

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

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APPLICATION INFORMATION

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

County: Woodbury		Amount Requested: \$297,135 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Dr. Paul Gausman		Grant Contact/Project Director: James Vanderloo	
Agency Name: Sioux City Community School District		Agency Name: Sioux City Community School District	
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BEFORE YOU APPLY

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

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

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):
 - Site/Building Name: _____ West Middle School _____
 - Free and Reduced Lunch Rate Percentage: ___ 72.53% _____
 - Site/Building Name: _____ North Middle School _____
 - Free and Reduced Lunch Rate Percentage: ___ 68.09% _____
 - Site/Building Name: _____ East Middle School _____
 - Free and Reduced Lunch Rate Percentage: ___ 56.74% _____
- **Partnerships:** Application proposes to partner with a minimum of 5 community organizations as evidenced by signed Memoranda of Understanding (MOUs). Yes No _____ (If no: the application is not complete.)
- **When will the program run?** (Check or highlight applicable option(s) below):
 - Summer School Only
 - Afterschool Only
 - Before and After School
 - Before and After School and Summer
 - ✓ Afterschool and Summer
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY19 Request for Applications):
 - ___ 207 ___ number of children x ___ 174 ___ days x _____ either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = _____ \$270,135 _____ (total funding request for before and afterschool programs)
- **Summer School Formula**
 - ___ 60 ___ children x ___ 45 ___ of days = (minimum 30 days) x \$10.00 = (total funding amount for summer)
 - Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.
 - The funding formula helps to estimate a starting budget that is modified by partner and district contributions reflected in the budget narrative.

Funding Request for Year One: _____ \$297,135 _____
Number of Children Served in Year One: _____ 267 _____

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: __42-600-3589_____ OR Enter School District Code __97-6039_____

(If applicable) Enter Child Care License #: _____
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COMMUNITY TYPE

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

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

REQUEST FOR COMPETITIVE PRIORITY

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

- Application proposes to serve children and youth in ***schools designated "Priority" or "Needs Improvement" on the Iowa School Report Card*** AND is jointly submitted as a collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity that contributes to the program. NOTE: This collaboration cannot include vendors. *Up to 5 additional points awarded.*

Documentation (2 pieces required):

School	Iowa School Report Card Status Y/N reading and/or math	Noteworthy Student Achievement Data E.g. Achievement gap(s), special student populations, college and career readiness
West Middle School	Needs Improvement Targeted - ESSA	Achievement gaps between subgroups, low achievement
North Middle School	Acceptable Targeted - ESSA	Achievement gaps between subgroups, low achievement
East Middle School	Acceptable Targeted - ESSA	Achievement gaps between subgroups, low achievement

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

- ✓ Application proposes to serve **a county with more than 18% child poverty**. *Up to 5 additional points awarded.*
Documentation: Woodbury count has an **18.5%** child poverty rate, which is a 36% change from 2000-2016. The state of Iowa's child poverty rate is 14.6%.

https://www.cfpciowa.org/documents/filelibrary/kids_count/2016_data/2016_KCCP_0B0ECD1FC15F2.pdf

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

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

Documentation: _____

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

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

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Proposal Abstract

Sioux City Community School District is the fourth largest school district in the state of Iowa and supports the needs characteristic of children in urban schools. There is a high rate of poverty and homelessness, low-wage jobs, rich ethnic diversity, high number of English-language learners and lower student achievement.

There are three middle schools comprising grades 6-8 in the Sioux City Community School District. West Middle School, a minority-majority school, is expected to have 75% of the students qualifying for free or reduced lunch by March 2019. This high level of poverty would cause West Middle School to be classified as a Title I school. North Middle School, also a minority-majority school, has more than 25% of the families that are English language learners. All three middle schools have been recently labeled "Targeted" by the Iowa Department of Education through the Every Student Succeeds Act accountability system.

Families have a need for afterschool programs for middle school students who are not quite mature enough to stay on their own, make appropriate decisions and responsibly complete schoolwork. Students that fall behind in middle school are less likely to be successful in high school. An afterschool program for middle school students in the Sioux City Community School District will meet the needs and interests of adolescents that see themselves as adults. Support will be provided to students that are at-risk of dropping out of school and to students that are struggling in school through an afterschool Academic Club that provides tutoring. Certified teachers, preferably teachers that work in the building during the school day, will operate the Academic Club and other high-interest clubs during the afterschool program. The teachers will have access to the student information system, which allows for seamless communication between the afterschool program teachers and the regular school day teachers. If a student is missing coursework or has a test to study for, the teacher in the afterschool program will know about it and be able to proactively support the needs of the students.

High-interest organized clubs will also be offered afterschool for students. Youth Workers and volunteers will assist certified teachers with the facilitation and monitoring of clubs and field trips. The Youth Workers, volunteers and teachers will be role models and advocates for the students. Students and families will choose to participate in the afterschool program because of the academic support provided, the high-interest clubs provided and the safety of the environment. The afterschool and summer programs will be offered at all three middle schools in the Sioux City Community School District.

Goals of the afterschool and summer middle school program for 267 students are:

Goal 1: Increase students' academic achievement.

Objective 1a: Students actively participate in math and literacy activities as recorded by attendance.

Objective 1b: SPARK participants will increase vocabulary acquisition by 10% as measured by a pre/post vocabulary assessment.

Objective 1c: SPARK participants will increase math and reading achievement on Iowa Statewide Assessment of Student Progress by 5%.

Goal 2: Increase student, parent, and school staff communication to improve student success.

Objective 2a: At least 20 families at each site will attend Family Literacy events.

Objective 2b: At least 80% of parents of SPARK students will attend twice-yearly conferences.

Objective 2c: SPARK students will participate in the SPARK Advisory Council.

Goal 3: Increase student connection to school and adults in school or community.

Objective 3a: School attendance will improve for SPARK students.

Objective 3b: School behavior incidents will decrease for SPARK students.

Objective 3c: At least 80% of SPARK students will attend field trips to community partner sites.

Transportation by the Sioux City Community School District will be provided to neighborhood elementary schools throughout the city after the conclusion of the afterschool and summer programs to eliminate

transportation barriers for students and families. Alternate drop-off points will also be used when elementary buildings are not within walking distance from homes. An example of An alternate drop-off point is a bus stop at one of the trailer courts in the city. Healthy snacks afterschool and lunch and snacks during summer will be provided through the USDA National Hot Lunch program to alleviate food insecurity for students.

Sustainability of the afterschool and summer school programs will continue because of the strong partnerships created throughout the community because of the strong leadership at the three middle schools. Increased student achievement will be directly linked to the successful afterschool and summer programs and will be replicated by other agencies and organizations throughout the community. United Way of Siouxland funds a variety of afterschool and summer programs for youth. Measuring the success of programs and linking the “success” directly to increased student achievement is not currently evident. Through the Sioux City Community School District’s afterschool and summer programs, the goals and objectives for student success are accurately measured to show direct links of programming to student achievement. Partnering with United Way of Siouxland, the Sioux City Community School District will attend monthly meetings with other agencies and organizations that provide afterschool and summer programs to improve literacy programs and services, focusing on the goals, design, desired outcomes, and resource allocation.

Funding of Sioux City Community School District’s request for a 21st Century Community Learning Centers Grant will have a positive impact student achievement. The students targeted for the afterschool and summer programs are the students that are identified as at-risk of dropping out of school and are struggling in school academically. Funding of the grant request will also increase parent involvement with the schools and students’ connections to schools, which are correlates of effective schools. Finally, the funding of Sioux City Community School District’s request for a 21st Century Community Learning Centers Grant will allow the three middle schools in the school district to develop model afterschool and summer programs that can be replicated throughout the state and nation. Development of the model afterschool and summer programs will follow the Lektion approach which was created by researchers from Harvard Graduate School of Education. Lectio training was brought to the state of Iowa by the Campaign for Grade-Level Reading. Sioux City Community School District leaders and other leaders from the Sioux City community attended Lectio training in 2017 and 2018. The Lectio approach will be used with partner agencies to ensure sustainability of quality afterschool and summer programs for Sioux City youth.

