



**IOWA 21ST CENTURY
COMMUNITY LEARNING CENTERS**
Soaring Beyond Expectations

Application Examples

Iowa 21st Century Community Learning Centers

Questions? Contact: Vic Jaras vic.jaras@iowa.gov

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Student Needs Assessment

2.1 Objective Data Used to Determine Need:

Student Need for Out of School Time Services: The Davenport Community Schools (DCS) is the third largest district in the state, serving one of Iowa's most diverse communities. Madison Elementary has a mobility rate of 26% which ranks as one of the five highest rates in DCS. Madison has an enrollment of 422 with over 78% of students on free lunch, a 57% minority rate and 18% special needs. Madison Elementary is within two blocks of another struggling public school, J.B. Young K-8.

Starting the 2012-13 school year J.B. Young Intermediate expanded to serve elementary age students from the closing of Lincoln Elementary, and become J.B.K-8. The district has identified J.B. for intensive administrative support based on the needs of families, including requesting Stepping Stones services for the school. J.B.K-8 is a struggling neighborhood school serving a very diverse audience with high poverty with 96% of students on free lunch. Families are highly transient with a mobility rate of 50% for elementary and 37% for intermediate, the highest rate in DCS. JB Young has an enrollment of 376 total K-8 with 81 (elementary) and 295 (intermediate) with approximately a 57% minority rate and 16% special needs.

Academic Needs: Students from both school struggle academically, starting with early learning deficits in foundational literacy skills that show the lack of preschool experience. Madison and Young's students perform below district average on these important benchmarks each with unique deficit areas in. See tables.

Madison Foundational Literacy Benchmarks	Madison	District
First Sound Fluency	34%	42%
Iowa Assessments Reading Proficiency	52.4%	60%
Young Foundational Literacy Benchmarks	Young	District
Phoneme Segmentation Fluency	18%	60%
NWF Correct Letter Sounds	18%	48%

These students are growing annually, but enter the more rigorous coursework of upper elementary already behind. Data from Iowa Assessments for Madison and Young students shows the impact of this trend in upper elementary and among intermediate level students at J.B. Young. See chart to right.

Iowa Assessments Reading Proficiency			
	Madison	J.B.K-8	District
Grade 3	59%	41%	68%
Grade 4	70%	37%	64%
Grade 5	57%	20%	64%
Grade 6		40%	57%
Grade 7		42%	57%
Grade 8		54%	51%

This analysis of the schools' academic data shows a dramatic need for supplemental reading instruction for the schools' lowest 25% of learners in particular at early elementary level. The G.A.P. Program targets grades K-3 to

Iowa Assessments Reading Proficiency			
	All	African American	Low SES
Madison	62.4%	44.1%	58.3%
Young/Int	50.5%	37.1%	46.7%

address deficits in foundational skills and helps older elementary students continue to grow in reading and all other subject matter in later grades. The gaps are particularly evident among these schools' minority and low income students who test far below their peers.

Social-Behavioral Needs: Madison and J.B.K-8 students also struggle with high rates of absenteeism and behavior disruptions, averaging 5% below the district-wide attendance rate. The schools work to address these challenges, to increase attendance, decrease times sent out of class, and decrease suspensions and have identified out-of-school time services as an important student engagement tool. There is a particular pattern of behavior issues among older boys at these schools with increased classroom disruption and office referrals in 4th and 5th grade. Other trends that have been identified are

Begin with a Student Needs Assessment

-this helps you define your goals for providing supplemental services to children based upon data to reduce the achievement gap.

Student Needs Assessment

-This tells you where you are. It provides baseline data from which to establish academic goals.

TIP: Establish reasonable, realistic goals for your project using measurable data.

2. Student Needs Assessment

2.1 Evidence utilizing objective data, resources available, Title program data, achievement gaps data, other data, and how proposed project addresses these needs

Des Moines Public Schools (DMPS) conducted a district-wide analysis that assessed school, student, and community data related to risk factors for academic failure. These risk factors include: low achievement scores, eligibility for the Free and Reduced-Price Lunch (FRPL), Average Daily Attendance (ADA), English Language Learner (ELL) status, and Minority status. The results, shown below, indicate a high need for programming to address these risk factors. The targeted schools are Title I eligible, School in Need of Assistance (SINA) designated schools, according to the Iowa Department of Education.

