Course University are required to spend two weeks at the KCU site. These principals do work year-round, so their time is not part of the in-kind gift. But these principals will be devoted to supporting the administrative side of KCU without impacting the budget. Having a current principal on hand at all times and at all KCU sites offers a very high

level of support and experience. The CRCSD is also donating all accounting services, custodial services, air conditioning and lighting costs, as well as space in all five schools serving as KCU sites. This contribution allows Kids on Course University to have zero administrative costs that donated or 21st CCLC dollars will ever cover.

The Zach Johnson Foundation is a joint applicant and contributing cash and in-kind donations to Kids on Course University. ZJF created KCU more than three years ago and is providing consultation services, best practices, translation services and ongoing staff support at no cost. It has been the purpose of ZJF from the start to serve as many children in Cedar Rapids touched by poverty as possible. Foundation directors believe education is the great equalizer in this world and eliminating the achievement gap creates a better future for all.

Kirkwood Community College brings expertise in adult education to Kids on Course University. This partnership allows professionals at Kirkwood to inform, recruit and guide parents so can gain skills and improve their own earning potential and quality of life.

United Way of East Central Iowa provides support with 12 Youth Achievement Corps Members who will work with classroom teachers as assistants, similar to para-educators. UWEI is also tapping its vast senior volunteer pool and linking them as Pen Pals with third and fourth graders at KCU.

Cedar Rapids Schools Foundation is giving the gift of reading materials to the 750 children at KCU. They are funding 100% of the cost to have a librarian at each KCU site so students may have access to books, a known predictor of reading success.

7.2 Future Partnerships: All of the current partners have voiced a willingness to be engaged in Kids on Course University for multiple years, with some likely increasing their level of giving.

A team of fundraising experts from the Zach Johnson Foundation have a robust strategy for acquiring additional support in the future, especially as the potential 21stCCLC winds down after year three. As word spreads about the results of Kids on Course University, more partners are likely to have an interest in investing in the program's success.

Local universities have made early inquiries into the Kids on Course University effort. The hope is that colleges in Iowa, especially those with strong education programs, will allow students to earn course credit, internship hours or even practicum hours for being a part of Kids on Course University. This type of effort will likely take months of research and work to create a win-win, but the opportunity for a collaboration of this nature is phenomenal.

8.1 Experienced Evaluator

The evaluation will be conducted the National Resource Center for Family Centered Practice (NRCFCP) at the University of Iowa, under the direction of Associate Professor Miriam J. Landsman, Ph.D. For more than 30 years, the NRCFCP has partnered with state and community-based human service agencies to design and implement rigorous formative and summative program evaluations that help staff align their activities with program goals and measure the extent to which desired results are achieved, building in ongoing feedback for continuous program improvement. Dr. Landsman and NRCFCP research staff have extensive experience in using performance measures and in providing detailed process and performance data to state and federal funding agencies through web-based portals and narrative reports. Dr. Landsman has conducted program evaluations for the Iowa Department of Education, the Iowa Department of Human Services, Iowa Department of Public Health, and the Iowa Department of Human Rights. She has also been the Principal Investigator for numerous federal research and demonstration grants, many of which require submission of performance data to the federal funding agency and cross-site evaluators. Dr. Landsman can be contacted by email (miriam-landsman@uiowa.edu), phone (319/335-4934), or mail (351 North Hall, Iowa City, Iowa 52242).

Several key elements guide NRCFCP's evaluation approach. First is the value of collaboration with stakeholders in designing, implementing, and using evaluation results to strengthen practice. In keeping with this value, community stakeholders have endorsed the proposed evaluation plan and have committed to all proposed activities. In addition, the voices of diverse stakeholders—including parents, and teachers—will be included and their feedback incorporated into program improvement. Second is use of the most rigorous and feasible evaluation approach, using a combination of quantitative and qualitative data to capture both measurable outcomes and interpretative data to provide further insight into numerical results. Third is a commitment to quality, accuracy and timeliness. Staff take very seriously the requirement for accurate, complete, and timely data, and will provide all requested data and program information to the state. Fourth, if evaluation results are to be used, they must be presented in ways that are understandable, relevant to, and ultimately accessed by stakeholders. NRCFCP is committed to providing results in clear and accessible language, and to disseminating results through venues that will reach stakeholders, including newspapers, radio and television stations, websites of school districts, and KCU, as well as the Zach Johnson Foundation constituents (see communication plan).

8.2 Using Evaluation Results

The evaluation plan includes strong mechanisms for providing ongoing review of program implementation and results and feedback to stakeholders for purposes of continuous program improvement. The evaluators will review data with the KCU Stakeholder Advisory group, which includes representatives from community partners (including parents), and which meets monthly to guide program development and improvement. Through discussion of program processes and results, strategies for strengthening the program will be identified and implemented.

Evaluation procedures and measures are closely aligned with the project's goals, objectives, and activities. Section 3.1-3.4 depicts the specific measures and tools used to evaluate process and outcomes associated with each activity.

Measures. Descriptive information will be obtained for all KCU children, including gender, race/ethnicity, school, grade, English Language Learners, eligible for free or reduced-lunch, and special education services. A research identification number assigned to each child will be used in place of names or other identifying information.

Process measures, essential to evaluating whether program activities have their intended effects, include measures of program fidelity and participation. Model fidelity will be assessed by adherence to specified staff credentials, teacher:student ratios, and curricular content. Program participation will be measured with daily and event-specific attendance records, as well as numbers of students participating in each activity. Outcomes --changes in literacy and math, and learning growth or loss over the summer-- will be measured with scores on two instruments: the FAST aReading tool which is administered by the school district in the Spring and Fall semesters, and the Fuchs and Fuchs assessment of math skill, administered by KCU staff during the first and final weeks of the 6-week summer program.

