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| Application Cover Page |
| **21st Century Community Learning Centers** |
| **Iowa Department of Education**  **Grimes State Office Building**  **400 E 14th Street**  **Des Moines, Iowa 50319** |

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| --- | --- | --- |
| **Mail Applications to:**  **Jodi Bruce**  Iowa Department of Education  Grimes State Office Building  400 E 14th Street  Des Moines, Iowa 50319-0146  [jodi.bruce@iowa.gov](mailto:jodi.bruce@iowa.gov)  **Address all questions to**: [vic.jaras@iowa.gov](mailto:vic.jaras@iowa.gov) |  |  |

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| **APPLICATION INFORMATION** | | | | |
| Applicant Serving as Fiscal Agent (Applicant Agency) **Clinton Community School District** | | | |
| County: **Clinton** | | Amount Requested: $ 890,685  (Total Form D1) | |
| Director of Agency: (Superintendent, City Manager, Executive Director, etc)  **Gary DeLacy, Superintendent** | | Grant Contact/Project Director:  **Loras Osterhaus** | | |
| Agency Name:  **Clinton Community School District** | | Agency Name:  **Clinton Community School District** | | |
| Address:  **1401 12th Avenue North** | | Address:  **1401 12th Avenue North** | | |
| City: **Clinton** | **Zip: 52732** | City: **Clinton** | Zip: **52732** | |
| Phone:  **563-243-9600 x 32** | FAX:  **563-243-2415** | Phone:  **563-243-9600 x 47** | FAX:  **563-243-2415** | |
| Email :  **gdelacy@clintonia.org** | | Email: **losterhaus@clintonia.org** | |

DUNS Number: 039955737

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| Data Collection and Evaluation Contact:  **Susan M. Troy - IRDI** | | Fiscal Contact:  **Cindy McAleer** | | |
| Address:  **2020 Clarke Drive** | | Address:  **1401 12th Avenue North** | | |
| City: **Dubuque** | Zip: **52001** | City: **Clinton** | Zip: **52732** | |
| Phone:  **563-590-6718** | FAX:  **None** | Phone:  **563-243-9600 x24** | FAX:  **563-243-5405** | |
| Email:  **troys@nicc.edu** | | Email:  **cmcaleer@clintonia.org** | |

***BEFORE YOU APPLY***

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

* Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
* The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: <https://www.educateiowa.gov/documents/district-level/2017/01/2016-17-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated January 24, 2017, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

***PLEASE RESPOND TO THE FOLLOWING QUESTIONS:***

* ***What is the Free and Reduced Lunch Rate for each site?*** List below (use as many lines as necessary):
  + Site/Building Name: Bluff Elementary School
    - Free and Reduced Lunch Rate Percentage: 81.38%
  + Site/Building Name: Jefferson Elementary School
    - Free and Reduced Lunch Rate Percentage: 85.64%
  + Site/Building Name: Eagle Heights Elementary School
    - Free and Reduced Lunch Rate Percentage: 52.83%
      * ***Partnerships***: Application proposes to partner with a minimum of 3-5 community organizations as evidenced by signed Memoranda of Understanding (MOUs).
      * ***When will the program run***? (Check or highlight applicable option(s) below):

|  |  |
| --- | --- |
|  | Summer School |
|  | Afterschool Only |
|  | Before and Afterschool |
| X | Before and Afterschool and Summer School |
|  | Afterschool and Summer School |

* + - * ***Funding Formula:*** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY18 Request for Applications):
* 156 (minimum) number of children x 180 days x $10.00 either $7.50 (just afterschool) or $10.00 (Before and afterschool) per day = $280,800 (total funding request for before and afterschool programs)

***Summer School Formula***

* 60 (minimum) children x 32 of days x $10.00 = $19,200 (total funding amount for summer)
* Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.

Funding Request for Year One: $296,895

Funding Request total for Three Years: $890,685

Number of Children Served in Year One: 216 (minimum)

Number of Children Served in Three Years: 648 (minimum)

**LEGAL STATUS OF APPLICANT**

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

* City or City Agency
* County or County Agency

Enter Federal Employer ID Number:

\_\_\_42-6049083\_\_\_\_\_\_\_\_\_\_ ***OR***

Enter School District Code

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* State or Federal Agency
* State College or University
* Community College
* County Office of Education
* School District

*(If applicable)* Enter Child Care License #:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Tribal Council
* Military Installation
* Private Nonprofit Organization-

Number of years in operation \_\_\_\_\_\_\_

* Private For-Profit Organization

Number of years in operation \_\_\_\_\_\_\_

**REQUEST FOR COMPETITIVE PRIORITY**

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

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

**Documentation:**

* 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:** For this application, nine community partners have signed on for joint submission with the Clinton Community School District. All nine partners have signed the collaborative signatures form and all have signed MOUs outlining their level of commitment throughout the grant period. All MOUs are included in this application.

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

**Clinton Community Schools  
Bluff, Jefferson and Eagle Heights Student Adventures Proposal**

* Project Application (Cover Page)
* Table of Contents – pg 4
* Project Narrative
* Proposal Abstract – pg 5-6
* Student Needs Assessment – pg 7-9
* Project – pg 10-12
* Research Base – pg 13
* Management and Sustainability Plan – pg 14-17
* Communication Plan – pg 18
* Partnerships – pg 19-20
* Evaluation – pg 21-22
* Budget Narrative – pg 23-24
* Memoranda of Understanding or Letters of Support – pg 25-35
* Required Forms – pg - 36
  + Form A: Site Information – pg 36
  + Form B: Assurances and Agreements – pg 37-39
  + Form C: Collaborative Signatories – pg 40-41
  + Form D1: Funding Requirements – pg 42
  + Form D2: Budget Forms – pg 43-45
  + D3: Applicant Agency Fiscal Resource Information – pg 46
  + Form E: Minority Impact Statement – pg 47-48
  + Form F: Non-Public Consultation Documentation Template – pg 49-51

**Project Abstract**

**Title of Program:** Clinton Community Schools *Student Adventures* Program

**Applicant Agency:** The Clinton Community School District and Community Partners

**Total Award Amount Requested:** $296,895 per year // $890,685 over 3 years

**Total Amount per Student:** $1400/per day/year ($1400/216 students/year = $6.48/day/student)

**Schools to be Served:** K-5th grade students at Bluff, Jefferson, and Eagle Heights Elementary Schools

**Number of Students to be Served:** 216 annually (156 per school-year programs and 60 per summer programs annually) // 648 students over 3 years

**Program Description:** The Clinton Community School District (CCSD) and collaborative partners (see MOUs) seek to narrow the achievement gaps for students at Bluff, Jefferson and Eagle Heights Elementary Schools. Our before, after-school and summer programs: (1) Provide access to high-quality academic recovery and enrichment programs. (2) Work to close achievement gaps between Caucasian and non-Caucasian students and low-SES and non-low-SES students. (3) Give students access to a variety of engaging activities that promote positive youth development. (4) Promote community ownership by linking a variety of community resources to the schools, children, and adults who can best benefit from those resources. (5) Lead to greater family awareness of the importance of literacy as the major skill development area that correlates with high success in other academic areas.

Under the leadership of the *Student Adventures* Community Governance Board and School Advisory Councils, needs for at-risk families in our target schools have been identified using objective school and community data:

***Need 1:*** At-risk students at Bluff, Jefferson and Eagle Heights Elementary Schools need early and ongoing academic assistance to meet and/or maintain reading and math proficiency.

***Need 2:*** At risk students at Bluff, Jefferson and Eagle Heights Elementary Schools need quality enrichment activities that decrease truancy rates and promote positive youth development**.**

***Need 3:*** Parents of at-risk students at Bluff, Jefferson and Eagle Heights Elementary Schools need access to programs, opportunities and services that support family success.

To meet priority needs, *Student Adventures* programs will be available from 6:45-8:00 a.m. Monday-Friday and from 3:30-5:00 at each elementary school. On Wednesdays, all sites will run from 1:30-5:00 p.m. in the afternoon. A 32-day, 6 hour/day program will run at each site in summer. Students are grouped by age, rotating through 30-45 minute blocks of academic remediation, academic enrichment, ATOD prevention, wellness, and recreation activities. At each school, the staff to student ratio for remediation is 5:1 (maximum); for enrichment it is 8:1.

Our planning teams have established goals and objectives for our programs that are the direct result of our identified priority needs. Our planning team has established a program structure that is firmly grounded in the program components and the common elements of quality after-schools programs as outlined by the Iowa Department of Education. Anticipated outcomes are as follows: After 12 months in the Student Adventures program:

|  |
| --- |
| ***Obj. G1-1:*** When matched by similar demographics to non-participants in their school, a higher percentage of *Student Adventures* participants will be proficient in reading and math as measured by Fall and Spring FAST Assessments or exhibit 1 year’s growth on Fall and Spring NWEA Assessments.  ***Obj. G1-2:*** 75% of parents will agree that their child’s academics have improved and that the *Student Adventures* program provides extra academic support as measured by parent surveys.  ***Obj. G1-3:*** 75% of regular attendees in the *Student Adventures* program will agree that they are doing better in school since attending the program as measured by student surveys.  ***Obj. G1-4:*** Teachers with students enrolled in the *Students Adventures* programs will agree that 60% of their students have improved their academic performance as measured by teacher surveys.  ***Obj. G2-1:*** 75% of *Student Adventures* participants will decrease their school absences to less than 5 days absent from the regular school day and the *Student Adventures* program as measured by program and District attendance records.  ***Obj. G2-2:*** 80% of students in the *Student Adventures* program agree that they like the program and look forward to the program and 90% of parents agree that their child has better social skills as measured by parent surveys.  ***Obj. G2-3:*** Teachers agree that 60% of their students are more engaged in the learning process, are behaving well in class, and are getting along well with others as measured by teacher surveys and school behavior reports.  ***Obj. G3-1:*** 50% of parents with students in the *Student Adventures* program will participate in a minimum of 2 family literacy activities/year as evidenced by event activity/participation records.  ***Obj. G3-2:*** 60% of parents attending Family Literacy events will agree that the event(s) helped them assist their child as measured by event-specific post-activity evaluations. |

To achieve our objectives, we have established firm commitments from our partnering agencies to provide the following research-based remediation and enrichment activities:

***Reading and Math Recovery:*** Provided by certified teachers and para-educators from the Clinton Community Schools and/or Clinton Community District.

***Homework Assistance:*** Provided by certified teachers and para-educators from the Clinton Community Schools and adult mentors (from college age to senior citizens).

***Academic Enrichment Activities:*** Provided by certified teachers and para-educators from the Clinton Community Schools, Clinton Community College, Clinton County Conservation, and Iowa State University Extension (ISU).

***Substance Abuse and Violence Prevention Activities:*** Provided by prevention specialists from New Directions and the Clinton County Sheriff’s Department.

***Wellness, Youth Development, and*** ***Recreation Activities:*** Provided by the Clinton YWCA, Bridgeview Center for Mental Health, and Women’s Health Services.

***Family Literacy and the Strengthening Families Program:*** Jointly provided by the YWCA, Bridgeview, New Directions, parent partners, and Clinton Community College.

Project management includes a full-time Program Director, Site Coordinators and staff at each school, and a database administrator. Systems are in place for continual parent, youth, and community communication and feedback. The program has a direct programming oversight board (the Partner Advisory Board) and a community oversight board (the Community Governance Board) responsible for continuous improvement and sustainability planning.

**Narrative Section 2: Student Need**

**2.1: Evidence of Student Need**

**Need 1: At-risk students at Bluff, Jefferson and Eagle Heights need academic assistance to meet and/or maintain reading and math proficiency.**

|  |  |
| --- | --- |
| **Table 1: FRL Rates – Iowa DOE 2016** | |
| **School** | **FRL%** |
| **Jefferson Elementary** | **87.51** |
| **Bluff Elementary** | **77.75** |
| **Eagle Heights Elementary**  Whittier Elementary  Clinton Middle School Clinton High School | **52.37**  46.52 64.10 54.65 |
| **District** | **62.13** |
| State of Iowa | 41.30 |

**Poverty Data:**Poverty is a major risk factor for students in our schools (Table 1). The District’s FRL rates significantly exceed the rates for the State of Iowa, with two of our 3 target schools at rates over 80%. Clinton County currently ranks 7th out of Iowa’s 99 counties in terms of child welfare and food assistance expenditures. 18.4% of the city’s citizens receive food assistance *(*[*www.citydata.com*](http://www.citydata.com)*)*. Thirty-six percent of the children in Clinton are in single parent households *(Robert-Wood Johnson Foundation, 2015).* Forty-six percent of African American families live in poverty and 48.1 percent of mixed race families live in poverty.