	SINA	2012-2013 AMO Math	2012-2013 AMO Reading	Enrollment 2013-2014	% FRPL 2013-2014	% ELL 2013-2014	% Minority 2013-2014	ADA 2012-2013	# students to be served (regular attendees)
Callanan	✓	SINA-6	SINA-7	620	75.3	26.8	73.2	94.8	125
Goodrell	✓	SINA-7	SINA-6	619	64.6	3.1	96.9	95.1	125
Harding	✓	SINA-2	SINA-2	700	93.9	20.4	79.6	94.0	125
Hiatt	✓	SINA-8	SINA-8	626	97.9	28.3	71.7	92.8	125
Hoyt	✓	SINA-4	SINA-8	488	85.3	9.8	90.2	93.5	125
McCombs	✓	SINA-10	SINA-5	657	73.7	10.2	89.8	93.4	125
Meredith	✓	SINA-10	SINA-10	715	76.4	28.1	71.9	95.7	125
Weeks	✓	SINA-5	SINA-5	633	82.5	21.2	78.8	94.5	125

The 2013-2014 FRPL rates, a leading indicator of poverty, range from 64.62% to 97.93% for the targeted schools; high rates compared to the 2013-2014 state of Iowa rate of 41.1%. Decades of research show that poverty has devastating impacts on children's readiness to learn, social readiness for school, and general cognitive abilities (Calkins, et al., 2007). Students living in poverty have poorer outcomes in achievement, graduation rates, and higher education compared to their peers who don't live in poverty (Perie et al., 2005; Swanson, 2004; and Carey, 2005).

As the Iowa Assessments data shows below, 46.7-51.5% of DMPS students in grades 6-8 are not proficient in reading and 53.7-61.1% of the students are not proficient in math.

	DMPS Reading Proficiency 2012-13	State of Iowa Reading Proficiency 2012-13	DMPS Math Proficiency 2012-13	State of Iowa Math Proficiency 2012-13
Grade 6	47.3	65.09%	53.7	71.95%
Grade 7	51.5	67.63%	61.1	77.18%
Grade 8	46.7	65.27%	57.8	73.33%

How to Measure Goals:

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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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

-In the example, we see that a comparison group will be created and there are two lists of goal measures that will provide data on the performance of the program.

The following goals/objectives specifically address goals set by the DCSD CSIP including 1.) Prevention of academic based problems, 2.) Intervention as problems are noted; 3.) Enhancing motivation in the classroom and 4.) Establishing a process for engaging all students through classroom instruction. The goals/objectives address student learning competencies set forth by the DCSD's benchmark standards indicating high student achievement, character development/citizenship and communication/collaboration. They also embrace the DCSD's framework for 21st Century students including: digital-age literacy, inventive thinking, effective communication and high productivity. (3.1, 3.4)

- 1.) All students enrolled in St. Mark programs will demonstrate increased proficiency in reading and mathematics.
 - *75% of enrolled students will demonstrate proficiency in annual literacy assessments conducted by DCSD and St. Mark, including: Dibels, Basic Reading Inventory, Observation Study, St. Mark pre and post-tests.*
 - *75% of enrolled students will demonstrate proficiency in annual mathematics assessments conducted by DCSD and St. Mark, including Measure of Academic Progress, Iowa State tests, and St. Mark pre and post-tests.*
- 2.) All students enrolled in St. Mark programs will demonstrate competency in physical and social-emotional health, positive connection to community and school, and character development.
 - *All actively enrolled students will participate in wellness activities and character building enrichment activities on a weekly basis.*
 - *At least 75% of enrolled students will regularly attend program and school.*
 - *School-day teacher surveys will report 75% of St. Mark enrolled students demonstrate a motivation to learn and participate in the classroom.*
 - *When surveyed, 90% of St. Mark students will report feeling safe and connected to a trusting adult.*
- 3.) Families of students enrolled in St. Mark programs will demonstrate active engagement in the academic and social-emotional growth of their children.
 - *75 % of parents will participate in literacy engagement activities.*
 - *75 % of parents will report reading to child at home and checking homework.*

Goals are critical to a successful application

- You are required to provide data on the progress you are making with students. You report this in your local annual evaluation and in the federal data system.

Research Base:

-Using quality, research-based curriculum and materials will increase your chances of meeting your goals and having a quality program.

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.

Evaluation

8.1 Experienced Evaluator

The Stepping Stones G.A.P. Program at Madison and Young will conduct comprehensive, rigorous evaluation of the program at the local level by our external evaluator, Iowa State Extension. Over the past ten years the district has partnered with Extension staff to create a proven and unparalleled evaluation system for all Stepping Stones programs founded in research and best practice. Evaluation informs programmatic decision-making and provides all necessary data to the Iowa DE. Iowa State Extension and DCS have vast experience in the proposed evaluation model and the ongoing relationship with the IDOE. The evaluation will be accomplished through three critical functions: 1) a comprehensive, broadly endorsed evaluation plan; 2) effective, efficient tools for data collection and management; and 3) strong management and human resource structure to accomplish evaluation.