Data collection. Process data on attendance and participation will be collected by project staff with training from the evaluator, using a web-based data entry system to expedite transfer of information. Scores from FAST aReading and Fuchs and Fuchs will be transmitted to the evaluator from the school district and KCU, respectively. All data will be linked by research identification number to protect confidentiality.

Building sustained community support for KCU requires input from key stakeholders, including parents, teachers, and community partners, and feeding this information back to stakeholders. Brief web-based and paper-based surveys assessing satisfaction with various program components and querying stakeholders about what is working well and what needs to be strengthened will be administered yearly. Since many families from low income households don't have access to a computer a paper survey will be made available, as well as those translated into the family's home language.

Data analysis. Process measures of fidelity and participation will be monitored intensively, particularly in the early weeks of the summer program each year, so that adjustments can be made quickly. After fall FAST scores are administered by schools, the evaluator will merge data on child characteristics, participation measures, and test scores. Outcomes of KCU will be assessed in several ways: 1) in comparison to the program's stated benchmarks; 2) in relation to the consistency and amount of program participation; 3) comparatively across child characteristics and schools; and 4) in comparison to district students who are considered "substantially deficient" but who do not attend KCU. Stakeholder survey data, analyzed annually, will be used in planning for the subsequent year's KCU program.

Publicizing evaluation results. For dissemination to community stakeholders, evaluation results will be written briefly, in language with minimal research jargon, and supported by visual aids (charts, graphs) that are readily understood by those with varied learning styles. Evaluation results from the summer program will be disseminated to the community in October of each year through news venues, school district and KCU websites and partnering community agencies, and other vehicles proposed by stakeholders. Results will also be disseminated in December of each year through the Zach Johnson Foundation's annual report, which is mailed to supporters and donors.

9.1 Justification for 21CCLC Funding: Below is a detailed description of how the 21CCLC dollars for Years 1, 2 and 3 would be used as listed in Form D2, as well as justification, what percentage of the line budget the 21CCLC covers and how it aligns with the proposed activities. No staff travel costs are anticipated. There are zero administrative costs in this program as all are donated in-kind.

Category	Necessary and Reasonable because...	21CCLC portion	% covered by 21CCLC	Aligns with proposed activities by...
Personnel	High quality licensed teachers are best able to improve literacy skills	\$37,000	51.8%	Carrying out proven instructional methods
Materials & Family Literacy	Acquiring guided reading books, math manipulatives, Quirkies games and provide food at Parent Nights	\$2,000	21.5%	Aligning with student interest and level with engaging and appropriate text, and learning tools; improving attendance at Parent Nights
Professional Development	Training before KCU with all staff on direct instruction, individualized learning and grouping students according to school year data	\$2,000	55.9%	Ensuring students begin on the first day of KCU with instruction that matches where they are currently to get them where they need to be
Access/Transportation	Busing to and from KCU each day	\$3,000	37.5%	Reducing a significant barrier to attendance
Evaluation	University of Iowa researcher has the skills and experience to independently assess the program	\$1,000	29.4%	Ensuring results are valid and are shared with a wide audience with fidelity
Total		\$45,000	46.9%	

9.2 Supplementing, Not Supplanting, Funding: The potential 21CCLC dollars would comprise less than 30% of the total Kids on Course University budget. This brings together many partners in the community while ensuring those who also serve the target population are not hurt, but enhanced through this effort. For example, Horizons was struggling to reach food insecure children over the summer through its open meal sites due to challenges recruiting volunteers, weather forcing meal site closures, and inconsistent attendance from children leading to wasted food and unmet needs. With this partnership Horizons will serve more at-risk children in the summer than it ever has and more consistently. Also, four other non-profits serve the student populations that this grant will likely serve: Boys and Girls Club of Cedar Rapids, Jane Boyd/Four Oaks, Waypoint and the YMCA. Leaders from all four groups are aware of Kids on Course University and transportation hand-offs have been assured so students can be part of multiple programs. Kids on Course University will transport students free of charge.

Below is a breakdown of the total Kids on Course University budget for each year

Category	Total cost	21CCLC Funding	% covered by 21CCLC	Entities covering the remaining costs
Personnel	\$357,430	\$185,000	51.8%	\$160,430 from ZJF led community fundraising, \$12,000 from Cedar Rapids Schools Foundation
Materials + Family Literacy	\$46,500	\$10,000	21.5%	\$24,000 from Kirkwood Community College, \$12,500 from ZJF
Professional Development	\$17,895	\$10,000	55.9%	\$7,895 from ZJF
Transportation	\$40,000	\$15,000	37.5%	\$25,000 from ZJF
Evaluation	\$17,000	\$5,000	29.4%	\$12,000 from ZJF
Field Trips & Enrichment	\$11,250	\$0	0%	\$8,645 from ZJF led community fundraising, \$2,605 from ZJF
Meals	\$115,000	\$0	0%	\$115,000 from Horizons
Volunteer Management	\$15,000	\$0	0%	\$15,000 from UWECL 55+ program
AmeriCorps Support	\$17,360	\$0	0%	\$17,360 from UWECL Youth Achievement Corps
Building & Custodial	\$96,585	\$0	0%	\$96,585 from Cedar Rapids School District
Kids on Course support	\$36,375	\$0	0%	\$36,375 from ZJF
Total	\$770,395	\$225,000	29.2%	\$545,395



Memorandum of Understanding with the Cedar Rapids Community School District

The Zach Johnson Foundation's mission is to improve the lives of children and families touched by poverty. The Kids on Course University program, created in partnership with the Cedar Rapids Community School District, is the most efficient and effective vehicle in which the ZJF can fulfill its mission. The Zach Johnson Foundation is proud to be the Applicant Agency and is jointly submitting the application for the 21st Century Community Learning Center funding with the Cedar Rapids Community School District.