**Academic Proficiency Data:**In our target schools,rates of non-proficiency are highly specific to students in poverty, students with IEPS, and minority students.While the District has made substantial progress in academic achievement over the past two years, a higher percentage of students in these demographic categories continue to display reading and math skills that do not meet the minimum proficiency standards set forth in the District’s C-Plan *(CCSD Data Wall 2016-2017) (Table 2).*

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 2: 2016 Math and Reading Combined Proficiency Sampling** *(IA School Report Card 2016)* | | | |
|  | **Bluff** | **Jefferson** | **Eagle Heights** |
|  | **% not Proficient** | **% not Proficient** | **% Proficient** |
| **LSES/IEP** | 19.9 | 18.4 | 22.5 |
| **Not LSES/IEP** | 11.9 | 0.1 | 7.3 |
|  | | | |
| **Minority** | 24.5 | 13.4 | 16.1 |
| **Caucasian** | 15.1 | 17.0 | 15.0 |

The District also uses FAST Assessments (grades K-5) to measure progress from the Fall to the Spring of the same academic year. Table 3 highlights the lack of proficiency by subject students in these target schools.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 3: Other Academic Assessments** | | | | | |
| **Bluff Grades 2-5** | | **Jefferson Grades 2-5** | | **Eagle Heights Grade 2-5** | |
| % not meeting benchmark on FAST Assessments | | % not meeting benchmark on FAST Assessments | | % not meeting benchmark on FAST Assessments | |
| **Reading** | **Math** | **Reading** | **Math** | **Reading** | **Math** |
| 41% | 35% | 43% | 30% | 30% | 26% |

***Bluff Elementary School*** has an enrollment of 402 students with a minority population of 29.7% (71% Caucasian, 10% African American, 11% Hispanic and 8% mixed or other race). 15.4% of students have IEPS in place. At Bluff, LSES, IEP, and minority students fall significantly below non-LSES and Caucasian students in proficiency achievement. The minimum number of students to be served during the school year (52) and summer (20) will total 72 students. ***Jefferson Elementary School*** has an enrollment of 377 students with a minority population of 37% (63% Caucasian, 11% African American, 16% Hispanic and 9% mixed or other race). 22% of students have IEPs. At Jefferson, LSES and IEP students fall significantly below non-LSES and non-IEP students in proficiency achievement. The minimum number of students to be served during the school year (52) and summer (20) will total 72 students. ***Eagle Heights Elementary School*** has an enrollment of 478 students with a minority population of 14.1% (86% Caucasian, 4% African American, 6% Hispanic and 4% mixed or other race). 15.5% of students have IEPs. At Eagle Heights, LSES and IEP students, fall significantly below non-LSES and non-IEP students in proficiency achievement. The minimum number of students to be served during the school year (52) and summer (20) will total 72 students.

**Need 2: At risk students at Bluff, Jefferson, and Eagle Heights need quality enrichment activities that decrease truancy and promote positive youth development.**

|  |  |
| --- | --- |
| **Table 4: Attendance** | |
|  | **Missing 5+ days** |
| Bluff Elementary | 59% |
| Jefferson Elementary | 56% |
| Eagle Heights | 46% |

**Truancy Data:** Students who do not bond to school are more likely to be absent from school, are less likely to be motivated to perform beyond the “minimum” requirements, and are more likely to engage in behaviors that jeopardize their futures. None of our target schools met the District’s CSIP target goals for percent of students missing 5 or fewer days in an academic year *(Table 4)*.

**Community Risk Factors: Family Histories of Problem Behaviors:** Without appropriate parental role modeling, children are disadvantaged in learning socially appropriate behaviors.

Our community has high rates of family dysfunction. In its latest At-Risk Report the CCSD reported that 47% of its students are identified as having at least one of the following *critical* risk factors: Homeless (10%); Out of Home Placement (9%); Juvenile Court Involved (12%); Pregnancy/Teen Parent (16%); Verified Victim of Abuse (12%).

**Community Risk Factors: Adult Substance Use/Abuse and Dysfunction:**Community risk factors contribute to students’ attitudes about violence, alcohol, and other drug use risk. The number of adults in the city of Clinton who engage in excessive drinking is 24%. The number of adults who are physically inactive is 32% *(Robert-Wood Johnson Foundation, 2015)*. These facts put our students at significant risk for substance abuse and for obesity.

**Need 3: Parents of at-risk students at Bluff, Jefferson, and Eagle Heights Elementary Schools need access to programs, opportunities and services that support family success.**

**Adult Education Levels:**Sixteen percent of the population of Clinton does not hold a high school degree *(Census 2010).* Of those with high school degrees, only 16% of the population has a bachelor’s degree or higher *(*[*www.city-data.com*](http://www.city-data.com)*)*. This leaves the city and school district with a large number of parents who may not value education, who have had negative experiences in the educational system, or who are trying to guide first generation college students.

**Transportation Needs:** Many of our parents are working several shift jobs for minimum wage or are forced to commute to jobs outside the city. The community has seen a rise in the numbers of latchkey children after school and/or children being dropped off at school before the school day begins. The ability to have children supervised so parents can get to work on time, or the need to delay drop off times due to afternoon job hours continues to be identified by parents as a critical need. *(Parent Surveys, Student Adventures Programs, 2014-2017)*

**Safety Needs:** Unsupervised children in the hours before and afterschool are on going concern. Clinton County has a significantly higher rate of violent crime (456/100,000) than the state of Iowa (264/100,000) and the nation as a whole (387/100,000). As such, supervision in the hours after school and before school is a high priority. *(Mercy Community Health Needs Assessment, FY 2016-2018).*

**Accessibility to Other Out of School Childcare and Programs:** Private childcare is too expensive for many of our parents. There are 8 community *pre-schools* in Clinton with a total reported enrollment of 168. Of those, only 3 take subsidized-eligible children. *(IDOE, Student Enrollment Summary Report, 11/06/2015).*

**2.2 Engagement of External Stakeholders**

**Community Stakeholders:**Within the city of Clinton there exists a highly developed multi-service collaborative called the *Student Adventures* Community Governance Board (SACGB). Initiated in 1996, SACGB membership includes representatives from the Clinton Police Department, Clinton Community College, County Case Management, Business, Parents, and Clinton Community Schools. Through this planning body, service needs for at-risk families are identified and programs are designed and implemented through collaborative efforts. SACGB meets monthly and oversees the implementation, evaluation, and sustainability of all school-based community linkages.

**Community Partners for this Application:**To address the needs set forth in this application, the CCSD has partnered with the following community organizations to offer before school, afterschool, and summer programming to meet the identified needs of children and families: Clinton County Conservation (academic enrichment), Clinton YWCA (health and recreation), Clinton County Sheriff (safety/prevention), New Directions (substance abuse prevention), Bridgeview Mental Health Center (positive youth development), ISU Extension (STEM), Women’s Health Services (health), United Way (academic enrichment) and Clinton Community College (family literacy needs). In addition to direct services, each partner has committed a representative to serve on the *Student Adventures* Partner Advisory Board.

**Parents and Youth:**In the CCSD, each target school has an established *School Advisory* *Council* composed of students, parents, and school personnel. Each Council meets monthly to provide input relating to programs offered in their schools and to suggest and/or implement services they feel would benefit their families. Activities proposed in this application were developed jointly each school’s Advisory Council. Program refinement is also based on direct input from youth and parents through information channels. The *Student Adventures* program has a dedicated Facebook page. Each school hasa unique *Student Adventures* website specific to that school. Websites communicate monthly program schedules, special events for families, and ideas parents can use to help their child succeed. Information is also provided in print and in Spanish. Each site allows for direct parent feedback via an email link to both the Site Coordinator as well as the Program Director. Semi-annual parent and youth surveys are distributed for program feedback and suggestions. Each survey also asks parents if they would like to be involved as a volunteer in the program and asks for contact information if they are interested. All parent volunteers undergo mandatory background checks prior to placement in the program.

**Narrative Section 3: Project**

**3.1 – 3.3: Program Goals, Objectives and Activities Link to Student Need**

**Activities to Meet Identified Need 1:** Goal 1 addresses academic remediation and enrichment. Activities listed are the ***core*** activities planned to meet the objectives. Additional activities will be added based on ongoing parent and student feedback and the unique needs of each school.

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| **Goal 1 (G1):** Provide at-risk grade K-5 students at Bluff, Jefferson and Eagle Heights Elementary Schools with academic assistance to meet and/or maintain reading and math proficiency. | |
| **Objectives: After 12 months in the Student Adventures Program,** | **Activity (Eligible Activity #)** |
| **Obj. G1-1:** When matched by similar demographics to non-participants in their school, a higher percentage of K-5th grade *Student Adventures* participants will be proficient in reading and math as measured by FAST Assessments. | **Reading and Math Recovery** (#1)   * CCSD Teachers: Targeted reading remediation aligned with Iowa Core: *Great Strides* (Harcourt-Brace); *Reading Recovery* (Houghton Mifflin) * CCSD Teachers: Targeted math remediation aligned with Iowa Core: *Growing with Mathematics* (McGraw-Hill) and *Math Trailblazers* (Kendall-Hunt)   **Homework Assistance** (#5)   * CCSD Teachers and Para-educators: Homework assistance * CCSD Mentoring Program: adult mentors trained in tutoring   **Academic Enrichment** (#2, #8, #3)   * CCSD Teachers: *Quantum Leap Series* from MindWorks * Clinton County Conservation: STEM-based service learning focused on community environmental Issues * Iowa State University Extension: STEM-based * Clinton Sherriff’s Department: STEM-based DNA Analysis and Fingerprinting * CCSD Teachers and Parent Volunteers: Field trips to museums, historic places, and musical events. * Clinton Public Library: Tumblebooks series (K-3) |
| **Obj. G1-2:** 75% of parents will agree that their child’s academics have improved and that the *Student Adventures* program provides extra academic support as measured by parent surveys. |
| **Obj. G1-3:** 75% of regular attendees in the *Student Adventures* program will agree that they are doing better in school since attending the program as measured by student surveys. |
| **Obj. G1-4:** Teachers with students enrolled in the *Students Adventures* programs will agree that 60% of their students have improved their academic performance as measured by teacher surveys. |

**Activities to Meet Identified Need 2:** Goal 2 addresses activities that promote positive youth development. Activities listed are the ***core*** activities planned to meet the objectives. Additional activities will be added based on ongoing parent and student feedback and the unique needs of each school.

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| --- | --- |
| **Goal 2 (G2)**:Increase positive youth development and decrease school truancy through *Student Adventures* programs at Bluff, Jefferson, and Eagle Heights Elementary Schools by offering recreation, prevention and wellness activities for K-5th grade students. | |
| **Objectives: After 12 months in the student Adventures Program,** | **Activity (Eligible Activity #)** |
| **Obj. G2-1:** 75% of *Student Adventures* participants will decrease their school absences to less than 5 days absent from the regular school day and the *Student Adventures* program as measured by program and District attendance records. | **Recreation and Health** (#7)   * Clinton YWCA: Fitness * Clinton Rec Department: Family Fitness * Women’s Health Services: Wellness * CCSD Teachers and Parents Volunteers: Field trips * Clinton Sherriff’s Department: Personal Safety (Home Alone, 911, Bus Safety etc.)   **Community Service** (#15)   * + - * Iowa State University Extension (4H)   **Drug and Violence Prevention** (#12)   * New Directions: Substance Abuse Prevention (Red Ribbon Week, Lights Out, Black History Month etc.   **Character Education** (#14)   * Bridgeview Center for Mental Health: Social & Emotional Intelligence |
| **Obj. G2-2:** 80% of students in the *Student Adventures* program agree that they like the program and look forward to the program and 90% of parents agree that their child has better social skills as measured by parent surveys. |
| **Obj. G2-3:** Teachers agree that 60% of their students are more engaged in the learning process, are behaving well in class, and are getting along well with others as measured by teacher surveys and school behavior reports. |

**Activities to Meet Identified Need 3:** Goal 3 focuses on family literacy activities that empower parents to take an active role in assisting their child to succeed academically. Activities listed are the **core** activities planned to meet the objectives.