1) Evaluation Plan - The evaluation plan for the G.A.P. program was created in collaboration with the NCSP OST Committee, based on consensus-built "Framework of Best Practices." Project goals and the evaluation framework provide the basis for program activities and outcomes for the G.A.P. program. All partners have committed to the proposed project outcomes and adopted the evaluation plan.

2) Data Tools - A series of rigorous evaluation tools, researched by evaluation experts at Iowa State Extension, have been identified and aligned with each of the identified outcomes. These tools collect objective assessment data including DIBELS, Scholastic Math Inventory, Measures of Academic Progress (MAP) and Iowa Assessments. Teacher, student and parent surveys will provide pre- and post-data for other more subjective outcomes in both the student program and family literacy activities. A-Plus student information system tracks attendance and other program information and has easy linkage with the district's student information system with the capacity to generate numerous reports, including student, site, and project level elements as outlined in the project logic model and required by both local partners and the DOE PPICS reporting system.

3) Management and Leadership - OST Site Coordinator and Program Lead, in partnership with Iowa State Extension, collect data at the site level. DCS Learning Information Services will lead data analysis to align student behavior and academic data with implementation data and other data points.

8.2 Using Evaluation Results

Use of evaluation for program improvement and promotion: A comprehensive system of program evaluation and safety audits determine fidelity and impact of critical programmatic and operational outcomes. Tools include a facilities quality checklist; ongoing auditing of program scheduling; participant surveying and observation and, most importantly, measurable student outcomes. All of these evaluation results are shared with staff to assist in coaching and professional development, as well as to provide context and goals for project planning. The evaluation results are also shared with parents, partners and the general community through presentations at Family Nights and partner meetings; the Stepping Stones website and Facebook page; and at an annual media event in partnership with the City and ISU County Extension. Communications will include opportunities to support the program financially, including a reminder that United Way and Davenport Schools Foundation pledges can be designated to the program and that the annual Employee Giving Campaign in the school district, which new this year, can designate a gift directly to "Stepping Stones" through payroll deduction.

Alignment of Evaluation Procedures: The evaluation plan was developed by Iowa State Extension based upon the collaborative project design and aligned with the Madison and Young's CSIP and Title I SINA Plans. The Student and Family Literacy goals and objectives of the program serve as a foundation for all of the adopted strategies and activities. The resulting outcomes for participants drive the evaluation process and inform the continuous improvement process for the program.

Evaluation:

Hire a qualified evaluator

*Develop an evaluation plan
and meet regularly to
monitor your progress*

*Report your local evaluation
Post your evaluation on your
web site.*

SUMMARY:

- **Student Needs Assessment** (establishes your priority goals)
- **Academic Goals** (Make them realistic and measurable)
- **Enrichment Goals** (Make them realistic and measurable)
- **Measures** (How you will determine your progress with data from assessments, performance, projects or other acceptable methods)
- **Research Base** (Curriculum and materials that have been proven successful and have documentation on implementation)
- **Evaluation** (Use a qualified evaluator, establish an evaluation plan, a good evaluator will help you monitor your progress.)

Partnerships:

- **You are required to have partnerships to apply**
- You are required to **increase your community partnerships** to continue and sustain the work of this grant
- **You are required to develop a sustainability plan** and how you will continue your program when federal funding expires through your partnerships
- **Submit a Memo of Understanding, NOT a letter of support** as evidence of your partnership. An MOU provides details as to what services or funding will be provided, how many children will be served and how many staff will be involved.



Council Bluffs Airport

16801 McCandless Lane, Council Bluffs, IA 51503

Phone: 712-323-2173, Fax: 712-323-7209

www.advancedaircb.com

December 2, 2013

Memorandum of Understanding

Through the Council Bluffs 21st Century Community Learning Center Project, Advanced Air, Inc. will work with Council Bluffs Community School District through:

- Providing programming at the airport for the two sites (Kirn Middle School & Wilson Middle School) for career exploratory academies/clubs in aviation related to the after school programming needs. By supplying an Advanced Air, Inc. staff member to lead a minimum of a 6 week session in the industry. At a minimum of the three year grant duration.
- Provide educational hands on programs pertaining to aviation careers (becoming a pilot, air traffic controller, airplane mechanic or flying for the military).
- Provide field trip opportunities for clubs and exploratory academies sponsored by Advanced Air, Inc.
- Provide information to students and families about further educational opportunities including but not limited to programs, field to study, scholarships, job shadows, and internships offered by Advanced Air, Inc..

