Application Cover Page

21st Century Community Learning Centers

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

Application Information

Applicant Serving as Fiscal Agent (Applicant Agency): Andrew Community School District

County: Jackson		Amount Requested: $298,800 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc.) Chris Fee		Grant Contact/Project Director: Chris Fee	
Agency Name: Andrew CSD		Agency Name: Andrew CSD	
Address: 13 S Marion Street		Address: 13 S Marion Street	
City: Andrew	Zip:52030	City: Andrew	Zip: 52030
Phone: 562-672-3221	FAX: 563-672-9750	Phone: 562-672-3221	FAX: 563-672-9750
Email: chris.fee@andrew.k12.ia.us		Email: chris.fee@andrew.k12.ia.us	

DUNS Number: 8779792520000

Data Collection and Evaluation Contact: Dr. Edward Gronlund		Fiscal Contact: Adam Crigger, Andrew CSD Business Manager	
Address: 7 Cobblestone Lane		Address: 13 S Marion Street	
City: Le Claire	Zip: 52753	City: Andrew	Zip: 52030
Phone: (563) 528-0844	FAX: 563-528-0844	Phone: 562-672-3221	FAX: 563-672-9750
Email: email -ecgronlund@gmail.com		Email: adam.crigger@andrew.k12.ia.us	

PLEASE RESPOND TO THE FOLLOWING QUESTIONS (ALL GRANTEES)

If location for the program is different from the school where children attend, list both below:

- School/Site/Building Name: Andrew Elementary School
- School/Site/Building Name: Easton Valley Elementary
- School/Site/Building Name: _____

- **Do you plan to provide any of the following to meet the nutrition/food access needs of students?** (Check or highlight all that apply):

☐ Full meal (best practice)
☐ Backpack program (https://www.foodbankiowa.org/backpack)
☒ Snack (required by federal statute)

Do you plan to follow best practices?

☒ Yes, we will provide a free program to at-risk students in poverty as outlined in the application guidance and consistent with the absolute priority description in the application.

☐ No, we propose to charge parent fees. Note: According to Federal rules, program fees are considered income and must be disclosed and deducted from costs on the quarterly claim form. See Financial Guidance for details. Programs that charge fees must submit their enrollment forms on an annual basis to the SEA for an equity review.

PLEASE RESPOND TO THE FOLLOWING QUESTIONS (PAST GRANTEES ONLY):

ESSA 4203(14) describes how the State educational agency will evaluate the effectiveness of programs and activities carried out under this part. ESSA 4204.2 (E) a description of how the activities will meet the measures of effectiveness described in section 4205(b); ESSA 4205(1) IN GENERAL.—For a program or activity developed pursuant to this part to meet the measures of effectiveness, monitored by the State educational agency as described in section 4203(a)(14),

» Have you ever been in non-compliance (received a letter notice from Iowa Department of Education stating non-compliance) with 21CCLC rules and regulations in the past three years?
Yes_____ No__X____

» Did you meet your attendance goals for the past two years?
Yes __X____ No _____

» Provide your last enrollment number(s): 17/18 - 138 18/19 - 133 19/20 - 133

» Provide your last average daily attendance: 17/18 - 120 18/19 - 101 19/20 - 102

» Did you meet your academic goals for the past two years?
Yes _X____ No _____

» How many of your local evaluation goals did you meet over the past two years?
100% _X___ 90- 55%_____ Over 50% _____ Less than 50% _____ None _____

» How much have office referrals been reduced over the past five years of your grant?
Over 75%_X____ Over 50% _____ Less than 50% _____ None _____

» Have you provided children with the required snack?
Yes __X__ No _____

» Have you exceeded the snack requirement, by providing a full meal?
Yes __X__ No _____

» How many parent engagement meetings did you have in the past year? 19/20 - 12

» How many field trips did you provide in the past year? 19/20 - 8

» Are you charging program fees to families? _____ Yes __X__ No

» After 5 years, how many community partners for sustainability have been recruited?
More than 50 ____ 25 __X__ Less than 25 ____ Less than 10 ____

» Have you participated in required committee work in the last year? Attended:
__X__All Meetings ___ Some Meetings (3-5) ____Rarely Participated (1-2) ____ None

» Have you attended required Professional Development in the last year? Attended:
__X__All Meetings ___ Some Meetings (5-9) ____Rarely Participated (1-4) ____ None

These questions provide data on the effectiveness of an existing program. Monitored as required by ESSA and the Iowa Grant Agreement Performance Monitoring section.

Legal Status of Applicant

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

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

Enter Federal Employer ID Number:
42-6021918 ***OR***
Enter School District Code:

(If applicable) Enter Child Care License #:

COMMUNITY TYPE

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

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

Request for Competitive Priority

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

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

Documentation (2 pieces required): _____

_____

_____

Examples of documentation: 1. Original signatures of joint applicants AND MOUs recognizing joint submission. 2. Look up your school on Iowa School Performance Profiles at https://www.iaschoolperformance.gov/ECP/Home/Index.