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| **Goal 3** **(G3):** Support family literacy and family functioning by providing access for parents of at-risk children at Bluff, Jefferson and Eagle Heights Elementary Schools to family support and literacy programs, opportunities and services. | |
| **Obj. G3-1:** 50% of parents with students in the *Student Adventures* program will participate in a minimum of 2 family literacy activities/year as evidenced by event activity/participation records. | **Family Literacy/Parent Programs** (#10)   * Clinton Community College: Family Literacy Events * Clinton Community College: Financial Literacy workshops * New Directions, Bridgeview, YWCA and Parent Volunteers (Strengthening Families Program) * CCSD Student Adventures Staff: Parent Communication Portals (Newsletters, Web Site updates, Personal Communications) |
| **Obj. G3-2:** 60% of parents attending Family Literacy events will agree that the event(s) helped them assist their child to succeed as measured by event-specific post-activity evaluations. |

Each day of operation, students are provided with a meal (before school program and summer program) or snack (after school program) that meets USDA nutritional guidelines.

**3.4: Linking Program to School-Day Instruction**

In 2012, the CCSD adopted the Iowa Core Curriculum and revised its C-Plan (formerly CSIP) to align with the Iowa Core. *Student Adventures* utilizes certified day-school teachers and para-educators from each school who are trained in the same remediation strategies for math and reading used in the day school. Academic enrichment activities (the *Quantum Leap* series, in particular) were chosen after extensive discussion in joint meetings with the CCSD Curriculum Director, building Principals and teachers from each school. The *Quantum Leap* program fully aligns with the Iowa Core and offers students multiple windows of entry into core concepts based on individual learning styles. In addition, the *Student Adventures* program asks for day-school teachers to meet individually with program students to gather students’ perceptions of their progress in the classroom. Teachers then evaluate each student’s progress in the regular classroom on a semi-annual basis – thus providing additional feedback for curricular adjustments that may need to be made based on ongoing student needs.

**3.5: Organizational Experience**

**Prior Experience with Similar Programs:** The CCSD currently has in place the following *Student Adventures* programs: *Student Adventures Programs* for K-5th grade at all four elementary schools and 6-8th grade students at Clinton Middle School. This application will enable the District to continue to serve students at Bluff, Jefferson, and Eagle Heights Elementary Schools. For over a decade, the CCSD has implemented and successfully managed before, after school, and summer programs. Our experience is evidence that the CCSD has the capacity to meet all responsibilities, contracts, and commitments to ensure that this project is fully staffed and implemented within the framework outlined in this proposal. Each collaborative partner’s executive director, or appointed representative, serves on our *Student Adventures* Partner Advisory Board, which reports directly to our greater *Student Adventures* Community Governance Board. Each partner’s commitments are clearly evidenced in the MOUs accompanying this application.

**Ability to Sustain:** In the summer of 2005, the Iowa Afterschool Alliance (IAA) agreed to have Clinton’s after school program be the first in the state to develop a sustainability plan through their office as a pilot project. The CCSD has been able to sustain *Student Adventures* operations at five schools over the course of 14 years. To illustrate our ongoing sustainability efforts, we offer the following: 1) The CCSD now contracts a resource development agency to aggressively pursue state, federal, and local grant options. 2) Mentoring grants have allowed for adult mentors to participate in program elements with their mentees; thus increasing the number of adult volunteers. 3) 90% of our community service providers have agreed to a ***common community hourly pay rate*** for service provision ($21.50/hour of service), which has significantly lowered expenses. 4) In 2015, the CCSD shifted the hiring of instructional para-educators to a temp agency; saving the District substantial dollars in benefits cost.

**Narrative Section 4: Research Base**

**4.0 Strong Research Base for Proposed Activities**

**Academics – Reading Recovery:** In consultation with reading specialists, classroom teachers and the CCSD Curriculum Director, the District has chosen the following reading recovery curriculum: *Reading Recovery* (Houghton Mifflin). The majority of Reading Recovery students who have successfully completed the curriculum are able to read text at or above their grade level. *U.S. Department of Education, IES, 2008 (Dec.). What Works Clearing House Intervention Report: Reading Recovery.*

**Academics – Math Recovery:** The District has chosen *Growing with Mathematics* (McGraw-Hill) as the math recovery curriculum. Growing with Mathematics is a core mathematics program that addresses NCTM and Iowa Core standards and is recognized by the NSF as a research-based curriculum. A one-year post-hoc matched evaluation compared six schools using the program to five control schools. The Growing with Mathematics group gained more than the control group. *Slavin, Robert & Lake, Cynthia (2007). Effective Programs in Elementary Mathematics: A Best-Evidence Synthesis. John Hopkins University (funded by the U.S. Department of Education).*

**Academic Enrichment:** The CCSD Curriculum Director, school Principals and teachers chose a to utilize the *Quantum Leap* series from MindWorks. Lessons in the *Quantum Leap* series are STEM-based, hands-on, interactive, educational materials that engage students in cross-curricular, multisensory learning experiences. Efficacy has not yet been thoroughly studied, but evaluation of the CCSD’s use of the program in 2014-2015, found an average of 23% of students moving from non-proficient to proficient in reading and math after completion of the MindWorks curriculum. *CCSD 2014-2015 Evaluation of Cohort 6 Student Adventures.*

**Positive Youth Development:** *Character Counts* is a framework centered on basic values called the Six Pillars of Character. A substantial body of scientific evidence supports its effectiveness in schools throughout the country. *Josephine Institute. (2014). Research on Character Counts!: Summary. Retrieved from https://character-counts.org/research/summary.html.*

**Family Literacy:** Family literacy activities are being developed by Clinton Community College in conjunction with their adult basic literacy faculty. CCC’s adult *Computer Literacy* program is accredited through CASA as an effective instructional program. For financial literacy, the District will utilize *MyMoney.gov*: The federal government's website was established by the Financial Literacy and Education Commission to provide Americans of all ages information on financial literacy. *http://www.mymoney.gov/. Strengthening Families* is a 14-session, evidence-based parenting skills, children's social skills, and family life skills training program specifically designed for high-risk families. Parents and children participate in SFP, both separately and together. Noted as an Effective program by NIDA. *DeMarsh, J. P., & Kumpfer. K. L. (1985).**Family-oriented interventions for the prevention of chemical dependency in children and adolescence, Journal of Children in Contemporary Society: Advances in Theory and Applied Research, 18 (122), 117-151.*

**Staff Training:** All CCSD teachers *and* community partners are either cross-trained or oriented to the curriculum each intends to provide to ensure continuity and to ensure cultural sensitivity and responsiveness to physical barriers, such as child care and transportation for adults. Each program listed can be offered in English or Spanish with qualified ESL personnel. All staff are trained in mandatory reporting and as first responders in the event of an emergency.

**Narrative Section 5: Management and Sustainability Plan**

**5.1 Staffing, Professional Development, Leadership and Volunteerism**

**Staff Recruitment and Training:**The effective recruitment, hiring and retention of highly qualified staff and volunteers is critical to the ongoing success of our project. We have a full-time dedicated *Student Adventures Program Director* who has successfully managed our programs for over a decade. Each school has experienced *Site Coordinators*with secretarial support. Our contracted *Community Service Providers* (partners for recreation, wellness, prevention, and academic enrichment) are hired via their respective organizations. *Teachers* are contracted via the school district under the supervision of the CCSD Superintendent and the Curriculum Director. To date, the District has utilized word-of-mouth, community publications, CCSD employment openings, and a community temp agency to fill after school, before school, or summer positions. Each individual contracted agency is responsible for hiring personnel that represent their agency. The CCSD uses community church leaders and retirement community “job” boards to recruit senior volunteers. To date, the District has had no difficulty filling positions and staff turn-over is low.

**Professional Development:** The *Student Adventures* Program Director is responsible for ensuring that training schedules are followed and that all program staff receive adequate cross-training and/or orientation in their respective roles and the roles that other providers will play. The CCSD provides *Student Adventures* staff with a minimum of 16 hours of pre-service orientation in the Fall, 16 hours of pre-service orientation for the summer program, and semi-annual all-staff development trainings. All staff are given the opportunity to attend at least one relevant outside development activity each year. Part of professional development is open communication between staff and partners. *Student Adventures* staff from all five buildings meet every other week (weekly during new program start-ups) with the Program Director. These meetings are open to all school personnel (teachers, principals etc.) who wish to partake in ongoing program planning and assessment.

**Leadership to Align with School Day Curriculum:** All goals and objectives of the program align with the day school curriculum through the CCSD C-Plan and School Board Oversight. The *Student Adventures* Program Director ensures that the goals and objectives of the program are being met. This is accomplished through the following communication structures: 1) Weekly meetings with Site Coordinators to review site schedules, day-to-day programming, and data collection. 2) Monthly meetings with the Partner Advisory Board to review progress on goals and objectives, attendance data, parent participation data, achievements, and continuous improvement. 3) Monthly meetings with Principals and the Curriculum Director to ensure ongoing alignment with designated curricula. 4) Quarterly meetings with the *Student Adventures* Community Governance Board to report progress on the goals and objectives to community leaders. 5) Quarterly progress reports to the CCSD School Board. 6) Monthly hard copy and online newsletters to inform parents and interested community members of program achievements.

**Volunteer Recruitment and Training:** Our project relies on volunteers for assistance in offering a full complement of educational and enrichment programs. Fortunately, the CCSD has extensive experience in recruiting, training, and retaining a large pool of highly qualified adult volunteers. Currently the District has a pool of 98 reliable adults dedicated to various programs (63% have been involved in programs for 4 or more years and 32% are senior citizens). We have an extensive screening, orientation, and 12-hour training program in place to ensure that a volunteer's interests and strengths match the activities they will be involved with. Site Coordinators make regular contact with all volunteers to ensure they are fully supported by project/school staff.

**5.2 Accessibility in Transportation, Communication and Facilities**

**Transportation:** The CCSD provides busing for all students needing transportation to and from

*Student Adventures* program sites each day of operation. Pick-up/drop-off sites are within walking distance of participants' homes and are in public areas where parents can readily meet their child. The CCSD has a strict policy that ***requires*** parent/guardian pick-up for the release of a child from the bus if the drop-off time is at/after dusk or during inclement weather. For local field trips, the *Student Adventures* program will utilize city busing at no cost to the program.

**Safe Facilities:** Each program site provides a safe, accessible environment with aspects unique to the population it serves. Each school meets ADA standards in terms of accessibility and accommodations for students with special needs. Our average staff to student ratio (1:8) ensures students needing accommodations can be fully involved in activities in a safe and meaningful way. Parents are welcomed in our buildings and are welcome to observe or participate in program activities. Each school has a card system to monitor all visitors.

**Translation Services:** Both Spanish and hearing impaired translation services are available at each school for students and parents needing these services.

**5.3 Organizational Structure**

**Community Planning:** The Clinton Community School District has a long history of progressive collaboration, beginning in 1989 with membership in the Clinton Substance Abuse Council and progressing to the current collaborative efforts of our Bi-County Project that has combined our DECAT, Comprehensive Strategy, and Empowerment Area initiatives into one collaborative process. It is important to note that the key leaders in our community have been working together since the formation of the Substance Abuse Council in 1989. We believe that our long term, comprehensive collaboration may be a model for others. The key to our success is simple: *We all come to the planning table fully prepared to make decisions and follow a collective vision.* Our collaborative effort, with input from providers and consumers, has worked to develop a comprehensive system to meet the needs of children and families within our community. Since our adoption of the Comprehensive Strategy model in 1996 our collaborative has continually taken a pro-active approach to identifying needs by assessing data, identifying community risk and protective factors, and building on our community strengths to develop a prevention model that will produce long term results for our community. Over a decade ago, the community determined that community services are best offered through our schools. As such, the board renamed itself in 2012 as the Student Adventures Community Governance Board (SACGB).

**Community Oversight:** SACGB membership includes representatives from the following community entities: The Clinton Police Department, Clinton Community College, County Case Management, Private Citizens, Parent Representatives, Business Representatives, and the Clinton Community Schools. Through this planning body, service needs for at-risk families are identified and programs are designed and implemented through collaborative efforts. SACGB meets quarterly and continues to oversee the implementation, evaluation, and sustainability of all school-based community linkages.

**Student Adventures Advisory Board Oversight:** Operating in parallel with SACGB, are the CCSD C-Plan Advisory Committee and the *Student Adventures* Partner Advisory Board. Both are responsible for direct project planning and administration at each site to ensure that project activities align directly with the current School C-Plan. Current representatives on the Advisory Board include the Student Adventures Program Director, New Directions, Bridgeview Center for Mental Health, Women’s Health Services, United Way, Clinton County Conservation, ISU Extension, the YWCA, Clinton County Sheriff’s Department, and an elected parent from each school.

