

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

**Iowa Department of Education
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Des Moines, Iowa 50319**

Mail Applications to:

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APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)

Storm Lake Community School District

County: Buena Vista		Amount Requested: \$150,000 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Dr. Carl Turner		Grant Contact/Project Director: Lynn Redenbaugh	
Agency Name: Storm Lake Community School District		Agency Name: Storm Lake Community School District (ETA)	
Address: 419 Lake Avenue, PO Box 638		Address: 1810 Hyland Drive, PO Box 638	
City: Storm Lake	Zip: 50588	City: Storm Lake	Zip: 50588
Phone: 712-732-8060	FAX: 712-732-8063	Phone: 712-732-8074	FAX: 712-732-8111
Email: cturner@slcsd.org		Email: lredenbaugh@slcsd.org	
DUNS Number: 005061056			
Data Collection and Evaluation Contact: Lynn Redenbaugh		Fiscal Contact: Trudy Pedersen	
Address: 1810 Hyland Drive		Address: 419 Lake Avenue, PO Box 638	
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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.

- 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://www.educateiowa.gov/documents/building-level/2015/12/2015-16-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated December 31, 2015, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):

- Site/Building Name: Storm Lake Elementary School
 - Free and Reduced Lunch Rate Percentage: 79.9%
- Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
- Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____

- **When will the program run?** (Check or highlight applicable option(s) below):

- Summer School Only
- Afterschool Only
- Before and Afterschool
- Before and Afterschool and Summer School
- Afterschool and Summer School

- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY17 Request for Applications):
 - 175 number of children x 162 days x \$10 either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$283,500 (requesting \$150,000) (total funding request for before and afterschool programs)

Summer School Formula

- _____ children x _____ of days = (minimum 30 days) x \$10.00 = (total funding amount for summer)
- Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.

Funding Request for Year One: \$150,000
Funding Request total for Three Years: \$450,000
Number of Children Served in Year One: 300 (175 average daily attendance)
Number of Children Served in Three Years: 480

LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number:
_____ **OR**

Enter School District Code

6219

(If applicable) Enter Child Care License #:

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.

- X** Application proposes to serve children and youth in ***schools designated "Priority" or "Needs Improvement" on the Iowa School Report Card***. 5 additional points awarded

Documentation: Storm Lake Elementary School is designated as "Needs Improvement" on the Iowa School Report Card at <http://reports.educateiowa.gov/schoolreportcard>

Example of documentation: Look up your school on the Iowa School Report Card online at <http://reports.educateiowa.gov/schoolreportcard>.

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

Documentation: MOUs for ISU Extension (Nichol Kleespies) and IPTV (Ken Harrison) represent collaboration with Storm Lake CSD for the submission of this 21CCLC grant application

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

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Program Title: Elementary Tornado Academy (ETA)

Applicant Organization: Storm Lake Community School District

Project Location: Storm Lake Elementary School

Number of Students to be Served: 175 average daily attendance

Funding Request per Year: \$150,000

Cost per Child: \$857.15 per year

Competitive Priorities:

- Storm Lake Elementary School is designated as “Needs Improvement” on the Iowa School Report Card at <http://reports.educateiowa.gov/schoolreportcard>.
- MOUs for ISU Extension (Nichol Kleespies) and IPTV (Ken Harrison) represent collaboration with Storm Lake CSD for the submission of this 21CCLC grant application

Elementary Tornado Academy (ETA) is a current 21CCLC grantee. Our current grant ends on June 30, 2017. Consistent with what is allowed per the RFA (page 9), we are requesting new 21CCLC grant funding “to support previously funded programs and services” for our kindergarten through 4th grade students beginning with the 2017-2018 school year. We have successfully sustained the program during years 4 and 5 of the grant when funding is reduced to 75% of the original funding amount. We have achieved and maintained attendance and academic goals and continue to offer activities using a variety of school and community resources. These resources are committed to continue their support during a new grant cycle which eliminates any conflict with supplanting.

STUDENT NEED

Academic Need: Low socioeconomic status students and English Language Learners are trailing behind other students in academic achievements.

Program Need: – Elementary students need a safe place to be with productive enrichment activities before and after school.

Family Literacy Need: – Family members of elementary students lack necessary skills to support their children’s education.

PROJECT

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

Objectives: 85% of regular attendees will exceed expected growth on reading and math assessments annually.

Activities: Small group tutoring using *ReadWorks* and *Do the Math*, homework completion, project-based STEM activities, *Imagine Learning*, Electric Company, and Math Adventures.

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

Objectives: 100% of regular attendees will report learning new skills and feeling safe at school, measured by student surveys. Anti-social behaviors for regular attendees will decrease by 5% annually, measured by discipline referrals.

Activities: Before school program (homework help, computer time, games, walking, math/reading groups), ETA in Motion & Let’s Play Sports (recreation activities), Character Counts!, computer time, crafts, Adventure Club (field trips on days school lets out early).

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

Objectives: Provide at least two Family Night events each school year to promote literacy, STEM activities, family relationships, and community resources. : 95% of ETA families will report satisfaction with activities, measured by event or annual parent surveys.

Activities: Family Nights, Rosetta Stone for adults, high school equivalency, ELL, ABE classes, SLES teacher committees.

RESEARCH BASE

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

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

MANAGEMENT & SUSTAINABILITY PLAN

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

COMMUNICATION PLAN

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

PARTNERSHIPS

Our program will use 21CCLC funding and contributions of partners to offer a wide range of services and programs to our elementary students and their families. We will build upon existing collaborations and connect existing programs to avoid duplication of services. We have commitments from Iowa Public Television, ISU Extension, Girl Scouts of Greater Iowa, Buena Vista University.:

EVALUATION

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

BUDGET NARRATIVE

Funding Formula: \$10.00 per day x 175 students x 162 days before and after school = \$283,500. Our program is requesting 21st CCLC grant funding at the maximum level of \$150,000.

Our total ETA budget is \$228,950. The portion of expenses beyond 21CCLC requested funding (\$150,000) will come from At-Risk funds (\$33,450), Title 1 funds (\$30,000), and a small weekly attendance fee based on a sliding fee scale (\$15,500). Details can be found in section 9.

Elementary Tornado Academy (ETA) is a current 21st Century Community Learning Center (21CCLC) grantee operated by Storm Lake CSD at Storm Lake Elementary School (SLES). Our current grant ends on June 30, 2017. Consistent with what is allowed per the RFA (page 9), we are requesting new 21CCLC grant funding “to support previously funded programs and services” for our kindergarten through 4th grade students beginning with the 2017-2018 school year. We have successfully sustained the program during years 4 and 5 of the grant when funding is reduced to 75% of the original funding amount. We have achieved and maintained attendance and academic goals and continue to offer activities using a variety of school and community resources. These resources are committed to continue their support during a new grant cycle which eliminates any conflict with supplanting.

2. STUDENT NEED

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

SLES is eligible as a Title 1 school wide program as recorded on the Iowa Department of Education website at <https://www.educateiowa.gov/documents/buildinglevel/2015/12/2015-16-iowa-public-school-k-12-students-eligible-free-and-reduced> (Absolute Priority). SLES is designated as “Needs Improvement” on the Iowa School Report Card <http://reports.educateiowa.gov/schoolreportcard> (Competitive Priority).

Need #1 – Academic: Low Socioeconomic Status (Low SES) students and English Language Learners (ELL) are trailing behind other students in academic achievements.

Fifty six percent of our elementary students are ELL, while 78% qualify for free and reduced meals (low SES). Achievement data was reviewed in September 2016 on the Iowa Assessments, Formative Assessment System for Teachers (FAST), and Boulder Valley math tests (BVSD). Below are tables showing the percent of students proficient. Disaggregating the data shows an achievement gap for both ELL and low SES students.

LITERACY / READING Assessment (grade levels tested & when)	Totals		Socio-economic (% prof)		Language (% prof)	
	# tested	% prof.	not low-SES	low SES	not ELL	ELL
Iowa Assessments (2nd-4th, spr 2016)	329	68%	86%	62%	71%	65%
FAST – CompK/1 (K-1st, fall 2016)	351	69%	78%	66%	73%	66%
FAST – CBM-R (2nd-4th, fall 2016)	485	54%	67%	51%	66%	45%
FAST – aReading (1st-4th, fall 2016)	668	62%	78%	57%	74%	52%

MATH Assessment (grade levels tested & when)	Totals		Socio-economic (% prof)		Language (% prof)	
	# tested	% prof.	non low-SES	low SES	non ELL	ELL
Iowa Assessments (2nd-4th, spr 2016)	328	73%	88%	68%	78%	72%
BVSD (K-4th, fall 2016)	856	59%	70%	42%	72%	39%

Our program will address reading and math needs by providing small group tutoring in reading and math four days per week for identified students. Certified teachers and school day staff will facilitate tutoring groups. Title 1 funds are currently used to pay for small group tutoring after school. Storm Lake CSD committed this resource as one way to sustain program activities during years 4 and 5 of the current grant. Title 1 funds will continue to be used for tutoring as long as funds are available and appropriate for this activity.