Student Needs Assessment

Processes were used to identify middle school student needs that could be addressed through afterschool and summer programs. Each middle school analyzed student needs. Included in the data analysis were teachers, administrators and parents. Community partners identified student needs through the annual Comprehensive Strategy Data Analysis meeting which school district administrators attended. Finally, student needs conversations were held by the School Improvement Advisory Committee (SIAC). Teachers, students, administrators, parents and community members comprise the SIAC. The data analyzed was poverty, student achievement, achievement gaps, attendance, behavior, at-risk factors and criminal activity. The student needs identified by the various stakeholders drives the design of the Sioux City Community School District's afterschool program for middle school students.

Poverty: There are middle school students in the Sioux City Community School District (SCCSD) with high-level needs. Poverty, as measured by free and reduced lunch qualifications, is one of the high-level needs that our students experience. Low-income children experience substantially less cognitive stimulation and enrichment in comparison to more affluent children. Many disadvantaged homes do not have the resources (such as books and educational toys) and/or offer the experiences (including exposure to academic language) that provide a foundation for learning (Bruce, 2008; Rothstein, 2008; Pellino, 2007; Butler, 2006; Hampden-Thompson & Johnston, 2006; Evans, 2004). Students living in poverty have other limited experiences that lead to weaker background knowledge, which requires intense scaffolding of instruction to influence positive academic achievement. A growing percentage of students in SCCSD qualify for free or reduced lunch.

Student Poverty

School	Percent of Students Qualifying for Free or Reduced Lunch
East Middle School	56.74% (50.4% in 2013)
North Middle School	68.09% (64.2% in 2013)
West Middle School	72.53% (71.1% in 2013)

Source: Iowa Department of Education, Bureau of Information and Analysis Service. "2017-18 Iowa Public School K-12 Students Eligible for Free and Reduced-Price Lunch by School."

West Middle School (WMS) is expected to reach 75% of students qualifying for free or reduced lunch by March 2019 or 2020, which will cause WMS to qualify for school-wide Title I services. East Middle School (EMS) has the highest increase in the past five years of the percent of students that qualify for free or reduced lunch, increasing by 6.34%. The EMS neighborhood is changing, which will have an impact on student achievement.

Due to high poverty, there are students at all three schools who have very limited access to appropriate technology to complete homework and school projects from home. Often, their technology is limited to a cell phone, which is not conducive to completing work (SCCSD Parent Survey, 2018). Parents may adequately assist their children in completing homework in the lower grade levels, but when they reach middle school level and academics are more difficult, many parents can no longer provide assistance either because the work is beyond their own education level and/or because they speak another language at home. North Middle School (NMS) currently has the highest percentage of ESL families with 25.08% of families considered ESL families. Adequate nutrition is another barrier families living in poverty face and affects academic performance.

Student Achievement: Student achievement mirrors student poverty at the middle schools. The middle school with the highest level of poverty has the lowest student achievement and is labeled 'Needs Improvement' by the Iowa Department of Education. The middle school with the lower level of poverty has the higher student achievement. All three middle schools have recently been identified as 'Targeted' through Every Student Succeeds Act accountability system.

2017-18 Iowa Assessment Results

School	Reading Proficiency
EMS	76.19%
NMS	71.57%
WMS	62%

School	Math Proficiency
EMS	76.3%
NMS	70.28%
WMS	69.7%

Source: SCCSD Iowa Assessment results – Iowa Testing

Overall, the middle school student achievement results in reading have remained stagnant over the past three years as measured by Iowa Assessments and there has been a steady decline in math.

District Achievement Grades 6-8

Year	Reading Proficiency
2015-16	70.99%
2016-17	70.5%
2017-18	70.16%

Year	Math Proficiency
2015-16	73.68%
2016-17	72.93%
2017-18	72.06%

Source: SCCSD Iowa Assessment results – Iowa Testing

Achievement Gaps: Significant achievement gaps exist between subgroups of middle school students. The largest gaps are between white and Native American subgroups, white and black subgroups, white and Hispanic subgroups, special education and non-special education subgroups, low-SES and non-low-SES subgroups and ELL and non-ELL subgroups. Data regarding achievement gaps found in chart below:

Achievement Gaps in Grades 6-8 – Percent Proficient

Subgroup	Reading Proficiency
Hispanic	58.72%
Black	53.03%
Native American	48.94%
2 or more races	66.92%
White	79.02%
SpEd	24.51%
Non-SpEd	74.89%
ELL	3.68%
Non-ELL	75.32%
Low-SES	57.63%
Non-Low-SES	83.01%

School	Math Proficiency
Hispanic	61.71%
Black	56.06%
Native American	53.84%
2 or more races	67.91%
White	79.95%
SpEd	27.42%
Non-SpEd	73.67%
ELL	33.33%
Non-ELL	76.07%
Low-SES	59.86%
Non-Low-SES	82.63%

Source: SCCSD Iowa Assessment results – Iowa Testing

Attendance: Average Daily Attendance (ADA) rates for the 2017-18 school year for the three middle schools ranged from 94.55% at EMS; 93.31% at NMS and 94.16% at WMS. ADA was well below the state average and expected ADA of 96%. Stronger connections to schools and adults in the school increase attendance rates (<http://www.evidencebasedteaching.org.au/improve-school-attendance/>). Transportation is a barrier for families of students at all middle schools. Currently there are 387 students from WMS that live more than two miles away from school and ride the school bus to and from school; there are 569 students from NMS that ride the school bus, and there are 778 students from EMS that ride the school bus. Transportation may be most challenging at WMS, either because of the parents' work schedule or because parents do not have driver's licenses or reliable vehicles. Students are absent from school when parents need to work and care for younger children is needed.

Behavior: Behavior incidents are recorded into the SCCSD student information system, Infinite Campus. As of December 4, 2018, there were 914 behavior incidents reported at EMS. There were 821 behavior incidents

reported at NMS and the highest number of incidents were reported at the middle school with the highest poverty rate, WMS with 976 incidents. This averages more than 14 behavior incidents/day at WMS.

At-Risk Identification: SCCSD has a robust identification system built to identify students that qualify as at-risk of dropping out of school. Each year students that meet three or more of the qualifications for at-risk students are supported at a higher level within the schools. Parents of identified at-risk students will be contacted to ensure they understand the afterschool and summer programs that will be available to their child through the 21st Century Community Learning Centers grant.

At-Risk Identification

School	# of At-Risk Students	Total Enrollment	% of At-Risk Students
EMS	164	1,044	16%
NMS	226	1,164	19%
WMS	152	946	16%

Source: SCCSD At-Risk Report, 2018

John Hattie in *Visible Learning* (2009) identifies mobility as the largest factor impacting a student's achievement. Mobility has a greater detrimental impact on achievement than retention. There were 149 middle school students that changed schools at least one time during the 2017-18 school year. Of those students EMS had 54; NMS had 40 and WMS had 55.

Woodbury County has a high rate of teen pregnancy, above the state average. The teen birth rate as percentage of live births rose in Woodbury County each year for the past three years. In 2015, Woodbury County had 5.7% of teen birth rate of live births. In 2016 the rate was 6.0% and in 2017 the rate was 6.9%. Iowa had a 4.4% teen birth rate of live births in 2017 (Comprehensive Strategy-Data Report, 2018).

