

**Application Cover Page  
21<sup>st</sup> Century Community Learning Centers**

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

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**APPLICATION INFORMATION**

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

County: Johnson County		Amount Requested: \$450,000 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Stephen Murley		Grant Contact/Project Director: Amy Minteer	
Agency Name: Iowa City Community School District		Agency Name: Iowa City Community School District	
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PPIC's Data Collection Contact: Amy Minteer		Fiscal Contact: Leslie Finger	
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Is this an application for a continuation grant? (Check yes or no):

Yes

No

## 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: _426023567_____ <b>OR</b> Enter School District Code _3141_____
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(If applicable) Enter Child Care License #: _____
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## 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 in need of assistance (SINA)* under Title I (Section 1116). *5 additional points awarded*

Documentation:\_\_\_\_\_

Robert Lucas Elementary is a Title I SINA school. Please see appendix A on page 45.

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Example of documentation: SINA list provided by the Iowa Department of Education available at [www.educateiowa.gov](http://www.educateiowa.gov).

- 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:\_\_\_\_\_The Iowa City Community School District is jointly submitting this application with Lucas Elementary Before & After School Program (LOC). A memorandum of understanding is on page 20\_\_\_\_\_

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

## 1. Abstract

<b>Title:</b>	Lucas Elementary 21 <sup>st</sup> Community Learning Center Program
<b>Applicant:</b>	Iowa City Community School District and Lucas On Campus
<b>Project Location:</b>	Robert Lucas Elementary School
<b>Students Served:</b>	115 school year, 60 summer
<b>Funding Request:</b>	\$150,000 / year

### **Program Overview and Partnership with *Lucas on Campus***

Our proposal is being jointly submitted with *Lucas On Campus*, a private non-profit, which currently operates a before and after school program at Lucas Elementary. Our proposal is to use grant funds to unify existing and new activities into a **single, seamless program**.

*Lucas On Campus* provides excellent youth development activities. Feedback from parents and school staff indicate that they are very satisfied with the quality and management of the program. However, **participation has been limited** due to funding and transportation barriers. Currently, for families to participate they either need to pay tuition or access state childcare assistance. Families also need to provide their own transportation to and from the program. The proposed project would allow **students to participate whether or not they had the means to pay and would also provide transportation**.

Although *Lucas On Campus* provides excellent enrichment programming, they do not currently offer intensive academic supports which align with the school day. Lucas Elementary is a SINA school, so more opportunities to provide academic support are needed. Through 21st CCLC funding, we will **incorporate rigorous academic supports** into the after school program, which will be delivered in close collaboration with school-day teachers. Additionally, it has not been financially viable for *Lucas on Campus*, a small non-profit, to offer a **summer** program. Lucas students lose a substantial amount of learning over the summer months, particularly for our students in poverty who are not able to access affordable opportunities to maintain or increase their reading and math skills. With grant funds a full-day summer program will be added which includes academic support, enrichment activities and field trips.

Finally, *Lucas On Campus* and the district's Family Resource Center will work collaboratively to deliver a coordinated Family Literacy program. Based on a family survey conducted in December of 2013, parents will gain access to classes to build their own skills, and encourage active participation in their children's education.

Other partnerships valuable to our project include: ISU Extension, Children's Museum, Neighborhood Centers, Elder Services-RSVP, Johnson County Social Services, ACT, Pearson, and the Domestic Violence Intervention Program (DVIP). Progress will be monitored by the district's Community Education Advisory Committee and the Johnson County Out-of-School Initiative, a collaborative formed to strengthen and coordinate out-of-school programs.

### **Needs Being Addressed**

It is critical that we efficiently align our resources to serve students in need at Lucas Elementary. Fifty-three percent (53%) of Lucas families qualify for the federal free/reduced lunch program, thirty-eight percent (38%) are from minority groups, and eleven percent (11%) have language barriers. In recent months Lucas has enrolled numerous African immigrants, who not only have significant language barriers, but also have experienced trauma, loss and extreme poverty. Similarly, Lucas is the home school for students new to the community living in shelter at the Domestic Violence Intervention Program (DVIP). Clearly students fleeing domestic violence have gaps in their education and social-emotional issues which need to be addressed. From August 2013 to January 2014, Lucas has enrolled 22 homeless students. Our **student academic needs** are substantial. **We are in our 4<sup>th</sup> year of SINA for reading and our 5<sup>th</sup> year for**

**math.** Though our teachers have implemented many interventions, the school day does not provide enough time to help our students in need close the achievement gap.

**Program Goals, Objectives and Activities**

The project will address the important domains of student and family development through academic, enrichment and family literacy interventions. Listed below are the goals, activities and objectives.

**ACADEMIC GOAL—By June 2017, 75% of students will be proficient in reading and math.**

Activities	Objectives
<p><b><u>Individual Planning</u></b></p> <ul style="list-style-type: none"> <li>Individual student learning goals in reading and math will be developed by afterschool staff in collaboration with school-day teachers.</li> </ul> <p><b><u>Literacy</u></b></p> <ul style="list-style-type: none"> <li>Leveled Literacy Intervention (LLI) in groups of 3 (K-3)</li> <li>Soar to Success--small groups (4-6)</li> <li>SuccessMaker--online supplement 45 minutes daily (K-6)</li> <li>Homework help</li> </ul> <p><b><u>Math</u></b></p> <ul style="list-style-type: none"> <li>Do the Math (K-6 small groups)</li> <li>Everyday Math Games (K-6)</li> <li>SuccessMaker—45 minutes every day (K-6)</li> </ul>	<ul style="list-style-type: none"> <li>75% of students will meet their individual, monthly goals for reading and math.</li> <li>80% of students in grades 1-6 will complete homework assignments at least 80% of the time</li> <li>80% of students will be proficient on the DIBELs Next Spring Assessment</li> <li>75% of students will be proficient in math (Iowa Assessment)</li> <li>The number of students on supplemental or intensive plans is reduced by 50%</li> </ul>

**ENRICHMENT GOAL— By June of 2017, 75% of students will have discovered new interests and acquired the knowledge and skills necessary to make safe and healthy choices.**

Activities	Objectives
<ul style="list-style-type: none"> <li>ISU Extension - science, health and nutrition</li> <li>Exploratory activities in STEAM -science, technology, engineering, arts and math</li> <li>Food/Nutrition activities- cooking and baking classes, garden project</li> <li>Fitness/Recreation activities— rec activities (i.e. swimming, basketball, tae kwon do)</li> <li>Positive Behavior Intervention &amp; Supports</li> <li>Steps to Respect® Training</li> </ul>	<ul style="list-style-type: none"> <li>100% of students will know core concepts of science and will know how to express themselves through the arts</li> <li>100% of students will know the core concepts of nutrition, exercise and overall health</li> <li>Students reporting class disruption will decrease from 67% to 33%</li> <li>Students reporting being teased or left out will decrease from 62% to 31%.</li> </ul>

**FAMILY LITERACY GOAL—By June 2017, 100% of families will be active supporters of their child's educational growth and increase their own literacy and employment skills.**

Activities	Objectives
<ul style="list-style-type: none"> <li>Family Nights with parent themes to support student learning.</li> <li>Weekly staff communication, including personal visits and newsletters and use of LANGUAGE LINE</li> <li>Parents will be provided information about adult education opportunities--GED, computer / career classes, budgeting, ELL</li> </ul>	<ul style="list-style-type: none"> <li>100% of parents will increase awareness of topics and how they can support their child’s learning at home</li> <li>100% of parents will feel welcome in the program and will know what their children are learning in the program.</li> <li>100% of parents will increase awareness of adult education opportunities; 50% without a high school diploma will complete the GED.</li> </ul>

## 2. Student Need Assessment (20 points possible)

2.1 The needs assessment provides extensive evidence utilizing objective data that very clearly defines the student need for a before and/or after school, evaluates school and community resources available, and convincingly documents how proposed program will address student needs. The following required data is included: Title programs data describing achievement gaps.