Children who are experiencing barriers to success often have more than one obstacle in their way. That is why Kids on Course University is so comprehensive in the services it offers to children struggling in reading. This multi-pronged approach addresses food insecurity, transportation needs, family literacy and engagement, as well as high quality academic support to the children at zero cost to families. Such a program has expenses that no single grant or funding source can shoulder alone. That is why the Zach Johnson Foundation is giving \$60,000 in start-up cash and an additional \$36,375 of in-kind staff support to Kids on Course University for a minimum of three years, starting in July 2016.

The Zach Johnson Foundation is also spearheading a community fundraising effort to fill any remaining financial gaps. ZJF takes responsibility in ensuring Kids on Course's funding is consistent and reliable.

Zach Johnson is a PGA TOUR golfer who has enjoyed terrific success in his career. Zach openly shares that his hometown of Cedar Rapids, Iowa, shaped who he is on the golf course, in his home as a father and husband as well as his philanthropic work. This community gave him the opportunities and support to put him on course for greatness, and that's exactly what Kids on Course University does for the kids they serve.

A handwritten signature in black ink, appearing to read 'Pat Cobb', is written over a horizontal line.

Pat Cobb, Chairman, The Zach Johnson Foundation

December 8, 2015

Date



CEDAR RAPIDS COMMUNITY SCHOOLS
FOUNDATION

December 1, 2015

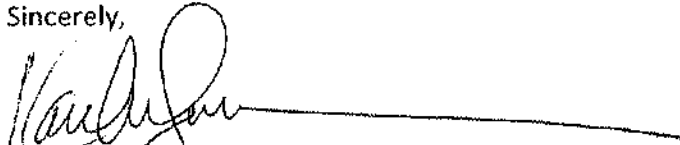
MEMORANDUM OF UNDERSTANDING

The Cedar Rapids Community Schools Foundation (CRCSF) believes that all children have the capacity to reach their potential with the right mix of academic support, enriching opportunities and access to nutrition and medical care. The Kids on Course University program has provided all of those in a safe setting for students most in need in Cedar Rapids and we are happy to support this program's expansion through the 21st Century Community Learning Center grant.

The CRCSF has committed to provide at least \$12,000 toward the *Summer Literacy Program* for summer 2016.

This opportunity means more than 700 children will reduce their summer learning loss, and many of them are even likely to gain skills based on the previous success of the Kids on Course University model. As a district with more than half of the children qualifying for free or reduced price lunches, this program is truly needed.

Sincerely,


Karen A. Swanson, CFRE
Executive Director

Dec. 3, 2015

MEMORANDUM OF UNDERSTANDING

Horizons, a Family Service Alliance, believes nutrition fuels strong communities. We serve high quality meals that comply with USDA guidelines and will share our services with the approximately 700 children who will be part of the Kids on Course University program through the Cedar Rapids School District. Horizons will serve breakfast and lunch to all children under the age of 18 at the Kids on Course University sites as part of the USDA Summer Meals program.

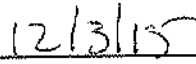
The in kind value of the more than 40,000 meals is approximately \$115,000.

Horizons will prepare and transport the meals to the Kids on Course University sites. Those sites will have staff trained to track the children consuming the meals as are required by the USDA.

This partnership allows Horizons to expand its reach in serving more food insecure over the summer than ever before here in the Cedar Rapids area. It's also a way to couple high quality meals with high quality programming, something that can make a long lasting impact in the lives of these children.



Mike Barnhart
Horizons, A Family Service Alliance



Date

Memorandum of Understanding



The United Way of East Central Iowa will provide Youth Achievement AmeriCorps (YAA) Members to support the Kids on Course University program through the Cedar Rapids Community School District. This partnership will provide much needed academic support to students who most need free high quality summer programming.

The United Way of East Central Iowa will provide 12 AmeriCorps members dedicating 25 hours per week for 8 weeks (6 weeks of camp and 2 weeks of preparation and training), for an in-kind gift of **\$17,360**.

The Cedar Rapids Community School District agree to adhere to regulations and policies of the Youth Achievement AmeriCorps program as outlined in the 2015-2016 Youth Achievement AmeriCorps Partner Agreement, and annual partner agreements hereafter, including but not limited to; ensuring members perform allowable activities, providing host site supervision and support and ensuring members do not perform any prohibited activities in accordance with AmeriCorps regulations.

Kids on Course University grew out of a community need that we at the United Way of East Central Iowa are proud to address. This effective program will be further enhanced by the Youth Achievement AmeriCorps Members who are charged with increasing literacy skills in at risk populations. These Youth Achievement AmeriCorps Members will be paired with the classroom teachers to assist in small groups for math, reading and writing instruction. The addition of these National Service members will provide even more positive role models for the elementary school students while supporting their specific learning needs.

Handwritten signature of Lois Buntz in black ink.

Lois Buntz
CEO, United Way of East Central Iowa

Handwritten signature of the date "December 2, 2015" in black ink.

Date

Handwritten signature of Valerie DeLeon in black ink.

Valerie DeLeon
Executive Director
Cedar Rapids Comm. Schools

Handwritten signature of the date "December 4, 2015" in black ink.

LIVE UNITED™



United Way
of East Central Iowa

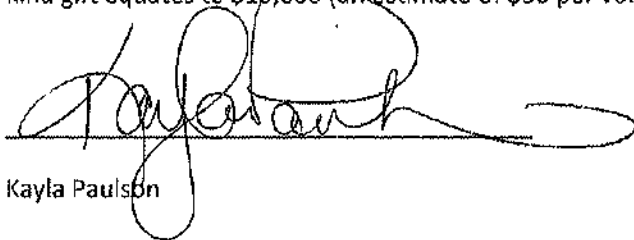
December 4, 2015

Memorandum of Understanding

United Way of East Central Iowa agrees to connect volunteers to the Live United Pen Pals program to help struggling readers of Cedar Rapids Community School District through Kids on Course University. This program pairs volunteers throughout the greater Cedar Rapids area with third and fourth graders at Kids on Course University to write letters to each other. This experience brings such joy to homebound seniors, mature volunteers, and active professionals while giving the young writers an eager audience.