☐ Application proposes to serve **a county with more than 17% child poverty**. *Up to 5 additional points awarded.*

Documentation: _____

_____

_____

Examples of documentation: Look up your count athttps://datacenter.kidscount.org/data/tables/1239-child-poverty?loc=17&loct=5#detailed/5/2715-2813/false/37,871,870,573,869,36,868,867,133,38/any/2685

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

Documentation: Please see the attached data from data.census.gov

_____

_____

_____

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

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EXPLORE DATA

446 Total Population in Andrew city, Iowa

Source 2018 American Community Survey 5-Year Estimates
https://www.census.gov/programs-surveys/acs/

EXPLORE DATA

Andrew city, Iowa Profile

Andrew city, Iowa is a city, town, place equivalent (CDP), or township located in Iowa. Andrew city, Iowa has a total area of 0.3 square miles.

Tables

ACS DEMOGRAPHIC AND HOUSING ESTIMATES

Survey/Program: American Community Survey
Years: 2018,2017,2016,2015,2014,2013,2012,2011,2010
Table: DP05

TOTAL POPULATION

Survey/Program: American Community Survey
Years: 2018,2017,2016,2015,2014,2013,2012,2011,2010
Table: B01003

TOTAL POPULATION

Survey/Program: Decennial Census
Years: 2010 **Table:** P1

AGE AND SEX

Survey/Program: American Community Survey
Years: 2018,2017,2016,2015,2014,2013,2012,2011,2010
Table: S0101

SELECTED CHARACTERISTICS OF THE TOTAL AND NATIVE POPULATIONS IN THE UNITED STATES

Survey/Program: American Community Survey
Years: 2018,2017,2016,2015,2014,2013,2012,2011,2010
Table: S0601

GEOGRAPHIC MOBILITY BY SELECTED CHARACTERISTICS IN THE UNITED STATES

Related Searches

Andrew city, Iowa Business and Economy
Andrew city, Iowa Education
Andrew city, Iowa Employment
Andrew city, Iowa Families and Living Arrangements
Andrew city, Iowa Government
Andrew city, Iowa Health
Andrew city, Iowa Housing
Andrew city, Iowa Income and Poverty
Andrew city, Iowa Populations and People
Andrew city, Iowa Race and Ethnicity

ACS & CPS 2004-2018

Public Use Microdata

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EXPLORE DATA

422 Total Population in Miles city, Iowa

Source 2018 American Community Survey 5-Year Estimates
https://www.census.gov/programs-surveys/acs/

EXPLORE DATA

Miles city, Iowa Profile

Miles city, Iowa is a city, town, place equivalent (CDP), or township located in Iowa. Miles city, Iowa has a total area of 1.2 square miles.

Tables

ACS DEMOGRAPHIC AND HOUSING ESTIMATES

Survey/Program: American Community Survey
Years: 2018,2017,2016,2015,2014,2013,2012,2011,2010
Table: DP05

TOTAL POPULATION

Survey/Program: American Community Survey
Years: 2018,2017,2016,2015,2014,2013,2012,2011,2010
Table: B01003

TOTAL POPULATION

Survey/Program: Decennial Census
Years: 2010 **Table:** P1

AGE AND SEX

Survey/Program: American Community Survey
Years: 2018,2017,2016,2015,2014,2013,2012,2011,2010
Table: S0101

SELECTED CHARACTERISTICS OF THE TOTAL AND NATIVE POPULATIONS IN THE UNITED STATES

Survey/Program: American Community Survey
Years: 2018,2017,2016,2015,2014,2013,2012,2011,2010
Table: S0601

GEOGRAPHIC MOBILITY BY SELECTED CHARACTERISTICS IN THE UNITED STATES

Survey/Program: American Community Survey
Years: 2018,2017,2016,2015,2014,2013,2012,2011,2010
Table: S0701

Related Searches

Miles city, Iowa Business and Economy
Miles city, Iowa Education
Miles city, Iowa Employment
Miles city, Iowa Families and Living Arrangements
Miles city, Iowa Government
Miles city, Iowa Health
Miles city, Iowa Housing
Miles city, Iowa Income and Poverty
Miles city, Iowa Populations and People
Miles city, Iowa Race and Ethnicity

ACS & CPS 2004-2018

Public Use Microdata

Create record level custom tables

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Form A: Site Information

2021-2022 Site Profile

School/Agency Name	Andrew & Easton Valley Community School Districts			Project Number			
Site Name	Andrew Community School District						
Site Address:	13 South Marion Street			City	Andrew	County	Jackson
Site Contact Name:	Brandon Kirchhoff	Phone	563.672.3221	Email	brandon.kirchhoff@andrew.k12.ia.us		

TARGET SCHOOLS							
School Name (can apply for up to 3 sites)	School-wide Information			# Targeted Students			
	Grades Served by School	Total Enrollment	Free and Reduced Lunch Rate	Grades Served by Program	BS	AS	SUM
Andrew Community School District	PK-8	162	48%	K-8	20	50	30
Easton Valley Community School District	PK-6	259	K-6	K-6	20	61	60
				TOTAL	40	111	90

BEFORE SCHOOL (BS) Site Operations						
Start Date	Approx. 8/23/2021	End Date	Approx. 5/26/2022	Total Number of Service Days	180	
Non-service days	Our sites will not be open for before school activities on non-service days.					
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of Before School services per typical week.
Start Time	6:50	6:50	6:50	6:50	6:50	
End Time	7:50	7:50	7:50	7:50	7:50	
Hours	1 hour	1 hour	1 hour	1 hour	1 hour	5 hours

AFTER SCHOOL (AS) Site Operations

Start Date	Approx. 8/23/2021	End Date	Approx. 5/26/2022	Total Number of Service Days	180
Non-service days	Our sites will not be open for after school activities on non-service days.				