**Building-Level Oversight:** As stated previously, at the individual building level, School Advisory Councils (includes parents, youth, school principals, teachers and staff representatives) determine the unique needs of each school in terms of program priorities and specialized program offerings. These priorities are forwarded to the Student Adventures Program Director who takes priorities to the Advisory Council. Advisory Council recommendations are forward to SACGB for final approval prior to implementation.

**Fiscal Management:** The CCSD is the fiscal manager of our *Student Adventures* programs. Because this program involves three school sites with individual site revenues and expenditures, the *Student Adventures* Program Director and CCSD’s CFO set up individual cost centers for each site. In order to insure accountability for all program activities, the District executes written contracts for service with all program providers. The SACGB assists the CCSD in coordinating contracted services, resolving conflicts, and addressing programmatic and contractual issues in an expedited fashion. Contracts outline provider responsibilities, specific timelines, and reporting requirements. Once contracts are in place, responsibility for individual site budgets shifts to our *Student Adventures* Site Coordinators, who are under the direct supervision of the *Student Adventures* Program Director.

**5.4 Continuous Improvement, Sustainability, and Effective Use of Public Resources**

**Continuous Improvement and Sustainability Plan:** In the summer of 2005, the Iowa Afterschool Alliance (IAA) agreed to have Clinton’s after school program be the first in the state to develop a sustainability plan through their office as a pilot project. In early 2006, the District completed its full sustainability plan. Each year, Joe Herrity of Preferred Visions meets with staff for a full day of sustainability training. The prior year plan is reviewed and new goals and objectives for the upcoming year are set during the training session. The current sustainability plan document, titled, *Clinton Community School District Student Adventures Afterschool Program Sustainability Plan 2016-2017,* is on file and available for review from the *Student Adventures* Program Director.

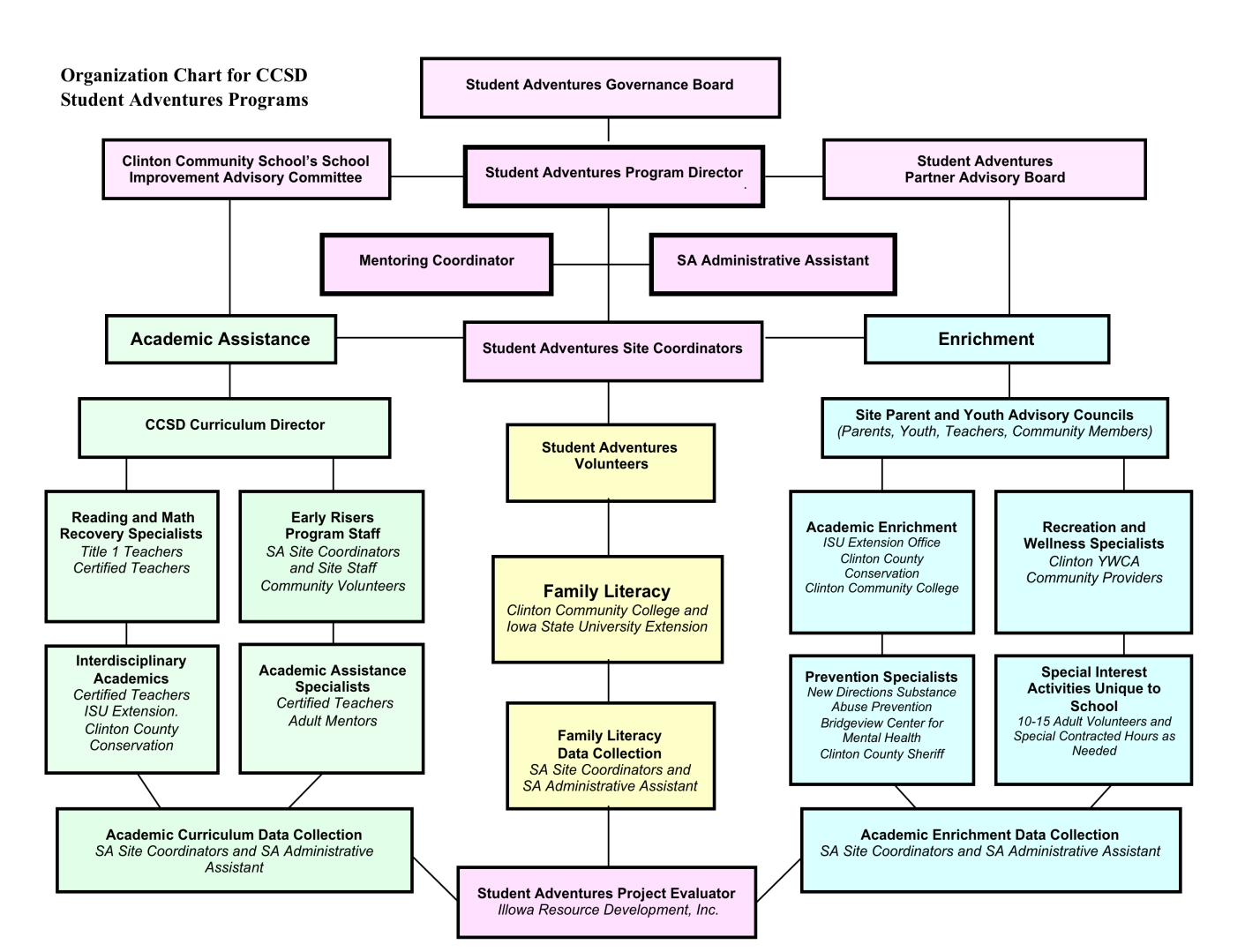
At the core of *Student Adventures’* continuous improvement is community engagement. First and foremost: Program oversight is community-based. At the core of our planning process is a the *Student Adventures* Community Governance Board (SACGB). Second, we engage the community through regular multimedia communications and encourage feedback with annual surveys distributed to students, parents, teachers, community service providers, and the community at large. This respect for, and engagement of all sectors of the community, ensures that *Student Adventures* is aligned with data-driven community needs. Our sustainability approach represents a diversified funding plan that involves re-directing current resources as appropriate, developing local support, incorporating additional federal, state and local funding as appropriate, and coordinating the use of all available resources. Five key components underlie our sustainability plan: Advocacy Efforts; Media Relations; Strong Community Partners; Key Champion Development; and Adaptability to Changing Conditions. Before applying for any new funding, the CCSD and SACGB engage in a planning process involving 3 steps: (1) Carefully projecting the costs of maintaining the program. (2) Identifying the time frames for developing sustainability funding. (3) Identifying all potential funding streams that can be redirected over the course of the initial grant to sustain the program when a grant expires. The following are examples that illustrate our success in using this planning process: 1) Program partners shifted partial financial responsibility to their respective agencies by agreeing to a common hourly rate for services and/or providing additional hours of in-kind service. 2) From 2008-2010, and again in 2014-2017, DECAT funding supported summer programs. 3) In 2009, the District and the Clinton Wellness Coalition partnered for a Wellmark grant to support before school programs. 4) In 2015, the *Student* *Adventures* program applied for and was accepted as an ongoing United Way funding recipient.   
  
In the 2016-2017 plan, teams were formed to address priority issues with specific reporting deadlines in terms of progress. As an example of our success, a key area of focus key was on garnering capital and staffing support from local businesses. As a result of those efforts, business representatives now serve on SACGB and five new partners directed cash donations, materials donations, or community volunteers to participate in the program in the 2016-2017 year.

**Effective Use of all Public Resources:** Each of our partners brings all available *public resources* to our *Student Adventures* planning table. We thoroughly assess each partner's resources and determine how to best utilize those resources in our community. The following are examples of how the CCSD and community partners work together to integrate services: (1) State and federal mentoring programs have been structured to integrate directly into after-school, before school, and summer activities. As a result, we cost-share *Student Adventures* Site Coordinator salaries as well as administrative support salaries. Our Mentoring Recruiter also assists in recruiting adult volunteers for the *Student Adventures* program. (2) Site Coordinators are utilized to refer families to Clinton Community College; in turn, CCC identifies and refers families needing literacy support to our literacy programs. (3) We cost-share comprehensive drug/violence prevention programs with New Directions through Comprehensive Substance Abuse and Community Partnership grants. (4) All providers have agreed to a ***common community service provision rate*** of $21.50 per hour. Ongoing integration and cost sharing of resources between providers increases efficient use of community resources, eliminates duplication, and increases community investment in supporting and sustaining the *Student Adventures* program.

**Narrative Section 6: Communication Plan**

A strategic communication plan is in place, with communication channels illustrated in the organizational chart below.The *Student Adventures* Program Director coordinates the following communications: 1) Weekly Site Coordinator meetings to review site schedules, day-to-day programming, and data collection. 2) Monthly Partner Advisory Board meetings to review progress on goals and objectives, attendance data, parent participation data, achievements, and continuous improvement. 3) Monthly meetings with Principals and the Curriculum Director to ensure ongoing alignment with designated curricula. 4) Monthly meetings with the *Student Adventures* Governance Board to report progress on the goals and objectives to community leaders. 5) Monthly progress reports to the CCSD School Board. 6) Teachers are provided with orientation to the program on in-service days throughout the year.

Our *Student Adventures* programs are marketed to students, parents and the community through a variety of methods. In most cases, a counselor at the school identifies students meeting at-risk criterion and initiates direct contact with the child’s family. Because any student is allowed to participate, each site disseminates information to *all* parents through their school newsletters, school website, and weekly take home information. To keep the community at large informed, program information is updated weekly on the Student Adventures Facebook page and monthly on the CCSD Web site. Clinton’s local newspaper publishes articles specific to the program about six times per year. Collaborative partners include program information in their agency newsletters (publication frequency varies). Local evaluation results are provided to all community members through a link on *Student Adventures* Web Sites and the CCSD Web site.

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**Section 7: Partnerships**

**7.1 Effective Collaborative Process and Partners**

As stated previously, Clinton Schools and our community partners have a long history of collective strategic planning, program development, implementation, management, and sustainability. Beginning with the implementation of our first Community Health Advisory Council in 1992, our community's experience in collaborative process has grown and evolved into a highly refined system of community planning, joint program development, and management. At the core of our planning process is a dedicated and committed group of CCSD staff, community leaders, and community based organization (CBO) executives called the *Student Adventures Community Governance Board* (SACGB). Formed in 1994 and originally called “the Gateway Initiative,” the SACGB is a ground breaking collaborative endeavor that brings to one table representatives from a variety of community sectors. SACGB has one primary goal: “Develop and implement a single, comprehensive system of services, delivered to the community through our schools”. At the core of the SACGB is the understanding that collectively the group can accomplish for the community what no one group or agency can accomplish alone. For 2017-2018, SACGB is composed of the following community representatives:

|  |  |
| --- | --- |
| **SACGB Membership 2017-2018** | |
| Two Parent Representatives | To be determined in 2018 |
| Mercy Hospital | To be determined in 2018 |
| Clinton Community College | Lisa Miller |
| Clinton Police Department | Brian Guy, Chief of Police |
| Farm Bureau Insurance | Brent Andresen |
| Clinton Community Schools | Loras Osterhaus, Student Adventures Program Director |
| Clinton County Case Management | Becky Eskildsen |
| Community at Large | LaMetta Wynne |

Serving under the oversight of the SACGB is the *Student Adventures Partner Advisory Board.* The separation of direct *Student Adventures* partners from SACGB in 2005, has created two important planning levels: 1) An objective oversight level (SACGB) and 2) A direct program planning and implementation level. Serving on the Partner Advisory Board, are the CEOs or appointed representatives from the following *Student Adventures* Partners:

|  |  |  |
| --- | --- | --- |
| **Partner** | **Involvement** | **Investment** |
| New Directions | ATOD and violence prevention activities; Strengthening Families | 40% in-kind |
| Bridgeview Mental Health Center | Positive youth development activities; Strengthening Families | 40% in-kind |
| Clinton YWCA | Health and recreation activities | 25% In-kind |
| Clinton Community College | Family Literacy activities |  |
| Clinton Co Conservation | Service-learning activities | 100% in-kind |
| Women’s Health Services | Nutrition and Wellness | 50% in-kind |
| ISU Extension | STEM | 40% in-kind |
| United Way | Reading Program | 100% in-kind |
| IRDI | Evaluation | $1200 fee reduction |
| Clinton County Sheriff | Safety and Prevention | N/A |

Also serving on the partner advisory board, but not “partners” as defined on page 17 of the 21st Century RFP is the *Clinton County Sheriff’s Department*,*Site Coordinators* from Bluff, Eagle Heights, and Jefferson; *Teacher Representatives* (1 is elected by *Student Adventures* teachers at each school); *Parent Representatives* (2 are elected by *Student Adventures* parents at each school); *Youth Representatives* (2 are elected by *Student Adventures* students at each school).