1. Student Poverty Data	
Student <b>enrollment</b>	433
% of students eligible for <b>Free/Reduced lunch</b> prices	53%
% of <b>African American</b> students	23%
% of <b>Latino/a</b> students	14%
% of <b>Asian</b> students	3%
% of <b>American Indian &amp; Asian</b> students	1%
% of <b>Caucasian students</b>	59%
<b>Mobility</b> rate (% of students who entered or exited during the year)	16%
Number of students who are <b>homeless</b>	22
Students who receive <b>backpacks</b>	55
Student who received <b>school supplies</b>	56

The **impact of student poverty** at Lucas has increased dramatically over past the two decades-- from thirteen percent (13%) in 1995 to fifty-three (53%) in 2013. Many of our students have significant gaps in their education due to high mobility and do not have access to affordable educational or enrichment experiences at home or in the community. Our families in poverty have few or no books. With geographical and financial barriers, most Lucas students cannot afford to participate in the existing after school program or community-based athletic or cultural programs. Many of our families even struggle to provide adequate food and nutrition for their children. Twenty-two of our students are homeless and 11% of our families face language barriers. During the first week of January 2014, nine homeless students enrolled at Lucas, five of whom do not speak English.

**Our project will address student poverty** by ensuring that students have a stable, consistent, safe place to be outside of school hours (year round) that offers engaging academic and enrichment activities. Enrichment activities will include daily fitness and nutrition, recreation, and arts/music program. These efforts will be implemented in collaboration with *Lucas on Campus*, as well as several other partners: the Domestic Violence Intervention Program, Iowa State University Extension, the Retired Senior Volunteer Program, the Children's Museum. Ideas for specific enrichment activities came from our surveys of parents, students, and teachers. Our program will also provide services through the Family Resource Center to help students have adequate school supplies and learning materials they can take home and use with their families. Family Resource Center staff will also help provide culturally competent support services.

2. Student Achievement Data	
SINA status in <b>reading</b>	SINA-4
SINA status in <b>math</b>	SINA-5
% of students <b>NOT proficient</b> on <b>Fall DRA</b> assessment	36%
% of students <b>NOT proficient</b> on Winter <b>DIBELS</b> Assessment	35%
% of students <b>NOT proficient</b> on <b>Fall Writing</b> assessment	43%

Iowa Assessment Fall 2013: Lucas	Reading	Math
<b>Total 3<sup>rd</sup> - 6<sup>th</sup> grade students</b> not proficient	31% (66)	28% (58)
<b>Low Socio-Economic Status</b> not proficient	39% (33)	38% (32)
<b>Hispanic</b> students not proficient	41% (16)	31% (12)
<b>African-American</b> students not proficient	50% (17)	53% (18)

Our **student academic needs** are substantial. We are in our 4<sup>th</sup> year of SINA for reading and our 5<sup>th</sup> year for math. Though our staff has been carefully implementing many different reading and math interventions, the school day does not provide enough time to help Lucas students close the achievement gap. Currently *Lucas On Campus* does not offer intensive academic support during after school programming and it has not been financially viable for this small not-for-profit to offer a summer program. This is significant for our students in poverty who are below proficiency as they are directly affected by the summer slide.

**Our project will address K-6 academic needs** by providing intensive year-round academic support designed to address and begin closing the achievement gap in reading and math. Our academic efforts will provide: (1) small group teacher instruction through Leveled Literacy Intervention, SOAR to Success, Do the Math, and Everyday Math games; (2) project-based learning with science and technology themes that help build content and necessary background knowledge; (3) homework help; and (4) computer-based learning using instructional software (SuccessMaker<sup>®</sup>) to provide additional assistance in math and reading. All program academic efforts have been carefully designed to complement and extend the instruction students receive during the school day.

<b>3. Family Literacy and Other Family Data</b>	
% of parents with <b>less than a high school education</b>	14%
% of households that <b>need transportation</b> assistance	22%
% of households with <b>all adults working</b> outside the home	71%
% of households with <b>no adults working</b> outside the home	---

Lucas families are interested in a variety of **adult and family education** opportunities. Fifty-two percent (52%) of Lucas parents responded to our family survey in November. Listed above is the demographic data that our parents provided. Listed below are the top four topics of interest.

<b>Family Survey Results - Interests</b>	
<b>Family Nights</b>	<b>Adult Education</b>
1. Bullying (76)	1. Computers and Technology (49)
2. Reading (54)	2. Budgeting (39)
3. Health and Nutrition (52)	3. GED (27)
4. Math (43)	4. Resume and job search (19)

**Our project will address family learning needs** by implementing multiple family nights, enlisting district experts to lead workshops. For example, our guidance staff will offer information about bullying prevention. Teaching staff will offer workshops on activities to do at home to help parents build additional math and reading skills. Additionally, the project will connect parents to community resources, including Kirkwood Community College for GED and career development classes and the financial literacy resources at Midweststone Bank.

<b>4. Other Student Needs</b>	
% of 6 <sup>th</sup> grade students indicated that the teacher had to stop her/his instruction 1 or more times in the last month because of disruptive behavior	72%
% of students who <b>do NOT feel treated with respect</b> by their peers	21%
% of students who were <b>teased or called names</b>	62%
% of students who were <b>ignored or left out</b> of things	43%
% of students who think <b>disruptive student behavior is a problem</b>	67%
% of parents who responded that <b>transportation</b> is needed	16%

Lucas students have clear **social-emotional** and other needs that can be addressed in the after school program. Iowa Youth Survey Student results clearly indicate peer-to-peer relationship issues like bullying and fighting. Transportation is currently a barrier for many of our most at-risk students, prohibiting their participation in existing programs at school and in the community.

Our project will address **other student and family needs** by providing transportation home during the school year and two-way transportation in the summer. Program staff will complement school day activities by implementing PBIS to address social issues, and the Steps to Respect® to address bullying. Family Resource Center staff and on-site mental health professionals will be available to assist with social-emotional supports and to connect families with community agencies for necessary services.

*2.2 Application must provide evidence that a wide variety of stakeholders, including youth, parents, and partners, were engaged in the identification of needs and development of the program.*

For this proposal, we engaged students, parents, teachers, and community partners in our planning process. During December 2013 we conducted a **survey** with all **parents** of K-6 students. 138 surveys were returned representing 52% of our K-6 families. Data from the family survey informed our decision about how to structure the program, with 71% indicating a need for summer programming, more resources have been allocated to a summer program. (The results of the parent needs assessment is appended.)

We also gathered input for our needs section from all **teachers**. The building principal held a staff meeting with teachers and conducted an informal survey. When asked how many students in their rooms would benefit from tutoring, teachers identified 123 students. When asked about priorities, thirty-eight percent (38%) of teachers indicated math; fifty-six percent (56%) indicated both reading and math. We were pleased to see that ten teachers indicated interest in teaching in the after school program, which makes close alignment with the school day possible. Teachers also made numerous suggestions for key concepts and activities that they would like to see offered in the program.

**Student** data was gathered from a survey conducted with 6<sup>th</sup> graders. Cost was one of the number one reasons (19%) of why they did not participate in out-of-school activities. Students were also asked what they activities they would most like to see – band, soccer, and a writing club were the top choices. Having this information allows us to offer activities based on student interest. (Survey results in Appendix B)

Input from our **community partners** has been significant. The project was designed in a close collaboration with *Lucas on Campus*, multiple planning meetings were held to design the program, plan the budget and define staff roles. A planning meeting was also held with the staff of DVIP to plan for the unique needs of students living in shelter due to domestic violence. Additionally, the ICCSD has been working closely with a countywide Out-of-School Time Initiative through which all major funders and providers of youth programming would work collaboratively to: (1) increase the number of students who are proficient in reading; (2) decrease the number of students involved with juvenile court; and (3) increase the number of students who participate in high-quality youth development programs. This proposal for an afterschool program at Lucas Elementary represents the group's vision of infusing academic supports into afterschool programs while improving current recreation and enrichment offerings.

We have used the input of our community partners to refine the academic, enrichment and family components of our project. Our partners are also providing extensive support and expertise for program activities. ACT and Pearson have been particularly helpful with the design of our summer program.

### 3. Program (20 points possible)

**OVERVIEW OF PROGRAM STRUCTURE**— Our proposed program will be open 28 weeks during the school year and 10 weeks in the summer for a total of 190 days. 115 students in grades K-6 will be served after school, from 3:00 – 6:00, Monday through Friday. Our summer program will run for 10 weeks and serve 60 students. (A sample daily & summer schedule for grades 1-4 is in Appendix C)

3.1 *There is extensive evidence that the proposed academic, enrichment, and family literacy activities are linked to the student needs assessment described in the “Student Need” section.*

**ACADEMICS**— As described in the needs section, students in poverty frequently have gaps in their education. It is clear Lucas students are behind their more advantaged peers at all grade levels. To remedy this situation, our afterschool program will provide **intensive instruction in literacy, math, and technology**. Certified teachers will provide small group instruction in reading (LLI and SOAR to Success) and math (Do the Math, and Everyday Math games). In addition, students will use **instructional software** (SuccessMaker<sup>®</sup>) to provide more support for math and reading. Johnson County Extension will lead STEM activities and school staff will lead **project-based learning** with science and technology themes to build content and necessary background knowledge. Homework help will also be provided on a daily basis.