	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of After School services per typical week.
Start Time	3:30	3:30	3:30	3:30	3:30	
End Time	5:30	5:30	5:30	5:30	5:30	
Hours	2	2	2	2	2	10

Early Release Dates	Dates to be determined	Total Service Days	13	Hours/Day	4

SUMMER (SUM) Site Operations

Start Date	6/7/2020	End Date	8/20/2020	Total Number of Service Days	30
Non-service days	Our sites will not be open for before or after school activities on non-service days.				

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total hours of Summer services per typical week.
Start Time	11:00	11:00	11:00	11:00	8:00	-	
End Time	3:00	3:00	3:00	3:00	12:00	-	
Hours	4	4	4	4	4	0	20

ADULT FAMILY MEMBER Services

Describe Frequency, Duration, and Dosage:	We typically have a Family Night Event each trimester. At these events, we are supplying the families with a meal, having some sort educational component/activity, and having information of available community resources or people from an agency here.		
Total Number of Sessions	3 per site (6 total)	Total Number of Adult Family Members Served	50 adults per site (100 total)

Form B: Assurances & Agreements Required of All Applicants

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

Part D: Fiscal Control and Accounting Procedures

As the designated applicant agency representative, I certify that an annual fiscal audit will be conducted and adequate, accurate attendance records will be kept for the 21st Century Community Learning Centers Program. I further certify that the collaborative will 1) submit periodic program and fiscal reports as required by the state fiscal agent, including but not limited to, the number of pupils served, and expenditure of funds for which they were granted; 2) maintain records and provide access to those records when requested by the state fiscal agent; 3) maintain all supporting documentation of the status and results of the initiative for up to three years from the date of submission of the final expenditure report. 4) Follow the financial rules for this program as outlines in IDOE guidance provided.

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

Part M: Private and Public School Consultation

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

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

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Andrew CSD
Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812	

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
	Andrew CSD
Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812	
Signature of Site Principal for Each 21st Century Community Learning Centers-Funded Site	Site Name
	Easton Valley
Brandon Kirchhoff	Andrew
Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of	

the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812

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

Form C: Collaborative Signatures

Every 21CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector. The signatures provided here are partners you do not have an MOU with.

Applications only allowed up to one (1) additional page for signatures.

Name/Signature	Agency Affiliation	
Name/Title Jim Till Custodian	Agency Andrew School	
Signature Jim Till	Address Box 230	
	City/Zip Andrew 52030	Phone 563 672 3221
Name/Title Chris Kilburg Kindergarten	Agency Andrew CSD	
Signature Chris Kilburg	Address 13 S. Marion	
	City/Zip Andrew, IA 52030	Phone 563-672-3221
Name/Title Mallory Jamison/ Parent	Agency Home	
Signature Mallory Jamison	Address 207 West Van Buren St.	
	City/Zip Andrew, IA 52030	Phone 563-212-0859
Name/Title Erik Rockwell /Parent	Agency Home	
Signature [illegible]	Address 11 S. Main Street	
	City/Zip Andrew, IA 52030	Phone 563-357-1867
Name/Title Wendy Casel Title I	Agency Andrew CSD	
Signature Wy A Casel	Address 13 South Marion Street	
	City/Zip Andrew, 52030	Phone 563-672-3221
Name/Title Atty Moore Student	Agency Home	
Signature Atty moore	Address 15 South washington Street	
	City/Zip Andrew Ia 52030	Phone 563-599-5756
Name/Title Brenden Gerardy Student	Agency Home	
Signature Brenden Gerardy	Address 9260 HWY 62	
	City/Zip Maquoketa	Phone 563-357-2285
Name/Title Kylie Gerardy Parent Light-house (Parent)	Agency Parent Lighthouse & Parent	
Signature Kylie Gerardy	Address 13th S. Marion St.	
	City/Zip Andrew 52030	Phone 563-672-3221
Name/Title Isaac Ambrosy Location manager	Agency Innovative Ag Service	
Signature Isaac Ambrosy	Address 312 S Jefferson St,	
	City/Zip Andrew, 52030	Phone (563) 672-3228

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. The signatures provided here are partners you do not have an MOU with.

Applications only allowed up to one (1) additional page for signatures.

Name/Signature	Agency Affiliation	
Name/Title Pamela Koch, Secretary	Agency Easton Valley Elementary	
	Address 439 Wilson St.	
Signature Pamela Koch	City/Zip Miles, IA 52064	Phone 563-680-7131
Name/Title Kelly Marburger Associate	Agency Easton Valley Elementary	
	Address 439 Wilson St.	
Signature Kelly K Marburger	City/Zip Miles Ia 52064	Phone 563-682-7131
Name/Title Penny L Jargo Associate	Agency Easton Valley Elementary	
	Address 439 Wilson St.	
Signature Penny L Jargo	City/Zip Miles 52064	Phone 563-682-7131
Name/Title Destiney Kilburg - Parent	Agency Parent	
	Address 37225 Hwy 52	
Signature Destiney Kilburg	City/Zip Sabula 52070	Phone 563-219-1943
Name/Title Tara Farrell Teacher	Agency Easton Valley Elementary	
	Address 439 Wilson St.	
Signature Tara Farrell	City/Zip Miles 52064	Phone 563-682-7131
Name/Title Chase Studet	Agency Easton Valley	
	Address 439 Wilson	
Signature Chase Vennema	City/Zip Miles 52064	Phone 563-682-7131
Name/Title Kelly Struve student	Agency Easton Valley	
	Address 439 Wilson	
Signature Kelly Struve	City/Zip Miles 52064	Phone 563-682-7131
Name/Title Melinda Thomson/Teacher	Agency Easton Valley Elementary	
	Address 439 Wilson St.	
Signature Mrs. Thomson	City/Zip Miles 52064	Phone 563-682-7131
Name/Title Amy Reding BSN/RN	Agency Easton Valley	
	Address 439 Wilson St Miles IA	
Signature Amy Reding BSN/RN	City/Zip Miles IA	Phone 563-682-7131