Lisa LaMantia
President
Advanced Air, Inc.
12/02/2013



December 6, 2013

Council Bluffs Fire Department

200 South 4th Street
Council Bluffs, IA 51503

Tel: 712-328-4646

Fax: 712-328-4916

www.cbfire.org

Memorandum of Understanding

Through the Council Bluffs 21st Century Community Learning Center Project, the Council Bluffs Fire Department will work with Council Bluffs Community School District through:

- Providing programming for the two sites (Kirn Middle School & Wilson Middle School) for career exploratory academies/clubs in the Fire Service and Emergency Medical Service fields related to the after school programming needs. By supplying Council Bluffs Fire Department personnel to lead a 6 week session in the Fire Service industry, at a minimum of the three year grant duration.
- Providing educational hands on programs pertaining to:
 - Fire Behavior
 - Fire Suppression gear and tools
 - Fire Alarm Systems
 - Fire Suppression Systems
 - Fire Suppression tactics
 - First Aid and CPR basics
- Provide field trip opportunities for clubs and exploratory academies sponsored by the Council Bluffs Fire Department.
- Provide information to students and families about further educational opportunities including but not limited to programs, field to study, and scholarships.

Curtis McKeon,
Interim Fire Marshal
Council Bluffs Fire Department:
(712) 256 - 6954
cmckeon@councilbluffs-ia.gov

How many communities are near an airport or a fire department?

December 10, 2013

Stephen Murley
Superintendent
Iowa City Community School District
1725 North Dodge St.
Iowa City, IA. 52245

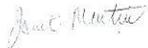
As a current partner in 21st Century learning programs in the Iowa City Community School District, Johnson County/Iowa State University Extension strongly supports the 21st Century Learning grant application for Lucas Elementary School. Research indicates that teachers working with out of school educators like 4-H youth development increase science learning for youth.

Through cooperation with the director and board of the Lucas Before and After School program, 4-H is currently leading science in afterschool time with 40 students for six weeks. With funding through the 21st Century Grant, 133 youth would be able to participate in 4-H afterschool science.

Currently 53% of the youth at Lucas receive free/reduced lunches. Lucas is a "school in need of assistance" for the last 4 years in reading and 5 years in math. The 21st Century learning program would be exceptionally beneficial to the youth at this school. The administration and the current BASP program leadership are willing and able to expand the educational afterschool opportunities for more youth at the school. I have found the BASP staff to welcome partners from the community and takes full advantage of cooperative programming.

For nine years, 4-H youth development through Johnson County/ISU Extension has led science enrichment activities in afterschool and summer programs at Iowa City elementary schools. Through the science/STEM youth programming, we link school day learning with "hands on" educational programming for youth. In the words of a director of another 21st Century program site, "The youth ask each day if 4-H is coming; they love learning about science in a fun, hands on way." The research indicates that the workforce needs scientists and engineers; through this grant we encourage science careers for all youth, including girls and low resource families.

The timing is perfect for the 21st Century Learning Grant at Lucas Elementary; the need, the school staff, the youth and their families, the BASP staff, and the partners in the community are ready to go! We look forward to 4-H youth development being an active and involved partner with the Lucas Elementary 21st Century Learning Program.



Janet Martin
4-H Youth Development Specialist

Extension programs are available to all without regard to race, color, national origin, religion, sex, age, or disability.



*Improving lives, Strengthening Communities, Making a Difference
by connecting people to purpose, serving youth, older adults and non-profit organizations*

Stephen Murley, Superintendent
Iowa City Community School District
1725 North Dodge
Iowa City, IA 52245

January 27, 2014

I am providing my highest recommendation for the proposed 21st Century Grant for Robert Lucas Elementary School. As the Director of Elder Services, Inc. RSVP, I have recruited volunteers for the schools since 1990. Robert Lucas is a favorite location for our volunteers due to the high caliber of leadership including the principal and teachers who work with these students.

I know the strong need for partnerships in educating our youth since the students of today are our leaders of tomorrow. I also have first-hand knowledge that there is a need for extra support since Lucas is in its 4th year SINA in Reading and 5th year SINA in Math. Lucas is an at-risk school with free-reduced lunch students numbering over 53%. Many of these students have both parents working outside the home after school. A large number of the students are below proficiency. We would like to increase the number of students served after school and reach out to those who have not been able to afford the BASP. Having one-on-one support is essential for growth and academic achievement. Skilled RSVP Volunteers can provide key support to enhance this program's success!