**ENRICHMENT**—As described in the needs section, students in poverty cannot afford community-based enrichment activities. Our Enrichment Goal has been designed to provide Lucas students with daily enrichment experiences during the 28-week school year program and the 10-week summer school program. The program will build on the excellent enrichment activities currently offered at *Lucas on Campus*, including writing, music, cooking, Spanish, French and Lego clubs. The Iowa Children’s Museum will work with Lucas students to lead afterschool **science** projects and **art** activities. We will work with community partners to lead the **recreation** program which will offer rotating units based on student interests, like soccer and dance. Neighborhood Centers will provide **nutrition and fitness** activities. The program will also take **field trips** to the zoo, the Children’s Museum, and the Science Center to provide background knowledge. Our enrichment activities will also address our students’ significant social and emotional needs, including implementation of the PBIS to address behavior concerns and Steps to Respect<sup>®</sup> Training to address bullying. These two initiatives will be extended from the school day program into the afterschool program, to help students develop **social skills**.

**FAMILY LEARNING**—The family learning needs identified in the previous section will be addressed through two key efforts. First, the Lucas Family Resource Center will assist with family nights to encourage parents to support their children’s learning at home. Reading and math materials for home will be handed out at these events. Second, parents will be referred to Kirkwood Community College to earn their **GED and learn English**. We will also collaborate with Kirkwood and others to offer **classes** to build technology and job search skills. Midwestone Bank will offer financial literacy programming.

**OTHER NEEDS**—Our afterschool program will provide **transportation** during the school year and in the summer to help students attend the program each day. A snack will be served every day during the after school program. During the summer program, **breakfast, lunch and snack** will offered. Both programs are in collaboration with ICCSD food service and meets USDA nutrition guidelines The Lucas Family Resource Center, in collaboration with local churches and non-profit agencies, will help connect families to programs that can help them meet their **basic needs** of stable housing, sufficient food, and access to medical care. Through frequent contact with parents, our staff will work to develop a strong, positive connection between school and home so that families feel welcome and connected.

3.2 *Application proposes an extensive variety of high-quality (1) academic, (2) enrichment, and (3) family literacy services that fit within the 14 eligible federal activities listed in the RFA. Application proposes to provide students a meal or snack that meets USDA nutrition guidelines every day of operation.*

3.3 *Application provides extensive logical, clear, and measurable goals and objectives for the activities proposed to meet student needs.*

For each of our project’s 3 goals we have included a table that lists the activities for the goal and the corresponding objectives. In the final column of each table we indicate which of the eligible federal



activities are addressed. We have only included those federal activities we are addressing in this project. As indicated in section 3.1, snacks and meals will be served that meet USDA nutritional guidelines.

**ACADEMIC GOAL—By June 2017, 75% of students will be proficient in reading and math.**

Activities	Objectives	Eligible Activity
<p><b>Individual Planning</b></p> <ul style="list-style-type: none"> <li>Individual student learning goals in reading and math will be developed by afterschool staff in collaboration with school-day teachers.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Leveled Literacy Intervention (LLI) in groups of 3 (K-3)</li> <li>Soar to Success—small groups (4-6)</li> <li>SuccessMaker—online supplement 45 min. daily (K-6)</li> <li>Homework help</li> </ul> <p><b>Math/Science</b></p> <ul style="list-style-type: none"> <li>ISU Extension - STEM activities</li> <li>Do the Math (K-6 small groups)</li> <li>Everyday Math Games (K-6)</li> <li>SuccessMaker—45 min. daily (K-6) online supplement</li> </ul>	<ul style="list-style-type: none"> <li>75% of students will meet their individual, monthly goals for reading and math.</li> <li>80% of students in grades 1-6 will complete homework assignments at least 80% of the time</li> <li>80% of students will be proficient on the DIBELS Next Spring Assessment</li> <li>75% of students will be proficient in math and science (Iowa Assessment)</li> <li>The number of students on supplemental or intensive plans is reduced by 50%</li> </ul>	<ol style="list-style-type: none"> <li>Remedial education activities &amp; academic enrichment</li> <li>Mathematics and Science education</li> <li></li> <li></li> <li>Tutoring services</li> <li>Limited English Proficiency</li> </ol>

**ENRICHMENT GOAL— By June of 2017, 75% of students will have discovered new interests and acquired the knowledge and skills necessary to make safe and healthy choices.**

Activities	Objectives	Eligible Activity
<ul style="list-style-type: none"> <li>ISU Extension - science, health and nutrition</li> <li>Exploratory activities in STEAM -science, technology, engineering, arts and math</li> <li>Food/Nutrition activities- cooking and baking classes, garden project</li> <li>Fitness/Recreation activities—Team Fitness, rec activities (i.e. swimming, basketball, tae kwon do)</li> <li>Positive Behavior Intervention &amp; Supports</li> </ul>	<ul style="list-style-type: none"> <li>100% of students will know core concepts of science and will know how to express themselves through the arts</li> <li>100% of students will know the core concepts of nutrition, exercise and overall health</li> <li>Students reporting class disruption will decrease from 67% to 33%</li> <li>Students reporting being teased or left out will decrease from 62% to 31%.</li> </ul>	<ol style="list-style-type: none"> <li>Mathematics and Science education (STEM)</li> <li>Arts &amp; music education</li> <li>Recreational activities</li> <li>Technology education</li> <li>Character education</li> </ol>

**FAMILY LITERACY GOAL—By June 2017, 100% of families will be active supporters of their child's educational growth and increase their own literacy and employment skills.**

Activities	Objectives	Eligible Activity
<ul style="list-style-type: none"> <li>Family Nights with parent themes to support student learning.</li> <li>Weekly staff communication, including personal visits and newsletters and use of LANGUAGE LINE</li> </ul>	<ul style="list-style-type: none"> <li>100% of parents will increase awareness of topics and how they can support their child's learning at home</li> <li>100% of parents will feel welcome in the program and will know what their children are learning in the program.</li> </ul>	<ol style="list-style-type: none"> <li>Parental involvement &amp; family literacy programs</li> </ol>

<ul style="list-style-type: none"> <li>• Parents will be provided information about adult education opportunities-- GED, computer / career classes, budgeting, ELL</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of parents will increase awareness of adult education opportunities; 50% without a high school diploma will complete the GED.</li> </ul>	
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3.4 *Application extensively explains how programming will link to school day instruction through relationships with school-day staff, alignment with state and national standards, or through the school's CSIP.*

Ten school-day teachers at Lucas indicated interest in teaching in the after school program, which will allow our program to have close alignment with the school day. Staff who are not school-day teachers will communicate regularly to assess the students' strengths and areas of need. School day teachers will **share their SMART goals** for each student and **communicate strategies** to be used in the afterschool program so that it aligns with what the student is doing during the school day. Afterschool program staff will be matched with a **school-day "mentor,"** who will consult with them individually and will also observe them in the afterschool program. The afterschool staff will also visit the mentor's classroom during the day to observe how their mentor teacher delivers instruction and manages the classroom. School-day staff will be the reading and math teachers during the summer session.

The literacy and math instruction provided to students through the curricula listed above is aligned with state standards. Lucas's full time literacy coach will be available to meet with afterschool staff to help ensure after school academic supports, and extend the support provided to students during the regular school day. For the enrichment component, all project-based learning will incorporate the same science strands that are woven throughout the elementary curriculum. Specific afterschool enrichment activities will be designed to extend student learning from the regular day.

The Site Coordinator will have time in his/her schedule to be at Lucas during the school day to meet with teachers, the literacy coach, and the principal about general curriculum issues as well as student-specific issues. The Lucas Principal will take an active role making sure that the after school program is carefully aligned with the school day program and the building's CSIP. She will have regular meetings with the Site Coordinator to oversee this alignment and help make adjustments to programming to improve alignment. The principal will also monitor student achievement data for afterschool participants to help determine if the program is having the desired effect.