We will provide access to *Imagine Learning* for ELL students learning English and

struggling readers. Many of our after school students use the program during the day. Our program will give them more practice time and trained staff to help.

For students not identified for extra tutoring or ELL support, academic activities will reinforce school day learning for math, reading and science. Activities may include homework help, STEM and reading activities, Boehm concepts practice (up, down, in, out, top, middle, bottom, etc.), and IPTV supplements (*Electric Company* Extended Learning Program, *Math Adventures*, pbskids.org/lab).

New 21CCLC funding will allow ETA to expand and update programming by purchasing or developing STEM, reading and physical recreation activities. We have a commitment from Dr. John Bedward, Department Chair – Mathematics, Science & STEM Education at Buena Vista University (BVU), to oversee the development, implementation, and evaluation of STEM learning modules. These project-based activities will be created by teams of BVU education students, specifically for our unique population of students. This will provide BVU students practical experience developing activities and lessons for their future as teachers, and provide quality activities for our after school students that can be utilized year-to-year. If STEM modules show success, literacy and physical recreation modules may be developed under the guidance of other university professors or SLES highly qualified teachers.

Need #2 – Program: Elementary students need a safe place to be, with productive enrichment activities before and after school.

Prior to our current grant, we charged a flat fee of \$10 per week to all students and we averaged 60 students per day. With current grant funding, we are able to offer a sliding fee scale – no charge for students qualifying for free lunch, \$5 per week for reduced lunch students and \$10 per week for students who pay full lunch rates. In the five years of the current grant, our average attendance has increased to 173 students every afternoon.

Surveys of parents and students this fall show that many families would not be able to take advantage of our program at the full rate. Many of these students would go home after school to an empty house or be cared for by middle or high school siblings. Parents begin work before school starts, and work later than the regular school day. Many are single parents, or both parents are working, some are working multiple jobs. Working families need supervision and transportation for their children during these extra hours. Students report feeling sad or scared when picked on by their peers and would like to learn how to be a better friend. We are requesting new grant funding to continue this crucial program for our community.

Storm Lake does not have a recreation center, YMCA, or childcare facility in town. St. Mary's School (private school) supports an elementary after school program that provides only basic homework completion and general recreation activities for about 25 St. Mary's students.

Our program will support enrichment needs by partnering with community organizations to provide a variety of activities in a safe place led by supportive adults.

Our morning program will begin at 7:00 a.m. Students may have extra time on computers, get help completing homework, or play games with friends before breakfast. After breakfast they participate in our morning walking program or an early morning ELL, math or reading group.

Afternoons begin right after school with a healthy snack and short recreation time, then academic and enrichment activities follow. Details of planned activities can be found in the Project section on pages 6 & 7. School busses provide safe transportation home for students or parents may pick students up at school by 6:00 p.m.

These activities provide for a constructive use of leisure time geared to help youth acquire new skills, hobbies and interests that can improve academic performance, improved peer

relations and give participants greater aspirations for their future.

Need #3 - Family Literacy: Family members of elementary students do not have necessary skills to support their children's education success.

Data is collected at school registration, parent/teacher conferences, and is a frequent topic at Family Nights and parent meetings. More than 60% of families need interpreters at these events and meetings. The most common primary language is Spanish. Like their children, parents do not have English as their primary language. Many of these have not completed their high school education and would like to take advantage of Adult Basic Education opportunities. To assist these families Storm Lake CSD provides a one-hour weekly class using Rosetta Stone to teach English to elementary parents.

Iowa Central Community College, located in Storm Lake, offers English Second Language (ESL) classes, High School Equivalency completion, and Adult Basic Education classes free of charge. We will support these programs by making sure our families know of these opportunities and tracking the number of our families utilizing them.

Family Nights are held two times per year at the elementary school which provide activities for SLES/ETA families as well as meeting Title 1 meeting requirements. SLES partners, including, Buena Vista Regional Medical Center (BVRMC) and Iowa Public Television (IPTV) provide sessions for parents such as computer access, working at home with children in reading and math, making healthy snack and meal choices, and promoting easy physical activities.

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

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

- Storm Lake CSD - space and utilities; school busses for program transportation and field trips; Title I funding for small group tutoring; professional development for after school staff; program, student and staff support from the elementary principal and assistant principal; evaluation and programming support from the elementary instructional strategist
- Buena Vista University – activities development; evaluation support
- Iowa State University, Extension & Girl Scouts – STEM programming
- Buena Vista Regional Medical Center – programming and staff for Family Night activities
- Iowa Public Television – math and reading supplements and computer program support
- Iowa Central Community College – on-going Adult Basic Education, ESL, and high school equivalency classes for family members

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

As an on-going part of our current program, students identify interesting activities through focus groups, surveys and one-on-one conversations with program staff. These choices are reflected in some of the activities described in this proposal. Through brainstorming sessions and spontaneous daily choices, our kindergarten through 4th grade students decide some of the recreation, service learning, art, and computer activities.

The program director attends elementary parent meetings, Family Night meetings, and is available during parent/teacher conferences. Parents share information about what they would like to see added, removed or continued in ETA, and discuss the reasons their children need our program. We also rely on one-on-one communication between parents and staff during the after school program. Our advisory committee includes parents representing each of our grade levels and the diversity of our students. Through these opportunities parents were, and will continue to be actively involved in identification of needs, development and evaluation of the program.

In addition to youth and parents, stakeholders in the before and after school program include Storm Lake CSD administrators, Buena Vista University, ISU Extension, Buena Vista Regional Medical Center, Iowa Public Television, and Iowa Central Community College. Each partnership represents an established relationship between the community organization and the before and after school program or school district. The program director met with partners during the identification of student, program and family needs, planned enhancement of the current program, and development of the grant application.

3. PROJECT

Scope of Operation: We are requesting funding to continue our program Monday through Friday on 162 full school days during the school year for kindergarten through 4th grade students. We offer one hour before school and 2.5 hours after school which exceeds the 60 hours minimum contact time each month. Depending on the yearly district calendar, we also offer local field trips on days when school lets out early for parent/teacher conferences or professional development. Storm Lake CSD has a robust summer school program utilizing Title 1 funds. We choose to focus our efforts during the school year, as we would be unable to meet required 21CCLC student attendance and minimum days offered during the summer.

3.1 Evidence that activities are linked to student needs identified in the previous section

The tables below and on the following page provide extensive evidence of activities which are linked to identified student and family needs noted in the previous section. This is a sample of activities offered during the current school year and planned for implementation in 2017-2018. Activities are led by elementary teachers, Title I qualified staff or general program staff as appropriate. Please refer to these tables when reviewing this sub-section of the rubric.