Since 1990, I have been working with the ICCSD by recruiting and placing RSVP volunteers with teachers and students to reinforce reading, writing and public speaking skills. Lucas is one of the three schools in this district which benefits from SPEAK UP! Every 5th grader since 1997 has had two semesters of speech training to improved confidence and self-esteem while giving an introductory speech and a persuasive speech.

RSVP members are adults 55 years and older with various skill levels and areas of expertise to address problems that directly affect their communities. They feel that working in the schools is result-oriented. Also, Intergenerational connections help both populations to flourish.

Last year, 120 RSVP volunteers were recruited to serve 3,065 hours, providing one-on-one student assistance. Our volunteers have life experience and expertise to share and prefer to work with students in need. Twain is a popular school for RSVP support. We even have retired teachers who return to work with "their students" to help them succeed.



**Memoranda of Understanding
between St. Mark Youth Enrichment and Marshall Elementary School**

This agreement is entered into effective July 1, 2014 through June 30, 2019 between St. Mark Youth Enrichment 21st CCLC Program and Marshall Elementary School.

Marshall Elementary School agrees to:

- a. Ensure that the before and after school programs are included in the CSIP (Comprehensive School Improvement Plan), aligned with school initiatives, and integrated into the school culture
- b. Identify and recruit students for participation based on need
- c. Communicate with teachers, school staff, and families to gain buy-in and support
- d. Assist with staff recruitment and support for the program
- e. Assign a school leader(s) to serve on the 21st Century Advisory Council and serve as a liaison/advisor to the program on academic and positive behavior supports
- f. Attend staff orientation and special events
- g. Ensure that utilities, rooms and adequate space (playground, gym, cafeteria, classrooms, computer labs, library, office, and storage) is available for program implementation
- h. Partner in appropriate data collection to meet the necessary reporting, compliance, and evaluation needs
- i. Welcome a SMYE program leader as part of your Site Council team
- j. Communicate academic, behavior, and social-emotional needs/challenges with SMYE program teams

St. Mark agrees to:

- a. Write the 21st CCLC grant applications/continuation proposals
- b. Monitor the program for grant compliance
- c. Partner to provide training on district policies/procedures, best practices, youth development, positive behavior management, district curriculums, cultural competency, and meeting the needs of under-served and at-risk youth and families
- d. Hire and supervise program coordinator, site team staff, volunteers, and community partners
- e. Implement before and after school programs that are in alignment with CSIP, district and school initiatives, and integrated into the school culture to include homework help, enrichment, and wellness
- f. Serve on appropriate 21st and school committees; advisory council, site council
- g. Maintain grant records for fiscal accountability and grant reporting
- h. Complete all evaluation reports
- i. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of student data
- j. A daily nutritious snack for students attending after-school program
- k. All materials and supplies needed to carry out these programs
- l. Family engagement activities such as literacy and math nights and family field trips

Dawn Cogan 1.14.14
Dawn Cogan
St. Mark Executive Director

Je Neely 1/17/14
Date

**Memoranda of Understanding between St. Mark Youth Enrichment and
Northeast Iowa Community College**
July 2014 to June 2019

Northeast Iowa Community College agrees to provide Adult Education and Literacy program classes to any adult, age 16 or older, who is not enrolled or required to be enrolled in school. The classes provide basic skills instruction in math, reading, writing and listening on an ongoing basis. Classes are open to parents of youth enrolled in St. Mark Youth Enrichment and are free of charge.

Options are as follows:

Adult Basic Education (ABE) teaches skills necessary for daily life, consumer needs, and workforce development.

English for Speakers of Other Languages (ESOL) helps people with limited English skills to improve in listening, reading, speaking and writing for their daily life and work in the United States.

The Adult Secondary Education (ASE) program allows individuals who did not finish high school to receive a High School Equivalency Diploma (HSED) from the State of Iowa. The diploma shows that an individual has a level of educational development similar to a high-school graduate.

St. Mark Youth Enrichment agrees to continually inform parents of these Adult Education and Literacy programs and will provide any assistance necessary to help St. Mark parents to enroll.

Dawn Cogan 3.28.14
Dawn Cogan Date
St. Mark Executive Director

Sharon D. Speckhard 3/31/14
Sharon Speckhard Date
Adult Education & Literacy Director



Jan. 16, 2014

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

To whom it may concern,

For Great River Health Systems, I would like to offer our support for the PIECES After-school Program at Aldo Leopold and Edward Stone middle schools in Burlington, Iowa.

Great River Health Systems is a regional integrated health care system based in West Burlington, Iowa. More than 120 physicians and 1,900 employees share Great River Health Systems' commitment to excellence in patient care and community service.

In 2009, the Burlington Community School District calculated the body mass index of incoming kindergarteners and second graders at four of its five elementary schools. Nearly 30 percent of the children were obese. Today, many of those children are students at Aldo Leopold and Edward Stone middle schools.