Criminal Activity: Parents identify need for a safe environment for their middle school children after school. Middle schools dismiss at 2:45pm and many parents are not home until after 5:00pm from work. Over two hours of unsupervised time for middle school students is not what parents want for their children. Meat processing plants employ a large number of SCCSD parents. The meat processing plants have 2nd and 3rd shifts. While parents are working 2nd and 3rd shifts, some students are unsupervised. Unsupervised adolescents are not as likely to complete schoolwork as supervised adolescents are. Data collected regarding juvenile arrests and citations show a decrease in arrests and citations while Beyond the Bell (BTB) ran an afterschool program for middle school students. Because BTB has decided not to offer afterschool programs for middle school students, there is concern that without an afterschool program, juvenile arrests and citations will rise.

Juvenile Arrests, Citations and Referrals

Year	Number of juvenile arrests, citations and referrals
2013	1,023 (baseline year)
2014	1,075 (up 5%)
2015	813 (down 24%)
2016	716 (down 33%)
2017	673 (down 37%)

Source: Sioux City Police Department E-mail, 2018

Project

SCCSD's afterschool program for middle school students design is based on student needs identified by parents, teachers, students, administrators and community members through multiple data analysis processes that resulted in common themes rising to the top of each conversation. Common themes were the need to improve academic achievement of middle school students; the need to provide safe, afterschool environment for middle school students; and the need for middle school students to feel connected to and supported by adults in school or community. Success through Partnering in Academics and Recreation for Kids or SPARK program addresses student needs. SPARK provides a safe and stimulating environment that responds to student, family, school, and community needs at the three middle schools in the SCCSD and provides mentoring and advocacy to engage and support high needs students.

To increase academic achievement, Iowa-certified teachers will provide direct instruction. All clubs and enrichment activities will include explicit instruction for vocabulary development and background knowledge development. Both vocabulary and background knowledge development are critical for increased reading comprehension and skills that are weak with low-SES, special education and English language learner students. To build social skills, SPARK emphasizes character development in activities that increase cultural awareness. SPARK staff promotes a positive, professional, and respectful environment and the SPARK Youth Workers, who supervise students at a 1:25 ratio whenever they are not working with teachers, advocate for students and serve as role models. To improve physical well-being, SPARK provides healthy snacks during the school year and healthy lunches and snacks during the summer. SPARK students participate in a wide variety of physical activities that combine learning and exercise and help students develop teamwork skills.

Students identified as meeting three or more of the qualifiers of an "at-risk" student will receive direct communication about the benefits of attending SPARK regularly. Students with academic deficiencies and a need for a safe environment after school will also receive direct communication about the SPARK program. Priority enrollment will be granted to students that are identified by the SCCSD as "at-risk" and by the middle school administrators as struggling students. If there is room in the program for students that do not meet the two criteria, enrollment also will be granted for those students. The program will serve 267 middle school students during the afterschool and summer programs.

SPARK includes a variety of academic, enrichment, and family literacy services operating at the middle schools from the 2:45pm dismissal to 5:45 pm five days each week. The SCCSD dismisses students one hour early on Mondays to allow for professional development, and SPARK operates during that hour, too. In the summer, SPARK proposes to serve incoming 6th and 7th graders for nine weeks (45 days), Monday through Friday from 8:30 am to 12:30 pm. During the school year and summer, SPARK serves a healthy snack and lunch (summer) provided by the SCCSD through the USDA National School Lunch Program. Transportation to neighborhood elementary schools will be provided by SCCSD at the conclusion of the afterschool and summer school sessions daily.

Academic Services: During the school year, SPARK delivers academic assistance to students. The teacher, with access to the building's student information system and regular contact with building teachers, will support students as they work on homework, prepare for tests and work on projects. The school-day will be extended and support for homework and studying will be provided in an environment conducive for learning. SPARK staff and building teachers will communicate regularly through the Personal Learning Program in Infinite Campus or through a shared One Note notebook. This communication will aid in communicating to students the coursework and preparation to be completed.

Students who need academic assistance participate for 60 minutes per day, Monday through Friday, with instruction in the area(s) of need. The instruction consists of tutoring to provide support for students to

ensure academic success. In summer, students spend two hours each morning receiving literacy and math assistance from certified teachers. These academic services address the student academic needs described above. The academic support will be referred to as Academic Club.

Enrichment Services: SPARK students access a wide variety of enrichment and youth development activities that they help select. Based on interviews with students, they want afterschool programs that are organized clubs. The clubs change annually based on student surveys and Youth Advisory Council's (YAC) feedback. Students at each site elect their YAC representatives each fall and the YAC meets each Monday to give students a genuine voice in designing and monitoring SPARK programming.

The structure of the SPARK program consists of six-week "clubs" that students select. In a recent survey of middle school students, students said the activities they most wanted were sports, cooking, technology, coding and chess. SPARK provides four "clubs" during each six-week rotation in addition to Academic Club. The program divides each club into two one-hour segments so students can participate in two clubs each day. As the first rotation progresses, SPARK staff will consult with individual students, families, and the YACs to monitor the success of each current club. Near the end of each rotation, the YACs will decide whether to continue current clubs during the next rotation or whether to offer new clubs. A calendar of clubs offered during each rotation is shared with students and families at least three weeks prior to the beginning of a new rotation through newsletters and websites. During the summer the enrichment clubs will be three-weeks in length. Field trips will be provided in the summer to increase references for SPARK students and to build background knowledge through experiential learning.

All clubs will have a literacy component that includes building academic vocabulary and background knowledge. Building both academic vocabulary and background knowledge are essential skills for students as they strengthen reading comprehension. Many of the clubs will also include math components. Certified teachers will provide instruction for and monitor clubs. SPARK Youth Workers and volunteers, including seniors, will help supervise the clubs and field trips.

Sports Clubs: Sioux City provides "Middle School Athletics" that offer 7th and 8th grade student-athletes the opportunity to compete in an environment that supports high expectations, personal growth, and sportsmanship. Sixth graders can only join organized athletics if their families can afford private memberships. SPARK will offer sports clubs during each rotation for middle school students. The recent student survey indicated a high interest in a soccer club. Parents expressed interest in swimming lessons being offered at the high school pools.

Cooking Clubs: Through a Memorandum of Understanding (MOU) with Western Iowa Technical College (WITC), a chef will help students develop the knowledge, skills, and motivation they need to make good decisions about eating habits. Students learn, for example, about the glycemic index and the difference between simple and complex carbohydrates. Since the body metabolizes simple carbohydrates (as in white flour and white rice) into sugar much more quickly than complex carbohydrates (in wheat flour and brown rice), students learn to choose an apple or carrot for a snack instead of candy or a sugar-laden soft drink. They learn to prepare healthy snacks safely and help their families make healthy choices that use food dollars more efficiently. The food prepared will be shared with students and at Family Literacy events.

Technology Clubs: Students choose between digital photography, geo-mapping/caching and gaming . A six-week program for gaming will be developed by the SCCSD STEM Program Coordinator. A partnership with the Sioux City Public Works Department in the form of a MOU will provide students the opportunity to learn and experience geo-mapping/caching.

STEM Clubs: Students rotate between chess, STEM challenges, robotics and coding. Six-week programs for STEM challenges and robotics will be developed by the SCCSD STEM Program Coordinator. A six-week program for coding will be developed by the SCCSD Digital Learning Program Coordinator.

Art Clubs: Students will rotate between art clubs that focus on music, drama, dance, and/or visual and digital arts. Students select the art(s) they want to pursue. Art clubs will encourage and stimulate students' creative curiosity while increasing their skills. Lamb Theatre provides a full experience for students with all aspects of performing arts. Families attend the culminating performance directed by Lamb Theatre during the Family Literacy Night.

Book Clubs: An option for students to read high-interest novels and engage in discussions about the books and topics of books is also offered.