Each community partner has signed an MOU outlining their role in our before, after school and/or summer programs for the upcoming 3-year cycle.

**7.2 Engaging Partners Over the Life of the Grant**

The design of our *Student Adventures* program and provision of services is not a "new" venture for the CCSD or our collaborative partners: It represents a collective vision developed over many years. As such, our *Student Adventures* programs incorporate and integrate a number of services currently offered by our partners through the collaborative planning process of the *Student Adventures* Partner Advisory Board and the oversight management of the *Student Adventures* Community Governance Board (SACGB). SACGB and the Partner Advisory Board meet monthly to oversee the implementation, evaluation, and sustainability of all school-based community linkages. Our ongoing planning process keeps our community partners engaged because all partners have a common goal: Combining resources and sharing resources so that all entities in the community are able to effectively provide services without duplication of efforts. All partners are involved in providing feedback to the program through monthly planning meetings and annual feedback surveys and focus groups that are part of the *Student Adventures* evaluation process. As evidence of our success in maintaining relationships, the Clinton YWCA, Clinton County Conservation, New Directions, and Bridgeview Center for Mental Health have been involved in our *Student Adventures* program from the outset a decade ago. As evidence of our ability to recruit new partners, Clinton Community College joined as a partner in 2010. ISU Extension and Women’s Health Services came on as partners in 2014. In 2014, the United Way partnered with the program to provide Americorp volunteers as reading tutors. In 2015, the Clinton Recreation Department joined. At this time, the CCSD has successfully engaged over 90% of available community partners. The Program Director meets with community groups on a regular basis to inform about the program and discuss services an organization or group could offer to the program.

The CCSD has, and will continue to facilitate the involvement of parents and youth in our *Student Adventures* collaboration. Each of our target schools has established School Advisory Councilscomposed of parents, elected students, community members, and school personnel. These advisory councils meet monthly to provide input/feedback relating to programs/services offered in their schools and to suggest future programs/services they feel would benefit their schools. The educational and enrichment activities proposed were developed with past and recent input from School Advisory Councils at each target school. Ongoing refinement of both our initial and quarterly program offerings depends on direct input from youth and parents and their perceptions of the unique needs at each individual site. Parents and students are also involved in providing feedback to the program through semi-annual anonymous feedback surveys and direct email contact with Site Coordinators and the Program Director through *Student Adventures* Websites. **Section 8: Evaluation**

Our evaluation plan encompasses all the quantitative and qualitative outcomes required by the Iowa DOE: student-level Iowa Assessment outcome data; student-level attendance data; student-level behavior data; and implementation, process, and continuous improvement data.

**8.1 Evaluator Expertise**

**External Objective Evaluator:** The CCSD utilizes an outside, independent evaluator for all grant-funded programs to ensure that all evaluation processes are objective and independent of personnel directly involved in the *Student Adventures* program. Heading up the evaluation team will be Ms. Susan Troy of Illowa Resource Development, Inc. (IRDI). IRDI has been the District’s independent evaluator for sixteen federal and state-funded programs, including all 21st Century programs to date. Ms. Troy’s contact information is IRDI, 2020 Clarke Drive, Dubuque, Iowa 52001. Email is: [troys@nicc.edu](mailto:troys@nicc.edu). Phone: 563-590-6718.

**Implementation/Process Evaluation and Timelines:** Process data is used to provide visual evidence of program implementation and timeline compliance. IRDI evaluators are provided with implementation/process data monthly in the initiation phase of any project. IRDI evaluators are responsible for reviewing all materials related to daily operations and analyzing data to determine if the program is on schedule and progressing toward target goals. Process evaluation is provided to the District monthly in the first six months of project start-up and then quarterly in subsequent months throughout the life of the project. Process data is collected weekly by Site Coordinators, compiled monthly by the Program Director, forwarded quarterly to IRDI for analysis, and forwarded to our Partner Advisory and Governance Boards for quarterly review.

**Outcome Evaluation and Timelines:** IRDI is directly responsible for evaluating academic and behavioral outcome data. For each group of students enrolled in the program, FAST Assessment baseline data is collected in the Fall semester for newly enrolled participants and again in the Spring semester up the current academic year. Classroom teachers complete semi-annual academic and behavioral progress reports for children in their classroom who are enrolled in the program to determine program impact in the regular classroom. Academic outcome data is forwarded to IRDI in January and August of each year for analysis. Attendance data is recorded daily, complied monthly, reviewed quarterly, and analyzed annually by IRDI. Project outcomes are clearly delineated as follows:

**After 12 months of regular attendance in the *Student Adventures* program:**

|  |
| --- |
| **Obj. G1-1:** When matched by similar demographics to non-participants in their school, a higher percentage of K-5th Grade *Student Adventures* participants will be proficient in reading and math as measured by FAST Assessments. |
| **Obj. G1-2:** 75% of parents agree that their child’s academics have improved and that the Student Adventures program provides extra academic support as measured by parent surveys. |
| **Obj. G1-3:** 75% of regular attendees in the *Student Adventures* program will agree that they are doing better in school since attending the program as measured by student surveys |
| **Obj. G1-4:** Teachers with students enrolled in the *Students Adventures* programs will agree that 60% of their students have improved their academic performance as measured by teacher surveys. |
| **Obj. G2-1:** 75% of *Student Adventures* participants will decrease their school absences to less than 5 days absent from the regular school day and the *Student Adventures* program as measured by program and District attendance records. |
| **Obj. G2-1:** 80% of students in the *Student Adventures* program agree that they like the program and look forward to the program and 90% of parents agree that their child has better social skills as measured by parent surveys. |
| **Obj. G2-3:** Teachers agree that 60% of their students are more engaged in the learning process, are behaving well in class, and are getting along well with others as measured by teacher surveys and school behavior reports |
| **Obj. G3-1:** 50% of parents with students in the *Student Adventures* program will participate in a minimum of 2 family literacy activities/year as evidenced by event activity/participation records. |
| **Obj. G3-2:** 60% of parents attending Family Literacy events will agree that the event(s) helped them assist their child to succeed as measured by event-specific post-activity evaluations. |

In addition to the *Student Adventures* outcomes listed above, semi-annual data is also collected for federal GRPA measures to be included in the State of Iowa evaluation template.

**The YSI Data System:** Data will be collected using the District’s current YSI (Youth Services Incorporated) data system developed for the Iowa DOE. The system tracks all services by student, provider, type of service, number of service contacts, length of service, hours of service contact, and cost of service. The YSI also allows the District to track pre and post-outcome measures delineated by individual student, cohorts of students, student demographics, and service providers.

**Coordination of Information:** Process data is collected weekly by Site Coordinators, reviewed/compiled monthly by our *Student Adventures* Program Director, and forwarded to IRDI quarterly. Non-academic outcome data is collected weekly and academic outcome data is collected semi-annually by Site Coordinators, reviewed/compiled monthly by our Student Adventures Program Director, and forwarded to IRDI semi-annually.

**8.2 Using Evaluation Results**

**Utilizing Evaluation Results for Program Improvement:**If programmatic issues or data issues warrant further review, the Program Director calls together site personnel, service providers,and school administrators. Potential solutions are identified and a written plan of corrective action is determined. A follow up meeting is held within 60 days to measure progress in the corrective action plan.

**Reporting:** Local evaluation is completed in October of each year. The Partner Advisory Board, Community Governance Board and School Board review evaluation summaries within 45 days of compilation. The report is published to the CCSD *Student Adventures* website by Dec 15th. In addition to the local evaluations forwarded to the Iowa DOE, the CCSD provides an annual progress report to be distributed to parents, community members, and teachers in the Spring of each year. *Student Adventures* annual progress reports are also been presented in easy-to-understand annual PowerPoint presentations. These presentations are used to educate and inform the community of *Student Adventures* progress.

**Section 9: Budget Narrative**

9.1 Reasonable Costs in Relation to Number to be Served

Each school meets the required 60 hours per month of program activities: All school’s hours are 6.25 hours before school and 9.5 afterschool per week. Total hours per school per month equals 63 hours. Projected costs are reasonable and cost-effective. With careful planning, and in-kind cooperation from our community partners, our program proposal is below the proscribed funding formula. All schools will operate for 180 days in the school year and for 32 days in the summer. With a proposed annual budget of $296,895 per year, the cost equates to $1400 dollars per day annually. Dividing $1400.00 per day by 216 students annually, *our cost average per day/per student is $6.48*, well below the allowable $10.00/day/student. This budget clearly meets the criteria for reasonable as related to expected benefit. The *Student Adventures* program utilizes only licensed teachers and paraprofessionals for all academic services. All children receive the benefit of individualized or small group instruction they might not receive in the day-school program. All children receive the benefit of an array of exciting academic enrichment, prevention, and youth development activities from community experts in their field. Children benefit from maximum exposure to an array of positive adult role models: college students to senior citizens. All children receive District transportation to and from the program, use of safe facilities, nutritious snacks, and maximum use of technology resources at no cost. Parents receive the benefit of knowing their children are in safe, supportive, and enriching activities that foster positive development. All families receive the benefit of access to family literacy and family enrichment activities.

9.2 Funding will Supplement, not Supplant, Existing Funding

The District currently has *Student Adventures* Programs for K-5 at Jefferson, Eagle Heights, Bluff and Whittier Elementary Schools and for 6-8th graders at Clinton Middle School that are running successfully. This proposal represents ongoing funding for grades K-5 at Bluff, Jefferson and Eagle Heights, who are each ending their 5th year 21st Century funding cycle in the Spring of 2017. New funding will be used to continue programming at those these sites. The budget for our *Student Adventures* Program involves three separate program sites. Some costs in our budget are common to the overall program (staff program hours, administrative, evaluation etc.) and have been spread across all program sites. Our narrative reflects our *annual program costs* for each site. Total program cost for each site is $98,965 per site.

**Personnel:** 72% of the budget is dedicated to the CCSD teachers and Para-educators, Site Coordinator hours, contracted community partner hours to deliver the services and activities outlined in our MOUs, and for responsibilities of our database manager and Program Director. District employees, contracted teachers and site para-educators represent $70,465/year/site, which includes an effective benefits rate of 16.8% for District employees (blended rate for full and part-time staff). Each site will have multiple community service providers as detailed in the partnership MOU’s. Partners represent a blend of contracted services as well as partial in-kind services. Para-educators are contracted through Temp Associates in the city of Clinton. Contracted services are budgeted at $4783/year/site. Contract rates for 80% of providers represent the common agreed-upon community provider rate of $21.50/hour. This blended rate represents partner in-kind personnel contributions ranging from 15% to 50% of normal hourly wages. Two partners: Clinton Community College and Clinton County Conservation provide some or all services at 100% in kind.

**Staff Travel:** Each site has a travel budget of $500 annually. We estimate that staff travel costs will include at least three trips to state meetings/training events at an average cost of $125 each. The remaining $125 per site is for local mileage reimbursement travel between the 3 sites for the Program Director. Any additional costs required for staff travel are provided in-kind by the Clinton Community School District from general funds.

**Materials and Supplies:** Each program site has an individual site budget for materials and supplies of $6630.00 (or 6.5%). $4000.00 of each site’s budget is dedicated to the purchase of *Quantum Leap* materials (MindWorks): Materials include teacher training, student supplies, and assessments necessary to successfully teach and evaluate each unit. The remaining funds at each site go into a general supply budget (approximately $150/week/per site/per week of operation needed annually). In this application, $69.00/week/site will go into the general fund. The remaining materials cost is supplemented by community partners and in-kind donations from local businesses (Walmart, Office Max etc.). General supply costs are based on a daily cost formula derived from currently operating programs. The weekly formula is an average of all planned activity costs, including costs for paper, copying, postage, family literacy materials, marketing, etc. Each Site Coordinator will be responsible for managing their general supply budget to ensure that all activities offered are adequately supported. The Project Director will monitor all site budgets and approve all site expenditures.

**Professional Development Budget:** Paramount to provision of high quality services and program sustainability is the development and advancement of skills among our staff. 5.0% of each site's total budget has been set aside for professional development activities. The *Student Adventures* Program Director and Partner Advisory Board assess the overall development needs for program staff and the individual development needs of each site. In addition, each staff person has the opportunity to select one-two outside training activities directly related to their role in the program.