Health providers now treat obese children for diseases that they once saw only in adults. Obesity causes greater risk for arthritis, certain cancers, heart disease, lung problems, sleep apnea, stroke, Type 2 diabetes and other health problems. Besides health problems, the emotional and economic consequences of obesity include feelings of rejection, shame and depression, and discrimination and prejudice. Research indicates that establishing healthy habits at an early age can help reduce childhood and, later, adult obesity.

Great River Health Systems collaborates with the after-school program by providing trainers at the schools once a month to teach students about health and physical fitness. The trainers provide safe and inclusive physical activity. They lead individual and group games. Besides increasing physical activity, the trainers help children learn how to resolve conflicts, cooperate, handle competition, and feel physically and emotionally safer at school.

We feel the students benefit greatly from the PIECES After School Program, and we are happy to provide support and help the school district build this valuable program.

Sincerely,

James Kammerer, Vice President
Support Services



L.D. Beard
Chief of Police
Burlington Police Department
424 North 3rd Street
Burlington, IA 52601
Phone Number: (319) 753-8366
Fax Number: (319) 753-5187

December 17, 2013

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

To Whom It May Concern:

On behalf of the Burlington Police Department, I strongly support the 21st Century Community After-School Program at Aldo Leopold Middle School, which has been in operation since 2009. It is my pleasure to write a letter in support of the Burlington Community School District's grant application to provide additional funding and support for this program.

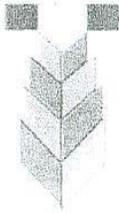
We, in law enforcement, have come to realize the need for structured after school programs within our community. The success of the current program, and the possibility of partnering with the City of Burlington and potentially adding an additional 100 youth to the after school programming that is connected with academic support is very exciting. It seems that Burlington Police officers respond to incidents involving an individual or individuals that would benefit from the proposed After School Program. Our police officers would play a role in providing safe learning opportunities and educational presentations that will foster community oriented development.

In conclusion, the Burlington Police Department fully supports the efforts of the Burlington Community School District to build the best after school program in Iowa. We look forward to continuing our relationship with the Burlington Community School District and participating in our ongoing partnership with the after school program at Aldo Leopold Middle School. We thank you for the opportunity to comment and look forward to hearing about the grant award.

Sincerely,

L.D. Beard
Police Chief

Partnership with local Health Provider and with Local Police Department



Council Bluffs Public Library

EDUCATION. INCOME. HEALTH.



January 28, 2014

Dear Twenty-First Century Grant Competition reviewers,

I am pleased to offer this letter of support for the Des Moines Public Schools application to the Twenty-First Century Grant. You will find Des Moines to be an extremely robust community with the necessary infrastructure in place to support a successful middle school summer program. The challenge of transitional periods and events in young people's lives demands that every opportunity is taken to provide the assistance required during this time. Thus, this program is designed to include cultural literacy, STEM enrichment and physical activities.

To increase the 9:00 a.m. to 3:00 p.m. academic enrichment and other activities, the United Way of Central Iowa is committed to providing \$57,600 which will extend the day to 5:00 p.m. Monday through Friday for six weeks. Thus, these very vulnerable students will have a safe place at which they will have an opportunity to develop engagement in learning in at least one of its varied forms.

With support from this initiative, students in Central Iowa will have increased opportunities to succeed in school, work, and life. I would greatly welcome the opportunity to answer any questions you may have in regards to our involvement in the 21st Century Middle School Summer Program.

Respectfully,

Kate Bennett
Community Impact Officer - Education
United Way of Central Iowa

National Groups like United Way can make great afterschool partners

January 2, 2014

I am writing this letter in support of the Kim and Wilson Middle Schools' 21st Century Grant. The Council Bluffs Public Library is always open to opportunities to partner with our local schools to provide outstanding and enriching programs to the students in our community.

The Library is ready and willing to provide staff time and expertise to provide literacy programs to middle school students and their families. Through this grant, the Council Bluffs Public Library will provide the staff to facilitate a family book club, encouraging students and their parents to read and discuss books together. Being a leading provider of literacy-based activities in the community, we are eager to work with the school district to provide the family book club, as well as other programs that inspire middle school students to read for pleasure.

The Council Bluffs Public Library looks forward to working with the Council Bluffs Community School District and other community partners to implement the 21st Century Grant. I encourage you to provide this grant so that we may work together to offer great opportunities to the students of Council Bluffs.