United Way of East Central Iowa, including the 55+ Initiative, works towards increasing literacy and connecting positive adult role models with local students. Live United Pen Pals was created by United Way's 55+ Initiative to provide an impactful volunteer opportunity for mature volunteers and homebound seniors. The impact on both the volunteer and student transitioned this program to allowing adult volunteers that are looking for a flexible, low time commitment, and high impact volunteer opportunity participate. Helping readers and writers who've faced challenges to their learning is certainly a noble cause. We know that in Cedar Rapids, as in other parts of the country, there's an achievement gap between students of color and their white peers, and students from low income households and there more income stable classmates. Any effort to boost students who have fallen behind deserves our support and we at United Way of East Central Iowa are happy to contribute in this meaningful way.

We are happy to help recruit, train, connect, and coordinate the volunteers for Kids on Course University's Pen Pal Project through the United Way's Live United Pen Pal Program at no cost, this in-kind gift equates to \$15,000 (an estimate of \$50 per volunteer if all have an unduplicated match).



Kayla Paulson

United Way of East Central Iowa Volunteer Engagement

12/4/15

Date



6301 Kirkwood Blvd. NW
P.O. Box 2068
Cedar Rapids, Iowa 52406

319-398-5500
800-332-2155

www.kirkwood.edu

Memorandum of Understanding

Kirkwood Community College is committed to building stronger families by ensuring parents are earning a wage that brings them independence and opportunity. We will provide these opportunities during Parent Nights that the Kids on Course University expansion will host at each of its program sites in Cedar Rapids, pending the 21st Century Community Learning Center grant.

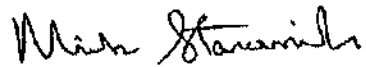
Kirkwood Community College will provide information about the following programs:

- Adult Basic Education and Adult Literacy Program
- Adult High School Completion Program
- English as a Second Language
- PACE – Pathways of Academic Career Education and Employment – Certificate, Diploma, Degree Pathways
- Gap Tuition Assistance

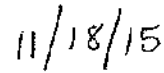
The in-kind gift for providing the information about these programs at the Kids on Course University Parent Nights is \$24,000. Kirkwood Community College will commit pathway navigators (Kirkwood PACE case managers) attendance at information nights, as well as provide program and advising materials to parents and guardians. Pathway navigators will be available for scheduled appointments with parents and guardians as they investigate education and training opportunities as well as conduct outreach as appropriate to parents and guardians that might be reluctant to seek out this information. Based on Kirkwood's prior work with the adult learning community, we anticipate providing 30 parents or guardians tuition assistance to engage in adult basic education, high school completion or PACE and GAP certificate, diploma or degree programs.

One program that could especially benefit guardians of the students attending Kids on Course University is PACE. Adults can enter the program at any phase in their education or careers. Some participants dropped out of high school, while others are working full time but want to earn more without going into debt for student loans and child care expenses. PACE connects each adult with a PACE navigator to choose an in-demand career path, receive social supports, enroll in the necessary courses, secure financial aid and connect with companies in the community that are hiring. This program has an 88% completion rate!

While the children at Kids on Course University are closing the achievement gap through summer learning, their parents will have the opportunity to create a more stable future for their families through the many programs Kirkwood offers.



Dr. Mick Starcevic
President, Kirkwood Community College



Date



November 16, 2015

Iowa Department of Education
Division of Learning and Results
Grimes State Office Building
400 E 14th Street
Des Moines, IA 50319

Dear 21st Century Community Learning Center Grant Reviewers,

It's with enthusiastic support that I'm writing to support the Cedar Rapids School District's application to bring Kids on Course University to 16 elementary schools in our community. This summer program will address many of the concerns we have been focused on in many sectors of Cedar Rapids. Ensuring our children are will prepared for the future is one of the most critical aspects of government, and even at the local level we work to nurture those most at risk of falling through the cracks.

Cedar Rapids has had a gap in summer programming targeting children who come from families without the means to pay for camps, child care, tutors or other enriching experiences. Summer is a critical opportunity to ensure these most vulnerable members of Cedar Rapids have nutritious meals, learning opportunities, safe places to play, and connections with positive role models. Kids on Course University offers all of this and more. To know that 790 children will have this experience is potentially life-changing for them on an individual level, and for the city as a whole.

The success of Kids on Course University over the past three summers is well documented. Bringing this shining star of a program to scale would mean so much to these children, their families, and our city.

Sincerely,

A handwritten signature in black ink that reads "Ron J. Corbett".

Ron J. Corbett, Mayor
City of Cedar Rapids

November 17, 2015

Iowa Department of Education
Division of Learning and Results
Grimes State Office Building
400 E 14th Street
Des Moines, IA 50319

Dear Twenty-First Century Community Learning Center Grantors,

As the leaders of the Reading Into Success strategy within the greater Cedar Rapids area, we would like to speak in favor of the *Kids on Course University* program. We've reviewed this program along with others in the community who serve at-risk youth over the summer. *Kids on Course University* addresses the academic, emotional, behavioral, and physical needs of students who truly need a whole child strategy to meet them where they are and move them forward.

Reading Into Success is part of the Campaign for Grade Level Reading and one of the specific areas we target is summer learning loss. Research tells us that students from disadvantaged homes are likely to lose more than two months of reading skills over the summer. In reviewing the school district-generated data on Kids on Course University attendees, we found the summer slide phenomenon disappeared. This is an impressive feat considering that more than three quarters of the students qualified for Free or Reduced price lunches through their schools.