Partners and volunteers will offer character development, enrichment activities and field trips on Mondays or between rotations for a shorter duration of time. For example, the Sioux City Police Department will provide drug and violence prevention programs, Jackson Recovery will provide a vaping prevention program and WITC will host a career fair.

Family Literacy Services: During the school year, SPARK offers four Family Literacy events where families, SPARK staff and school staff give parents tips and education about how to help their children with upcoming homework while showcasing projects or accomplishments of students. Families receive books and/or games to take home and continue to use. During the events, speakers will be brought in to increase awareness of local resources and benefits to which families may be entitled. Examples include the Department of Human Services describing child-care benefits, Mary Treglia Community House explaining adult English classes offered emphasizing listening, speaking, reading, and writing, along with a GED program taught in Spanish, and WITC describing their GED program. The school wi-fi will be available for access by parents during Family Literacy events with mini-sessions teaching technology skills. Parents and students sign up for the next club rotation during the Family Literacy events to encourage attendance.

SCCSD provides quality education to students in grades K-12. A seamless afterschool and summer program that is an extension of the learning that occurs for students in grades 6-8 would have a positive impact on student achievement. Teachers utilize SCCSD technology for effective communication.

Goals and Objectives of SPARK will be achieved in a safe learning environment:

Goal 1: Increase students' academic achievement.

Objective 1a: Students actively participate in math and literacy activities as recorded by attendance.

Objective 1b: SPARK participants will increase vocabulary acquisition by 10% as measured by a pre/post vocabulary assessment.

Objective 1c: SPARK participants will increase math and reading achievement on Iowa Statewide Assessment of Student Progress by 5%.

Goal 2: Increase student, parent, and school staff communication to improve student success.

Objective 2a: At least 20 families at each site will attend Family Literacy events.

Objective 2b: At least 80% of parents of SPARK students will attend twice-yearly conferences.

Objective 2c: SPARK students will participate in the SPARK Advisory Council.

Goal 3: Increase student connection to school and adults in school or community.

Objective 3a: School attendance will improve for SPARK students.

Objective 3b: School behavior incidents will decrease for SPARK students.

Objective 3c: At least 80% of SPARK students will attend field trips to community partner sites.

Research Base

Harvard's research on successful afterschool programs is the basis for SPARK activities, structure and programming (<https://www.gse.harvard.edu/news/uk/08/02/secrets-successful-afterschool-programs>).

Harvard's research aligns to SPARK in multiple ways:

- Students choose clubs based on interests
- Attendance recognized and celebrated
- High quality, trained staff build strong relationships with students and are positive role models
- Clear goals and objectives for student outcomes in program
- Partnerships leveraged with a variety of stakeholders, especially families, school and agencies

SPARK will increase student achievement, increase parent engagement and increase student's sense of connection to school. The primary focus of SPARK is academics. Each club will include vocabulary and background knowledge development. Teaching key vocabulary and developing background knowledge are effective ways to increase reading comprehension and achievement (Echevarria, J., Vogt, M. E., Short, D. J., 2014).

Students from poverty often come to school behind their more affluent peers in terms of literacy and language development. Many disadvantaged homes do not have the resources (such as books and educational toys) and/or offer the experiences (including exposure to academic language) that provide a foundation for learning (Bruce, 2008; Rothstein, 2008; Pellino, 2007; Butler, 2006; Hampden-Thompson & Johnston, 2006; Evans, 2004). Risley and Hart (1995) identified a 30 million word gap between children from poverty and children from professional families by the age of 3. This gap is hard to close. "Underperforming students who live in poverty will not catch up with their higher-performing peers without additional, targeted instructional time" (Parrett, W. H. & Budge, K. M., 2012). If students have stronger academic language then they will be more successful in school. "The foundation of school success is academic language and literacy in English" (Echevarria, J., Vogt, M. E., Short, D. J., 2014). Each SPARK club focuses on increasing academic language by focusing on vocabulary development and building background knowledge to increase school success.

Students that attend school regularly and have academic success in the middle grades are more likely to be successful in high school and become college-ready (<https://www.attendanceworks.org/wp-content/uploads/2017/09/5-Key-Findings-MG-Final.pdf>). The SPARK Academic Club ensures academic success. Regular school attendance will be recognized and celebrated within SPARK. Students will be motivated to attend school regularly in order to participate in the high interest afterschool program.

Not only will SPARK teachers communicate with parents, but will also communicate with classroom teachers to ensure academic success. In the book, *Turning Around Failing Schools* (Murphy, M. & Meyers, C. V., 2008), there are strategies used to turnaround schools that are performing poorly. One strategy is to form partnerships through effective communication with parents that results in increased parent engagement that is supportive of their child academically. High levels of parent engagement are also a correlate of effective schools, according to the research of Ronald Edmonds (1982). "Iowa's Blueprint for Afterschool" (2008) also sites parent involvement as a key component to student success. SPARK teachers will use SCCSD technology and Family Literacy events to ensure effective communication.

A study examining middle school students in eight afterschool programs that "focused on arts... as well as academic enrichment, community service, sports and physical activity found students demonstrated positive engagement and development and exhibited high levels of motivation" (MetLife Foundation, 2013). SPARK intentionally built these motivating components through the enrichment clubs into the program.

Management and Sustainability Plan

Unfortunately, the SCCSD has learned how **not** to manage a middle school afterschool program by observing a local agency struggle to provide quality afterschool programming for students. Through research, collaboration with stakeholders, and experiences, the SPARK program is built around proper management that will lead to sustainability well into the future.

Management: Effective management will include sufficient staffing who are trained to meet the academic, social and emotional needs of middle school students, and a clear structure regarding job responsibilities and expectations. Professional development and high levels of communication are recognized as key factors to ensure proper management of SPARK.

Overall, the project manager for SPARK will be the Director of Secondary Education. The project manager will be responsible for the monitoring and evaluation of the SPARK program. All reports and data related to the goals and objectives will be provided to the project manager. The project manager will handle the MOUs with partnering agencies, coordination of transportation and financial reporting.

Each middle school will have an assistant principal assigned the role of leading a highly effective SPARK program in the building. The assistant middle school principal will be involved in the day-to-day management, supervision and programming of the afterschool and summer programs. A key role for the assistant middle school principal is ensuring the seamless communication between classroom teachers and SPARK teachers and between SPARK teachers and families. Updating calendars and schedules and communicating the information will be the responsibility of the assistant middle school principal. The assistant middle school principal will also ensure that proper staffing is in place to facilitate an organized, effective afterschool and summer programs. The assistant principal will be the primary contact for the partnering agency as they prepare and begin to provide six-week club instruction or a shorter educational presentation within the building.

A certified teacher will be hired to be the Lead Teacher in each building. The Lead Teacher for the SPARK program will be responsible for the execution of the schedule. The Lead Teacher will instruct and/or supervise six-week clubs. The Lead Teacher will provide instruction during Academic Club. Preference will be given when hiring teachers to hire teachers that work within the building to ensure seamless communication with classroom teachers and other staff members that support students during the day. The Lead Teacher will address behavior issues if issues arise and will monitor attendance and execute plans to maintain high attendance rates. The Lead Teacher will communicate with individual families regarding student issues – positive and corrective in nature. The Lead Teacher will work closely with the assistant middle school principal to ensure smooth day-to-day operation of SPARK. The Lead Teacher will support and direct the youth workers and volunteers hired to support teachers in the SPARK program.

A second certified teacher will be hired to provide instruction during Academic Club and to provide instruction for six-week clubs. Preference will be given when hiring teachers to hire teachers that work within the building to ensure seamless communication with classroom teachers and other staff members that support students during the day. The teacher will communicate with individual families regarding student issues – positive and corrective in nature.