Sincerely,

Anna Hartmann
Teen Services Manager
Council Bluffs Public Library

Partner with your local Library to provide extra literacy support for your program



January 26, 2014

Dear "21st Century Grant" Distribution Team:

St. Paul Lutheran Church, a neighbor of Madison Elementary School, supports the Madison staff and faculty as they apply for the "21st Century Grant". It is our hope that they would be chosen for this award not only because they are a school of excellence, but more importantly, they seek to change lives. The students and families that call Madison home need this school; Madison is the "home base" that has the potential to teach, clothe, nourish, and create healthy and sustainable relationships for all members of the family if the doors remain open past the typical school hours and calendar. Once funding is in place, families will find Madison to be their community; learning, connection, and caring will be the bridge to basic and fundamental needs that now challenge many families.

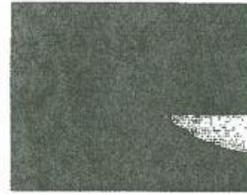
Currently members of St. Paul partner with the students of Madison in many ways. We mentor, read, work in the classroom, maintain a butterfly garden, landscape, and provide volunteers for a variety of student activities. We look forward to continuing and strengthening our relationships with the students, families, staff, and faculty of Madison Elementary. We know that Madison Elementary, if selected for this grant, will revitalize our neighborhood; empower students and families; and change how we see and understand the role of "school" in today's world.

Sincerely,

Jim Keller
Mission Board

Dana L. Welser
School Partnership Coordinator

Local churches can be good partners



OFFICE OF:
PARKS, RECREATION AND PUBLIC
PROPERTY
(712) 328-4650



Memorandum of Understanding

Through the Council Bluffs 21st Century Community Learning Center Project, the City of Council Bluffs Parks & Recreation Department will work with Council Bluffs Community School District through:

- Providing programming at the two sites (Kirm Middle School & Wilson Middle School) for career exploratory academics/clubs in field of Parks & Recreation related to the after school programming needs. By supplying a Park & Recreation staff member to lead a minimum of a 6 week session in the industry. At a minimum of the three year grant duration.
- Provide educational hands on programs pertaining to sports officiating, lifeguarding, coaching, turf/field maintenance, golf course management, and other parks & recreation topics.
- Provide park locations within the city for field trip opportunities for clubs and exploratory academics.
- Provide information to students and families about further educational opportunities including but not limited to programs, field to study, scholarships, job shadows, and internships offered by the City of Council Bluffs.

Recreation Superintendent
Council Bluffs Parks & Recreation
12/12/13

Local Parks Departments can provide facilities and staff to support your program

Storm Lake Community School District and Buena Vista University, specifically Bev Ahern, Associate Professor of Exercise Science, have come together to collaborate and to make an application for the 21st Century Community Learning Centers Program grant (21st CCLC). Grant funds will be used to serve students in grades 5-8 at Storm Lake Middle School's Tornado Learning Club (TLC).

The partners have agreed that Storm Lake CSD will provide leadership for the overall TLC program and will be the designated applicant in the 21st CCLC application. All other agencies will be considered partners in this application. This a true partnership, as there is no compensation provided to either partner.

Buena Vista University (BVU) has partnered with TLC for many years. A few years ago, Professor Ahern approached our district with the offer to provide volunteers and activities for both our elementary and middle school after school programs. A mutually beneficial partnership developed from this first meeting.

Through college course work led by Professor Ahern, BVU students are required to lead or participate in a certain number of program hours or afternoons each semester. Students pursuing an education degree prepare and assist in general recreation activities. Students pursuing a degree in exercise science prepare and lead more formal physical education activities.

The roles and responsibilities listed below are already in place and in action.

It is agreed that Storm Lake CSD will:

- Provide access to middle school students during after school hours.
- Provide on-site supervision of BVU student volunteers during volunteer time.
- Provide feedback to Professor Ahern regarding volunteer activities.
- Provide general orientation of the middle school and TLC procedures for BVU student volunteers.

It is agreed that Professor Bev Ahern will:

- Provide direction to BVU student volunteers regarding best practices for supervision of middle school students.
- Provide direction to BVU student volunteers regarding age-appropriate recreation and physical education activities.
- Provide schedules of attendance for BVU student volunteers at TLC.
- Attend 21st CCLC grant partner meetings as scheduled.

By signing below, the partners acknowledge that we agree with this MOU. Furthermore, we have reviewed the proposed project and approve it.