3.5 *The applicant has extensive experience in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students.*

Our district has been a recipient of 21<sup>st</sup> CCLC grant funds since the year 2000 when we received funding from the US Department of Education. Our district currently has successful after-school and summer programs in three elementary buildings. Each year we assess the performance of our afterschool program students in both reading and math. We use DIBELS during the school year and summer to assess them in reading and our instructional coaches devised a numeration screening test at our summer school sites. This year our District is piloting a new math assessment that will be administered at all Elementary Schools. Our programs will begin gathering this data and using it as a monitoring tool. The teacher survey data we collected last year was extremely positive. 89% of the school day teachers reported academic growth from our 21<sup>st</sup> CCLC students and 87% reported an improvement in behavior. Two private companies (Pearson and ACT—American College Testing) have invested in the expansion of our model, they have strongly endorsed our program and have been champions to garner additional community support.

## 4. Research Base (5 points possible)

4.1 Application provides extensive evidence from multiple sources of a strong research base for the proposed activities.

Our project has been designed using the principles of **complementary learning**—a comprehensive strategy for addressing all of these needs and ensuring success for all children and youth. The positive effects of complementary learning have been carefully documented by the Harvard Family Research Project. Complementary learning is the idea that a systemic approach—which intentionally integrates both school and non-school supports—can better ensure that all children have the skills they need to succeed. In this project, we have aligned effective day time school practices, family engagement, out-of-school time activities, and community-based/cultural activities into our complementary approach.

**Academics**—All learning materials implemented by the program have been carefully selected by the District’s Reading and Math specialists to provide the most appropriate academic support for our students. To make the program a true extension of the school day program, learning materials have been selected using the following criteria: (1) the content complements the school day curriculum; (2) content has a strong evidence base; and (3) the project can deliver improvement in student academic performance. In the remainder of this section we provide a brief summary of the research behind our selected interventions.

**SuccessMaker!**— Gatti Evaluation partnered with Pearson to evaluate the effectiveness of the SuccessMaker program. SuccessMaker is an adaptive, computer-based learning program that offers an instructional management system, placement and formative assessment, individualized elementary and middle grades reading and mathematics curriculum resources, and a reporting system to inform administrators and teachers as to student progress. SuccessMaker reading and math users statistically significantly outperformed the comparison group students in reading and math. Students using SuccessMaker Reading, including at-risk students, are more successful in vocabulary, comprehension and fluency and when receiving 16 hours or more on the program.

**Do The Math**—Researchers found that the program could be implemented within various intervention models, including before and after school. With regard to impact, researchers found that diverse populations of students, including students with special needs, English language learners, and general elementary school students who have been identified as low performing, made gains in their understanding of and skill at performing multiplication. Researchers also discovered that students acquired key academic math vocabulary, and that student confidence levels in themselves as math learners improved as a result of their participation in the program.

**Leveled Literacy Intervention**—The Center for Research in Educational Policy conducted an empirical study to evaluate the efficacy of Fountas & Pinnell’s Leveled Literacy Intervention System (LLI) in 2009-2010. The study clearly showed the effects were particularly strong for students who are English language learners, for those who are eligible for special education services, and for those who are economically disadvantaged, making this an ideal choice for Lucas students.

**PBIS**—Our program for helping students manage their behavior has had over 25 evaluation studies, including the use of a randomized control trial group research design. The evidence is overwhelming that implementation of PBIS with fidelity leads to improvement in school climate and a reduction of student discipline problems.

**Family Engagement**— Through their research, Hoover-Dempsey and Sandler (1995, 1997, 2005) clearly demonstrate that certain types of parent engagement have a positive effect on student learning. In their model, parents must be appropriately motivated to participate in their child’s learning and must feel confident they can positively impact their child’s learning. Schools must also help parents: (1) implement specific activities at home; (2) communicate effectively with teachers; and (3) support their child’s learning through activities at the school. The parent engagement component of this project has been designed to help connect parents to school and feel welcome and know how to help their child through specific activities at home that are linked with what the child is learning in school.

## 5. Management Plan (20 points possible)

5.1 Application describes an extensive plan to ensure effective staffing, including good details regarding recruitment and retention of highly qualified staff, professional development, strong program leadership (including how leadership will maintain alignment with school day instruction), and how the program will use volunteers (and specifically seniors) to support high-quality programming.

Our proposed project will have **strong leadership**. The 21<sup>st</sup> CCLC project at Lucas will be led by the district's **Director of Extended Day Learning**, Amy Minter, in close collaboration with the building principal and the Director of the *Lucas on Campus* Program. Ms. Minter has been supervising afterschool programs for the past eight years, five in our district supervising other 21<sup>st</sup> CCLC programs and three years at a Boys and Girls Club in California. Ms. Minter is a certified teacher with two years of experience teaching reading, and holds a Master's degree in K-8 Education. The ICCSD will continue to support Ms. Minter's salary through community education dollars, with a quarter of her time dedicated to Lucas.

Through grant funds a **site coordinator** will be added to align the academic activities with the school day. The site coordinator will participate in school day team meetings, will assist with data collection and evaluation activities, access educational materials, recruit participants, communicate with parents, group students according to their specific academic needs, and assist the Director of Extended Learning with the hiring, professional development and supervision of the teaching staff. The position of site coordinator will be posted and will require a K-6 teaching background.

The **Director of the Lucas on Campus** has three years of experience organizing the master schedule and site plan for after school program. The program has been well organized and has consistently been in compliance with DHS licensing requirements. The Director of *Lucas on Campus* will continue with these responsibilities and will collaborate closely with the site coordinator to manage the day-to-day operations of the program, including snack, the coordination of on-site enrichment and field trips and the supervision of the 13 staff and agency partners.

With the close proximity of the University of Iowa, Lucas elementary is fortunate to **recruit** qualified staff (Youth Leaders) for our positions. The College of Education, the School of Social Work, and other University departments have partnered with Lucas on other projects and frequently have students and recent graduates looking for work experience.

To **retain** quality staff, it is critical to provide adequate support and **professional development**. The Director of Extended Day Learning will work closely with district and agency partners to provide professional development on such topics as: (1) Positive Behavioral Intervention Supports (PBIS) and behavior management; (2) cultural competency; (3) effective strategies to engage parents; (4) positive youth development; and (5) data-driven evaluation; (6) working with children who have experienced domestic violence. Additionally, staff delivering reading and math instruction will be trained on how to deliver these curricula—Leveled Literacy Intervention, Success Maker!, Do the Math and SOAR to Success.

For our program to see academic growth, it is critical that program **activities align with the school day**. Ten Lucas teachers have indicated interest in teaching after school and in the summer. Teachers in the program who do not teach during the school day, will be matched with a school day **mentor**, who will consult with them individually and will also observe them in the afterschool program. The afterschool staff will also visit the mentor's classroom during the day to observe how their mentor teacher delivers instruction and manages the classroom.

In addition to the mentoring of the afterschool staff, school day teachers and afterschool staff will **communicate regularly** to assess the students' strengths and areas of need. School day teachers will share SMART goals and supplemental plans for each student and communicate strategies to be used in the afterschool program so that it aligns with what the student is doing during the school day.

It is our goal to recruit **volunteers**, allowing us to maintain a staff to student ratio of 1 to 6. The Retired Senior Volunteer Program (RSVP), the UI School of Social Work, and the UI College of Education are all resources for volunteers. Iowa City has a strong RSVP program through Elder Services, Inc.

Currently 120 senior volunteers have been placed in the district and RSVP is excited about the opportunity to place additional senior volunteers in the proposed afterschool program.

*5.2 Application describes an extensive plan for student transportation to and from the program, where appropriate, and student access, including translation services, serving students with disabilities, and the inclusivity of program facilities.*

Lucas has two mobile home parks and a subsidized housing project that are not within walking distance of the school. Additionally, students from the DVIP shelter are also bused to school. For our program to be accessible to all students, **transportation must be provided**. Many of our families in poverty lack reliable transportation and/or the flexible work schedule needed to transport their children. To address the transportation need, the district will contract with Durham for bus transportation home from the after school program during the school year and transportation both ways for the summer program. Busing will also be provided for family nights and field trips. In addition to the \$12,000 allowed in the grant budget for transportation, the district will be providing an additional \$17,000 in Community Education funds to support our transportation needs.