Unfortunately, the greater Cedar Rapids area does not have many free, high quality programs to give struggling elementary school students the chance to maintain, or even catch up, academically over the summer. Expanding the successful Kids on Course University would help tremendously and we hope the 21st Century Grant can make this possible.

With appreciation,



Laura Columbus and Doug Griesenauer
Reading Into Success
Cedar Rapids, IA

FORM A: SITE INFORMATION

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

21CCLC Site Name: Grant Wood Elementary School		
Site Address: 645 26th St. SE		
City, State, Zip: Cedar Rapids, Iowa 52403		
Phone: 319-558-2467		
Site Contact Person: Cynthia M. Stock		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Johnson STEAM Academy	1351	70
Arthur Elementary School	1306	30
Grant Wood Elementary	1333	50
21CCLC Site Name: Hiawatha Elementary School		
Site Address: 603 Emmons St.		
City, State, Zip: Hiawatha, Iowa 52233		
Phone: 319-558-2172		
Site Contact Person: Eric Christensen		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Nixon Elementary School	1365	30
Wright Elementary School	1390	75
Hiawatha Elementary School	1342	45
21CCLC Site Name: Harrison Elementary School		
Site Address: 1310 11th St. NW		
City, State, Zip: Cedar Rapids, Iowa 52405		
Phone: 319-558-2269		
Site Contact Person: Amy Russell		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Grant Elementary School	1329	55
Van Buren Elementary School	1388	55
Harrison Elementary School	1336	40
21CCLC Site Name: Garfield Elementary School		
Site Address: 1201 Maplewood Dr. NE		
City, State, Zip: Cedar Rapids, Iowa 52402		
Phone : 319-558-2169		
Site Contact Person : Joy Long		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Madison Elementary School	1360	30
Kenwood Elementary School	1354	60
Garfield Elementary School	1327	60

21CCLC Site Name: Cleveland Elementary School		
Site Address: 2200 First Ave. NW		
City, State, Zip: Cedar Rapids, Iowa 52405		
Phone : 319-558-2463		
Site Contact Person : Denise Pape		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program
Hoover Elementary School	1345	65
Truman Elementary School	1380	20
Cleveland Elementary School	1312	65

(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

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
<i>Beth Malicki</i>	The Zach Johnson Foundation

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
<i>Bruce B...</i>	Cedar Rapids Community School District
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
<i>Dennis M. Lopez</i>	Cleveland Elementary School
<i>Joy C. Long</i>	Garfield Elementary School
<i>Cynthia M. Stok</i>	Grant Wood Elementary School
<i>Amy Quince</i>	Harrison Elementary School
<i>Eric Chastain</i>	Hiawatha Elementary School

FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Chris Chicchelly Physical education teacher	Agency	Harrison School
Signature	<i>Chris Chicchelly</i>	Address	1310 11th St. NW
		City/Zip	CR, IA 52405 Phone 558-2269
Name/Title	Jeff Ouel	Agency	Harrison Elementary
Signature	<i>Jeff Ouel</i>	Address	1310 11th St. NW
		City/Zip	CR, IA 52405 Phone 558-2269
Name/Title	Rachel Baugh	Agency	PTA
Signature	<i>Rachel Baugh</i>	Address	1200 8th St NW
		City/Zip	CR, Iowa 52405 Phone 431-1881
Name/Title	Counselor	Agency	Harrison Elementary
Signature	<i>B. Baker</i>	Address	1310 11th St NW
		City/Zip	CR 52405 Phone 558-3134
Name/Title	Sherry Hancock / Principals Secretary	Agency	
Signature	<i>Sherry Hancock</i>	Address	1310 11th St. NW
		City/Zip	CR 52405 Phone 558-2269
Name/Title	Jen Erwin - PACT	Agency	Harrison Elementary
Signature	<i>Jen Erwin</i>	Address	1310 11th St NW
		City/Zip	CR 52405 Phone 558-3019
Name/Title	Kim Dahl / Title One	Agency	CRSD HARRISON
Signature	<i>Kim Dahl</i>	Address	1310 11th St NW
		City/Zip	CR 52405 Phone 558-2269
Name/Title	Amber Strang / Teacher	Agency	
Signature	<i>Amber Strang</i>	Address	1310 11th St NW
		City/Zip	CR 52405 Phone 558-2269
Name/Title	Sara McBride / teacher	Agency	1310 11th St NW
Signature	<i>Sara McBride</i>	Address	
		City/Zip	CR, IA 52405 Phone 558-3549

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.

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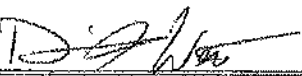


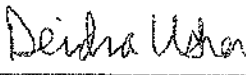
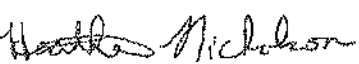
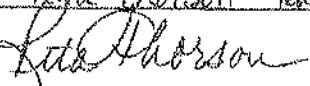
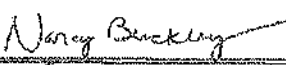