By CTM
Carl Turner
Superintendent
Storm Lake Community School District

By Beverly Ahern
Bev Ahern
Associate Professor of Exercise Science
Buena Vista University

Date 1/28/2014

Date Jan 23, 2014

January 28, 2014

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

Mr. Jaras,

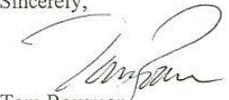
I am writing to express the support of Community Health Care, Inc. for the Davenport Community Schools' application to establish 21st Century Community Learning Centers at Madison Elementary and JB Young K-8. These schools are at the heart of our community's most struggling neighborhoods and are ideal locations to reach high need youth and families with important academic, social and health services.

Through the "Stepping Stones" collaboration between Davenport Community Schools, Davenport Parks and Recreation and ISU County Extension, the proposed program will offer academic support, enrichment activities, service learning and community engagement, as well as, a variety of family literacy activities.

This proposal will also allow an expansion of community health services at Madison and JB through a partnership with our organization, including health education workshops at the school; on-site dental screenings and immunizations; and transportation to CHC's health clinic to open these resources up to Madison and J.B. families. Our discussions have also included future collaboration on special health fair events at the school and the potential to expand mobile resources to serve students and families.

Community Health Care, Inc. is looking forward to the collaboration between our organizations and the impact that it could have among the youth and families of Davenport's urban core. We hope you will consider this important program.

Sincerely,


Tom Bowman
Chief Executive Officer
Community Health Care, Inc.





**FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY**

Memorandum of Understanding
YMCA of Greater Omaha

Through the Council Bluffs 21st Century Community Learning Center Project, YMCA of Greater Omaha will work with its partnering agencies through:

- Providing programming if available at the two sites (Gerald Kirn Middle, and Woodrow Wilson Middle Schools) for enrichment activities related to the after school programming needs.
- Provide the following educational programs pertaining to;
 - **Dodgeball Club:** club organized to teach participants various different rules and styles of dodgeball and how to form a league.
 - **Tri Club:** Triathlon Club training program is designed for athletes of all levels (beginners to advanced) who want to train for triathlons in a group setting. Our triathlon-training program includes group-training activities that work on endurance, speed, power, and technique.
 - **Swim Team Club:** Provided a YMCA swim coach to teach the fundamentals of a swim team.
 - **Water Sports Club:** A Club that teaches basic water safety and teaches water sports such as water polo, water basketball, sharks and Minnows and many more.
 - **Art Club:** A Club that will teach basic art history and offer various art projects involving different paints and ceramics.
 - **Health Club:** Teaching kids healthy living skills as far as healthy eating, healthy lifestyle and healthy exercise.
- Provide field trip opportunities for environmental projects sponsored by YMCA of Greater Omaha.
- Provide information to families about opportunities for family events and programs offered by YMCA of Greater Omaha.
- Provide a full time Teen/Family Director that will help with planning, implementing, running clubs, field trips, and family events.
- Provide equipment to support projects elements. (printers, copy machine, computers, software, phone service, fax machine, LCD, and other)
- Provide Child Protection Background checks for all volunteers and employees (unless previously approved by CBCSD)

**The YMCA can provide physical
fitness partnerships**

Leo McIntosh, Group Vice President
YMCA of Greater Omaha, Council Bluffs

6450 Corporate Drive
P.O. Box 6450 • Johnston, IA 50131-6450
Phone: 515-242-3100
Toll free: 800-532-1290

**Iowa Public
Television**

January 9, 2014

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

To Whom It May Concern

It is my pleasure to provide you with this letter of support and commitment from Iowa Public Television in regard to the Burlington Community School District's grant application to provide additional funding and support for their 21st Century Community After-School Program which has been in operation since 2009.

Iowa Public Television works with community partners including school districts to implement innovative educational media initiatives designed to enhance literacy and math skills. Our Ready for School and PBS LearningMedia initiatives have a strong history of helping teachers and students use technology to increase learning motivation.

Iowa Public Television has partnered with the Burlington Community School District to enhance the learning experiences of children participating in after-school programs.

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

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

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

**IPTV provides a free trainer and the
PBS Electric Company Curriculum for
afterschool**

11 Des Moines 12 Iowa City 21 Fort Dodge 24 Mason City 27 Sioux City 32 Waterloo 39 Council Bluffs 45 Red Oak 46 Davenport

GO Iptv.org

Be more  Iptv

Budget Tips:

- We have a spreadsheet to assist you in calculating your funding request based upon the number of students you will serve.
- Do NOT simply ask for the maximum award size without the numbers of children to justify that size of award.
- Pay attention to the allowable percentages in the budget.
- Make sure to document any in-kind contributions in your budget narrative.
- We expect you to spend 100% of your annual award
- We require that expenses be submitted before August 15 (for the previous fiscal year. State of Iowa deadline.
- We require that you submit July, August September expenses before October 30 (for the Sept 30th federal grant deadline).