Eleven percent of our Lucas families encounter language barriers (this number is increasing); these families are primarily Spanish, Swahili, and Vietnamese speakers. Bi-lingual staff will be given preference when hiring. We will also draw upon the resources of our primary agency partner, *Lucas On Campus*, currently employing **bi-lingual staff**. We will also utilize LANGUAGE LINE<sup>®</sup> INTERPRETER Services. This telephone translation service will be used in addition to the interpreter services that the district has in place to enhance the District's communication with parents who have limited English proficiency. LANGUAGE LINE<sup>®</sup> will be useful for those instances when either there is not time to schedule a district interpreter or we do not have an interpreter available for the language needed. All program activities will be located at Lucas Elementary which is fully accessible to those with physical disabilities.

*5.3 Application describes in extensive detail the organizational and/or program leadership structure and how it will develop and engage a stakeholder advisory group.*

The ICCSD Board of Directors has appointed a Community Education Advisory Committee to provide oversight to the district's Family Resource Center and Out-of-School Programming. Members were chosen because of the key constituent groups they represent in the community. The charge of this influential committee is to advise the school board on funding and policy decisions. The committee serves as an oversight group for the district's 21<sup>st</sup> CCLC program and to allocate funding for transportation and administrative staff for our project. The Director of Extended Day Learning has provided an update to the committee on after school programs in the district, and will continue to provide a progress report on a quarterly basis. In addition to the district-level advisory group, the Lucas Building Leadership Team (BLT) is the driving force behind the building level Comprehensive School Improvement Plan. The Lucas BLT consists of the instructional coach and teachers who will also review program progress each trimester and provide input on how to improve the program. *Lucas on Campus* also has a very active and strong board of directors, made up of parents whose children participate in the program. The Site Coordinator and the Director will report on the progress of this new collaboration at their monthly board meeting. Finally, Johnson County Out-of School Time Initiative (described in Section 5.4) will also monitor program progress.

*5.4 Application provides an extensive plan for continuous program improvement and sustainability of program following the end of 21CCLC funding and provides a clear description of how resources will be combined or coordinated with the proposed program for the most effective use of public funds.*

Continuous program improvement starts with program staff regularly reviewing data and evaluating progress towards program goals. Staff will be trained on data driven evaluation and the Project Evaluator, Ron Mirr, will meet with program staff quarterly to review data and brainstorm ideas of how to obtain the best possible outcomes.

The needs of our students and families in poverty are great, and the comprehensive supports needed (i.e. transportation, child care, educational opportunities, and mental health support) are expensive. Because our proposed program is highly collaborative, we are able to coordinate resources from several district and community sources to best meet the complex needs of our families. Listed on the following page are all of the resources that we have enlisted to provide a comprehensive program.

<b>Funding Source</b>	<b>How Funds will be Used</b>
<b>Community Education Funds</b>	Support transportation, administrative time and Family Resource Center staff
<b>Lucas On Campus/ Child Care Assistance</b>	Partial operating costs and funding for 1 director and 10 youth leaders
<b>ACT and Pearson</b>	Leadership role in sustainability planning and support for summer
<b>Retired Senior Volunteer Program (RSVP)</b>	Senior volunteers
<b>Johnson County Extension</b>	Professional development
<b>McKinney-Vento grant for homeless students</b>	Support for homeless students
<b>DVIP</b>	Support for students in shelter
<b>Title I</b>	Professional development
<b>USDA nutrition program</b>	Funds for snacks and summer lunch program

Our project has been designed to address sustainability. As listed above, we have multiple partners bringing many resources to the project. In addition to the Community Education Program initiated at the Iowa City Community School District, the Director of Extended Day and the Youth and Family Development Coordinator have assumed leadership roles, along with representatives from ACT and Pearson, to develop a county-wide initiative for out-of-school time. Through our countywide Out-of-School Time Initiative, major supporters of youth programming will establish and implement:

- a shared vision;
- shared standards for quality out-of-school programming;
- common outcomes and performance measures;
- an effective process for sharing information regarding needs and resources;
- opportunities to share research about best-known practices;
- a mechanism to coordinate the allocation of resources;
- opportunities to blend financial, physical, and human resources;
- a method for generating additional revenue, including private donations, state and federal grants; and
- a joint evaluation process that would document the effect of programming on the students served.

By aligning our resources and breaking down the “silos” that isolate programs, we strongly believe that we can maximize our resources in Johnson County, serving more students more effectively. This is the essence of effective **complementary learning**. ACT and Pearson have been champions to further expand out-of-school time programming in Johnson County. They have also committed to reaching out to other businesses in the community to support afterschool and summer activities. We are pleased with the community support that we have garnered for our afterschool and summer program to-date and believe that we will continue to gain more support as we share the positive outcomes from the Lucas project. A copy of the Johnson County Out-of-School Time Initiative Executive Summary is in Appendix D.

## 6. Communication Plan (5 points possible)

6.1 Application extensively describes the outreach strategies or activities to be employed to share evaluation and other program information.

A strong communication plan does more than build awareness, it is an operational plan that seeks to persuade audiences to **do** something that they aren't currently doing. The following table describes our plan.

Audience	Communication Goal	Communication M program strengths/weaknesses, program design methods	Outcomes
<b>Parents</b>	<ul style="list-style-type: none"> <li>• Strong parental participation in the program.</li> <li>• To make parents feel welcome and aware of different opportunities.</li> <li>• Parents will have input into the content &amp; design of the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly <i>Lucas on Campus</i> Board meetings to review progress of collaboration.</li> <li>• Monthly newsletters, web-site posts, calls in English &amp; Spanish for active communication between teaching staff and parents.</li> <li>• Monthly report cards, personal visits, family nights.</li> <li>• Pre/post surveys to measure program strengths/weaknesses, program design surveys &amp; interviews, and consistent two-way communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Parental involvement will enhance success of student learning.</li> <li>• Parents will be able to engage staff and offer solutions to improve their child's success in the program.</li> <li>• Parents will feel connected &amp; be active participants in the success of their child's progress in the program.</li> <li>• Two-way communication is established.</li> </ul>
<b>Partners/ Teaching Staff</b>	<ul style="list-style-type: none"> <li>• A shared vision of the concepts and goals of program.</li> <li>• Obtain full knowledge of all student needs.</li> <li>• Effective communication practices are followed.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly staff meetings, regular meetings with school day teachers, view running records on a weekly basis, report cards are shared with school day staff.</li> <li>• Monthly mandatory professional development opportunities, PBIS training for all staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Cohesive application of program curriculum that translates into improved academic student outcomes.</li> <li>• Partners and staff have close relationships with students in a trusting environment.</li> <li>• Everyone involved with students are on the same page and aware of changing needs.</li> </ul>
<b>School District Admin. &amp; Policy Makers</b>	<ul style="list-style-type: none"> <li>• Recognize the importance and advocate for the program</li> <li>• Part of the decision making process</li> <li>• Informed on the challenges and successes</li> </ul>	<ul style="list-style-type: none"> <li>• Community Ed. Committee meets quarterly, annual report to school board.</li> <li>• Evaluation data is collected and presented quarterly to Principals.</li> <li>• Yearly site visits are offered to view the programs first hand</li> <li>• Principal, Coordinator, and Director meet to review data/adjust programs.</li> </ul>	<ul style="list-style-type: none"> <li>• They share their knowledge of the program with other community members and grow support.</li> <li>• They feel connected to the students and have invested interested in their success.</li> <li>• Out of School Time remains a priority in the district.</li> </ul>
<b>Community Members</b>	<ul style="list-style-type: none"> <li>• Build relationships in and out of the schools</li> <li>• Bring in additional support</li> <li>• Represent district's diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteers are brought in from the University &amp; Elderly Services.</li> <li>• Information is shared on various media outlets.</li> <li>• Out of School Time (OST) Steering Committee works on standardized county-wide goals.</li> </ul>	<ul style="list-style-type: none"> <li>• The program is recognized in the community as necessary.</li> <li>• More community involvement leads to more vested interests.</li> <li>• A diverse group of staff and partners complements our diverse student population.</li> </ul>

## 7. Partnerships (10 points possible)

7.1 Application clearly and extensively describes meaningful existing organizational and/or programmatic partnerships and their impactful role in programming and/or sustainability.

Our intention is to use this 21<sup>st</sup> CCLC grant to unify existing and new activities into a **single, seamless program**. Our proposal is being jointly submitted with *Lucas On Campus*, a private non-profit. Currently, *Lucas On Campus* provides excellent youth development activities. Feedback from parents and school staff indicate that they are very satisfied with the quality and management of the program. **Lucas on Campus** has been in business for over thirty years and provides a solid foundation and structure for our proposed program.