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:	**Total number of students being served (all sites for one year):**	**Total first-year funding request (all sites):**	**Total three-year funding request (all sites):**
2	241	$ 298,800	$ 896,400

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION

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

Name of Program Site(s) (School Year)	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Andrew	$ 126,000	$ 126,000	$ 126,000	$ 378,000	100
Easton Valley	$ 145,800	$ 145,800	$ 145,800	$ 437,400	141

	$	$	$	$	
Name of Program Site(s) (Summer School)					
Andrew	$ 9,000	$ 9,000	$ 9,000	$ 27,000	30
Easton Valley	$ 18,000	$ 18,000	$ 18,000	$ 54,000	60

AGENCY AND SITE NAME:		Andrew School			**FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET**														
SITE ADDRESS:		13 S Marion Street			**IOWA DEPARTMENT OF EDUCATION**														
		Andrew, IA 52030			**BUDGET/QUARTERLY SUMMARY OF EXPENDITURES FOR 21st CCLC (Title IV-Part B, CFDA 84.287C)**														
Total YR1 21CCLC Award:		**$ 135,000.00**																	
					*****COMPLETE ONE SPREADSHEET FOR EACH SITE IN GRANT - THIS SPREADSHEET TABULATED*****														
# Students Served (unduplicated headcount):				60										Qtr 1 due by November 30th		Qtr 3 due by April 30th			
														Qtr 2 due by January 31st		Qtr 4 due by July 15th			
A	B	C		F		G		H		I									
		Total YR1		**Quarter 1**		**Quarter 2**		**Quarter 3**		**Quarter 4**						**THIS COLUMN**			
		2021-22 Budget		July 1 - September 30		October 1 - December 31		January 1 - March 31		April 1 - June 30						**RESERVED FOR IDOE FINANCE**			
	Authorized Activity Category	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy								
1	**Program:**																		
	Personnel	$ 67,950.00	$ 1,000.00	$ 16,987.50	$ 250.00	$ 16,987.50	$ 250.00	$ 16,987.50	$ 250.00	$ 16,987.50	$ 250.00								
	Contracted Services	15,000.00	500.00	3,750.00	125.00	3,750.00	125.00	3,750.00	125.00	3,750.00	125.00								
	Materials & Supplies	20,000.00	1,000.00	5,000.00	250.00	5,000.00	250.00	5,000.00	250.00	5,000.00	250.00								
	After School Snacks & Meals	4,000.00	1,000.00	1,000.00	250.00	1,000.00	250.00	1,000.00	250.00	1,000.00	250.00								
	Other			-	-	-	-	-	-	-	-								
	Reserved for IDOE finance		-	-	-	-	-	-	-	-	-								
2	**Professional Development (must be equal or greater than 5% of budget):**																		
	Personnel	$ 6,750.00		$ 1,687.50		$ 1,687.50		$ 1,687.50		$ 1,687.50									
	Contracted Services			-	-	-	-	-	-	-	-								
	Materials & Supplies			-	-	-	-	-	-	-	-								
	Other		-	-	-	-	-	-	-	-	-								
	Reserved for IDOE finance		-	-	-	-	-	-	-	-	-								
3	**Student Access (up to 8% of budget):**																		
	Transportation	$ 10,800.00		$ 2,700.00	$ -	$ 2,700.00	$ -	$ 2,700.00	$ -	$ 2,700.00	$ -								
	Facility safety and accessibility		-	-	-	-	-	-	-	-	-								
	Other		-	-	-	-	-	-	-	-	-								
4	**Evaluation (up to 4%):**																		
	Contracted Services	$ 2,000.00		$ 500.00		$ 500.00		$ 500.00		$ 500.00									
	Materials & Supplies	-		-		-		-		-									
	Other	-		-		-		-		-									
5	**Other Admin Costs (Up to 8%):**																		
	Other Admin Costs	$ 5,000.00		$ 1,250.00		$ 1,250.00		$ 1,250.00		$ 1,250.00									
	Reserved for IDOE finance			-		$ -		-		-									
	Indirect Costs, Restricted*			-		-		-		-									
6	**Total Expenditures**	**$ 135,000.00**		**$ 33,750.00**		**$ 33,750.00**		**$ 33,750.00**		**$ 33,750.00**									

*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving

AGENCY AND SITE NAME:	Easton Valley Elementary School	FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET		
SITE ADDRESS:	439 Wilson Street	IOWA DEPARTMENT OF EDUCATION		
	Miles , IA 52064	BUDGET/QUARTERLY SUMMARY OF EXPENDITURES FOR 21st CCLC (Title IV-Part B, CFDA 84.287C)		
Total YR1 21CCLC Award:	$ 163,800.00			
# Students Served (unduplicated headcount):	141	Qtr 1 due by November 30th	Qtr 3 due by April 30th	
		Qtr 2 due by January 31st	Qtr 4 due by July 15th	