**Transportation:** 7.0% of each site's total budget ($7000.00) has been set aside for transportation costs. The CCSD estimates that total busing costs for students in the afterschool and summer program (busing to-and-from home) would be about $7000.00/year. Because the city of Clinton has agreed to provide city busing to and from field trips within the city at no cost; we are able to reduce additional school transportation costs.

**Evaluation:** 4.0% of each site's total budget is a negotiated contract for local evaluation efforts. The CCSD will contract with Illowa Resource Development, Inc (IRDI) to evaluate all aspects of our project. IRDI will be responsible for employing competent evaluation personnel to complete process reviews, assess curriculum coordination, and analyze outcome data. IRDI has agreed to implement and complete evaluation activities at each site for a contract sum of $3000/site/year. $1000.00/site/year is included for our annual Youth Services database license.

**Administration:** 6.0% of the total project budget for each site has been set aside for project administration and indirect costs associated with managing the project. $2,200.00 per site will cover the Director's time in collecting data, preparing reports, conducting management functions, budget reporting, and program reporting. The balance of the administrative budget ($3,800/site) will be used to cover indirect costs: the cost of processing program payable/receivables, accounting, and audit functions.

# ***Memorandum of Understanding and Commitment***

***December 4, 2017***

## Clinton Community School District

**and**

**Iowa State University Extension (ISU)**

The Clinton Community School District intends to continue offering *Student Adventures* before, afterschool and summer programs at Bluff, Jefferson, and Eagle Heights Elementary Schools. The 2018 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. ISU Extension is committed to assisting in fully implementing the activities outlined in the proposal. In addition, ISU Extension is committed to serving on the CCSD *Student Adventures* Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, ISU Extension will provide:

* A representative to serve on the *Student Adventures* Partner Advisory Board.
* Staff needed to design and implement STEM activities for the *Student Adventures* programs at the sites indicated in the CCSD’s proposal (commitment of 25 hours at Bluff Elementary, 25 hours at Jefferson Elementary, and 25 hours at Eagle Heights Elementary for a contracted total of 75 direct hours of service annually at the community blended rate of $21.50/hour for a contract total of $1613.00 (additional hours negotiated later if needed).
* In-kind hours for activity preparation and transportation to and from sites at 10 hours per site at the blended rate of $21.50 for a total in-kind contribution of $645.00 or 40%.

ISU Extension is committed to assisting the Clinton Community School District in sustaining the activities outlined in their 21st Century Learning Centers Proposal. ISU will continue its sustainability commitment of 75 hours in years 1-3 of the project at the common community provider blended rate of $21.50/hour plus a 40% in-kind commitment of 30 additional staff preparation hours and travel time. In addition, ISU Extension will work directly with the CCSD, the *Student Adventures* Advisory Board and the *Student* *Adventures* Community Governance Board to implement the District’s current written sustainability plan to ensure project continuation beyond the grant-funding period.

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Gary DeLacy, Superintendent, CCSD Heather Coyle, Clinton County Extension Director

Iowa State University Extension

# ***Memorandum of Understanding and Commitment***

***December 4, 2017***

## Clinton Community School District

**and**

**United Way of Clinton County**

The Clinton Community School District intends to continue offering *Student Adventures* before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2018 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. The United Way of Clinton County will provide:

* Marketing for the Reading Initiative to read to Student Adventures students in the Student Adventures programs at Bluff, Jefferson, and Eagle Heights Elementary Schools.

The United Way of Clinton is committed to assisting the Clinton Community School District in sustaining the activities outlined in their 21st Century Learning Centers Proposal. The United Way of Clinton will market and provide materials for volunteer readers to assist students in the *Student Adventures* program. This service will be 100% in-kind.

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Gary DeLacy, Superintendent, CCSD Cheryl McCulloh, Director

United Way of Clinton County

# ***Memorandum of Understanding and Commitment***

***December 4, 2017***

## Clinton Community School District

**and**

**Women’s Health Services**

The Clinton Community School District intends to continue offering *Student Adventures* before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2018 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Women’s Health Services is committed to assisting in fully implementing the activities outlined in the proposal. In addition, Women’s Health Services is committed to serving on the CCSD *Student Adventures* Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Women’s Health will provide:

* A representative to serve on the *Student Adventures* Partner Advisory Board.
* Staff needed to design and implement the “Rights, Respect and Responsibilities” program at Bluff, Jefferson and Eagle Heights Elementary School (commitment of 20 hours at Bluff Elementary, 20 hours at Jefferson Elementary, and 20 hours at Eagle Heights Elementary for a contracted total of 60 hours annually) at the community blended rate of $21.50/hour for a contract total of $1290.00.
* In-kind hours for activity preparation and transportation to and from sites at 10 hours per site at the blended rate of $21.50 for a total in-kind contribution of $645.00 or 50%.

Women’s Health Services is committed to assisting the Clinton Community School District in sustaining the activities outlined in their 21st Century Learning Centers Proposal. Women’s Health Services will continue its sustainability commitment of 60 hours in years 1-3 of the project at the common community provider blended rate of $21.50/hour plus a 50% in-kind commitment of 30 additional staff preparation hours and travel time. In addition, Women’s Health Services will work directly with the CCSD, the *Student Adventures* Advisory Board and the *Student* *Adventures* Community Governance Board to implement the District’s current written sustainability plan to ensure project continuation beyond the grant-funding period

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Gary DeLacy, Superintendent, CCSD JoAnne Hermiston, Director

Women’s Health Services

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# ***Memorandum of Understanding and Commitment***

***December 4, 2017***

## Clinton Community School District

**and**

**Bridgeview Mental Health Center**

The Clinton Community School District intends to continue offering *Student Adventures* before, afterschool and summer programs at Bluff, Jefferson, and Eagle Heights Elementary Schools. The 2018 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Bridgeview is committed to assisting in fully implementing the activities outlined in the proposal. In addition, Bridgeview is committed to serving on the CCSD Student adventures Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Bridgeview will provide:

* A representative to serve on the *Student Adventures* Partner Advisory Board.
* Staff and materials dedicated to the provision of Social and Emotional Skills and Strengthening Families programming in the *Student Adventures* programs at the sites indicated in the CCSD’s proposal (commitment of 20 hours at Bluff Elementary, 20 hours at Jefferson Elementary and 20 hours at Eagle Heights Elementary for a contracted total of 60 hours annually) at the provider rate of $25.00/hour or $1500.00 total.
* In-kind hours for activity preparation and transportation to and from sites at 8 hours per site at $25.00/hour for a total in-kind contribution of $600.00 or 40%.

Bridgeview is committed to assisting the Clinton Community School District in sustaining the activities outlined in their *Student Adventures* proposal. Bridgeview will continue its sustainability commitment of 60 hours in years 1-3 of the project at the provider rate of $25.00/hour plus a 40% in-kind commitment of 30 additional staff preparation hours and travel time. Bridgeview will work directly with the CCSD, the *Student Adventures* Advisory Board and the *Student Adventures* Community Governance Board to implement the District’s current written sustainability plan to ensure the project continuation beyond the grant-funding period.

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Gary DeLacy, Superintendent, CCSD Paul Blair, Executive Director

Bridgeview Mental Health Center

# ***Memorandum of Understanding and Commitment***

***December 4, 2017***

## Clinton Community School District

**and**

**Clinton County Conservation**

The Clinton Community School District intends to continue offering *Student Adventures* before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2018 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Clinton County Conservation is committed to assisting in fully implementing the activities outlined in the proposal. In addition, Clinton County Conservation is committed to serving on the CCSD *Student Adventures* Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Clinton County Conservation will provide:

* A representative to serve on the *Student Adventures* Partner Advisory Board.
* In-kind services to include the staff needed to design and implement STEM education enrichment for the *Student Adventures* programs at the sites indicated in the CCSD’s proposal (commitment of 12 hours at Bluff Elementary, 12 hours at Jefferson Elementary and 12 hours at Eagle Heights Elementary) for a contracted total of 24 hours in-kind annually.

Clinton County Conservation is committed to assisting the Clinton Community School District in sustaining the activities outlined in their 21st Century Learning Centers Continuation Proposal. The Clinton County Conservation Office will provide its services at 100% in-kind. In addition, the Clinton County Conservation Office will work directly with the CCSD, the *Student Adventures* Advisory Board and the *Student Adventures* Community Governance Board to implement the District’s current written sustainability plan to ensure project continuation beyond the grant funding period.

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Gary DeLacy, Superintendent, CCSD Mark Roberts, Environmental Education Coordinator

Clinton County Conservation Office

# ***Memorandum of Understanding and Commitment***

***December 4, 2017***

## Clinton Community School District

**and**

**Clinton Community College**

The Clinton Community School District intends to continue offering *Student Adventures* before, afterschool and summer programs at Bluff, Jefferson, and Eagle Heights Elementary Schools. The 2018 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Clinton Community College is committed to assisting in fully implementing the activities outlined in the proposal. In addition, Clinton Community College is committed to serving on the CCSD *Student Adventures* Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Clinton Community College will provide:

* A representative to serve on the *Student Adventures* Community Governance Board.
* Staff dedicated to the provision of family literacy, financial literacy, and technology literacy programs in the after-school programs (commitment of 10 hours at Bluff Elementary, 10 hours at Jefferson Elementary, and 10 hours at Eagle Heights Elementary for a contracted total of 30 hours) at the blended provider rate of $21.50/hours for a contracted total of $642.00.
* In-kind services to include volunteer student readers for the *Student Adventures* program at each site.
* In-kind hours for activity preparation and transportation to and from sites at 6 hours per site at $21.50/hour for a total in-kind contribution of $387.00 or 60%.

Clinton Community College is committed to assisting the Clinton Community School District in sustaining the activities outlined in their Student Adventures proposal. Clinton Community College will continue its sustainability commitment of 30 hours in years 1-3 of the project at the common community provider blended rate of $21.50/hour plus a 60% in-kind commitment of 18 additional staff preparation hours and travel time. Clinton Community College will work directly with the CCSD, the *Student Adventures* Advisory Board and the Student Adventures Community Governance Board to implement the District’s current written sustainability plan to ensure project continuation beyond the grant-funding period.

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Gary DeLacy, Superintendent, CCSD Karen Vickers, President

Clinton Community College

# ***Memorandum of Understanding and Commitment***

***December 4, 2017***

## Clinton Community School District

**and**

**Bluff, Jefferson, and Eagle Heights Elementary Schools**

The Clinton Community School District intends to continue offering *Student Adventures* before, afterschool and summer programs at Bluff, Jefferson, and Eagle Heights Elementary Schools. The 2018 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Buff, Jefferson and Eagle Heights Elementary Schools are committed to assisting in fully implementing the activities outlined in the proposal. In addition, each school is committed to appointing representatives to serve on the CCSD *Student Adventures* Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Bluff, Jefferson, and Eagle Heights will provide:

* Teachers to serve on the *Student Adventures* Partner Advisory Board.
* Parents and youth representatives to serve on School Advisory Councils.
* Adequate space in our school buildings for activities outlined in the proposal.
* Coordination between school day staff and before/after and summer program staff.
* Program orientation for school staff each semester.
* Daily snacks/meals for program participants under the USDA meal program.
* Licensed teachers to provide 1116 hours of academic remediation and Mind Works activities in the *Student Adventures* afterschool and summer programs for a total contract of $24,552.00 plus benefits.
* Para-educators (through Temp Associates) to provide 675 hours of homework assistance and supervision in the before school programs, 450 hours of homework assistance, and academic enrichment in the summer programs and 1600 hours of homework assistance, academic enrichment, and supervision in the after school program for a total contract of $27,585.00 (benefits provided through Temp Associates).
* Transportation via school busing to and from the afterschool program.

Clinton Community Schools is committed to assisting the Clinton Community School District in sustaining the activities outlined in their *Student Adventures* proposal. Clinton Community Schools will continue to explore District resources that can be re-allocated to support the program over the long term; including in-kind resources that may be any combination of staff hours, volunteer hours and and/or project supplies. In addition, representatives from each school will work directly with the CCSD, the *Student Adventures* Advisory Board and the *Student Adventures* Community Governance Board to implement the District’s current written sustainability plan to ensure project continuation beyond the grant-funding period.