**Lucas on Campus** has a diverse and bi-lingual staff who are trained and accredited in PBIS, CPR, First Aide, Play Safe, Mandatory Reporting, and a variety of other professional development trainings approved by the Department of Human Services. Half of the LOC staff are education majors with an emphasis in elementary education.

*Lucas On Campus* offers a variety of enrichment activities organized according to student interest. The daily program includes healthy snack, physical activity, silent reading, homework time, puppet time, free time and club time. Clubs currently offered include: cooking, French, Spanish, Sports, Computer Lab, Games, Reading, Crafts and Legos. *LOC* also has a strong relationship with 4-H and Iowa State/Johnson County Extension Service. *Lucas on Campus* staff have a collaborative relationship with Lucas teachers and the PTO so that the program is kept abreast of any social-emotional or academic needs that a student may have. Students in the program also provide service to the school. They assist teachers with classroom supports such as cutting out and laminating. They also decorate for school activities and bake cakes for the Spring Festival. As described earlier, our proposal would be to expand this strong youth development program to students who have not previously had access. Additional academic supports will be incorporated into the daily schedule and a much needed summer program will be added.

Staff from the **Domestic Violence Intervention Program** will partner with our program to provide supports for the unique needs of our students in shelter. DVIP provided 8,000 nights of safe shelter in one year, with children making up about half of the shelter's residents, DVIP employs youth advocates who provide support services to children who are victims of domestic violence.

One key partner is **Iowa State University (ISU) / Johnson County Extension**. The ISU Extension has led STEM activities throughout our district for the past 10 years. These hands on science led enrichment activities are linked to the school-day science and math curriculum. STEM activities will be offered to all students in the program. Ms. Janet Martin, 4H Youth Development Specialist, has served in a leadership role in our community, being on the steering committee for the Out-of-School Initiative and has provided professional development to youth development staff thorough-out the district.

Through our planning process we have enlisted the **Retired Senior Volunteer Program (RSVP)**. Last year RSVP had over 120 volunteers in the school day and after school programs and served over 3,065 hours. Senior volunteers will be placed in all components of the program, based on their interests. Some may choose to help with academics, but others may choose to share a hobby, skill or interest with the students in one of the enrichment components. Our goal is to reduce our adult to child ratio from 10:1 to 6:1 with the use of senior volunteers, as well as students recruited from the University of Iowa. This year at Twain Elementary, one of our 21<sup>st</sup> CCLC sites, they were able to bring back retired teachers to help "their" students succeed.

Our Family Literacy component will largely be supported through our district and community partnerships. Lucas has an established **Family Resource Center (FRC)** supported with district funds and is designed to engage parents in their children's education, provide parent support and education, and connect families to district and community resources. Our FRC Director was instrumental in organizing the needs assessment for the grant proposal and will continue to support the program through her daily work with families and organizing Family Nights. The FRC has also partners with a myriad of community resources to



address the basic needs of families, including a backpack program with a **local church** that provides food to students over the weekend.

Our Family Literacy component will also be supported by **Kirkwood Community College**. The adult education program at Kirkwood is about a mile from Lucas Elementary; however, many families are not aware of the opportunities available. Parents can earn their GED, with the only fee for the test. English classes are offered at no cost.

For our enrichment component, the **Iowa Children's Museum** will be a valuable partner, providing engaging art activities and science exploration weekly to all of the students in the program. The project will be contracting with **Neighborhood Centers of Johnson County** for a "food and fitness" group. Neighborhood Centers has offered programming for low-income youth and families for over thirty years and has 19 bi-lingual staff and expertise with immigrant families. For enrichment, we have also allocated flexible funds in our budget to partner with providers of music, martial arts, dance, drama, and arts and crafts. Two to three times a year we will ask for student input to determine what enrichment activities should be added to the schedule and then we will enlist the help of various partners.

Our project is also receiving support from the business community. **ACT** and **Pearson** have been champions to further expand out-of-school time in Johnson County. They have assumed leadership roles in the Out-of-School Initiative and will provide funding for our summer program. They have also committed to reaching out to other businesses in the community to support afterschool and summer activities.

*7.2 Application outlines an extensive plan for meaningfully engaging partners over the lifetime of the grant, including a plan for recruiting new partners and maintaining those relationships with partners.*

To **meaningfully engage** partners, it is important that the district commits to a shared decision-making process. Our partnerships will not be successful if the district, as the lead organization and fiscal agent, assumes a position of power and dictates how the program will be run. Our planning process for this proposal involved multiple planning meetings over three months with significant dialog particularly on roles, how to structure the administration of the program, and what resources could be pooled. Our partners were given equal standing and decisions were made jointly. Our partners were actively involved in planning for the specifics of this project, while simultaneously working on the much broader Johnson County Initiative for Out-of School Time.

As our program evolves, we will continue to have ongoing discussions with youth, parents and staff to identify new needs and additional partners will be **recruited** to address the gaps that are identified. With a good communication plan, new partners will come forward to help. For example, after a TV appearance, a UI faculty member contacted us to place her students in our summer program. Finally, to **maintain** our collaboration, it will be important for district staff and partners to come together as a team. This will be accomplished by extensive joint professional development and communication through regularly scheduled team meetings. Frequent, ongoing communication will be critical. Project leadership will need to be accessible to listen to concerns and address issues that arise promptly and respectfully. Project leadership will seek informal feedback, as well as formal evaluations from partners to continue to strengthen the collaboration. Finally, partners will remain excited and engaged with the program as we see successes and outcomes being achieved.

## 8. Evaluation (10 points possible)

8.1 *Application provides extensive evidence that an experienced evaluator is in place that has the capacity and experience to conduct a comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with Iowa Department of Education, and the intent to provide all requested data and program information to the state.*

Our project will fully cooperate with the Iowa Department of Education on any state-led evaluation efforts and will provide all requested data and program information to the state in a timely manner. Mr. Ron Mirr will be the evaluator for this project, which includes working with project and building staff members to use the data collected for continuous project improvement. Mr. Mirr is a master's level social worker who has spent 30 years in the fields of education, health, and human services working first as a mental health clinician, and then as a consultant and evaluator in over 20 states. Since 1988, Mr. Mirr has received 185 grants from public and private agencies at the local, state and national level totaling nearly \$110 million. Since 2003, Mr. Mirr has directed the evaluation of 29 projects funded by federal and state grant programs. In addition, he has assisted with the evaluation of many projects in a supportive role. Prior to becoming an independent consultant and evaluator, Mr. Mirr worked for the University of Iowa Center for Evaluation and Assessment—a joint project of the College of Education and the School of Social Work. Mr. Mirr was trained by Robert Friedman ([www.resultsaccountability.com](http://www.resultsaccountability.com)) of the Fiscal Policy Studies Institute to use Mr. Friedman's model for helping teachers and social workers identify realistic program measures and track the progress of these measures over time. Mr. Friedman's process helps teachers and schools understand if their efforts are having the desired effect on the target population. As part of 2 statewide data grants with the Iowa Department of Education, Mr. Mirr used Mr. Friedman's model to design a series of data toolkits that communities are using to understand if their programs are having the desired effect. His work with schools and communities on the IYS data toolkits has been one of his most successful professional efforts.

8.2 *There is extensive evidence of how evaluation results will be used to refine, improve, and strengthen the program and build community support. The proposed procedures are clearly and strongly aligned with the project's goals, objectives, and program activities. There is also a detailed plan, including timelines and strategies, to make the evaluation results public in a form that is easily understood.*

For this project, Mr. Mirr will organize the evaluation activities using the Results Accountability approach developed by Robert Friedman of the Fiscal Policy Studies Institute. The evaluation will be designed so that district and project staff can answer 3 basic questions—(1) **How much** did the project do?; (2) **How well** did the project do it?; and, most importantly; (3) **Is anyone better off** as a result? While collection of data is an important aspect of the overall project evaluation, we will be most concerned about how project and district staff use the data to adjust project performance **to improve results for students and families**. Throughout the 3-year project period, evaluation data will inform ongoing conversations designed to help project and district staff answer our 3 basic questions.