One certified teacher will instruct and coordinate the summer program with similar responsibilities as listed above. The middle school assistant principal is on a 12-month contract with the SCCSD and will provide supervision and support during the summer program.

An important component of the effective management of the SPARK program to ensure students make academic gains in a safe, orderly environment that is conducive to learning is the hiring of qualified staff and

providing training to ensure the staff have knowledge and skills to execute a quality program. Professional development for staff will include training regarding:

- Positive Behavioral Interventions and Supports (PBIS). Each middle school implements PBIS during the day. PBIS carried into the SPARK program will ensure continuity of expectations for smooth operations within the SPARK program.
- Youth Mental Health First Aid. SCCSD has staff trained as trainers for Youth Mental Health First Aid. This training will be provided to SPARK staff so they are equipped with a deeper knowledge of mental health issues and the steps to take when mental health issues are recognized.
- Building vocabulary and background knowledge. To meet the academic goals and objectives of SPARK, training regarding building vocabulary and background knowledge will be provided and all teachers hired will include these two components in their instruction within the six-week clubs.
- Mentoring and Social Academic Instructional Group processes. SPARK staff will be trained so they know how to effectively work with middle school students in a mentoring role. They will also be trained so they know the basics of operating a Social Academic Instructional Group for optimal group functioning.
- Other professional development will be provided to SPARK staff as identified by the District Steering Committee.
- Attendance at state and national afterschool conferences and trainings will be an expectation for SPARK program leaders.

The SCCSD will not operate the SPARK program in a vacuum. Continual monitoring and communication with stakeholders will cause adjustments and improvements in the programming. A District Steering Committee will be formed from parents, students, teachers, school administrators, partner agencies and community members from all three middle school programs. The District Steering Committee makes decisions and provides feedback for the overall SPARK program operating at all three middle schools in the SCCSD. Each building also has a Building Steering Committee with similar representation. The District Steering Committee creates the calendar of clubs and schedules based on student interests and family needs. Calendars and schedules are created at least three weeks prior to programming beginning to ensure effective and timely communication with families. Professional development needs will be identified by the District Steering Committee and provided for SPARK staff of all three middle schools to create a more cost effective training structure. Annual surveys will be administered by the SCCSD Communications Department to building teachers, students, and SPARK students to guide the discussions and decisions of the District Steering Committee.

A Youth Advisory Council (YAC) assembled at each building represents diversity by including special education students, males and females, students from each grade level, ethnic diversity and English language learners. The YAC meets weekly with the Lead Teacher or the assistant principal to discuss programming, concerns and solutions to needs. The YAC is responsible for working with the Lead Teacher and assistant principal to organize the Family Literacy events, to recruit students to participate in SPARK program and to share the SPARK story at school assemblies. Representatives from YAC will also serve on the District Steering Committee.

All three middle schools are handicap accessible and provide safe learning environments with security systems and procedures in place to ensure student safety. All communication for the SPARK program will be translated by SCCSD staff into Spanish, Vietnamese, Somali and Oromo. Other translations needed will be completed by contracting with professionals outside of the SCCSD. Interpreters will be provided at Family Literacy events. The SCCSD currently provides transportation to middle school students at 5:45pm so students participating in sports or getting after school assistance have transportation. The drop-off point is the elementary schools, which are within walking distance from all student homes, or alternate drop-off locations when homes are beyond two miles from an elementary school. Examples of drop-off points that are not

elementary schools are school bus stops in trailer courts. The afterschool bus transportation will continue to be provided for middle school students by the SCCSD.

Sustainability: The sustainability of the SPARK program beyond funding from the 21st Century Community Learning Centers grant will be due to effective leadership provided by the SCCSD, strong relationships built with families, agencies and community partners and the increase in student achievement attributable to the SPARK program.

A modest fee may be charged to families after the conclusion of the 21st Century Community Learning Centers grant expires to fund the continuation of the program. By then, the results will be evident to the families and the community and the continuation of the SPARK program will be expected. A sliding fee will be used to provide afterschool programming to families with high poverty and needs with low to no cost.

Iowa Campaign for Grade-Level Reading brought Lectio training to Iowa for communities that participate in the Campaign for Grade-Level Reading. Sioux City is a member of the Campaign for Grade-Level Reading and SCCSD is a key partner in the Sioux City campaign. SCCSD leaders and other leaders in the Sioux City community attended Lectio training in 2017 and 2018. Lectio is an approach to literacy improvement that accelerates and advances community-wide initiatives. Working with states, communities, districts, and philanthropists, the Lectio team leads stakeholders through a comprehensive analysis of their literacy programs and services, focusing on their goals, design, desired outcomes, and resource allocation. Lectio was developed and tested by researchers from the Harvard Graduate School of Education. The SPARK program was designed using the Lectio approach when designing goals and outcomes. The Lectio approach will be used by the SCCSD to evaluate the SPARK program.

The key partnership that will be cultivated through the SPARK program and that will aid in the sustainability of the program beyond the funding of the 21st Century Community Learning Center grant is the partnership with the United Way of Siouxland. The United Way of Siouxland currently funds many community agencies, programs and initiatives through donations from community members and organizations that benefit Siouxland youth. All funding is tied to outcomes, but there are questions regarding if the programs are having the intended outcome. What has been learned through Lectio research is that outcomes and measurements are often times not aligned. The SPARK program will use high quality measurement tools that will be aligned to the outcome or goals and objectives of the SPARK program, especially in the areas of student achievement. The model developed for afterschool and summer programs will be shared and explained to United Way of Siouxland leadership. The SCCSD does not want to compete for the same funding that agencies and organizations within the community are utilizing through United Way of Siouxland, but SCCSD wants to improve the quality of the programming and utilize the limited resources within the community in a way that has a stronger, positive impact on student achievement. Agencies and organizations within the community will naturally partner more strongly with SCCSD to provide afterschool and summer programming to benefit from the evaluation processes developed and the data collection methods SCCSD uses. Monthly meetings will be held with all agencies and organizations associated with the United Way of Siouxland that provide afterschool and summer programming for Sioux City youth. The community will be stronger because of the cooperation and improved programming that will be provided to SCCSD students and families through the high quality SPARK program.

It is important to realize that the SPARK program may cause change in the Sioux City community. It is also important to realize that change is difficult for people. There are many models of change and many contain similar steps. SCCSD leadership has studied the change process and has followed John Kotter's (2005) eight-step process to use to implement a successful change from *Our Iceberg Is Melting*. Because the change process is understood and steps in the process are followed, the SPARK program will be successfully implemented and sustained in the community having an impact on programs that will elicit

improved student achievement. The eight steps to initiate successful change are (Kotter, 2005):

1. **Create a sense of urgency:** The need for change needs to be clearly identified. Identification is done by collecting and analyzing data. Students are not meeting expected achievement targets.
2. **Assemble a guiding team or a leadership team:** Agencies and organizations with afterschool and summer programs will meet monthly as a leadership team.
3. **Develop the change vision and strategy:** A shared vision and goals will be developed collaboratively that focus on increased student achievement.
4. **Communicate for understanding and buy-in:** Staff, students, parents and the community will understand and accept the vision and the improved afterschool and summer programs.
5. **Empower others to act:** Barriers need to be removed as others work to make the vision a reality.
6. **Produce short-term wins:** It will be important to create obvious, visible successes as soon as possible. Press releases, newsletters home to parents, and articles on partner websites will share information regarding short-term wins. The short-term wins will be based on data results. It is hard to argue with data.
7. **Don't let up:** When the commitment to institute a reform initiative has been made, the leadership team needs to "be relentless with initiating change after change until the vision is a reality" (Kotter, 2005, p. 131). Change is difficult for people. Marzano, Waters, and McNulty (2005) studied leadership and the effects of change. They explained that there are two types of change: First-order change and second-order change. The change to afterschool and summer programs will be a second-order change for many people. According to Marzano et al., there are four things that will happen when initiating a second-order change. There will be perceptions that:
 - The culture of the organization is deteriorating
 - Communication has deteriorated because of the change
 - Order and routine has deteriorated because of implementing a reform initiative
 - The level of input from all members of the staff has deteriorated because of the changeThe four perceptions of the second-order change are inevitable (Marzano et al., 2005).
8. **Create a new culture:** The organization must hold on to the new ways of operating until they are strong enough to replace the old traditions.