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

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

ACADEMIC NEED: High quality activities to address proficiency, achievement gaps	Grade served	Time frame for activity	Eligible Federal Activity
Small Group Reading & Math tutoring – using <i>ReadWorks</i> & <i>Do the Math</i> for identified students	all grades	4x per week, 60" per session	1-rem educ, 2-literacy, 3-math, 6-tutor, 7-ESL
Homework Completion Assistance – generally 3rd and 4th grade students	3rd & 4th grades	4x per week, 60-90" per session	1-remedial educ., 6-tutoring, 7-ESL
Imagine Learning – computer program to help ELL & struggling readers; for identified students	all grades	2x per week, 20-25" per session	1-remedial educ., 2-literacy, 7-ESL
STEM – various project-based activities; some provided by ISU Extension or Girls Scouts	all grades	1-2x per week, 60" per session	1-remedial educ, 3-STEM
Electric Company & Math Adventures – IPTV reading and math supplements	1st & 2nd grades	2x per week, 45" per session	2-literacy, 3-STEM & computers, 4-arts
Computer Pals – 3rd & 4th graders mentoring kindergarteners on IPTV computer & math games	3rd & 4th, kdgn	2x per week, 45" per session	1-remedial educ, 3-math

PROGRAM NEED: High interest activities to provide a safe place and enrichment activities	Grade served	Time frame for activity	Eligible Federal Activity
Before School Program – homework help, computer, games, walking, math/reading groups	all grades	5x per week, 60" per session	1-rem educ, 2-literacy, 3-math, 8-recreation
ETA in Motion & Let's Play Sports – activities provided by BVU students & Iowa Parks & Rec.	all grades	1x per week, 40" per session	8-recreation
Character Counts! – framework using six pillars of character (also used throughout ETA program)	all grades	1x per week, 40" per session	4-arts, 8-recreation, 15-character ed.
Computer Time – free time on educational websites, 55 computers available after school	1st – 4th grades	1x per week, 30-40" per session	2-literacy, 3-math & computers, 7-ESL
General Crafts – complement to academic activities or combined w/Boehm or Electric Co.	all grades	1x per week, 45-60" per session	2-literacy, 3-math, 4-arts
Adventure Club –field trips on early out days; indoor water park, outdoor park, sports/crafts	all grades	4x per year, 5' per day	4-arts and music, 8-rec, 14-field trips

FAMILY LITERACY NEED: Engaging activities to provide adults skills to support student success	Age served	Time frame for activity	Eligible Federal Activity
Family Nights – family-oriented educational enrichment activities (partners – IPTV, BVRMC)	all grades adults	2x per year, 90' per session	2-literacy, 3-STEM & comp, 8-rec, 11-parent
Rosetta Stone for adults – computer program for Spanish speakers to learn English	adults	1x per week, 60' per session	11-family literacy
HS equivalency, ELL, Adult Basic Ed. classes – free adult education classes provided by ICCC	adults	3x per week, 90' per session	11-family literacy
SLES teacher committees – help ID and refer families for medical, dental, vision, mental health, warm coats, food pantry services	all grades adults	varies, as needed	11-parent involvement, 13-prevention

3.3 Logical, clear, and measurable goals and objectives

The information below and on the following page identify logical, clear and measurable goals for the activities which address identified academic, program and family literacy needs. Activities are listed here, with details about curriculum noted in the previous section and Research section on page 9.

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

Outcome Objective 1.1: 85% of regular attendees will exceed expected growth on reading assessments annually. (Growth will be measured based on individual student baseline data and expected growth from that starting point. All data will be disaggregated and reported based on low SES, ELL status, regular attendees and non-ETA students.)

Grade Level	Assessment Tool	Frequency
K-4th grade	FAST – aReading	3x / year
K-1st grade	FAST – CompK & Comp1	3x / year
2nd-4th grade	FAST – CBM-R	3x / year
2nd-4th grade	Smarter Balanced Assessments (new in 2017-2018)	1x / year

Outcome Objective 1.2: 85% of regular attendees will exceed expected growth on math assessments annually. (Growth will be measured based on individual student baseline data and expected growth from that starting point. All data will be disaggregated and reported based on low SES, ELL status, regular attendees and non-ETA students.)

Grade Level	Assessment Tool	Frequency
K-4th grade	Boulder Valley math assessments (BVSD)	3x / year
2nd-4th grade	Smarter Balanced Assessments (new in 2017-2018)	1x / year

Goal 1 Activities: Small group tutoring using *ReadWorks* and *Do the Math*, homework completion, STEM project-based activities, *Imagine Learning*, Electric Company (IPTV), Math Adventures (IPTV), Computer Pals (math mentorship).

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

Outcome Objective 2.1: 100% of regular attendees will report learning new skills and feeling safe at school, measured by student surveys.

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

Goal 2 Activities: Before school program (homework help, computer time, games, walking, math/reading groups), ETA in Motion & Let's Play Sports (recreation activities), Character Counts!, computer time, crafts, Adventure Club (field trips on days school lets out early).

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

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

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

Goal 3 Activities: Family Nights, Rosetta Stone for adults, high school equivalency, ELL, ABE classes, SLES teacher committees.

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

The ETA director is a member of the Elementary Leadership Team which includes classroom teachers, ELL and Title teachers, principal, and instructional strategist. This team meets monthly to review student data, plan staff PD, & suggest topics for staff meetings. The ETA director's office is in the elementary building for prompt interaction with teachers or students during the school day. Classroom teachers and the instructional strategist identify students for reading & math tutoring. Parents of students not enrolled in ETA are contacted and recommendations made for attending after school activities. All program activities are approved by the principal, instructional strategist, or ELT team, providing alignment with state, national and Common Core standards. On-going communication with the SLES principal and Storm Lake CSD curriculum coordinator ensure alignment with the district CSIP.

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

Beginning with federal 21CCLC funds awarded in July 2000, and then state 21CCLC grants, ETA has far exceeded all expectations originally proposed.

Objectives of the current 21CCLC grant	Actual results (2015-2016)
• 150 students attending daily	• 173 daily student attendance
• Regular attendees' math and reading proficiencies will increase at a greater rate than non-attendees	• 76% of reg. attendees achieved proficiency • 68% of non-attendees achieved proficiency
• Discipline referrals will decrease by 5% annually	• Decrease of 8% during program hours

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

4. RESEARCH BASE

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

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

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

- Math and reading tutoring groups led by certified teachers – Materials and activities used during math and reading tutoring complement what is used during school day math and reading groups. They include *ReadWorks* (<http://www.readworks.org>) and Houghton Mifflin Harcourt's *Do the Math* (<http://www.hmhco.com/products/do-the-math/research-and-results.htm>). All tutors use their knowledge of Common Core standards to guide small group instruction. Practices in place have shown positive results since being implemented after school in 2015.
- *Imagine Learning* – A research-based, instructionally differentiated language and literacy software program. It provides interactive activities, videos, songs and games for ELL students and struggling readers. (<http://www.imaginelearning.com>)
- The *Electric Company* Extended Learning Program – Materials and activities used with first and second grade students are aligned with Common Core standards. An evaluation was performed by WestEd in October 2011. Highlights of the findings include: (1) Students participating in *The Electric Company* program showed significant growth in their... phonics skills (17% gain from pre- to post-assessment). (2) Fourteen out of 16 participating teachers reported that students progressed or grew significantly in the area of “motivation and confidence to engage in learning activities” related to both mathematics and literacy.
- Pbskids.org/lab – “PBS KIDS Lab is built on the belief that every new technology is an

opportunity for learning. We work closely with researchers and advisers every step of the way, from building curriculum frameworks to ensure that all of our content aligns to state and national standards, to testing early prototypes with kids. We also spend a lot of time with parents and educators, learning more about the devices that are available at homes and in schools, what supplemental resources work best, and how we can make learning fun for the whole family.” (<http://pbskids.org/lab/about/>)

- *Math Adventures* – This curriculum uses play-based hands-on activities, online or mobile games, videos, and books to help support learning. (<http://IPTV.org/classroom>)
- *Let’s Play Sports* – A physical activity supplement researched and developed by the Iowa Parks and Recreation Department that provides grade-specific sessions in a variety of sports such as football, golf, baseball or softball, wrestling, basketball, soccer, and cheerleading.

5. MANAGEMENT and SUSTAINABILITY PLAN

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

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

All project staff leading academic activities will be certified teachers or meet Title I guidelines for paraprofessionals. Many of our college staff are pursuing an elementary education degree and have child development experience. Bilingual staff members assist in communication with students and parents. Staff work with the same students or grade level allowing them to build relationships with students. Partners have qualified staff in place for their activities.

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

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

A minimum of 15 hours of training is provided per year. New staff are required to attend an additional three hours of orientation. Monthly training is available to all project staff, volunteers and advisory committee members. Topics include best practices in reading and math; tutor training; Love & Logic and other behavioral tools; CPR & First Aid; mandatory child abuse reporting; and sexual harassment. School district, hospital, AEA staff and other qualified consultants provide these trainings and are available to provide on-going assistance and coaching

throughout the year. The Iowa Professional Development Model is used to plan, implement, and evaluate professional development activities.

The current director, Ms. Lynn Redenbaugh, has been with ETA since a federal 21CCLC grant was received sixteen years ago. She will allocate 100% of her time to the program. 50% of her salary is paid using At-Risk funds. At-Risk funds will continue to be used for this purpose as long as funds are available and appropriate. Her duties include overseeing the budget, planning and coordinating staff development and assessing progress in meeting program goals. She works closely with the instructional strategist and other district staff to provide academic activities that meet identified needs and are aligned with local, state, national and Common Core standards. She works with district employees and community agency staff to coordinate activities with the numerous local, state and federal programs already in place. Other director duties include public relations, interaction with community partners, coordinating surveys for evaluation purposes and aggregating program data. As mentioned in the previous section, the ETA director participates on the Elementary Leadership Team and has her office in the elementary building to maintain alignment with school day instruction.