Name/Signature		Agency Affiliation	
Name/Title	<i>Brenda Schmidt</i>	Agency	<i>Cedar Rapids Schools</i>
Signature	<i>[Signature]</i>	Address	<i>2525 29th St SW</i>
		City/Zip	<i>52404</i> Phone <i>558-1991</i>
Name/Title	<i>Athena Krabe</i>	Agency	<i>CRCSD</i>
Signature	<i>Katherine Krabe</i>	Address	<i>2525 29th St SW</i>
		City/Zip	<i>52404</i> Phone <i>558-3820</i>
Name/Title	<i>Kent Ryan - Principal</i>	Agency	<i>CRCSD - Van Buren</i>
Signature	<i>[Signature]</i>	Address	<i>2525 29th St SW</i>
		City/Zip	<i>52404</i> Phone <i>558 2317</i>
Name/Title	<i>Beth Engstrom ICRS</i>	Agency	<i>CRCSD - Van Buren</i>
Signature	<i>[Signature]</i>	Address	<i>110 General Ave</i>
		City/Zip	<i>Maria 52307</i> Phone <i>319 432 8145</i>
Name/Title	<i>Jan Fields / CR COORDINATOR</i>	Agency	<i>CRCSD - Van Buren</i>
Signature	<i>[Signature]</i>	Address	<i>2525 29th St SW</i>
		City/Zip	<i>Cedar Rapids / 52404</i> Phone <i>319-558 3284</i>
Name/Title	<i>Amy Strain / Teacher</i>	Agency	<i>CRCSD - Van Buren</i>
Signature	<i>[Signature]</i>	Address	<i>2525 29th St SW</i>
		City/Zip	<i>Cedar Rapids 52404</i> Phone <i>319-558-1248</i>
Name/Title	<i>Lindsey Niles / Teacher</i>	Agency	<i>CRCSD - Van Buren</i>
Signature	<i>[Signature]</i>	Address	<i>2525 29th St SW</i>
		City/Zip	<i>Cedar Rapids, IA 52404</i> Phone <i>319-558-1941</i>
Name/Title	<i>Janet Whinnick / Custodian</i>	Agency	<i>CRCSD - Van Buren</i>
Signature	<i>[Signature]</i>	Address	<i>2525 29th St SW</i>
		City/Zip	<i>Cedar Rapids 52404</i> Phone <i>319-558-6556</i>
Name/Title	<i>Andrew Truitt / Teacher</i>	Agency	<i>CRCSD - Van Buren</i>
Signature	<i>[Signature]</i>	Address	<i>2525 29th St SW</i>
		City/Zip	<i>CR</i> Phone <i>319 558-1248</i>

Grant Signatures

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	David Wertz Student Support Liaison	Agency	Grant Elementary
Signature		Address	254 Outlook Dr.
		City/Zip	Cedar Rapids 52404 Phone 558-2020
Name/Title	Lorrie Stusak retired Teacher	Agency	home
Signature		Address	2320 C Ave NE
		City/Zip	Cedar Rapids 52402 Phone 319-364-2717
Name/Title	Sarah Small College Student	Agency	UOE Ullrich
Signature		Address	105 W. DANA AVE
		City/Zip	ELKHART, IA Phone 508-210-9384
Name/Title	Deidra Usher Paraeducator	Agency	Grant elementary
Signature		Address	254 Outlook Dr.
		City/Zip	CR 52404 Phone 558-2020
Name/Title	Ka Heather Nicholson Paraeducator	Agency	Grant Elementary
Signature		Address	254 Outlook Dr
		City/Zip	CR 52404 Phone 558-2020
Name/Title	Rita Thorsen Teacher	Agency	Grant Elementary
Signature		Address	254 Outlook Dr SW
		City/Zip	Cedar Rapids IA Phone 558-2020
Name/Title	Nancy Buckley Teacher	Agency	Grant Elementary
Signature		Address	254 Outlooks Dr. SW
		City/Zip	CR 52404 Phone 558-1622
Name/Title	Katie Christiansen IDS	Agency	Grant Elementary
Signature		Address	254 Outlook Dr. SW
		City/Zip	CR 52404 Phone 558-2020
Name/Title	Lisa Shepard Teacher	Agency	Grant Elementary
Signature		Address	254 Outlook Dr. SW
		City/Zip	CR 52404 Phone 558-2020

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.

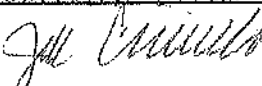

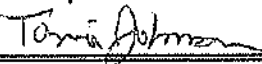


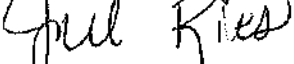
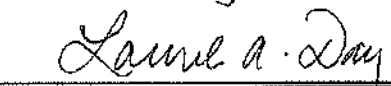

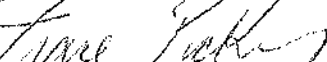
Applications only allowed up to five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Hiawatha Secretary	Agency	Hiawatha Elementary
Signature	<i>Robin Shaver</i>	Address	603 Emmons St
		City/Zip	Hiawatha 52233 Phone 319-558-2172
Name/Title	Hiawatha Building Sub	Agency	Hiawatha Elementary
Signature	<i>Carissa Miller</i>	Address	603 Emmons St
		City/Zip	Hiawatha Phone 319-558-2172
Name/Title	Health Secretary	Agency	Hiawatha Elementary
Signature	<i>Anna Bunkin</i>	Address	603 Emmons St
		City/Zip	Hiawatha Phone 558-2793
Name/Title	Counselor	Agency	Hiawatha Elementary
Signature	<i>Alisha C.</i>	Address	603 Emmons St
		City/Zip	Hiawatha Phone 319-558-2785
Name/Title	Joe Kramer Facilitator	Agency	Hiawatha School
Signature	<i>J Kramer</i>	Address	603 Emmons St
		City/Zip	Hiawatha 52233 Phone 558-2172
Name/Title	Justy Griffin	Agency	Hiawatha School
Signature	<i>Justy Griffin</i>	Address	603 Emmons St
		City/Zip	Hiawatha 52233 Phone 558-2172
Name/Title	Randina Johnson	Agency	Hiawatha School
Signature	<i>Randina Johnson</i>	Address	603 Emmons St
		City/Zip	Hiawatha Phone 588-3254
Name/Title	Cindy Green / 4th grade	Agency	Hiawatha Elementary
Signature	<i>Cindy Green</i>	Address	603 Emmons St
		City/Zip	Hiawatha 52233 Phone 588-3517
Name/Title	Berrie Penner Media Secretary	Agency	Hiawatha Elementary School
Signature	<i>Berrie Penner</i>	Address	603 Emmons St
		City/Zip	Hiawatha 52233 Phone 558-2172