By following these eight steps as described by Kotter, the SPARK program will impact other agencies and organizations offering afterschool and summer programs in a way that has improved impacts on student achievement. The process used builds capacity within the system that will solidify the sustainability.

Communication Plan

Stakeholder	Method of Communication	Outcome
Teachers, Parents, Partner Agencies, Community, Students	District Steering Committee develops calendar for publication July 1 and three weeks prior to end of each rotation	Six-week rotation determined and communicated via print, e-mail, newsletters and websites
SPARK Teachers	In April annually, internal ad soliciting SCCSD teachers to apply for SPARK positions posted	Quality program because of training, experience and ability to communicate with classroom teachers
Parents	Brochures in multiple languages with details about SPARK will be sent to parents of students that are at-risk or struggling in school	Program will serve middle school students with highest needs to ensure academic success
School Board	July-Presentation about SPARK program shared at public school board meeting and MOUs with partner agencies approved	Awareness of program increases due to public meetings and MOUs with partner agencies creates network for sustainability
Parents/Community	District website and each individual schools' website and newsletters will hold information about SPARK with enrollment details and calendars	Program will serve needs of families that have a need for afterschool structures
Teachers	Principals will inform teachers in middle schools about SPARK program and support for struggling students during beginning of school in-service	Students that struggle will be referred to SPARK early in the school year to provide support to ensure success
Parents and Students	Sign-up for next rotation of SPARK clubs will occur at student-led parent-teacher conferences	Parents, building teachers and students will discuss interests and club selection with students
Parents/Community	District website and each individual schools' website will hold information about SPARK with updated calendar	Families will know schedules and resources available for support for children
Parents	During Family Literacy event, parents will log into school's learning management system to view their child's academic progress and practice providing feedback recognizing effort	Parents will have tools to support students as they successfully complete coursework
Students	Youth Advisory Council at each building will hold an assembly to showcase their accomplishments during SPARK	Increased interest and enrollment
United Way of Siouxland	Presentation will be made to United Way board about success of SPARK and the increase in vocabulary and reading comprehension	Other programs in community will be expected to design program using meaningful measurements
Partner Agencies	Monthly meetings to discuss Lectio approach to programming	Stronger afterschool and summer programs for youth
Partner Agencies	Annual meetings held to renew MOU, make adjustments based on student interest and needs, and provide feedback	Program will be strengthened and sustained due to relationships with partners

Partnerships

SCCSD has long-term and meaningful organizational and programmatic partnerships throughout the community, state and nation. SCCSD leaders serve on state and national advisory boards, local board of directors for agencies and organizations and state and local work groups. The network that SCCSD leaders has developed creates current partnerships with organizations and agencies and will allow creation of future partnerships.

Partnerships created with SCCSD for the SPARK program are with:

- City of Sioux City, Park and Rec Department – Geo mapping/caching will be taught as a six-week rotation club to middle school students. Lifeguards working for City of Sioux City will be used to provide swimming lessons at high school pools for middle school students in Sports Clubs. Transportation to the high schools from the middle schools and back will be provided by SCCSD.
- Sioux City Police Department – Safety programs will be shared with SPARK students on timely and age-appropriate topics, such as drug prevention, violence prevention and sex-trafficking.
- Western Iowa Technical College – Culinary program at WITC will provide chefs for six-week Cooking Club. Advisors for the adult GED program will share information with parents at Family Literacy events.
- Iowa State University Extension – Multiple programs can be tailored to the interests of middle school students through ISU Extension. Gardening Clubs may be a future six-week club.
- Jackson Recovery – Health and safety programs will be shared with SPARK students on timely and age-appropriate topics, such as dangers of drug use, addiction and dangers of vaping.
- Lamb Theatre – Dramatic arts productions will be directed by Lamb Theatre staff during six-week Arts Clubs.
- Siouxland Community Health Department – Immunization clinics will be held during afterschool and summer programs for SPARK students and families. Health programs will be shared at Family Literacy events on timely and age-appropriate topics, such as applying for Hawk-I insurance.
- Siouxland District Health Department – Dental screenings will be provided to students and referrals made for students with dental problems. Health programs will be shared at Family Literacy events on timely and age-appropriate topics, such as ways to communicate with middle school students about sex education.
- Northwest Area Education Agency – PBIS and SAIG training will be provided to SPARK staff. Costs for time spent at training or substitute teacher costs for release from the classroom to attend training will be paid from the 21st Century Community Learning Centers grant.
- Woodbury County Juvenile Court - Safety programs will be shared with SPARK students on timely and age-appropriate topics, such as internet safety and attending school regularly.
- Mary Treglia Community House – Staff for the adult English and GED Spanish programs will share information with parents at Family Literacy events. Translation and interpreter services will be provided if not able to be provided by SCCSD.

SCCSD currently has MOUs in place with many of the partner agencies. If SPARK is funded through 21st Century Community Learning Centers grant, the MOUs will be amended to include SPARK or separate MOUs will be developed with partner agencies. The practice of the SCCSD Board of Directors is to enter into MOUs with partner agencies for services after a funding stream has been determined.

Evaluation

Evaluation for SPARK program will be conducted at two levels: Student level and program level. The student level evaluation aligns directly with the program goals and objectives.

An objective program level evaluation in the form of a program review will be completed by the Associate Superintendent with assistance from members of a steering committee assembled for the purpose of completing a program review. Dr. Kim Buryanek is an experienced central office administrator skilled in data analysis and program review completion. SCCSD practices regular program reviews. Program reviews take a close look at programs and provide recommendations for improvements from which adjustments are made to improve programming. The steps of the SCCSD program review process are:

- Identification of stakeholders
 - Design steering committee
 - Design process for additional subcommittees
 - Design communication plan
- Develop guiding questions
 - Include fiscal impact to the District and return on investment
 - Include implications for staffing and potential for staffing changes
- Develop timeline
- Date presented to committees within the District
- Informational report to the School Board
- Begin communication and implementation plan
- Make any necessary changes to the District's Strategic Plan

Data will be collected by the steering committee through focus group conversations and surveys administered to parents, teachers and students. Student achievement data will also be included in the program review. Program Reviews result in public presentations of information obtained through the review to the SCCSD Board of Directors.

Director of Secondary Education takes responsibility for student level evaluations. Jim Vanderloo is an experienced central office administrator skilled in data analysis. Student level and ultimately program level evaluations will be based largely upon the goals and objectives for the SPARK program. The goals, objectives and evaluation methods for SPARK are found below:

Goal 1: Increase students' academic achievement.

Objective	Evaluation Method
Objective 1a: Students actively participate in math and literacy activities as recorded by attendance	Each site will record SPARK student attendance by club daily
Objective 1b: SPARK participants will increase vocabulary acquisition by 10% as measured by a pre/post vocabulary assessment	Gates MacGinitie vocabulary assessment will be used to measure pre/post vocabulary gains from beginning to end of program session
Objective 1c: SPARK participants will increase math and reading achievement on Iowa Statewide Assessment of Student Progress by 5%	Math and reading composite scores on Iowa Statewide Assessment of Student Progress will be compared from year to year to track gains

Goal 2: Increase student, parent, and school staff communication to improve student success.