An assistant coordinator supports the director with day-to-day implementation of planned academic assistance and educational enrichment activities. The assistant coordinator is a full-time district employee with .5 FTE spent in ETA (21CCLC grant funds) and .5 FTE spent with students during the regular school day (general district funds). This provides an additional opportunity to link the school day with the after school program. The assistant coordinator works directly with students after school, assists with creating and maintaining a site plan, scheduling activities, recruiting participants, monitoring supplies and resources, collecting attendance data and other routine issues associated with the successful operation of the programs. Both the director and assistant coordinator have a high level of interaction with students, parents and staff.

The director and assistant coordinator meet daily to review and discuss program issues. Monthly meetings with all program staff and volunteers provide time for training and team-building. The director attends elementary building staff meetings, which provide additional opportunities to blend after school with regular day programming.

Volunteers are utilized in a variety of ways –Adventure Club, Family Nights, small group, and large group enrichment activities with BVU students. CommUNITY Education recruits and coordinates program volunteers and utilizes senior volunteers as appropriate to our activities. Senior volunteers are an important resource for ETA. The experience they share with our students and staff is a valuable part of our program.

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

Our before and after school program and Family Nights are held at Storm Lake Elementary School which was completed in August 2009. This is the building that public school students attend during the regular school day.

Transportation is provided to our morning program and home again following our after school program via school busses equipped with video cameras. Fuel costs and bus driver salary for end of program routes will be supported by 21CCLC funds, with bus and maintenance costs contributed by the district. Bus drivers are CDL certified school district employees. Bus drivers receive a list of students riding the bus each afternoon which includes the student's name, address and parent contact information. Parents receive a bus schedule that identifies drop off sites and arrival times. Students being picked up at school are released to only those persons identified for picking up the students. Parents or guardians must sign the child out each day as a means of tracking their attendance and whereabouts.

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

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

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

ETA's leadership structure was discussed in detail on the previous pages. The director and assistant coordinator receive guidance from the advisory committee composed of parents, teachers, elementary principal or assistant principal, and representatives from each of our collaborative partners. The purpose of the advisory committee is to review data and suggest improvements for project activities, assist with the development of new activities, monitor student/parent participation and satisfaction, and seek continued funding. The advisory committee is also responsible for continuously seeking input from parents, volunteers, community members, and students on how to improve the program and works to secure additional partnerships that meet needs identified by our evaluation data. Committee members use the information to improve programming and ensure that all program goals and objectives are being met. The committee meets quarterly with a report being made to the school board annually. We are planning to merge our elementary and middle school after school advisory committees. The programs share many of the same partners, but also have some who are unique to each school's program. This merge will provide additional opportunity for support and sustainability options.

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

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

Continuous improvement of our program is guided by the comprehensive evaluation plan detailed on pages 15-17, communication plan on pages 13-14, dedication of our partners, and commitment of staff and administration. We have identified five factors for sustainability:

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

Second, Iowa allows local boards of education to allocate funds from property taxes if the funds will be spent on programs and services benefiting At-Risk youth and their families. Our school board will carefully consider this Maximum Allowable Growth funding as a source of continued funding. **Third**, Storm Lake CSD receives in excess of \$1 million in U.S. and Iowa Department of Education funds that are used to benefit our youth in specific developmental areas. These include Title I, Title IV (Safe & Drug Free Schools), and Migrant funds. Our district will consider these funding sources as well, to continue the program.

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

Fifth, a minimal fee is charged to participating families to make up the difference between

available funding and expenses. We currently charge on a sliding fee scale. Students qualifying for free school lunch (65% of ETA students) attend before and after school free of charge. Those who qualify for reduced lunch (11%) pay \$5.00 per week and \$10.00 per week is charged for those paying full price for lunch. Sliding fee scale rates are reviewed annually by the ETA director, superintendent and district business manager. No student will be turned away from attending before or after school due to their inability to pay.

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

Program/Resource	Contributions to program	Source of Funding
Reading & Math Tutoring	Reading & math instruction, curriculum	Federal – Title I
At-Risk	Remediation, sustainability funds	State – Mod. Allowable Growth
ETA in Motion	Physical Educ. activities and instruction	Local – Buena Vista University
Evaluation Team Ldrshp	Evaluation of ETA program	Local – BVU, SLES
Volunteers	Volunteers to assist in all areas of project	Local – CommUNITY Education
ISU Ext, Girl Scouts	STEM activities	Local – service organizations
Health & Nutrition activities	Health & nutrition educational programs	Local – BVRMC
School Resource Officer	Support for troubled youth	Local – Storm Lake Public Safety
Family Literacy activities	HS equiv., ELL, ABE classes for adults	Local – ICCC
Iowa Public Television	Reading & math supplements, websites	Local – IPTV

6. COMMUNICATION PLAN

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

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

- Local newspaper coverage – Two local newspapers frequently provide coverage of activities, successes and challenges, evaluation results, and volunteer or staff opportunities. Distribution of newspapers is two and three times per week and offers widespread community support.
- Local radio stations – As appropriate, program information, evaluation results, and volunteer or staff opportunities are publicized on our local radio stations, KAYL and KKIA. This medium reaches a large community population.
- School newsletter and district website – Our district produces a monthly on-line newsletter that is sent to all parents via e-mail, and posted on the district’s website. Included in both of these locations is program data and detailed evaluation results as they are available from team assessments. Information similar to the newspaper is available on a regular basis to all who visit the district’s website including community, parents, youth and partners. (<http://www.slcsd.org>)
- ETA website – ETA’s website is linked to the district’s elementary page. It contains a program calendar, staff information and training materials, registration information, links to educational websites used at ETA, and the program’s annual local evaluation. (<https://sites.google.com/a/slcsd.org/stormlakeeta/>)
- School registration and parent conferences – The ETA director is on-site during school

registration and parent/teacher conferences. Program information and registration information is provided personally to all parents in both English and Spanish.

- Parent notices – All information regarding program information, such as enrollment opportunities, upcoming events, activities, and evaluation results are sent home via paper copy throughout the school year. All notices are translated by school staff into Spanish.
- School board – Presentation of evaluation results, successes, and challenges are presented annually to the school board. This is another opportunity to communicate with the community, gather program support, and seek sustainability options.
- E-mail – E-mail is used to communicate with parents, partners, and school day staff. Parents may let staff know if their child will not be in attendance or ask questions about the program. E-mail is also used by partners to relay meeting agendas and minutes, program data and evaluation results throughout the school year.
- Phone calls – The director, teachers and/or reading strategist will contact parents directly for any student issues or to personally invite students who are identified as needing the extra academic support provided by the program. Interpreters are used as needed.
- Meetings – Advisory Committee meets quarterly to discuss the program and evaluation results. The director also attends monthly Elementary Leadership Team meetings and SLES parent meetings to receive and provide details about the program and activities.
- Students – Daily discussions and on-going brainstorming sessions are held between ETA staff and students about activity opportunities and expectations.

7. PARTNERSHIPS

7.1 Existing partnerships and their role in programming and sustainability

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

- Iowa Public Television will provide professional development and educational resources related to our math mentorship activities using Math Adventures, Electric Company Extended Learning Program, and PBS KIDS resources.
- Iowa State University, Extension and Outreach will provide educational STEM activities, including materials and staff to lead activities. They will also serve on the after school advisory committee.
- Girl Scouts of Greater Iowa - This is a new partnership under development through our current grant. In 2015-2016, Girl Scouts provided staff from Iowa State University in Ames and materials for STEM activities with 3rd & 4th grade girls. They are currently recruiting local partners to provide similar activities in the spring of 2017.
- Buena Vista University–
 - Academic activities development – New 21CCLC funding will allow ETA to expand programming and purchase or develop STEM, reading and physical recreation activities. We have a commitment from Dr. John Bedward, Department Chair – Mathematics, Science & STEM Education at Buena Vista University, to oversee the development, implementation, and evaluation of STEM learning modules. These project-based activities will be created by teams of BVU education students, specifically for our unique population of students. This will provide BVU students practical experience developing activities and lessons for their future as teachers, and provide quality activities for our

after school students that can be utilized year-to-year. If STEM modules show success, literacy and physical recreation modules may be developed under the guidance of other university professors or SLES highly qualified teachers.