FORM C: COLLABORATIVE SIGNATURES

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

Name/Signature		Agency Affiliation	
Name/Title	Jill Livivello Executive Director Human Resources	Agency	Cedar Rapids Schools
Signature		Address	2500 Edgewood Rd NW
		City/Zip	Cedar Rapids 52405 Phone 319-558-1119
Name/Title	Bob Graham, Executive Dir. Bus Services	Agency	CEDAR RAPIDS SCHOOLS
Signature		Address	2500 Edgewood Rd NW
		City/Zip	CEDAR RAPIDS IA Phone 319-558-1237
Name/Title	Tania Johnson Cedar Rapids Education Association President	Agency	Cedar Rapids Schools -
Signature		Address	2500 Edgewood Rd. NW
		City/Zip	CR, 52405 Phone 319-558-4716
Name/Title	Lori Bruzek, Technology Director	Agency	Cedar Rapids Schools
Signature		Address	2500 Edgewood Rd NW
		City/Zip	Cedar Rapids, IA Phone 319-558-1172
Name/Title	Paul Hayes, Director of Learning Support	Agency	Cedar Rapids Schools
Signature		Address	2500 Edgewood Rd NW
		City/Zip	Cedar Rapids 52405 Phone 319-558-3183
Name/Title	Jill Kies, Regional Admin.	Agency	Grantwood Area Education Agency
Signature		Address	4401 6 th St. SW
		City/Zip	Cedar Rapids Phone 319-399-6809
Name/Title	Laurel A. Day, Administrator	Agency	CR Comm Schools
Signature		Address	2500 Edgewood Rd NW
		City/Zip	CR Phone 319/558-2223
Name/Title	Bradley A. Buck	Agency	CRCSD
Signature		Address	2500 Edgewood Rd. NW
		City/Zip	Cedar Rapids IA Phone 319-558-2223
Name/Title	Trace Pickering, Assoc. Supt.	Agency	CRCSD
Signature		Address	2500 Edgewood Rd NW
		City/Zip	CR 52405 Phone 319-558-2200

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites for one year):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
<u>5</u>	<u>750</u>	<u>\$225,000</u>	<u>\$675,000</u>

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION

NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.

Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Cleveland Elementary School	\$45,000	\$45,000	\$45,000	\$135,000	150
Garfield Elementary School	\$45,000	\$45,000	\$45,000	\$135,000	150
Grant Wood Elementary School	\$45,000	\$45,000	\$45,000	\$135,000	150
Harrison Elementary School	\$45,000	\$45,000	\$45,000	\$135,000	150
Hiawatha Elementary School	\$45,000	\$45,000	\$45,000	\$135,000	150
	\$225,000	\$225,000	\$225,000	\$675,000	750

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 750

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

Applicant Agency:

Zach Johnson Foundation

Site: Cleveland Elementary School

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 150

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$37,000		\$37,000		\$37,000		\$111,000
Staff Travel	\$0		\$0		\$0		\$0
Materials	\$1,250	\$750	\$1,250	\$750	\$1,250	\$750	\$6,000
Professional Development (minimum 4% per year)	\$2,000		\$2,000		\$2,000		\$6,000
Student Access, Transportation etc. (maximum 8% per year)	\$3,000		\$3,000		\$3,000		\$9,000
Evaluation (about 4% per year)	\$1,000		\$1,000		\$1,000		\$3,000
Administrative/ Indirect Costs (maximum 8% per year)	\$0		\$0		\$0		\$0
Totals	\$44,250	\$750	\$44,250	\$750	\$44,250	\$750	\$135,000

*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 BUDGET

Applicant Agency:

Zach Johnson Foundation

Site: Garfield Elementary School

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 150

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$37,000		\$37,000		\$37,000		\$111,000
Staff Travel	\$0		\$0		\$0		\$0
Materials	\$1,250	\$750	\$1,250	\$750	\$1,250	\$750	\$6,000
Professional Development (minimum 4% per year)	\$2,000		\$2,000		\$2,000		\$6,000
Student Access, Transportation etc. (maximum 8% per year)	\$3,000		\$3,000		\$3,000		\$9,000
Evaluation (about 4% per year)	\$1,000		\$1,000		\$1,000		\$3,000
Administrative/ Indirect Costs (maximum 8% per year)	\$0		\$0		\$0		\$0
Totals	\$44,250	\$750	\$44,250	\$750	\$44,250	\$750	\$135,000

*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 BUDGET

Applicant Agency:

Zach Johnson Foundation

Site: Grant Wood Elementary School

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 150

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$37,000		\$37,000		\$37,000		\$111,000
Staff Travel	\$0		\$0		\$0		\$0
Materials	\$1,250	\$750	\$1,250	\$750	\$1,250	\$750	\$6,000
Professional Development (minimum 4% per year)	\$2,000		\$2,000		\$2,000		\$6,000
Student Access, Transportation etc. (maximum 8% per year)	\$3,000		\$3,000		\$3,000		\$9,000
Evaluation (about 4% per year)	\$1,000		\$1,000		\$1,000		\$3,000
Administrative/ Indirect Costs (maximum 8% per year)	\$0		\$0		\$0		\$0
Totals	\$44,250	\$750	\$44,250	\$750	\$44,250	\$750	\$135,000

*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 BUDGET

Applicant Agency:

Zach Johnson Foundation

Site: Harrison Elementary School

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 150

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$37,000		\$37,000		\$37,000		\$111,000
Staff Travel	\$0		\$0		\$0		\$0
Materials	\$1,250	\$750	\$1,250	\$750	\$1,250	\$750	\$6,000
Professional Development (minimum 4% per year)	\$2,000		\$2,000		\$2,000		\$6,000
Student Access, Transportation etc. (maximum 8% per year)	\$3,000		\$3,000		\$3,000		\$9,000
Evaluation (about 4% per year)	\$1,000		\$1,000		\$1,000		\$3,000
Administrative/ Indirect Costs (maximum 8% per year)	\$0		\$0		\$0		\$0
Totals	\$44,250	\$750	\$44,250	\$750	\$44,250	\$750	\$135,000