Objective	Evaluation Method
Objective 2a: At least 20 families at each site will attend Family Literacy events	Each site will record family attendance at each Family Literacy event
Objective 2b: At least 80% of parents of SPARK students will attend twice-yearly conferences	Each site will record parent attendance at parent-teacher conferences

Objective 2c: SPARK students will participate in the SPARK Advisory Council	Minutes from SPARK Advisory Council meetings will be collected with names of attendees recorded
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Goal 3: Increase student connection to school and adults in school or community.

Objective	Evaluation Method
Objective 3a: School attendance will improve for SPARK students	School attendance the year prior to SPARK enrollment will be compared to attendance during year of SPARK enrollment for all SPARK students
Objective 3b: School behavior incidents will decrease for SPARK students	Discipline referrals the year prior to SPARK enrollment will be compared to referrals during year of SPARK enrollment for all SPARK students
Objective 3c: At least 80% of SPARK students will attend field trips to community partner sites	Each site will record SPARK student attendance for each field trip

Since the processes for evaluation of the 21st Century Community Learning Center are new to SCCSD leaders, evaluations will be conducted by working closely with experts from the Iowa Department of Education.

Adjustments will be made to recruitment practices, program delivery or offerings, to encourage increased attendance if necessary by involving YAC in recruitment practices and program offerings for student programs and family programs.

Funding of the SCCSD SPARK 21st Century Community Learning Centers grant will accomplish the goals and objectives set out in the program and will provide a model of effective afterschool and summer programs for middle schools students that can be replicated throughout the state and nation.

Budget Narrative

Personnel: Each middle school will hire two certified teachers for the afterschool program and one certified teacher for the summer program. Teachers will work three hours during the afterschool program Monday-Friday. Teachers will work four hours during the summer program Monday-Friday. The afterschool program will meet 174 days and the summer program will meet 45 days. The Lead Teacher for each program will have an additional 30 minutes daily to provide adequate time for communication and management tasks associated with the operation of the program. The hourly rate of pay for teachers in the SCCSD is \$30/hour + benefits.

Three Youth Workers will be hired at each site to assist teachers and supervise enrichment clubs during the afterschool program. Youth Worker will work three hours each day during the afterschool program. One Youth Worker will assist teachers during the summer program. The hourly rate of pay for assistants in the SCCSD is \$13.49/hour.

Teachers and Youth Workers will be paid for hosting Family Literacy events.

Staff Travel: Staff travel associated with the program will be reimbursed as per District guidelines by the SCCSD.

Materials: Materials to operate the afterschool and summer enrichment clubs will be acquired through the 21st Century Community Learning Centers grant. Materials will remain with the programs after the funding expires and will continue to be used by the programs. This line item also includes contracts with third party vendors to provide services, such as costs associated with performing arts productions.

Professional Development: Professional development is key to the smooth operation and management of the programs. Investment in professional learning for the staff will be funded through the 21st Century Community Learning Centers grant. Professional development will be provided annually to staff of programs. After funding expires, professional development will be provided by the SCCSD.

Student Access, Transportation: Current afterschool routes will continue to be operated by the SCCSD. Transportation costs will primarily be due to field trips and enrichment activities offered through the afterschool and summer programs.

Evaluation: Costs associated with evaluation will be for the purchase of Gates MacGinitie assessments for program participants. SCCSD currently does not utilize Gates MacGinitie. If the assessment suite is informative, SCCSD will purchase Gates MacGinitie for District use in the future.

Administrative/Indirect Costs: Administrative costs will be assumed by SCCSD both during the grant period and after the grant expires. Indirect costs will cover printing costs for brochures and other communications with families.

FORM A: SITE INFORMATION

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

21CCLC Site Name: East Middle School		
Site Address: 5401 Lorraine Ave.		
City, State, Zip: Sioux City, IA 51106		
Phone: (712) 274-4030		
Site Contact Person: Joe Hardin		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name: North Middle School		
Site Address: 2101 Outer Drive North		
City, State, Zip: Sioux City, IA 51104		
Phone: (712) 279-6804		
Site Contact Person: James Cline		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name: West Middle School		
Site Address: 3301 West 19th St.		
City, State, Zip: Sioux City, IA 51103		
Phone: (712) 279-6813		
Site Contact Person: Ron Koch		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I school wide eligible programs and their families. Funds will be spent under the guidelines for federal grants (EDGAR). <https://www2.ed.gov/about/offices/list/osdfs/edgar2008.pdf>

Part C: Supplement, not Supplant

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

Part M: Private and Public School Consultation

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

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

Grantees are subject to annual progress review by the Iowa Department of Education. The department may terminate a grant with a 10 day notice as a result of a non-compliance issue(s) or if federal funding is no longer available.

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

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

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

Signature of Local Education Agency Superintendent	Local Education Agency Name
	Sioux City Community School District
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	East Middle School
	North Middle School
	West Middle School

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

FORM C: COLLABORATIVE SIGNATURES

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

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

	Agency Affiliation	
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	

Signature	Address	
	City/Zip	Phone

NEW FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application: <u>3</u>	Total number of students being served (all sites for one year): <u>267</u>	Total first-year funding request (all sites): <u>\$297,135</u>	Total three-year funding request (all sites): <u>\$891,405</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(s) (School Year)	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
East Middle School	\$90,045	\$90,045	\$90,045	\$270,135	69
North Middle School	\$90,045	\$90,045	\$90,045	\$270,135	69
West Middle School	\$90,045	\$90,045	\$90,045	\$270,135	69
Name of Program Site(s) (Summer School)					
East Middle School	\$9,000	\$9,000	\$9,000	\$27,000	20
North Middle School	\$9,000	\$9,000	\$9,000	\$27,000	20
West Middle School	\$9,000	\$9,000	\$9,000	\$27,000	20

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

Applicant Agency: Sioux City Community School

District _____

Afterschool Site: _____ East Middle School _____

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

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions. **Students Served:** _____ **69** _____ **(D1) Students Enrolled**

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$59,289	\$540	\$59,289	\$540	\$59,289	\$540	\$179,487
Staff Travel	\$0		\$0		\$0		\$0
Materials	\$10,409		\$10,409		\$10,409		\$31,227
Professional Development (minimum 5% per year)	\$4,502		\$4,502		\$4,502		\$13,506
Student Access, Transportation etc. (maximum 8% per year)	\$4,502		\$4,502		\$4,502		\$13,506
Evaluation (maximum 4% per year)	\$3,600		\$3,600		\$3,600		\$10,800
Administrative/ Indirect Costs (maximum 8% per year)	\$7,203		\$7,203		\$7,203		\$21,609
Totals	\$89,505	\$540	\$89,505	\$540	\$89,505	\$540	

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

Applicant Agency: Sioux City Community School
District _____

Summer School Site: ____ East Middle School _____

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

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions. **Students Served:** ____ 20 ____ **(D1) Students Enrolled**

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$7,500		\$7,500		\$7,500		\$22,500
Staff Travel	\$0		\$0		\$0		\$0
Materials	\$330		\$330		\$330		\$990
Professional Development (minimum 5% per year)	\$450		\$450		\$450		\$1,350
Student Access, Transportation etc. (maximum 8% per year)	\$720		\$720		\$720		\$2,160
Evaluation (maximum 4% per year)	\$0		\$0		\$0		\$0
Administrative/ Indirect Costs (maximum 8% per year)	\$0		\$0		\$0		\$0
Totals	\$9,000		\$9,000		\$9,000		

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

Applicant Agency: Sioux City Community School District _____

After - School Site: ___North Middle School_____

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

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions. **Students Served:** ___ 69 ___ **(D1) Students Enrolled**