A	B	C		F		G		H		I		J	
		Total YR1 2021-22 Budget		Quarter 1 July 1 - September 30		Quarter 2 October 1 - December 31		Quarter 3 January 1 - March 31		Quarter 4 April 1 - June 30		THIS COLUMN RESERVED FOR IDOE FINANCE	
	Authorized Activity Category	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy		
1	**Program:**												
	Personnel	$ 80,911.00	$ 2,000.00	$ 20,227.75	$ 500.00	$ 20,227.75	$ 500.00	$ 20,227.75	$ 500.00	$ 20,227.75	$ 500.00		
	Contracted Services	20,000.00	500.00	5,000.00	125.00	5,000.00	125.00	5,000.00	125.00	5,000.00	125.00		
	Materials & Supplies	25,000.00	1,000.00	6,250.00	250.00	6,250.00	250.00	6,250.00	250.00	6,250.00	250.00		
	After School Snacks & Meals	5,095.00	1,000.00	1,274.00	250.00	1,274.00	250.00	1,274.00	250.00	1,273.00	250.00		
	Other			-	-	-	-	-	-	-	-		
	Reserved for IDOE finance		-	-	-	-	-	-	-	-	-		
2	**Professional Development (must be equal or greater than 5% of budget):**												
	Personnel	$ 8,190.00		$ 2,047.50	$ -	$ 2,047.50	$ -	$ 2,047.50	$ -	$ 2,047.50	$ -		
	Contracted Services		-	-	-	-	-	-	-	-	-		
	Materials & Supplies		-	-	-	-	-	-	-	-	-		
	Other		-	-	-	-	-	-	-	-	-		
	Reserved for IDOE finance		-	-	-	-	-	-	-	-	-		
3	**Student Access (up to 8% of budget):**												
	Transportation	$ 13,104.00	$ -	$ 3,276.00	$ -	$ 3,276.00	$ -	$ 3,276.00	$ -	$ 3,276.00	$ -		
	Facility safety and accessibility		-	-	-	-	-	-	-	-	-		
	Other		-	-	-	-	-	-	-	-	-		
4	**Evaluation (up to 4%):**												
	Contracted Services	$ 2,000.00		$ 500.00		$ 500.00		$ 500.00		$ 500.00			
	Materials & Supplies			-		-		-		-			
	Other			-		-		-		-			
5	**Other Admin Costs (Up to 8%):**												
	Other Admin Costs	$ 5,000.00		$ 1,250.00		$ 1,250.00		$ 1,250.00		$ 1,250.00			
	Reserved for IDOE finance			-		$ -		-		-			
	Indirect Costs, Restricted*			-		-		-		-			
6	**Total Expenditures**	**$ 163,800.00**		**$ 40,950.25**		**$ 40,950.25**		**$ 40,950.25**		**$ 40,949.25**			

*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving

AGENCY: Andrew & Easton Valley LEAP

AGENCY ADDRESS: 13 South Marion Street, Andrew, IA 5

NUMBER OF SITES: 2

Total 21CCLC Request YR 1: $298,800

FORM D3: CUMULATIVE PROGRAM BUDGET

IOWA DEPARTMENT OF EDUCATION

TOTAL PROGRAM BUDGET INCLUDING 21CCLC FUNDS AND PARTNER CONTRIBUTIONS*

ONLY SUBMIT YR 1 WITH GRANT APPLICATION

This form should be completed once with all sites included.

Students Served YR1:

Budget Category	Year 1 2021-2022				Total YR1	Total YR1	Totals YR1	Totals YR1	Total YR1 Program Budget
	21CCLC Student Program	Partner Student Program	21CCLC Family Literacy	Partner Family Literacy	21CCLC	Partner	Student Program	Family Literacy	
Program:									
Personnel	$ 148,861.00		$ 3,000.00		$ 151,861.00	$ -	$ 148,861.00	$ 3,000.00	$ 151,861.00
Contracted Services	35,000.00		1,000.00		$ 36,000.00	$ -	$ 35,000.00	$ 1,000.00	$ 36,000.00
Materials & Supplies	45,000.00		2,000.00		$ 47,000.00	$ -	$ 45,000.00	$ 2,000.00	$ 47,000.00
After School Snacks & Meals	9,095.00		2,000.00		$ 11,095.00	$ -	$ 9,095.00	$ 2,000.00	$ 11,095.00
Other					$ -	$ -	$ -	$ -	$ -
Subtotal - Program	***237,956.00***				$ 237,956.00	$ -	$ 237,956.00	$ -	$ 237,956.00
Professional Development (min. 5% per year):									
Personnel	$ 14,940.00				$ 14,940.00	$ -	$ 14,940.00	$ -	$ 14,940.00
Contracted Services					$ -	$ -	$ -	$ -	$ -
Materials & Supplies					$ -	$ -	$ -	$ -	$ -
Other					$ -	$ -	$ -	$ -	$ -
Subtotal - Professional Development	***14,940.00***				$ 14,940.00	$ -	$ 14,940.00	$ -	$ 14,940.00
Student Access (max. 8% per year):									
Transportation	$ 23,904.00				$ 23,904.00	$ -	$ 23,904.00	$ -	$ 23,904.00
Facility safety and accessibility					$ -	$ -	$ -	$ -	$ -
Other					$ -	$ -	$ -	$ -	$ -
Subtotal - Student Access	***23,904.00***				$ 23,904.00	$ -	$ 23,904.00	$ -	$ 23,904.00
Evaluation (max. 4% per year):									
Contracted Services	$ 4,000.00				$ 4,000.00	$ -	$ 4,000.00		$ 4,000.00
Materials & Supplies					$ -	$ -	$ -		$ -
Other					$ -	$ -	$ -		$ -
Subtotal - Evaluation	***4,000.00***				$ 4,000.00	$ -	$ 4,000.00		$ 4,000.00
Other Admin Costs (max 8% per year):									
Other Admin Costs	$ 10,000.00				$ 10,000.00	$ -	$ 10,000.00		$ 10,000.00
Indirect Costs, Restricted**					$ -	$ -	$ -		$ -
Subtotal - Other Admin Costs	***10,000.00***				$ 10,000.00	$ -	$ 10,000.00		$ 10,000.00
Totals	**$ 290,800.00**	$ -	$ -	$ -	$ 290,800.00	$ -	**$ 290,800.00**	**$ 8,000.00**	$ 298,800.00