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 BUDGET

Applicant Agency:

Zach Johnson Foundation

Site: Hiawatha Elementary School

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 150

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$37,000		\$37,000		\$37,000		\$111,000
Staff Travel	\$0		\$0		\$0		\$0
Materials	\$1,250	\$750	\$1,250	\$750	\$1,250	\$750	\$6,000
Professional Development (minimum 4% per year)	\$2,000		\$2,000		\$2,000		\$6,000
Student Access, Transportation etc. (maximum 8% per year)	\$3,000		\$3,000		\$3,000		\$9,000
Evaluation (about 4% per year)	\$1,000		\$1,000		\$1,000		\$3,000
Administrative/ Indirect Costs (maximum 8% per year)	\$0		\$0		\$0		\$0
Totals	\$44,250	\$750	\$44,250	\$750	\$44,250	\$750	\$135,000

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

f

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.

MOU from Zach Johnson Foundation for cash funding
MOU from Cedar Rapids Schools Foundation for cash funding

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.

MOUS from community groups cover 48.8% of the budget with in-kind donations
MOUS from the Zach Johnson Foundation and Cedar Rapids Schools Foundation provide an additional \$72,000 in start-up cash
Gap is \$169,075 which ZJF is committed to filling, as evidenced in the ZJF MOU

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

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

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

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

Indicate which group is impacted:

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

The proposed grant project programs or policies are **not expected to have** a disproportionate or unique impact on minority persons. Present the rationale for determining no impact:

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


Name: Beth Malicki
Title: Director, Zach Johnson Foundation

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:

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

	Private School Consultation Meeting Log	
	Date December 3, 2015	
	Time 5:00 PM	
	Location KCRG-TV(, 501 2 nd Avenue SE Cedar Rapids, IA 52401	

Meeting called by: Beth Malicki **Type of meeting:** Non-pubic School Meeting
Attendees: No one showed up. Attached are the email invitations

----- 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> _____ -

21st Century Community Learning Centers

Beth Malicki

Wed 11/18/2015 9:47 PM

To: mbartlett@allsaints-crschools.org <mbartlett@allsaints-crschools.org>;

Dear Marlene Bartlett,

I'm writing to invite you to a meeting to learn how your students might be able to receive free summer learning through a program called Kids on Course University. This program has been running for three summers and has served five Cedar Rapids Community School District schools. We are pursuing a grant through the Iowa Department of Education called a 21st Century Community Learning Center grant. This grant would allow us to expand this summer learning opportunity to reach almost 800 children in elementary school across Cedar Rapids and into Hiawatha!

The grant requires us to inform nearby non-public schools of this potential expansion. We also must offer this program to your students, so long as they are eligible for free or reduced priced lunches and meet the requirements of the program. Kids on Course specifically targets children who are not meeting grade level benchmarks on the FAST aReading measurement. We provide high quality instruction in math and literacy from 8:30AM - 1:30PM for six weeks, starting the day after the 4th of July. We also provide USDA approved breakfasts and lunch, as well as transportation, all at NO COST to participants.

We are inviting you to a meeting on Thursday, December 3rd at 5PM at KCRG-TV9 in downtown Cedar Rapids. The address is 501 2nd Avenue SE. This meeting will hopefully answer any questions you might have about enrolling your students in this potential expansion of Kids on Course University. Please reply to this email to let me know if you will be attending.

If you'd prefer not to have any of your students participate, or feel none of your students qualify, please just let me know.

Thank you!

Beth Malicki

Program Leader

Kids on Course

cell: 319-213-6761

Mailing Address: PO Box 2336, Cedar Rapids, IA 52406

Office Location: 222 3rd Street SE, Suite 227, Cedar Rapids, IA 52401

21st Century Community Learning Centers

Beth Malicki

Wed 11/18/2015 9:46 PM

To: andrewsca@crsda.org <andrewsca@crsda.org>;

Dear Julie Olson,

I'm writing to invite you to a meeting to learn how your students might be able to receive free summer learning through a program called Kids on Course University. This program has been running for three summers and has served five Cedar Rapids Community School District schools. We are pursuing a grant through the Iowa Department of Education called a 21st Century Community Learning Center grant. This grant would allow us to expand this summer learning opportunity to reach almost 800 children in elementary school across Cedar Rapids and into Hiawatha!

The grant requires us to inform nearby non-public schools of this potential expansion. We also must offer this program to your students, so long as they are eligible for free or reduced priced lunches and meet the requirements of the program. Kids on Course specifically targets children who are not meeting grade level benchmarks on the FAST aReading measurement. We provide high quality instruction in math and literacy from 8:30AM - 1:30PM for six weeks, starting the day after the 4th of July. We also provide USDA approved breakfasts and lunch, as well as transportation, all at NO COST to participants.

We are inviting you to a meeting on Thursday, December 3rd at 5PM at KCRG-TV9 in downtown Cedar Rapids. The address is 501 2nd Avenue SE. This meeting will hopefully answer any questions you might have about enrolling your students in this potential expansion of Kids on Course University. Please reply to this email to let me know if you will be attending.

If you'd prefer not to have any of your students participate, or feel none of your students qualify, please just let me know.

Thank you!

Beth Malicki

Program Leader

Kids on Course

cell: 319-213-6761

Mailing Address: PO Box 2336, Cedar Rapids, IA 52406

Office Location: 222 3rd Street SE, Suite 227, Cedar Rapids, IA 52401