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$59,289	\$540	\$59,289	\$540	\$59,289	\$540	\$179,487
Staff Travel	\$0		\$0		\$0		\$0
Materials	\$10,409		\$10,409		\$10,409		\$31,227
Professional Development (minimum 5% per year)	\$4,502		\$4,502		\$4,502		\$13,506
Student Access, Transportation etc. (maximum 8% per year)	\$4,502		\$4,502		\$4,502		\$13,506
Evaluation (maximum 4% per year)	\$3,600		\$3,600		\$3,600		\$10,800
Administrative/ Indirect Costs (maximum 8% per year)	\$7,203		\$7,203		\$7,203		\$21,609
Totals	\$89,505	\$540	\$89,505	\$540	\$89,505	\$540	

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

Applicant Agency: Sioux City Community School

District _____

Summer School Site: ___North Middle School_____

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

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions. **Students Served:** ___20___ **(D1) Students Enrolled**

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$7,500		\$7,500		\$7,500		\$22,500
Staff Travel	\$0		\$0		\$0		\$0
Materials	\$330		\$330		\$330		\$990
Professional Development (minimum 5% per year)	\$450		\$450		\$450		\$1,350
Student Access, Transportation etc. (maximum 8% per year)	\$720		\$720		\$720		\$2,160
Evaluation (maximum 4% per year)	\$0		\$0		\$0		\$0
Administrative/ Indirect Costs (maximum 8% per year)	\$0		\$0		\$0		\$0
Totals	\$9,000		\$9,000		\$9,000		

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

Applicant Agency: Sioux City Community School District

After - School Site: ___West Middle School___

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

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions. **Students Served:** ___69___ **(D1) Students Enrolled**

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$59,289	\$540	\$59,289	\$540	\$59,289	\$540	\$179,487
Staff Travel	\$0		\$0		\$0		\$0
Materials	\$10,409		\$10,409		\$10,409		\$31,227
Professional Development (minimum 5% per year)	\$4,502		\$4,502		\$4,502		\$13,506
Student Access, Transportation etc. (maximum 8% per year)	\$4,502		\$4,502		\$4,502		\$13,506
Evaluation (maximum 4% per year)	\$3,600		\$3,600		\$3,600		\$10,800
Administrative/ Indirect Costs (maximum 8% per year)	\$7,203		\$7,203		\$7,203		\$21,609
Totals	\$89,505	\$540	\$89,505	\$540	\$89,505	\$540	

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

Applicant Agency: Sioux City Community School

District _____

Summer School Site: ____ West Middle School ____

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

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions. **Students Served:** ____ 20 ____ **(D1) Students Enrolled**

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$7,500		\$7,500		\$7,500		\$22,500
Staff Travel	\$0		\$0		\$0		\$0
Materials	\$330		\$330		\$330		\$990
Professional Development (minimum 5% per year)	\$450		\$450		\$450		\$1,350
Student Access, Transportation etc. (maximum 8% per year)	\$720		\$720		\$720		\$2,160
Evaluation (maximum 4% per year)	\$0		\$0		\$0		\$0
Administrative/ Indirect Costs (maximum 8% per year)	\$0		\$0		\$0		\$0
Totals	\$9,000		\$9,000		\$9,000		

2 CFR 200.331(b) requires states to conduct a risk assessment- Each Quarter your claim is reviewed for the amount (over or below quarterly average) and for restricted categories (like PD). **We are adding a quarterly attendance check.** Your D1 number is the number of students you proposed to serve and are receiving federal funds for. The Enrollment number is the actual number of students you currently serve.

The Grant Application requires you to serve 70% of the D1 number by the end of year 1.

The Grant Application requires you to serve 80% of the D1 number by the end of year 3.

If your recruiting methods are effective and you maintain a student leadership group and engage them with telling other students about the activities offered in afterschool, you should have no trouble meeting this goal.

If your program provides engaging activities and you develop positive relationships with the students, you should have no trouble with increasing regular attendance (even with a history of chronic absenteeism).

If you are having trouble with meeting your goals, you are responsible to contact the SEA for help. (email: vic.jaras@iowa.gov). There are many options that can help increase enrollment, attendance and decrease referrals in this program.

Failure to meet your attendance goals may ultimately result in a reduction in your federal funding.

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

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

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

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

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

Form E: Minority Impact Statement

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

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

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

Describe the positive impact expected from this project

Indicate which group is impacted:

- Women
- Persons with a Disability
- Blacks
- Latinos
- Asians
- Pacific Islanders
- American Indians
- Alaskan Native Americans
- Other – Two or more races

Describe the positive impact expected from this project: _____

Minority students participating in the program will increase academic achievement.

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

Describe the negative impact expected from this project

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

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

Indicate which group is impacted:

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

___ Alaskan Native Americans
___ Other

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

Present the rationale for determining no impact.

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

Name: _____

Title: _____

Definitions

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

“Disability”, as defined in Iowa Code Section 15.102, subsection 5, paragraph “b”, subparagraph (1):

b. As used in this subsection:

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

“*Disability*” does not include any of the following:

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

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

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

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

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

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

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

Contact Steve Crew with the Iowa Department of Education at steve.crew@iowa.gov with questions about non-public consultation.

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

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

	<p>Private School Consultation Meeting Log</p> <p>Date December 5, 2018 Time 10:30am Location Sioux City, Iowa</p>
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Meeting called by: Dr. Kim Buryanek **Type of meeting:** Consultation
Attendees: Jenny Pattee, Bishop Heelan

----- Agenda Topics -----		
Welcome Dr. Kim Buryanek		
<u>Discussion:</u> _____ _____ Explanation of 21 st Century Grant Application _____		
<u>Conclusions:</u> _____ Invitation for Bishop Heelan middle school students to participate in the after-school and summer programs, if grant is funded _____		
<u>Action Items:</u> Heelan will be informed upon award of the grant. _____	Person responsible: Dr. Kim Buryanek _____	Deadline: July 1, 2019 _____
Resources for Non-Public Schools [Insert Name] [Insert time allocation]		
<u>Discussion:</u> _____ _____ Families of middle school students can participate in after-school and summer programs without charge. _____		
<u>Conclusions:</u> _____		
<u>Action Items:</u> _____	Person responsible: _____	Deadline: _____

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

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

Form G: Previous Sustainability Form

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

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

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

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

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

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
		Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		

		In-Kind		
		Please describe the contribution being made in detail:		
		Equipment and/or Supplies		
		Please describe contribution in detail:		
		Facilities		
		Please provide description of facilities contributed:		
		Staff		
		Please describe what staff will be doing:		
		Volunteers		
		Please describe what volunteers will be doing:		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
		Total Value of Partnership		
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
		Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind		
		Please describe the contribution being made in detail:		
		Equipment and/or Supplies		
		Please describe contribution in detail:		
		Facilities		
		Please provide description of facilities contributed:		
		Staff		
		Please describe what staff will be doing:		
		Volunteers		
		Please describe what volunteers will be doing:		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		

		Total Value of Partnership			
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
		Financial			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:			
		In-Kind			
		Please describe the contribution being made in detail:			
		Equipment and/or Supplies			
		Please describe contribution in detail:			
		Facilities			
		Please provide description of facilities contributed:			
		Staff			
		Please describe what staff will be doing:			
		Volunteers			
		Please describe what volunteers will be doing:			
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:			
				Total Value of Partnership	
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
		Financial			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:			
		In-Kind			
		Please describe the contribution being made in detail:			
		Equipment and/or Supplies			
		Please describe contribution in detail:			
		Facilities			
		Please provide description of facilities contributed:			
		Staff			
		Please describe what staff will be doing:			

		Volunteers	
		Please describe what volunteers will be doing:	
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:	
		Total Value of Partnership	

What percentage of your previous grant funding were you able to sustain with community partners? _____

How many community partners did you secure in the past five years? _____

Explain any challenges you had with securing community partners.