Mr. Mirr will meet with the district's Director of Extended Day Learning and program staff **quarterly** to review and discuss project data. During these evaluation conversations, Mr. Mirr will present summary data which tracks progress over time for the specified program measures. He will help the program staff review and reflect on the data through the use of the following 7 questions as the agenda for each meeting: (1) Who was targeted for services and support? (2) What are the outcomes they were expected to attain? (3) What does the data tell us about project success in attaining these outcomes? (4) What other data does the project need to collect? (5) What would work to do better? (6) Do we need any new partners? (7) How will we adjust programming and budgeting (action plan adjustments)? **Data will be shared** with students, families, teachers, and the public via the district's web site, through parent meetings, through school staff meetings, through program staff meetings, and through email and print media.

Through our evaluation we will first determine the degree to which the methods employed by this project have helped K-6 students improve their academic performance. Next we will also document the degree to which Lucas students attain grade-level benchmarks, develop positive youth traits, display pro-social skills, improve their behavior, improve their fitness, and make healthier lifestyle choices. Finally we

will examine how well parents are able to improve their own learning as well as support the learning of their children at home. As we have in the past, we will create a **comparison group** of students with similar reading and math needs who do not participate in the after school program. Data from the district and state reading and math assessments will be used to help determine if students in the after school program make more growth than their peers in the school who do not participate. In addition, we will use the Iowa Youth Survey (administered every year in Iowa City) to document changes in student feelings of connectedness to the school. Finally, we will survey parents to determine if the program has improved relationships with families, helped family members support their children's learning at home, and helped parents improve their own literacy and job skills.

The evaluation for this project will identify and document the attainment of the project objectives specified earlier in this narrative. The measures in the following 3 tables have been selected to produce both quantitative and qualitative data to help document our success in each project goal.

#### ACADEMIC GOAL MEASURES

- Program attendance—daily
- Grade-level teacher reports on homework completion—quarterly
- Grade-level teacher reports on attainment of student math and reading goals—monthly
- DIBELs NEXT assessment—3 times per year
- District math assessments given at all grade levels—2 times per year
- The Iowa Assessments sub tests on reading, math, and science--Every Fall
- School records which show the # of students on supplemental and intensive plans—yearly
- Review of materials developed for student and family use at home—quarterly
- Survey of teachers and project staff on quantity and quality of collaboration—2 times per year

#### ENRICHMENT GOAL MEASURES

- Activity and attendance logs for all component activities—collected after each activity
- The change in office referrals/suspensions for students—each trimester
- Teacher and student survey to measure satisfaction, progress, & identify new activities—yearly in the spring
- Iowa Youth Survey—Fall 2014, 2016
- Interim Iowa Youth Survey—Fall 2015
- Review of student products and artifacts from arts/music units—following each unit
- Fitness testing data (BMI, cardio endurance, flexibility, strength)—2 times per year

#### FAMILY LITERACY GOAL MEASURES

- # of parents who obtain a GED—annually
- Activity and attendance logs for all component activities—collected after each activity
- Parent survey to measure satisfaction, progress, and identify new activities—yearly in the spring
- Parent survey to measure how welcome and connected parents feel—yearly in the fall
- Family Resource Center staff report on services parents receive—monthly

## 9. Budget (10 points possible)

9.1 The basis for cost estimates is described in extensive and concise detail including reserved funds for evaluation, access, administration, and professional development; costs are clearly justified as necessary and reasonable; and costs clearly and strongly align with proposed activities.

Listed below is the detail for the line items on our D2 budget form, located on page 38. Personnel, is our largest line item. The ICCSD employs a Director of Extended Day Programs at the district level to manage all of our out-of-school time programming. 0.25 FTE of the Director's time will be allocated to Lucas, and will be supported with Community Education funds. The *Lucas on Campus* Director will be supported with existing funds and will supervise the day-to-day operations of the program. The 21<sup>st</sup> CCLC grant will support the Site Coordinator, who will serve as a liaison to the school-day staff and supervise the academic component. The academic component will also staff 3 certified teachers, 3 Youth Leaders, 1 lab facilitator, agency partners, and volunteers. *Lucas On Campus* will continue to fund and employ, through private pay and childcare assistance funds, a nine youth leaders.

Personnel	21 <sup>st</sup> CCLC Grant	District Match	Community Match	Total
Director of Extended Day Learning, 25% of \$56,383 FT equivalent		14,096		14,096
<b>SCHOOL YEAR</b>				
<b><i>Supervisory Staff</i></b>				
Site Coordinator/Lead Teacher, 160 days x 4 hours x \$28	17,920			17,920
<b><i>Academic Staff</i></b>				
Success Maker Lab Facilitator, 15 hrs./wk. x \$15/hr x 28 weeks	6,300			6,300
10 Certified Teachers, Reading & Math, 30 hrs./wk x 28 weeks x \$25/hr	10,500			10,500
ISU Extension – contract for STEM activities	6,300			6,300
<b><i>Enrichment Staff</i></b>				
3 Youth Leaders 3 hrs/day x 5 days/wk x \$15/hr.x 28 weeks	13,230			39,690
Neighborhood Centers youth and development activities	2,000			2,000
Children's Museum - contract for Science & Art	5,110			5,110
LOC Staff			75,000	
<b>SUMMER</b>				
<b><i>Academic Staff</i></b>				
Site Coordinator/Lead Teacher, 10 weeks	5,600	5,600		11,200
Success Maker Lab Facilitator, 20 hrs./wk. x \$15/hr x 10 weeks	3,000			3,000
5 Certified Teachers, Reading & Math, 20 hrs/wk x 5 weeks x \$25/hr	12,500			12,500
Kirkwood GED, ELL & NCJC Adult Ed.				In-kind
ISU Extension/Johnson County STEM	1,380			1,380
<b><i>Enrichment Staff</i></b>				
3 Youth Leaders, 8 hrs/day x 5 days/wk x \$10.50/hr x 10 wks	12,600			12,600
Children's Museum	1,010			1,010
Contract Services for enrichment based on student interests	2,000			2,000

<b>Salary Sub-total</b>	81,650	19,696		127,806
Medical		1,680		1,680
FICA & IPERS -ICCSA staff	13,538	3,266		21,119
Contracts	17,800			17,800
<b>PERSONNEL TOTAL</b>	<b>112,988</b>	<b>30,241</b>	<b>75,000</b>	<b>218,229</b>

<b>Staff Travel</b>	<b>21<sup>st</sup> CCLC Grant</b>	<b>District Match</b>	<b>Community Match</b>	<b>Total</b>
Mileage for ICCSD staff – 500 miles at .52/mi.		260		260

<b>Materials</b>	<b>21<sup>st</sup> CCLC Grant</b>	<b>District Match</b>	<b>Community Match</b>	<b>Total</b>
Success Maker license renewal	3,760			3,760
Success Maker license fee			8,000	8,000
Food for family nights- 3 nights x \$333 / night	1,000		4,000	5,000
Supplies –\$38 per student x 175	6,650			6,650
Field trip fees, registrations - \$38 /student x 175	3,325		3,325	6,650
Computer for Site Coordinator	1,075			1,075
<b>Material Total</b>	<b>15,810</b>		<b>15,325</b>	<b>31,135</b>

<b>Professional Development</b>	<b>21<sup>st</sup> CCLC Grant</b>	<b>District Match</b>	<b>Community Match</b>	<b>Total</b>
Director of Extended Day Learning, FT equivalent = \$54,323				
Stipend for School-day Mentors – 10 staff x \$200	2,000			2,000
PD for youth leaders	1,100			1,100
10 hours PD for 10 teachers	2,500			2,500
State Conferences -travel to Des Moines	400			400
<b>Professional Development Total</b>	<b>6,000</b>			<b>6,000</b>

<b>STUDENT ACCESS</b>	<b>21<sup>st</sup> CCLC Grant</b>	<b>District Match</b>	<b>Community Match</b>	<b>Total</b>
Contract with Durham bus company – 8%	12,000	10,410		22,410
Field Trips = \$1,935		1,935	1,000	2,935
Language Line, telephone translation service			In-kind	
<b>Total</b>	<b>12,000</b>	<b>12,345</b>	<b>1,000</b>	<b>25,345</b>

<b>Evaluation</b>	<b>21<sup>st</sup> CCLC Grant</b>	<b>District Match</b>	<b>Community Match</b>	<b>Total</b>
Contract with Ron Mirr – 10 hours x \$150/hr	1,000			1,000
<b>Total Evaluation</b>	<b>1,000</b>			<b>1,000</b>

<b>Indirect Cost</b>	<b>21<sup>st</sup> CCLC Grant</b>	<b>District Match</b>	<b>Community Match</b>	<b>Total</b>
District Indirect Rate of 1.49%	2,202			2,202
Administrative time Youth & Fam. Dev. Coord.			In-kind	
<b>Total Indirect</b>	<b>2,202</b>			<b>2,202</b>

<b>Totals</b>	<b>21<sup>st</sup> CCLC Grant</b>	<b>District Match</b>	<b>Community Match</b>	<b>Total</b>
<b>Project Total</b>	<b>\$150,000</b>	<b>\$42,586</b>	<b>\$91,325</b>	<b>\$283,911</b>

9.2 Application extensively describes how requested funds will supplement, rather than supplant, existing funding.

Funds from this project will not be used to supplant any existing funds. The above tables detail our existing resources and how they will be coordinated with grant funds for one seamless program.