*Both cash and in-kind partner contributions should be used to calculate the "Partner" amounts

**Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving

P.13

Form D4: Applicant Agency's Fiscal Resource Information

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

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

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

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

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

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

Form E: Minority Impact Statement

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

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

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

Describe the positive impact expected from this project

Indicate which group is impacted:

_x__ Women

_x__ Persons with a Disability

___ Blacks

___ Latinos

___ Asians

___ Pacific Islanders

___ American Indians

___ Alaskan Native Americans

___ Other

Describe the positive impact expected from this project:

The collaborative partnerships formed with numerous community based organizations will help us connect minority groups with opportunities and experiences that they would not otherwise have access to. Funding provided through this grant will help us connect young ladies with career and technical education opportunities where women are significantly underrepresented. For example, our partnership with our County Conservation Office will help us deliver experiences to young women that allow them learn more about a variety of topics including:

- *Wild & Aquatic Wild*
- *Iowa Waters*
- *Iowa DNR Boater Education*
- *Iowa DNR Hunter Education*
- *Iowa DNR Canoe Basics*
- *Iowa Nature Mapping*
- *Waste Reduction*
- *Energy Consumption*
- *Life and Careers on the Mississippi River*
- *And So Much More*

These educational experiences are led by two women in the field that will serve as strong role models for our young ladies and open their eyes to a whole world of career opportunities they may have not otherwise considered.

As a public school, we are also equipped and prepared to deliver programs to students with disabilities. Our facilities and transportation are fully accessible for individuals with disabilities meaning that we are positioned to be able to offer experiences to these individuals that other organizations may not be able to offer. With the funding provided by this grant we will encourage participation of students with disabilities so that they can access learning experiences that will help broaden their awareness of opportunities that they may have not believed to be possible. A huge part of our programming is focused on leadership development with a strong emphasis on empowering each individual to use their voice to advocate for themself and the world around them. We believe that by providing access for individuals with disabilities to this type of programming we will have a unique and positive impact on students with disabilities.

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

Describe the negative impact expected from this project

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

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

Indicate which group is impacted:

___ Women

___ Persons with a Disability

___ Blacks

___ Latinos

___ Asians

___ Pacific Islanders

___ American Indians

___ Alaskan Native Americans

___ Other

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

Present the rationale for determining no impact.

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

Name: [signature]

Title: Superintendent

Definitions

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

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

b. As used in this subsection:

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

"Disability" does not include any of the following:

(a) Homosexuality or bisexuality.

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

(c) Compulsive gambling, kleptomania, or pyromania.

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

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

Form F: Private School Consultation Meeting Log

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

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

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

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

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

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

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

	Private School Consultation Meeting Log **N/A** **Date** **Time** **Location**

Meeting called by: **N/A**

Type of meeting: **N/A**

Attendees: (Attach attendance sign-in sheet)

---------- Agenda Topics ----------		
Welcome [Insert *Name*] [Insert *time allocation*] Discussion: **N/A** Conclusions: **N/A-There are no private and /or non-public schools in the attendance areas for the public schools in this application. Therefore, there were not any consultations.**		
Action Items: **N/A**	Person responsible:	Deadline:

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

Discussion: **N/A**

Conclusions: **N/A-There are no private and /or non-public schools in the attendance areas for the public schools in this application. Therefore, there were not any consultations.**

Action Items:	Person responsible:	Deadline:
N/A		

Consultation Procedures [Insert *Name*] [Insert *time allocation*]

Discussion: **N/A**

Conclusions: **N/A-There are no private and /or non-public schools in the attendance areas for the public schools in this application. Therefore, there were not any consultations.**