- Evaluation team leadership – Dr. John Bedward, Department Chair – Mathematics, Science & STEM Education at Buena Vista University, will fill the role of outside evaluator on the evaluation team. He will oversee observations during the school year of activities, staff, and data. He will meet with other team members to review their observations. The team will present findings, celebrate successes and suggest program adjustments to the program director and advisory committee. The team will provide on-going support as changes are implemented. Dr. Bedward’s experience in education will guide the team in conducting a comprehensive evaluation of the program.
- Buena Vista Regional Medical Center, as a partner of SLES, provides staff and activities for Family Night events. Past contributions have included leading Zumba dance activities, sessions on reading food labels, easy and healthy snacks, and community resources. BVRMC staff also provides direction for the program as part of the after school advisory committee, Family Nights planning team, and School/Community Health Advisory Committee.
- ICCC provides on-going ESL, high school equivalency, and Adult Basic Education classes free of charge to the community and program families. Data, including simple attendance counts and class completion rates are provided for ETA families.

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

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

The ETA director serves on various community and school committees – SLES parent committee, Elementary Leadership Team, School/Community Health Advisory Board, and High School Athletic Booster Board. Other elementary school administrators are members of community groups, including Kiwanis, where school day and after school activities are a priority.

Each partner will fill a position on the ETA advisory committee which meets quarterly in August, November, February and May. The ETA director prepares meeting agendas, coordinates data for distribution, plans upcoming events, and informs members of program needs.

Our goal for the advisory committee is to have parents or partners lead the committee. The committee would request information and make suggestions to the director and evaluation team for agenda items, data collection activities, program offerings, and initiate other partnership opportunities. We are also making plans to merge our elementary and middle school programs’ advisory committees. We believe these to be positive approaches to engage and recruit new partners, maintain relationships, and create a meaningful exchange of ideas leading to sustainability opportunities.

8. EVALUATION

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

A highly qualified team is in place to provide a comprehensive and rigorous evaluation of our program that provides both process and outcome evaluation results. Team members include Dr. John Bedward, Department Chair – Mathematics, Science & STEM Education at Buena Vista University; Michael Sullivan, Elementary Instructional Strategist for Storm Lake Elementary School; at least one teacher who currently sits on the Elementary Leadership Team

(rotating position); and Lynn Redenbaugh, current ETA director.

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

PROCESS EVALUATION:		Who will administer	Use of data
measurement tool	Frequency of Use		
Basic Tallies – Discipline referrals, activities; attendance; (Academic, Program & Family Lit. goals & activities)	Each time an activity takes place; quarterly for discipline referrals	ETA program staff, teachers, partners	Verify attendance & activities; state /fed reporting
Surveys – data on effectiveness of activities offered (Academic, Program & Family Lit. goals & activities)	End of year, and at special events	Teachers, program participants, parents, & adults	Data for state/fed reporting; modify activities
Focus Groups – data from a sample of participants (Academic & Program goals and activities)	Monthly	ETA director and/or asst. coordinator	Modify activities, celebrate successes
One-to-One Contact – forms record conversations w/students, parents, teachers, and partners (Academic, Program & Family Lit. goals & activities)	As needed	ETA director, asst. coordinator, & ETA staff	Modify activities, celebrate successes
Observation – forms record observations of staff & activities (Academic, Program & Family Lit. goals & activities)	Formal – 2 times per school year; Informal – as needed	Evaluation team, ETA director, teachers, partners	Modify activities, celebrate successes

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

OUTCOME EVALUATION:		Frequency of Use
measurement tool		
Smarter Balanced Assessments – new tests used in Iowa beginning with the 2017-2018 school year		TBD (new in 2017-2018)
Formative Assessment System for Teachers (FAST) –includes aReading [K-4th], CompK & Comp1 [K-1st], CBM-R [2nd -4th]		Three times per year
Boulder Valley math tests (BVSD) – math tests developed by Boulder Valley School District and used by SLES in grades K-4		Three times per year

Two times per year in the fall and spring, an on-site evaluation of the program will take place during after school activities. It will focus on staff and student engagement, and observance of literacy and STEM activities. The tool for these site visits is updated annually as the program grows and adjusts to the needs of our students. Recorded data may include staff and student use of time, engagement of students and staff in scheduled activities, implementation from recent

trainings and professional development, and observation of safety protocols. The team will then meet to discuss their observations, review appropriate process, outcome, or other program data, make recommendations for program improvement, and celebrate successes. The director may also initiate internal probes for specific targets, e.g., is staff actively engaged in supervision of students during computer time?

Objectives presented on pages 7 & 8 will be measured using the noted indicators. Collection of data will be the responsibility of the program director, assistant coordinator, program staff, evaluation team, and partners. The ETA director will prepare data for review by the evaluation team and advisory committee. Cayen AfterSchool 21, a program designed specifically for before and after school programs, is used to store student and family data along with attendance records. Test scores can be imported, providing a complete picture of each student's attendance, ELL or low-SES designation, and academic proficiencies. We have been told by Vic Jaras, consultant for 21CCLC with the Iowa Department of Education, about the possibility of a statewide system for use by 21CCLC programs. ETA's current contract with Cayen Systems is year-to-year and we will comply with any updated requirements for use of a statewide system.

The use of Microsoft programs and Cayen AfterSchool 21 software allow us to report demographics, analyze outcomes, create participant lists, prepare mailings, and evaluate activities. Appropriate data is reviewed by the program director and assistant coordinator weekly, quarterly at advisory committee meetings, during elementary parent meetings, and at least monthly by program staff at grade level staff meetings. This provides for effective review, discussion, feedback, and prompt program adjustment.

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

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

The ETA director and assistant coordinator are charged with reviewing evaluation data and making necessary changes to the implementation of programs. Weekly reviews allow for the quick and effective response required to refine and improve the overall program. At quarterly advisory committee meetings, relevant evaluation data is shared for further review and refinement. Our communication plan on pages 13-14 provides further details of how evaluation results will be shared in order to build community support.

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

The overall goal of our communication strategy is to increase awareness about our program in order to obtain support, and ultimately make connections that will increase student participants, volunteers, activities, materials, and funding opportunities. ETA uses a number of tools to share evaluation and other program information with the community, parents, youth, and partners. Details of these tools can be found in the Communication Plan section on pages 13-14.

Funding Formula: \$10.00 per day x 175 students x 162 days before and after school = \$283,500. Our program is requesting 21st CCLC grant funding at the maximum level of \$150,000.

Our total ETA budget is \$228,950. The portion of expenses beyond 21CCLC requested funding (\$150,000) will come from At-Risk funds (\$33,450), Title 1 funds (\$30,000), and a small weekly attendance fee based on a sliding fee scale (\$15,500).

Currently, students qualifying for free school lunch (65% of ETA students) attend free of charge, reduced lunch (11%) pay \$5.00 per week, and full priced lunch pay \$10.00 per week. Student fees will contribute an estimated \$15,500 per year. Sliding fee scale rates are reviewed annually by the ETA director, superintendent and district business manager. No student will be turned away from attending before or after school due to their inability to pay.

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

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

Personnel - \$111,790

Portion of Program Director Salary	\$27,600
Assistant Coordinator (180 days x 4 hours x \$14.00; prorated medical benefits)	\$14,280
Afternoon ETA staff (15 staff x 162 days x 2.5 hours x \$10.50)	\$63,790
Morning ETA staff (1 staff x 180 days x 1 hour x \$14.00)	\$2,520
STEM, reading, PE Project Development (10 staff x 10 days x 2 hours x \$10.50)	\$2,100
STEM, reading, PE Project Supervision (3 professors/teachers x \$500 stipends)	\$1,500

21CCLC Funds: All calculations for personnel include hourly wage and benefits (FICA, IPERS, etc.) based on position. Salaries are appropriate for duties performed and set in accordance with district policies. A full time program director (215 days, salaried position, medical benefits; 50% 21CCLC funds) and part time assistant coordinator will oversee the program. A portion of the director's salary is expensed here. Portions are also expensed in the Professional Development, Evaluation and Administrative sections based on job duties. ETA staff will supervise academic, enrichment and family literacy activities to meet and exceed academic, program, and family literacy goals and objectives. Ten BVU students will work in teams to develop STEM, reading and physical recreation modules, with 3 BVU professors or SLES highly qualified teachers receiving stipends to oversee this project.