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Gary DeLacy, Superintendent, CCSD Loras Osterhaus, Student Adventures Program Director

# ***Memorandum of Understanding and Commitment***

***December 4, 2017***

## Clinton Community School District

**and**

**The Clinton County Sheriff’s Department**

The Clinton Community School District intends to continue offering *Student Adventures* before, afterschool, and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2018 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. The Clinton County Sheriff’s Department is committed to assisting in fully implementing the activities outlined in the proposal. In addition, the Clinton County Sheriff’s Department is committed to serving on the *Student Adventures* Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, the Clinton County Sheriff’s Department will provide:

* A representative to serve on the *Student Adventures* Partner Advisory Board and/or the *Student Adventures* Community Governance Board.
* The staff and/or officers needed to design and implement personal safety and awareness activities in the *Student Adventures* after school program (commitment of 8 hours at Bluff Elementary School, 8 hours at Jefferson Elementary School, and 8 hours at Eagles Heights Elementary School for a contracted total of 24 hours) at the contracted rate 47.45/hours for a contracted total of $1,139.00 annually.
* In-kind materials and pre- and post-activity surveys/quizzes to help assess student understanding of the materials presented.

The Clinton County Sheriff’s Department is committed to assisting the Clinton Community School District in sustaining the activities outlined in their *Student Adventures* proposal. The Clinton County Sheriff’s Department will continue its sustainability commitment of 24 hours at a rate of $47.45/hour in years 1-3 of the project. The Clinton County Sheriff’s Department will work directly with the CCSD, the *Student Adventures* Advisory Board and the Student Adventures Community Governance Board to implement the District’s current written sustainability plan to ensure the project continuation beyond the grant-funding period.

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Gary DeLacy, Superintendent, CCSD Rick Lincoln, Sheriff

Clinton County Sheriff’s Department

# ***Memorandum of Understanding and Commitment***

***December 4, 2017***

## Clinton Community School District

**and**

**Illowa Resource Development, Inc**

The Clinton Community School District intends to continue offering *Student Adventures* before, afterschool and summer programs at Buff, Jefferson, and Eagle Heights Elementary Schools. and Clinton Middle School. The 2018 project has been developed through an extensive collaborative effort involving many key community based organizations, the CCSD School Improvement Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. IRDI is committed to assisting in fully implementing the activities outlined in the proposal. IRDI will provide:

* Quarterly review and reporting of all implementation/process data each year of the project.
* Consultation services as needed regarding program implementation, process issues, and data collection.
* An annual independent local evaluation and review of all program process and outcome data and annual completion of the Department of Education evaluation for the State of Iowa including federal GRPA measures for a reduced flat fee contract of $3000.00/school/year for an annual fee of $9000.00.
* In-kind reduced fee of $400.00/site for a total $1200.00 reduced fee.

IRDI is committed to assisting the Clinton Community School District in sustaining the activities outlined in their *Student Adventures* Proposal. IRDI will work directly with the CCSD, the Student Adventures Advisory Board and the *Student Adventures* Community Governance Board to monitor progress in the District’s data collection and database management processes.

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Gary DeLacy, Superintendent, CCSD Susan Troy, Executive Director

Illowa Resource Development, Inc

# ***Memorandum of Understanding and Commitment***

***December 4, 2017***

## Clinton Community School District

**and**

**Clinton YWCA**

The Clinton Community School District intends to continue offering *Student Adventures* before, afterschool and summer programs at Bluff, Jefferson and Eagle Heights Elementary Schools. The 2018 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. Clinton YWCA is committed to assisting in fully implementing the activities outlined in the proposal. In addition, Clinton YWCA is committed to serving on the CCSD *Student Adventures* Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Clinton YWCA will provide:

* A representative to serve on the *Student Adventures* Partner Advisory Board.
* Staff and materials dedicated to the provision of recreation activities in the Student Adventures programs at the sites indicated in the CCSD’s proposal (commitment of 20 hours at Whittier Elementary, 20 hours at Jefferson Elementary and 20 hours at Eagle Heights Elementary for a contracted total of 60 hours annually) at the common community provider rate of $21.50/hour or $1290.00 total).
* Two YWCA swimming activities at the YWCA facilities per school at $140.00/date for a total of $840.00.
* In-kind hours for activity preparation and transportation to and from sites at 8 hours per site at $21.50/hour for a total in-kind contribution of $538.00 or 25%.

Clinton YWCA is committed to assisting the Clinton Community School District in sustaining the activities outlined in their Student Adventures proposal. Clinton YWCA will continue its sustainability commitment of 60 hours in years 1-3 of the project at the common community provider blended rate of $21.50/hour, plus a 25% in-kind commitment covering the balance of staff hours for activity preparation and travel. Clinton YWCA will work directly with the CCSD, the *Student Adventures* Advisory Board and the *Student Adventures* Community Governance Board to implement the District’s current written sustainability plan to ensure the project continuation beyond the grant-funding period.

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Gary DeLacy, Superintendent, CCSD Shannon Sander-Welzien, Executive Director

Clinton YWCA

# ***Memorandum of Understanding and Commitment***

***December 4, 2017***

## Clinton Community School District

**and**

**Area Substance Abuse Council (a.k.a. New Directions)**

The Clinton Community School District intends to continue offering *Student Adventures* before, afterschool and summer programs at Bluff, Jefferson, and Eagle Heights Elementary Schools. The 2018 project has been developed through an extensive collaborative effort involving key community based organizations, the CCSD C-Plan Advisory Committee, parents, students and key district personnel. The CCSD will provide the Program Director, Site Coordinators, instructional staff, and fiscal management outlined in this proposal. New Directions is committed to assisting in fully implementing the activities outlined in the proposal. In addition, New Directions is committed to serving on the CCSD *Student Adventures* Partner Advisory Board, assisting with ongoing planning, and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, New Directions will provide:

* A representative to serve on the *Student Adventures* Partner Advisory Board.
* Staff needed to provide the “Life Skills” program for 4th and 5th graders at Bluff Elementary, Jefferson Elementary, and Eagle Heights Elementary and staff to assist in providing the Strengthening Families curriculum at all three sites (commitment of 20 hours at Bluff Elementary, 20 hours at Jefferson Elementary, and 20 hours at Eagle Heights Elementary for a contracted total of 60 hours annually) at the community blended rate of $21.50/hour for a contract total of $1290.00.
* In-kind hours for activity preparation and transportation to and from sites at 8 hours per site at $21.50/hour for a total in-kind contribution of $516.00 or 40%.

New Directions is committed to assisting the Clinton Community School District in sustaining the activities outlined in their 21st Century Learning Centers Proposal. New Directions will continue its sustainability commitment of 60 hours in years 1-3 of the project at the common community provider blended rate of $21.50/hour, plus a 40% in-kind commitment of 24 additional staff preparation hours and travel time. In addition, New Directions will work directly with the CCSD, the *Student Adventures* Advisory Board and the *Student* *Adventures* Community Governance Board to implement the District’s current written sustainability plan to ensure project continuation beyond the grant-funding period.

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Gary DeLacy, Superintendent, CCSD Melissa Walker, Deputy Director

New Directions

FORM A: SITE INFORMATION

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

|  |  |  |  |
| --- | --- | --- | --- |
| **21CCLC Site Name:** Bluff Elementary School | | | |
| **Site Address:** 1421 South Bluff Blvd | | | |
| **City, State, Zip:** Clinton, Iowa 52732 | | | |
| **Phone:** 563-242-1606 | | | |
| **Site Contact Person:** Kristi Cooley, Principal; Allyson Hopkins, Site Coordinator | | | |
| Feeder School Name(s) | Building Number(s) | | #of pupils from this school in 21CCLC program |
| Bluff Elementary |  | | 72 (52 school year, 20 summer) |
|  |  | |  |
|  |  | |  |
| **21CCLC Site Name:** Jefferson Elementary School | | | |
| **Site Address:** 720 4th Ave. S. | | | |
| **City, State, Zip:** Clinton, Iowa 52732 | | | |
| **Phone:** 563-243-0479 | | | |
| **Site Contact Person:** Theresa Shultz, Principal ; Kelsie Tillery, Site Coordinator | | | |
| Feeder School Name(s) | | Building Number(s) | # of pupils from this school in 21st Century Community Learning Centers Program |
| Jefferson Elementary | |  | 72 (52 school year, 20 summer) |
|  | |  |  |
|  | |  |  |
| **21CCLC Site Name:** Eagle Heights Elementary School | | | |
| **Site Address:** 1350 Main Ave. | | | |
| **City, State, Zip:** Clinton, Iowa 52732 | | | |
| **Phone:** 563-243-4288 | | | |
| **Site Contact Person:** Rhett Weis, Principal ; Erin Taylor-Goff, Site Coordinator | | | |
| Feeder School Name(s) | | Building Number(s) | # of pupils from this school in 21CCLC program |
| Eagle Heights Elementary | |  | 72 (52 school year, 20 summer) |
|  | |  |  |
|  | |  |  |
| **21CCLC Site Name:** | | | |
| **Site Address:** | | | |
| **City, State, Zip:** | | | |
| **Phone:** | | | |
| **Site Contact Person:** | | | |
| Feeder School Name(s) | | Building Number(s) | # of pupils from this school in 21CCLC program |
|  | |  |  |
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*(If more sites are included in the application, please duplicate this form.)*

|  |
| --- |
| FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS |

**Part A: Nondiscrimination**

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

**Part B: Use of Funds**

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

**Part C: Supplement, not Supplant**

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

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

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

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

**Part E: Control of Funds**

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

**Part F: Program Accountability**

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

**Part G: Evaluation and Data Collection**

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

**Part H: Program Site**

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

**Part I: Collaboration with Schools**

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

**Part J: Notice to the Community**

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

**Part K: Public Review of the Application**

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

**Part L: Parent Consent**

As the designated Applicant Agency, I certify that a process will be put in place to obtain parent consent from the parents of students who participate in the proposed Community Learning Center program for the purpose of transferring records between the participant students schools and the proposed program.

The Applicant agrees to meet with project staff at the Iowa Department of Education upon request.

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

**Part N: Grant Termination (Additional conditions in appendix D)**

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

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

|  |  |
| --- | --- |
| Signature of Applicant Agency Representative  on behalf of the 21st Century Community Learning Centers Program | Applicant Agency Name |
|  | Clinton Community Schools |

**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 |
|  | Clinton Community Schools |
| Signature of Site Principal for Each 21st Century Community Learning Centers-Funded Site | Site Name |
|  | Bluff Elementary School |
|  | Jefferson Elementary School |
|  | Eagle Heights Elementary School |
|  |  |
|  |  |
|  |  |

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| FORM C: COLLABORATIVE SIGNATURES |

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

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

|  |  |  |
| --- | --- | --- |
| **Name/Signature** | **Agency Affiliation** | |
| Name/Title Shannon Sander-Welzein, Ex. Director | Agency YWCA | |
| Signature | Address 317 7th Avenue South | |
| City/Zip Clinton 52732 | Phone 563-242-2110 |
| Name/Title Karen Vickers, President | Agency Clinton Community College | |
| Signature | Address 1000 Lincoln Blvd | |
| City/Zip Clinton 52732 | Phone 563-244-7022 |
| Name/Title Mark Roberts, Env. Ed Coordinator | Agency Clinton County Conservation Board | |
| Signature | Address PO Box 68 | |
| City/Zip Grand Mound52751 | Phone 563-846-7202 |
| Name/Title Paul Blair, Executive Director | Agency Bridgeview Community Mental Health | |
| Signature | Address 638 South Bluff Blvd | |
| City/Zip Clinton 52732 | Phone 563-243-5633 |
| Name/Title Melissa Walker, Deputy Director | Agency Area Substance Abuse Council (New Directions) | |
| Signature | Address 250 20th Ave North | |
| City/Zip Clinton 52732 | Phone 563-243-2124 |
| Name/Title JoAnne Hermiston, Director | Agency Women’s Health Services | |
| Signature | Address 2635 Lincoln Way | |
| City/Zip Clinton 52732 | Phone 563-243-1413 |
| Name/Title Gary DeLacy, Superintendent | Agency Clinton Community School District | |
| Signature | Address 1401 12th Avenue North | |
| City/Zip Clinton 52732 | Phone 563-242-4923 |
| Name/Title Rick Lincoln, Sheriff | Agency Clinton County Sheriff’s Office | |
| Signature | Address 241 7th Avenue North | |
| City/Zip Clinton 52732 | Phone 563-242-9211 |
| Name/Title Heather Coyle, Director | Agency Iowa State University Extension | |
| Signature | Address 400 E. 11th Street | |
| City/Zip DeWitt 52742 | Phone 563-659-5125 |

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| --- |
| FORM C: COLLABORATIVE SIGNATURES |