Action Items:	Person responsible:	Deadline:
N/A		

Form G: Sustainability Planning Template and Previous Sustainability Form

Sustainability Plan

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
Jackson County Conservation	Weekly after-school environmental education	Conservation staff		Andrew Community School District
Lion's Club	Provide mentoring and support	Lion's Club volunteers		Andrew Community School District
Jackson County Campaign for Grade-Level Reading	Help support summer programming	Grade-Level team		Andrew & Easton Valley
Andrew Parent Lighthouse	Financial assistance	Parent Lighthouse volunteers		Andrew & Easton Valley
National Mississippi River Museum & Aquarium	Science/STEM instruction	River Museum staff		Andrew & Easton Valley
Timber Lanes	Bowling/physical leisure activity	Timber Lanes staff		Andrew & Easton Valley
Horizon Lanes	Bowling/physical leisure activity	Horizon Lanes staff		Andrew & Easton Valley
Kathy's Krafts	Arts & crafts	Kathy Haverkamp		Andrew & Easton Valley
Dr. Edward Gronlund	Evaluate the program	Dr. Edward Gronlund	$2,000.00	Andrew & Easton Valley
Andrew Public Library	Provide programming and education materials (books)	Andrew Library staff		Andrew & Easton Valley
Heidi Lippens	Gardening and activities related to Science and growing our own food for students	Heidi Lippens		Andrew & Easton Valley
Preston Public Library	Supporting literacy	Preston Library staff		Andrew & Easton Valley
Amanda Carlson	String orchestra lessons and education	Amanda Carlson		Andrew & Easton Valley
Maquoketa State Bank	Assist with programming related to math and financial literacy	Maquoketa State Bank employee		Andrew & Easton Valley
PAC4Kids	Financial support for programming	PAC4Kids volunteers		Andrew & Easton Valley
Zenga's	Performing Arts programming/Art activities	Heather Houzenga		Andrew & Easton Valley
Clinton National Bank	Assist with programming related to math and financial literacy	Clinton National Bank employee		Andrew & Easton Valley
Cornelius Seeds	Mentoring program, tour of seed corn production facility and learn about agriculture	Cornelius Seed employee		Andrew & Easton Valley
Maquoketa Area YMCA	Provide facility access & weekly programming	YMCA Employees		Andrew & Easton Valley
City of Preston	Engage in community improvement efforts	Mayor of Preston-Tyler Sieverding		Andrew & Easton Valley
City of Andrew	Engage in community improvement efforts	Mayor of Andrew-Chris Fee		Andrew & Easton Valley
Irish Meadows Alpaca Farm	Provide instruction on how an Alpaca Farm operates	Irish Meadows Alpaca Farm owners		Andrew & Easton Valley
Andrew Gardening Club	Teach students about gardening	Andrew Gardening Club volunteers		Andrew & Easton Valley
Jackson County Economic Alliance	Discuss Career oppurtunities	JCEA Employees		Andrew & Easton Valley
Clinton Community College	Provide English literacy	Clinton Community College Employee		Andrew & Easton Valley
		TOTAL: 29		

Previous Sustainability Form

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

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

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

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

How many years of funding did you receive? ___10 years X 5 years

Did you have a gap in funding before this application? X Yes ___No

If there was a gap in funding did you maintain your program for the children-

___At the same level X At a reduced level ___The program ended

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

Our grant has provided a safe learning environment for students after school whose parents work till 5pm and can't be home with them. This program provides extra math & reading education practice that the students may not be getting if just sitting at home afterschool. It provides students with face to face interaction, instead of sitting at home on video games or watching t.v. This grant has provided our students with once in a lifetime opportunities such as skiing, Alpaca farms, River Museum & many other field trips.

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Maquoketa State Bank	5 years	Financial	NA	NA
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind		$500.00
		Please describe the contribution being made in detail: Volunteer time teach students about money. Help out with after school program.		
		Equipment and/or Supplies	NA	NA
		Please describe contribution in detail:		
		Facilities	NA	NA
		Please provide description of facilities contributed:		
		Staff	NA	NA
		Please describe what staff will be doing:		
		Volunteers	1 person 1 day a week	$1,000
		Please describe what volunteers will be doing: providing programming, helping students during after school program.		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
		Total Value of Partnership		$1,500
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Hurstville Interpretive Center	5 years	Financial	NA	NA
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind		$300.00
		Please describe the contribution being made in detail: Discounted prices to let us visit center & for staff to teach activities at school.		

		Equipment and/or Supplies		$300.00
		Please describe contribution in detail: Rental use of canoes, fishing poles, snow shoes, Center		
		Facilities	2 School & center	
		Please provide description of facilities contributed: Hurstville Center & Andrew School		
		Staff	2	$ 300.00
		Please describe what staff will be doing: Teaching activities to students exp. geo cash, snowshoes, canoeing, Hiking & Science		
		Volunteers	NA	NA
		Please describe what volunteers will be doing:		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
		Total Value of Partnership		$ 900.00
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Maquoketa YMCA	5 years	Financial	NA	NA
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind		$ 500.00
		Please describe the contribution being made in detail: giving school discount for large group of students touse facility.		
		Equipment and/or Supplies		
		Please describe contribution in detail: pool, gym, Balls, Bats, soccer nets		
		Facilities	1	
		Please provide description of facilities contributed:		
		Staff	3	$ 500.00

		Please describe what staff will be doing: Provide life guards to teach swim lessons & watch students swim, Oversee students playing games		
		Volunteers	NA	NA
		Please describe what volunteers will be doing:		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
		Total Value of Partnership		$1,000
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Dr. EQ Gronlund Evaluation	2 years	Financial	NA	NA
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind		$1,000
		Please describe the contribution being made in detail: He takes $1,000 off his services for working on the evaluation for us.		
		Equipment and/or Supplies		
		Please describe contribution in detail:		
		Facilities	NA	NA
		Please provide description of facilities contributed:		
		Staff	NA	NA
		Please describe what staff will be doing:		
		Volunteers	NA	NA
		Please describe what volunteers will be doing:		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
		Total Value of Partnership		$1,000

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

18%

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

32 partners

Explain any challenges you had with securing community partners.