In-Kind: 10 certified teachers and 4 paraprofessionals will provide reading and math tutoring 4 days per week, 1 hour per day, for 24 weeks each school year using Title 1 funds (\$30,000). 50% of the director's salary will be paid using At-Risk funds (\$33,450). Partners, including ISU Extension and IPTV, will provide staff for their activities.

Staff Travel - \$0

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

Materials - \$13,221

General project materials	\$4,375
New STEM, reading and physical recreation materials and/or software	\$8,346
Movie licensing	\$500

21CCLC Funds: We have budgeted for new or replacement general project materials at \$25 per student – instructional materials, books for family literacy and reading, board games, craft supplies, office supplies, paper, etc. New STEM, reading and physical recreation materials will be determined by BVU students and supervising professors as project-based modules are created for all grade levels. Movie Licensing is a

yearly contract which allows us to show authorized movies in the elementary school for fundraising nights.

Weekly attendance fees: Income from weekly fees (estimated at \$15,500 per year) will provide additional opportunities to purchase academic, enrichment and family literacy materials for use in the program.

Professional Development - \$7,510

State Required Trainings (1-2 people x 2 days x 2 trainings per year)	\$2,000
ETA staff time (18 staff x 15 hours x \$10.50)	\$2,835
Portion of Project Director Salary (8%)	\$2,675

Program staff will attend all state grant trainings as required. The estimate includes meals, lodging, mileage, and wages. ETA staff will participate in a minimum of 15 hours of professional development on topics including: best practices in reading and math; tutor training; Love & Logic & other behavioral tools; as well as, blood borne pathogens; CPR & first aid; mandatory child abuse reporting; and sexual harassment. A part of the Project Director's salary is budgeted here since a portion of her duties involve staff training. \$7,500 for professional development meets the 5% minimum required.

Student Transportation - \$8,804

Bus Drivers (2 drivers x 162 days x 1 hour x \$21)	\$6,804
Fuel Costs	\$2,000

Budgeted funds will be used to provide bus transportation after our program. Our transportation department has offered qualified bus drivers for 162 days during our school year. We have two separate bus routes taking approximate 65 students home each afternoon. Estimated fuel costs are consistent with expenses for the past two years. Transportation in the morning, busses, and maintenance will be provided in-kind by SLCSD. Transportation costs are below the 8% maximum amount allowed.

Evaluation - \$6,000

Stipends for Evaluation Team (3 members x \$1,000)	\$3,000
Evaluation Software Support and Maintenance	\$2,500
Portion of Project Director Salary	\$500

We will provide a \$1,000 stipend to each Evaluation Team member (not including the program director) to compensate them for their time. Cayen After School 21 is the current student data management software used by ETA. A part of the Project Director's salary is budgeted here since a portion of her duties involve program evaluation. Our evaluation budget does not exceed the 4% maximum.

Administrative / Indirect Costs - \$2,675

Portion of Project Director Salary (8%)	\$2,675
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The director's administrative duties include overseeing the site budget, staff supervision, interaction with agency staff and public relations. Other administrative costs – payroll, fiscal oversight by the district's business manager, etc. – are provided in-kind by the school district. Administrative costs are less than the 8% maximum allowed by the grant.

9.2 Proposed expenditures will supplement rather than supplant existing funding

New 21CCLC funds will not supplant any existing funding. Our current program is funded with a 21CCLC grant which ends on June 30, 2017. In addition, At Risk funds are used for 50% of the director's salary; Title 1 funds pay for after school reading and math tutoring; minimal attendance fees are collected based on a sliding fee scale to help purchase materials; and partners contribute staff and materials for their activities. All current funding sources will continue with a new 21CCLC grant, eliminating any conflict with supplanting.

MEMORANDUM OF UNDERSTANDING

Between

ISU Extension and Outreach – Buena Vista County

and

Storm Lake Elementary School, Elementary Tornado Academy

This Memorandum of Understanding (MOU) sets for the terms and understanding between Iowa State University Extension and Outreach – Buena Vista County (further referred to as Extension) and Storm Lake Elementary School – Elementary Tornado Academy (further referred to as ETA) to deliver annual educational opportunities for students.

Background

Extension and ETA share mutual goals. Each organization strives to provide educational youth development opportunities in safe spaces for our community's youth.

Purpose

The above goals will be accomplished by undertaking the following activities:

Extension agrees to:

- Deliver a minimum of 6 weeks of educational STEM activities for elementary students enrolled in ETA.
- Provide staff and materials required for the activities.
- Annually, the grade level of student participants will be determined based on what is age appropriate given the selected activities.
- Provide a staff member to serve on the ETA Advisory Board and attend quarterly meetings in August, November, February and May.

ETA agrees to:

- Provide safe spaces for students to participate in selected STEM activities.
- Provide 1 support staff member to be present with the student participants and guide them through program transitions.
- Provide leadership and communication regarding the ETA Advisory Board.

Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from Extension or ETA. This MOU shall remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials Extension and ETA this MOU shall end on May 31, 2020.

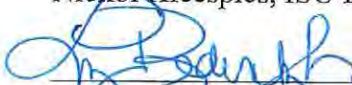
Contact Information

Partner name: Iowa State University Extension and Outreach – Buena Vista County
Partner representative: Nichol Kleespies
Position: Youth Outreach Educator
Address: 824 Flindt Drive, Storm Lake, IA 50588
Telephone: 712-732-5056
Fax: 712-732-5006
E-mail: kleespie@iastate.edu

Partner name: Storm Lake Elementary School – Elementary Tornado Academy
Partner representative: Lynn Redenbaugh
Position: Elementary Tornado Academy Director
Address: 1810 Hyland Drive
Telephone: 712-732-8074
Fax: 712-732-8111
E-mail: lredenbaugh@slcsd.org

 Date: 12/6/2016
(Partner signature)

Nichol Kleespies, ISU Extension and Outreach – Buena Vista County, Youth Outreach Educator

 Date: 12/6/2016
(Partner signature)

Lynn Redenbaugh, Storm Lake Elementary School – Elementary Tornado Academy, Director

November 30, 2016

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

Memorandum of Understanding

To Whom It May Concern:

It is my pleasure to provide you with this letter of commitment from Iowa Public Television in regard to the Storm Lake Community School District's Elementary Tornado Academy's grant application to provide additional funding and support for their 21st Century Community After-School Program.

Iowa Public Television will partner with the Elementary Tornado Academy to implement innovative educational media initiatives designed to enhance literacy and math skills. Our Ready for School and PBS LearningMedia initiatives have a strong history of helping teachers and students use technology to increase learning motivation. This will include professional development opportunities for staff.

Iowa Public Television has partnered with the Storm Lake Community School District's Elementary Tornado Academy in the past to enhance the learning experiences of children participating in after-school and summer school programs.

The resources and activities that Iowa Public Television makes available to the Storm Lake Community School District's Elementary Tornado Academy were developed through a Ready To Learn grant from the U.S. Department of Education. The programs and strategies that Iowa Public Television will provide are built upon scientifically based reading and mathematics educational research and have been extensively evaluated and proven effective.

Specifically, here are some examples of the resources and activities designed to help the children develop academically that will be made available:

- ***PBS KIDS Lab*** provides multimedia resources that support math and literacy development, designed for use in after-school programs and other out-of-school settings such as during summer and spring breaks. The resources include materials for extended learning programs of between six and eighteen weeks, including orientation materials for program facilitators, full activity plans, related video clips, and take-home activities for families.

- ***PBS KIDS Mobile Apps***—Iowa Public Television will provide professional development to the before/afterschool staff on implementation of select PBS apps such as ***PBS KIDS Scratch Jr.*** This activity pairs students to build computer code. The older students mentor the younger students on activities while completing activities focused on early math and science skills. Additionally, this program contains a parental involvement component.
- ***PBS KIDS Afterschool Adventure***—Iowa Public Television will provide educational resources and training to Burlington Community School District staff on effective use of the ***PBS KIDS Afterschool Adventure*** program. This program is a collection of multimedia activities designed to strengthen literacy connections and hands-on math activities with students, designed for use in an after-school program.
- ***Math Adventures Program - Math Adventures*** is based on the [Iowa Core Standards for Mathematics](#). The goal of the program is to help students in Kindergarten, 1st and 2nd grades improve their math skills. Studies have shown that early math skills are consistently associated with higher academic performance in later grades. To do this, participants will use content from PBS KIDS LAB, pbskids.org/lab and PBS Learning Media, iptv.pbslearningmedia.org, as well as hands-on math activities to practice math skills. Children in grades K-2 are paired with older students or adults, who help guide them through each of the sessions for their grade level.