## FORM A: SITE INFORMATION

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

<b>21CCLC Site Name: Robert Lucas Elementary</b>		
<b>Site Address: 830 South Lawn Drive</b>		
<b>City, State, Zip: Iowa City, IA 52245</b>		
<b>Phone: (319)688-1140</b>		
<b>Site Contact Person: Principal Karrie Merriweather</b>		
Feeder School Name(s)	Building Number(s)	#of pupils from this school in 21CCLC program
Robert Lucas Elementary	0436	115 school year, 60 summer

<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program

<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program

<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC 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 21<sup>st</sup> 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 21<sup>st</sup> Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I school wide eligible programs and their families.

**Part C: Supplement, not Supplant**

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

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

**Part D: Fiscal Control and Accounting Procedures**

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

**Part E: Control of Funds**

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

**Part F: Program Accountability**

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

**Part G: Evaluation and Data Collection**

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

**Part H: Program Site**

As the designated applicant agency representative, I certify that the 21<sup>st</sup> 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 21<sup>st</sup> 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
	Lucas On Campus Before & After School Program

**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
	Iowa City Community School District
Signature of Site Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name
	Robert Lucas Elementary

## 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.

**Attach as many additional sheets as necessary**

Name/Signature	Agency Affiliation	
Name/Title Joe Pavelich, Lucas On Campus President	Agency Lucas On Campus Before & After School Program	
Signature	Address 830 South Lawn Drive	
	City/Zip Iowa City, IA 52245	Phone (319)530-3969
Name/Title Janet Martin, 4-H Youth Development Specialist	Agency Johnson County Extension	
Signature	Address 3109 Old Highway 218	
	City/Zip Iowa City, 52246	Phone (319)337-2145
Name/Title Janet Godwin, Chief of Staff	Agency ACT	
Signature	Address 500 ACT Drive	
	City/Zip Iowa City, 52243	Phone (319)337-1000
Name/Title Darice Keating, Executive Vice President	Agency Pearson	
Signature	Address 2510 N. Dodge Street	
	City/Zip Iowa City, IA 52245	Phone (319)358-4494
Name/Title Deb Dunkhase, Executive Director	Agency The Iowa Children's Museum	
Signature	Address 1451 Coral Ridge Avenue	
	City/Zip Coralville, 52241	Phone (319)625-6255
Name/Title Brian Loring, Executive Director	Agency Neighborhood Centers of Johnson County	
Signature	Address PO Box 2491	
	City/Zip Iowa City, 52244	Phone (319)358-0438
Name/Title Lynette Jacoby, Johnson County Social Services Coord	Agency Johnson County Social Services	
Signature	Address 855 South Dubuque Street	
	City/Zip Iowa City, 52240	Phone (319)356-6090
Name/Title Joan Cook, RSVP Director	Agency Elder Services, Inc.	
Signature	Address 1556 South First Avenue, Suite 202 B	
	City/Zip Iowa City, 52240	Phone (319)338-0515
Name/Title Kristie Doser, Executive Director	Agency Domestic Violence Intervention Program (DVIP)	
Signature	Address PO Box 3170	
	City/Zip Iowa City, 52240	Phone(319)351-1043

## FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School Program Funds)			
<b>Number of program sites included in this application:</b>	<b>Total number of students being served (all sites):</b>	<b>Total first-year funding request (all sites):</b>	<b>Total three-year funding request (all sites):</b>
<b>1</b>	<b>115 school year, 60 summer</b>	<b>\$150,000.00</b>	<b>\$450,000.00</b>

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
NOTE: A <b>program site</b> 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
<b>Lucas Elementary</b>	<b>\$150,000</b>	<b>\$150,000</b>	<b>\$150,000</b>	<b>\$450,000</b>	115 school year, 60 summer
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

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

**Applicant Agency:** Iowa City Community School District

**Site:** Robert Lucas Elementary \_\_\_\_\_

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

**Restrictions:** Please refer to Section II C of the RFA for specific budget restrictions. **Number of Students Served:** \_115 school year, 60 summer\_\_\_\_\_

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	112,988		112,988		112,988		338,964
Staff Travel							
Materials	15,810		15,810		15,810		47,430
Professional Development (minimum 4% per year)	6,000		6,000		6,000		18,000
Student Access, Transportation etc. (maximum 8% per year)	12,000		12,000		12,000		36,000
Evaluation (recommended 4% per year)	1,000		1,000		1,000		3,000
Administrative/ Indirect Costs (maximum 8% per year)	2,202		2,202		2,202		6,606
<b>Totals</b>	150,000		150,000		150,000		450,000

*Required: **One form D2 per site.** Please reproduce this page for each site included in the application. CONTINUATION GRANTEES MUST ALSO SUBMIT FORM D4. SEE THE APPENDIX ON CONTINUATION GRANTS FOR THE FORM.*

### FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

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

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

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

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

## FORM E: MINORITY IMPACT STATEMENT

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

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

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

Indicate which group is impacted:

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

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

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

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

Indicate which group is impacted:

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

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

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

Name: Amy Minter

Title: Director of Extended Day Learning

## Definitions

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

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

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

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

(a) Homosexuality or bisexuality.


(b) Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.

(c) Compulsive gambling, kleptomania, or pyromania.

(d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.

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

**FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG TEMPLATE**

	<p><b>Private School Consultation Meeting Log</b></p> <p><b>Date 1/21/14</b>  <b>Time 12:00</b>  <b>Location Phone Conference</b></p>
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**Meeting called by:** Amy Minter **Type of meeting:** Phone Conference  
**Attendees:** Celeste Vincent, Regina Elem. Principal and Amy Minter, Director of Extended Day Learning

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

**Welcome** [Insert Name] [Insert time allocation]

Discussion: The President and CEO of Regina Catholic Center, Leland E. Iben, is a member of the Out of School Time initiative in Johnson County. Lee has shown interested in increasing the number of students served in Johnson County and providing quality programs. Amy had a conversation with Celeste, the Elementary Principal, to inform her about the grant application for Lucas Elementary and to reach out to her students. Celeste is aware of our 21<sup>st</sup> CCLC sites at Twain and Wood and was updated how those programs were going. Amy asked Celeste what was currently offered at Regina Elem. and if there was a need for additional after school support for her students.

Conclusions: \_Celeste informed Amy that Regina Elem. currently runs a Before and After School Program. The program runs every day that the school is open from 7:00 to 5:30. Parents have been surveyed and there is currently no additional need for after school care and no wait list for the program. The parents at Regina feel the BASP at Regina meets their needs. If the program at Regina becomes full then Celeste will pass on information of current 21<sup>st</sup> CCLC sites to parents and contact Ms. Minter.

<u>Action Items:</u> Amy & Celeste will stay in touch to see if after school needs continue to be met at Regina.	Person responsible: ___Amy___	Deadline: Quarterly Check-in
---	----------------------------------	---------------------------------

**Resources for Non-Public Schools** [Insert Name] [Insert time allocation]

Discussion: Celeste informed Amy that after school care needs, with students at Regina, are currently being met by their Before & After School Program.

Conclusions: At this time they do not need our services.



_____		
<u>Action Items:</u> _____ same as above _____	Person responsible: _____	Deadline: _____

<b>Consultation Procedures</b>	[Insert Name]	[Insert time allocation]
<u>Discussion:</u> _____ _____ _____		
<u>Conclusions:</u> _____ _____		

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

<u>Action Items:</u> _____	Person responsible: _____	Deadline: _____
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**Other Information**

<b>Resource persons:</b>	
<b>Special notes:</b>	

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.