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

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

|  |  |  |
| --- | --- | --- |
| **Name/Signature** | **Agency Affiliation** | |
| Name/Title Cheryl McCullough, Director | Agency United Way of Clinton County | |
| Signature | Address 405 S. 3rd St #200 | |
| City/Zip Clinton 52732 | Phone 563-242-1209 |
| Name/Title | Agency | |
| Signature | Address | |
| City/Zip | Phone |
| Name/Title | Agency | |
| Signature | Address | |
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| City/Zip | Phone |
| Name/Title | Agency | |
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| City/Zip | Phone |

## FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **21CCLC TOTAL FUNDING REQUEST**  (Before and/or After School and Summer Program Funds) | | | | | | | |
| **Number of program sites included in this application:**  **3** | **Total number of students being served (all sites for one year):**  **216** | | **Total first-year funding request (all sites):**  **$ 296,895** | | | **Total three-year funding request (all sites):**  **$ 890,685** | |
|  | | | | | | | |
| **FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION** | | | | | | | |
| NOTE: A **program site** may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site. | | | | | | | |
| **Name of Program Site** | **Year 1 Funding Request** | **Year 2 Funding Request** | | **Year 3 Funding Request** | **Total Funding Request**  **(3-year total)** | | **Number of Students Served per site per year** |
| **Bluff Elementary** | **$ 98,965** | **$ 98,965** | | **$ 98,965** | **$ 296,895** | | **72** |
| **Jefferson Elementary** | **$ 98,965** | **$ 98,965** | | **$ 98,965** | **$ 296,895** | | **72** |
| **Eagle Heights Elementary** | **$ 98,965** | **$ 98,965** | | **$ 98,965** | **$ 296,895** | | **72** |
|  | **$** | **$** | | **$** | **$** | |  |
|  | **$** | **$** | | **$** | **$** | |  |
|  | **$** | **$** | | **$** | **$** | |  |

**TOTAL NUMBER OF STUDENTS SERVED PER YEAR: \_\_\_216\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Form D2: 21st Century Community Learning Centers Grant Program Budget | |  |
| **Applicant Agency:  Clinton Community School District** | | Site:  Bluff Elementary School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Directions: Provide a proposed budget for each proposed program site. Totals are to be listed on Form D1. | | | |
|
| **Restrictions:** Please refer to **Section II C** of the RFA for specific budget restrictions. **Number of Students Served: 72 annually / 216 total over 3 years** | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | | **Year 1** | | | | **Year 2** | | | | **Year 3** | | | | **Totals** | |
| **Student Program** | | **Family Literacy** | | **Student Program** | | **Family Literacy** | | **Student Program** | | **Family Literacy** | |
| Personnel | | $66,835 | | $3,000 | | $66,835 | | $3000 | | $66,835 | | $3000 | | $209,505 | |
| Staff Travel | | $500 | | ---- | | $500 | | ---- | | $500 | | ---- | | $1500 | |
| Materials | | $6,000 | | $630 | | $6,000 | | $630 | | $6,000 | | $630 | | $19,890 | |
| Professional Development  (minimum 4% per year) | | $4500 | | $500 | | $4500 | | $500 | | $4500 | | $500 | | $15,000 | |
| Student Access, Transportation etc.  (maximum 8% per year) | | $6500 | | $500 | | $6500 | | $500 | | $6500 | | $500 | | $21,000 | |
| Evaluation  (about 4% per year) | | $3750 | | $250 | | $3750 | | $250 | | $3750 | | $250 | | $12,000 | |
| Administrative/ Indirect Costs  (maximum 8% per year) | | $5500 | | $500 | | $5500 | | $500 | | $5500 | | $500 | | $18,000 | |
| **Totals** | | $93,585 | | $5380 | | $93,585 | | $5380 | | $93,585 | | $5380 | | $296,895 | |

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

*NOTE: This is a projected budget and you can make line item adjustments when approved by the IDOE. See the budget guide.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Form D2: 21st Century Community Learning Centers Grant Program Budget | |  |
| **Applicant Agency:  Clinton Community School District** | | Site:  Jefferson Elementary School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Directions: Provide a proposed budget for each proposed program site. Totals are to be listed on Form D1. | | | |
|
| **Restrictions:** Please refer to **Section II C** of the RFA for specific budget restrictions. **Number of Students Served: 72 annually / 216 total over 3 years** | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | | **Year 1** | | | | **Year 2** | | | | **Year 3** | | | | **Totals** | |
| **Student Program** | | **Family Literacy** | | **Student Program** | | **Family Literacy** | | **Student Program** | | **Family Literacy** | |
| Personnel | | $66,835 | | $3,000 | | $66,835 | | $3000 | | $66,835 | | $3000 | | $209,505 | |
| Staff Travel | | $500 | | ---- | | $500 | | ---- | | $500 | | ---- | | $1500 | |
| Materials | | $6,000 | | $630 | | $6,000 | | $630 | | $6,000 | | $630 | | $19,890 | |
| Professional Development  (minimum 4% per year) | | $4500 | | $500 | | $4500 | | $500 | | $4500 | | $500 | | $15,000 | |
| Student Access, Transportation etc.  (maximum 8% per year) | | $6500 | | $500 | | $6500 | | $500 | | $6500 | | $500 | | $21,000 | |
| Evaluation  (about 4% per year) | | $3750 | | $250 | | $3750 | | $250 | | $3750 | | $250 | | $12,000 | |
| Administrative/ Indirect Costs  (maximum 8% per year) | | $5500 | | $500 | | $5500 | | $500 | | $5500 | | $500 | | $18,000 | |
| **Totals** | | $93,585 | | $5380 | | $93,585 | | $5380 | | $93,585 | | $5380 | | $296,895 | |

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

*NOTE: This is a projected budget and you can make line item adjustments when approved by the IDOE. See the budget guide.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Form D2: 21st Century Community Learning Centers Grant Program Budget | |  |
| **Applicant Agency:  Clinton Community School District** | | Site:  Eagle Heights Elementary School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Directions: Provide a proposed budget for each proposed program site. Totals are to be listed on Form D1. | | | |
|
| **Restrictions:** Please refer to **Section II C** of the RFA for specific budget restrictions. **Number of Students Served: 72 annually / 216 total over 3 years** | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | | **Year 1** | | | | **Year 2** | | | | **Year 3** | | | | **Totals** | |
| **Student Program** | | **Family Literacy** | | **Student Program** | | **Family Literacy** | | **Student Program** | | **Family Literacy** | |
| Personnel | | $66,835 | | $3,000 | | $66,835 | | $3000 | | $66,835 | | $3000 | | $209,505 | |
| Staff Travel | | $500 | | ---- | | $500 | | ---- | | $500 | | ---- | | $1500 | |
| Materials | | $6,000 | | $630 | | $6,000 | | $630 | | $6,000 | | $630 | | $19,890 | |
| Professional Development  (minimum 4% per year) | | $4500 | | $500 | | $4500 | | $500 | | $4500 | | $500 | | $15,000 | |
| Student Access, Transportation etc.  (maximum 8% per year) | | $6500 | | $500 | | $6500 | | $500 | | $6500 | | $500 | | $21,000 | |
| Evaluation  (about 4% per year) | | $3750 | | $250 | | $3750 | | $250 | | $3750 | | $250 | | $12,000 | |
| Administrative/ Indirect Costs  (maximum 8% per year) | | $5500 | | $500 | | $5500 | | $500 | | $5500 | | $500 | | $18,000 | |
| **Totals** | | $93,585 | | $5380 | | $93,585 | | $5380 | | $93,585 | | $5380 | | $296,895 | |

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

*NOTE: This is a projected budget and you can make line item adjustments when approved by the IDOE. See the budget guide.*

## 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.   **The School District’s General Fund Budget through state aid will be used to cover he cost of the first 90 days of the grant**. |
| * 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.)[[1]](#footnote-1)\*   \* 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 potential impact of the grant projects proposed programs or policies on minority groups.

**Please choose the statement(s) that pertain 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:

The CCSD has in force a policy of nondiscrimination in hiring, enrolling or providing access to services. The CCSD is proactive in ensuring that all students in the District have equal access to District programs regardless of gender, race, origin, or age. While Students Adventures programs are open to all District students, the schools targeted in this application have a greater number of minority students, economically disadvantaged students, parents with limited educational backgrounds and some families with limited English proficiency. This project will provide direct outreach to these students and families.

Indicate which group is impacted:

* Women
* Asians
* Persons with a Disability
* Pacific Islanders
* Blacks
* American Indians
* Latinos
* Alaskan Native Americans
* Other
* The proposed grant project programs or policies could have a disproportionate or unique **negative** impact on minority persons. Describe the negative impact expected from this project:

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

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

Indicate which group is impacted:

* Women
* Asians
* Persons with a Disability
* Pacific Islanders
* Blacks
* American Indians
* Latinos
* Alaskan Native Americans
* Other
* The proposed grant project programs or policies are **not expected to have** a disproportionate or unique impact on minority persons. Present rationale for determining no impact:

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

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Definitions**

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

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

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

*"Disability"* does not include any of the following:

(a) Homosexuality or bisexuality.

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

(c) Compulsive gambling, kleptomania, or pyromania.

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

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

## Form F: Private School Consultation Meeting Log

|  |  |
| --- | --- |
| 21CCLC-facebook | **Private School Consultation Meeting Log**  **Date: October 5, 2017**  **Time: 10 a.m.**  **Location: Prince of Peace Schools** |

**Meeting called by**: Loras Osterhaus **Type of meeting**: Grant

**Attendees**: Loras Osterhaus – Clinton Community Schools, Nancy Peart (Administrator, Prince of Peace), Karen Witt (Development Director, Prince of Peace), and Jennifer Hansen (Principal, Prince of Peace)

|  |  |  |
| --- | --- | --- |
| **---------- Agenda Topics ----------** | | |
| **Welcome** Loras Osterhaus 90 minutes in length  Discussion: We met to discuss the current 21st Century Application. Discussion included grant requirements and deadline dates. We also discussed proficiency requirements, free/reduced lunch requirements and program hour requirements. An invitation was extended to participate with Clinton Schools.  Conclusions: Questions were raised on the FRL percentage which is at 18% for Prince of Peace and their ability to fulfill the 60 hour requirement. | | |
| Action Items:  Loras will followup on these questions. | Person responsible:  Loras Osterhaus | Deadline:  10/12/2017 |
| **Resources for Non-Public Schools** Loras Osterhaus 30 minutes  Loras shared the website for the grant application with Prince of Peace staff for additional information for them.  Conclusions:  Loras will do added followup with the IDOE | | |
| Action Items:  Consult with IDOE on grant questions. | Person responsible:  Loras Osterhaus | Deadline:  10/12/2017 |

|  |  |  |
| --- | --- | --- |
| **Consultation Procedures**  [Loras Osterhaus] [30 minutes]  Discussion: Loras called Vic at the IDOE and consulted on free/reduced lunch question and the 60 hour per month question for Prince of Peace  Conclusions: Vic noted that the FRL percentage at POP could be blended with Clinton School’s FRL rates. Vic noted that if POP wanted the program at their site, they would need to meet he 60 hour requirement. | | |
| Action Items:  Follow up with Prince of Peace | Person responsible:  Loras Osterhaus | Deadline:  10/13/2017 |
| **Questions** Loras Osterhaus, Nancy Peart [10 minutes]  Discussion: Loras sent Nancy Peart an email updating her on his conversation with Vic at the IDOE that included answers to the FRL rates and hours of operation per month.  Conclusions:  In the email, Ms. Peart was informed that FRL rates could be blended and the suggestions was made that her students could attend the program at he Jefferson site if they could not meet he required hours on-site. | | |
| Action Items:  Waiting on response from Ms. Peart | Person responsible:  Nancy Peart | Deadline:  10/13/2017 |

|  |  |  |
| --- | --- | --- |
| **Outcome of Consultation**  **Participation**  **(check the appropriate box)** | **The private school will participate.** | **The private school will not participate.** |
|  | Prince of Peace declined to participate on 10/16/2017 |

**Other Information**

|  |  |
| --- | --- |
| **Resource persons:** |  |
| **Special notes:** | Refusal email pasted on next page |

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

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

Loras,

Since we aren't able to meet the criteria for 60 hours, we will not be able to participate in the program. I appreciate you meeting with us. It's good to review the criteria periodically. Thanks again.

N.

On Fri, Oct 13, 2017 at 8:03 AM, Loras Osterhaus <losterhaus@clintonia.org> wrote:

I am just following up on the message I sent below.

Loras

1. [↑](#footnote-ref-1)