In conclusion, Iowa Public Television fully supports the efforts of the Storm Lake Community School District's Elementary Tornado Academy to build a vital after-school program. The resources and training that Iowa Public Television provides are offered at no cost. Please let me know if you need any additional information in regard to Iowa Public Television's role as a community partner with the school for this Iowa 21st Century Community After-School grant application.

Sincerely,



Ken Harrison
Director of Educational Services

Storm Lake Elementary School

1810 HYLAND DRIVE • P.O. BOX 638 • (712) 732-8074

Storm Lake, Iowa 50588

Juli Kwikkel, Principal

Michelle Huntress, Assistant Principal

December 6, 2016

Dear Evaluators of the 21st Century Community Learning Centers Grant,

I am writing in total support of this grant application for our elementary school. Receiving this grant would really help us continue to expand the before and after school services we have developed and established for our students. It would help us to continue to provide a safe and secure learning center, as each day, many of our students go home to empty houses and apartments until their parents or guardians get off work. Our students really need the services of our Elementary Tornado Academy.

There is a strong partnership between our ETA and school programs. We share our facilities, equipment and resources. There also has been wonderful collaboration between the folks who work in the ETA and school programs. ETA personnel serve alongside our teachers on the Elementary Leadership Team and the "Specials" professional learning community or PLC. Frequent and regular communication occurs in support of our children and their many needs, both academically and socially. When one program ends for the day, the next program "carries the baton" to ensure that the children have the best possible environment that will keep them safe and help them learn.

I have served our school district as elementary principal for the past 20 years. During this time, I have seen many changes to our population in terms of the many new students of different cultures that have been welcomed to our school and community doors. The number of languages has grown from one to well over 18 languages spoken. Many parents speak very little English, however, their children – our students, learn to speak English very well. We have grown from an 18% free and reduced lunch population to almost 80% today. The biggest issue for us in Storm Lake is not one of diversity and the opportunities presented by the changes, but by the issue of poverty.

We have studied the book by Erick Jensen entitled "Teaching with Poverty in Mind" to help us help our students and their families. Programs to provide safe environments beyond the school day are recommended by Jensen and contributing educators and policymakers. We are on the "same page" as our experience from having ETA as part of our school these last few years, has shown us that programs such as ETA are sorely needed, and that is why we are applying for the 21st Century Community Learning Centers Grant. Our staff has demonstrated over and over again that we will do what it takes to help our students grow to the best of their ability. Our children's future depends on all of our collective efforts.

Thank you for considering Storm Lake Elementary School as a recipient of this wonderful grant. We will use it wisely and well to help our next generation of learners.

Sincerely,



Juli Kwikkel
Storm Lake Elementary Principal

Storm Lake Elementary School

1810 HYLAND DRIVE • P.O. BOX 638 • (712) 732-8074

Storm Lake, Iowa 50588

Juli Kwikkel, Principal

Michelle Huntress, Assistant Principal

December 12, 2016

Dear Iowa Department of Education Members,

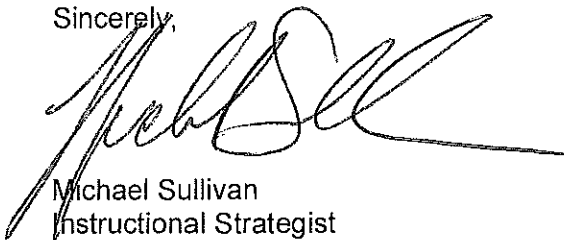
I am writing this letter in support of the Storm Lake Elementary School's application for the 21st Century Community Learning Centers grant. Receiving this grant allows us to continue the outstanding effort put forth by our after school Elementary Tornado Academy (ETA). It would help us continue meeting the needs of our diverse population, while helping close the achievement gap between our low SES students with those who are not economically challenged, as well as the achievement gap between our ESL and Non-ESL student.

Over the past few years, I've had the privilege to work in partnership with our ETA as we analyze data, discuss student needs, resources, and challenges. Our ETA program has been open, willing, and eager to work at finding what works, making adjustments, if needed, and making the most of each opportunity to help our students feel safe and secure while providing an additional opportunity to succeed. These partnerships are a vital part of what makes our school successful.

Our students often have many challenges throughout the day, and having a before and after school program, such as our ETA, brings everything together and allows each and every child, regardless of their background, the opportunity to achieve all they can. Our staff has demonstrated over and over again that they will do what it takes to help our students grow. Our children's future depends on all of our collective efforts.

Please give the Storm Lake Elementary proposal for the Iowa 21st Century Community Learning Center grant great consideration, and don't hesitate to contact any of the building staff if you have questions or need clarification regarding our continued efforts.

Sincerely,



Michael Sullivan
Instructional Strategist
Storm Lake Elementary

FORM A: SITE INFORMATION

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

21CCLC Site Name: Storm Lake Elementary School		
Site Address: 1810 Hyland Drive, PO Box 638		
City, State, Zip: Storm Lake, IA 50588		
Phone: 712-732-8074		
Site Contact Person: Lynn Redenbaugh		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Storm Lake Elementary	418 (district #6219)	300 (175 average daily attendance)
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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


Part M: Private and Public School Consultation

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

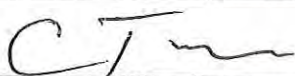
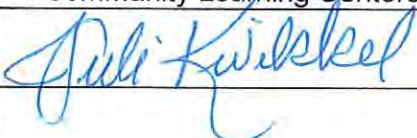
Part N: Grant Termination (Additional conditions in Appendix D)

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Storm Lake Community School District (Dr. Carl Turner, Superintendent)

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

Signature of Local Education Agency Superintendent	Local Education Agency Name
	Storm Lake Community School District (Dr. Carl Turner, Superintendent)
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Storm Lake Elementary School (Juli Kwikkel, Principal)

FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Molly Richardson ^{1st Gr.}	Agency	SLES
Signature	Molly Richardson ^{parent}	Address	1810 Hyland Dr.
		City/Zip	50588 Phone 732-8074
Name/Title	Joy Vithayasab ^{Spec Ed}	Agency	SLES
Signature	Joy Vithayasab	Address	1810 Hyland Dr.
		City/Zip	50585 Phone 732-8074
Name/Title	Jenna Campbell ^{2nd gr}	Agency	SLES
Signature	Jenna Campbell ^{gr}	Address	
		City/Zip	Phone
Name/Title	Juli Kulkki	Agency	SLES -principal
Signature	Juli Kulkki	Address	
		City/Zip	Phone 712-732-8074
Name/Title	Shelly Jacobson ^{3rd gr}	Agency	SLES
Signature	Shelly Jacobson	Address	
		City/Zip	Phone 712-732-8074
Name/Title	Michelle Huntress ^{asst princ}	Agency	SLES
Signature	Michelle Huntress	Address	
		City/Zip	Phone
Name/Title	Carl Turner /superintendent	Agency	SLCSD
Signature	CT	Address	
		City/Zip	Phone
Name/Title	Tina Gress - curriculum ^{coord}	Agency	SLCSD
Signature	Tina Gress	Address	
		City/Zip	Phone
Name/Title	Melba Raveling - school board & parent	Agency	SLCSD
Signature	Melba Raveling	Address	
		City/Zip	Phone

FORM C: COLLABORATIVE SIGNATURES

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








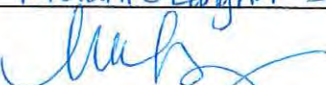

Applications only allowed up to five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	San Juanita Chamul - 1 st parent	Agency	SLES
Signature	San Juanita Chamul	Address	1810 Hyland Dr.
		City/Zip	SL 50588
		Phone	732-8074
Name/Title	Jessica Sly - 1 st	Agency	SLES
Signature	Jessica Sly	Address	
		City/Zip	
		Phone	
Name/Title	Becky Brown 1 st gr parent	Agency	SLES
Signature	Becky Brown	Address	
		City/Zip	
		Phone	
Name/Title	Kim McKenna - 2 nd	Agency	SLES
Signature	Kim McKenna	Address	
		City/Zip	
		Phone	
Name/Title	Anne Hofferda Kinder	Agency	SLES
Signature	Anne Hofferda	Address	
		City/Zip	Storm Lake IA
		Phone	
Name/Title	Connie Salas - 3 rd	Agency	SLES
Signature	Connie Salas	Address	
		City/Zip	
		Phone	
Name/Title	Lacey Ahlrichs / 3 rd Spec	Agency	SLES
Signature	Lacey Ahlrichs	Address	
		City/Zip	Storm Lake IA
		Phone	
Name/Title	Yocanna Rosas Migrant Coordinator	Agency	SLES
Signature	Yocanna Rosas	Address	
		City/Zip	
		Phone	
Name/Title	Michael Sullivan Instr. Staff	Agency	SLES
Signature	Michael Sullivan	Address	
		City/Zip	
		Phone	

FORM C: COLLABORATIVE SIGNATURES

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

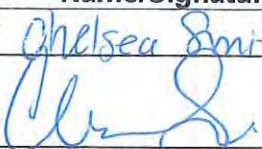
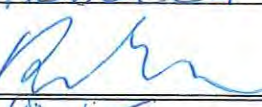
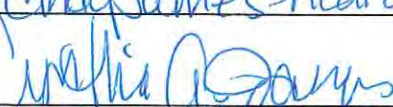
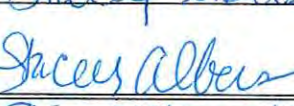
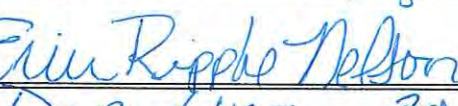
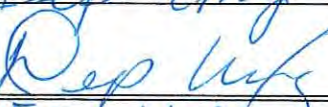
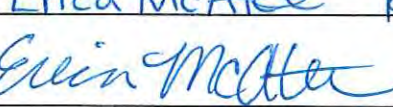
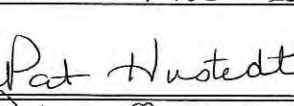
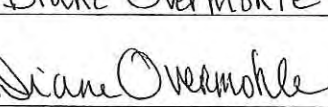
Applications only allowed up to five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Jenny Schmidt / Counselor	Agency	SLES
Signature		Address	
		City/Zip	Phone
Name/Title	Jean Knapp / Title I teacher	Agency	SLES
Signature		Address	
		City/Zip	Phone
Name/Title	Kara Harder / Title I teacher parent	Agency	SLES
Signature		Address	
		City/Zip	Phone
Name/Title	Hope Backman Kinder teacher	Agency	SLES
Signature		Address	
		City/Zip	Phone
Name/Title	Anna Negrete 3 rd grade	Agency	
Signature		Address	SLES
		City/Zip	Phone
Name/Title	Kathy Bowman Kinder	Agency	SLES
Signature		Address	1810 Hyland Dr.
		City/Zip	Storm Lake Phone
Name/Title	Amy Jesse - Kindergarten	Agency	SLES
Signature		Address	
		City/Zip	Phone
Name/Title	Melanie Langner 2 nd grade	Agency	SLES
Signature		Address	1810 Hyland Pr.
		City/Zip	SL 50588 Phone 732-8074
Name/Title	Lori Warkentin 3 rd	Agency	SLES
Signature		Address	1810 Hyland Dr.
		City/Zip	SL Phone

FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Chelsea Smith - 2nd Teacher	Agency	SLES
Signature		Address	
		City/Zip	Phone
Name/Title	Rebecca Smith TAs	Agency	SLES
Signature		Address	
		City/Zip	Phone
Name/Title	Cindy James - Media	Agency	SLES
Signature		Address	
		City/Zip	Phone
Name/Title	Stacey Albert - 2nd Teacher	Agency	SLES
Signature		Address	
		City/Zip	Phone
Name/Title	Erin Nelson (Rippe) 1st grade	Agency	SLES
Signature		Address	
		City/Zip	Phone
Name/Title	Dep Ung 3rd gr	Agency	SLES
Signature		Address	
		City/Zip	Phone
Name/Title	Erica McAtee kinder	Agency	SLES
Signature		Address	
		City/Zip	Phone
Name/Title	Pat Hustedt secty	Agency	SLES
Signature		Address	
		City/Zip	Phone
Name/Title	Diane Overmohle secty	Agency	SLES
Signature		Address	
		City/Zip	Phone

FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature	Agency Affiliation
Name/Title <i>Vicky Flink / Tst</i>	Agency <i>SLES</i>
Signature <i>Vicky Flink</i>	Address <i>1810 Hyland Dr.</i>
	City/Zip <i>Strom Lake</i> Phone
Name/Title <i>Nancy J. Thompson / K</i>	Agency <i>SLES</i>
Signature <i>Nancy J. Thompson</i>	Address
	City/Zip Phone
Name/Title <i>Bryanna Nissen</i>	Agency <i>SLES</i>
Signature <i>Bryanna Nissen</i>	Address
	City/Zip Phone
Name/Title	Agency
Signature	Address
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Name/Title	Agency
Signature	Address
	City/Zip Phone

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>1</u>	Total number of students being served (all sites for one year): <u>300 (175 daily attendance)</u>	Total first-year funding request (all sites): <u>\$150,000</u>
		Total three-year funding request (all sites): <u>\$450,000</u>

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION

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

Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Storm Lake Elementary School	\$150,000	\$150,000	\$150,000	\$450,000	300 (175 daily)
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 300 (175 average daily attendance)

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

Applicant Agency:

Storm Lake Community School District

Site: Storm Lake Elementary School

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 300 (175 daily)

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	109,790	2,000	109,790	2,000	109,790	2,000	335,370
Staff Travel	0	0	0	0	0	0	0
Materials	12,721	500	12,721	500	12,721	500	39,663
Professional Development (minimum 4% per year)	7,510	0	7,510	0	7,510	0	22,530
Student Access, Transportation etc. (maximum 8% per year)	8,804	0	8,804	0	8,804	0	26,412
Evaluation (about 4% per year)	6,000	0	6,000	0	6,000	0	18,000
Administrative/ Indirect Costs (maximum 8% per year)	2,675	0	2,675	0	2,675	0	8,025
Totals	147,500	2,500	147,500	2,500	147,500	2,500	450,000

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

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

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

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

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

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

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

FORM E: MINORITY IMPACT STATEMENT

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

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

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

Indicate which group is impacted:

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

Storm Lake CSD is 80% non-Caucasian. Based on our percentage of population in the groups indicated and planned activities, our before and after school program will positively impact social behavior and increase test scores for kindergarten through fourth grade students.

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

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

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

Indicate which group is impacted:

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

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

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

Name: *CT*

Title: Dr. Carl Turner, Superintendent

Definitions

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

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

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

"Disability" does not include any of the following:

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

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



Private School Consultation Meeting Log

Date: mtg #1 – 8/1/16; mtg #2 – 9/28/16; mtg #3 – 11/28/16

Time:

Location: mtg #1 – Des Moines (at JMC regional conference); mtg #2 – phone call; mtg #3 – Storm Lake Elementary School (SLES)

Meeting called by: all meetings were initiated by Lynn Redenbaugh, ETA Director

Type of meeting: mtg #1 – in person, informal discussion; mtg #2 – phone call detailing new grant RFA; mtg #3 – in person

Attendees: Lynn Redenbaugh, ETA Director & Diane Jones, St. Mary's Schools K-5 Principal (712-732-1856, djones@stormlakecatholic.com)

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

----- **Agenda Topics** -----

Welcome

Discussion:

Mtg #1 – We discussed that SLES would be applying for a new 21CCLC grant and that there would be an opportunity for a partnership to serve St. Mary's students with this funding. Diane was very new to her position and the grant RFA had not yet been released.

Mtg #2 – We discussed details of the 21CCLC grant opportunity and St. Mary's current program.

Mtg #3 – Brief discussion and confirmation of St. Mary's Schools current programming.

Conclusions:

Mtg #1 – St. Mary's currently has a program that offers homework assistance and general recreation activities for about 25 elementary students.

Mtg #2 – St. Mary's program is sufficient for its needs and they enjoy the freedom to offer religious programming for their students. St. Mary's declines participation in the 21CCLC grant opportunity.

Mtg #3 – Confirmed that St. Mary's declines participation in the 21CCLC grant opportunity and ETA's regular after school program. ETA will continue to send registration forms to St. Mary's students for field trips on early out days if public and private school days coincide. Past experience estimates that only 3-5 students will participate each day.

Action Items:

Mtg #1 – Lynn R will contact Diane J when the RFA is released to discuss further options.

Mtg #2 – none

Mtg #3 – none

Person responsible:

Mtg #1 – Lynn R

Mtg #2 – N/A

Mtg #3 – N/A

Deadline:

Mtg #1 – mid October

Mtg #2 – N/A

Mtg #3 – N/A

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

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

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

Other Information

Resource persons:	
Special notes:	

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

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