Without grant funding Andrew After school Program is not able to participate in some of the events & activities that our partners have offered at discount prices in the past. We just don't have the funding available for these activities. Without the grant our activities are more school based to keep the costs down which has to be passed onto parents who can't afford to pay for these activities and that could essentially mean the end of the after school program.

Appendix G

Jackson County Conservation

Administrative Office
Hurstville Interpretive Center
18670 63rd Street, Maquoketa, Iowa 52060
Phone: (563) 652-3783
E-mail: jacksonccb@jacksonccb.com
Website: JacksonCCB.com

December 2, 2020

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding from Jackson County Conservation is regarding the Andrew Community School District's 21st Century Community Learning Centers application. Jackson County Conservation currently partners with Andrew CSD on various programming needs and plans to continue that partnership in the following ways for the three-year duration of the award:

- Jackson County Conservation will provide weekly after school environmental education programming at Andrew CSD for at least one quarter per year.
- The programs and activities provided will teach students how to learn to investigate their environment, and to make intelligent, informed decisions about how they can care for the environment.
- Jackson County Conservation programs align with Iowa Core Standards and incorporate STEM approaches.
- Jackson County Conservation will provide guided field trip opportunities for the students at area state, county and local parks, including the Hurstville Interpretive Center and Maquoketa Caves State Park.
- Jackson County Conservation will provide community service opportunities at the Hurstville Interpretive Center or other areas in the community.
- Jackson County Conservation will provide recreational opportunities such as archery, snowshoeing, fishing, orienteering, and all equipment needed by students will be provided.
- Jackson County Conservation will provide information to families about opportunities for family events and other programs offered by Jackson County Conservation and the Hurstville Interpretive Center.

Jessica Wagner

Jessica Wagner, Jackson County Conservation

Brandon Kirchhoff

Andrew Community School Representative

pp. 27-73

December 3, 2020
21st Century Community Learning Center

To Whom it may concern,

The Andrew Lion's Club is honored to write this letter of support for the Andrew School District in support of their after school programming. We have been very active with the Andrew School District since the club started in the Spring of 2012. The Lion's Club truly enjoys reading with students, teaching them to play thinking games (Chess), and supporting their efforts to engage parents in the community. As partners in the after school programming, our wealth of volunteers will provide mentoring and support for the students participating.

Specifically, the Lion's Club will commit to providing 10 volunteers throughout the year for after school programming, evening learning events, and other items needed to make this program successful.

As Lions Club members, we understand the value of community and providing opportunities for students to learn to be leaders. We have seen the potential in the Leader in Me program at Andrew and feel the after school programing will amplify the positive results in our youth much more.

We hope Andrew Schools will be awarded this grant for the betterment of the entire community.

Sincerely yours,

Sherry Peters

Sherry Peters
Lions Club President

Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) *between Andrew & Easton Valley LEAP and The Jackson County Campaign for Grade-Level Reading.*

This is an agreement between "Program", hereinafter called Andrew & Easton Valley LEAP and "Partner", hereinafter called Grade-Level Reading.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to supporting Andrew & Easton Valley LEAP.

In particular, this MOU is intended to:

- Expand access to programming for more youth
- Enhance students' learning through enrichment
- Provide transportation to and from program/field trips

II. BACKGROUND

In the past, The Jackson County Campaign for Grade-Level Reading has done many things to help provide enrichment activities to the students in Jackson County. The Grade-Level team collaborates to help support summer programming, helps find other partners, and helps with other events throughout the school year. I can honestly say without the efforts of this partnership it would be hard to provide the summer opportunities to students.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Andrew & Easton Valley LEAP shall undertake the following activities:

- Work with The Jackson County Campaign for Grade-Level Reading program to figure out needs to operate.
- Collect and share student data to share with other partners that fund the programming.
- Attend meetings to go over Grade-Level Reading Happenings
- Helping spread the word of events being hosted by Grade-Level Reading.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Grade-Level Reading shall undertake the following activities:

- Providing educational events to enhance students reading skills
- Working on fundraising efforts to fund Summer Adventure (summer programming) to students

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

Grade-Level Reading will work with Andrew and Easton Valley schools to provide programming opportunities throughout the year and summer. Grade-Level Reading also does a lot of fundraising for all Jackson County schools in order to provide summer programming. The last time we were able to have summer programming, Grade-Level Reading provided approximately $7000 funding in services and staff for Andrew and Easton Valley Schools.

VI. FUNDING

This MOU does include the exchange of funds between the two parties. However, an amount is not determined as the amount needed may fluctuate from year to year and the amount available through fundraising efforts will fluctuate from year to year.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Andrew & Easton Valley LEAP and Grade-Level Reading authorized officials. It shall be in force from (8/2021) to (5/2026).

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and Dates

Andrew & Easton Valley LEAP

Melissa Widel

Date 12-7-2020

Grade-Level Reading

Joanne Evans

Date 12-7-2020

Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) *between Andrew & Easton Valley LEAP and Andrew Parent Lighthouse.*

This is an agreement between "Program", hereinafter called Andrew & Easton Valley LEAP and "Partner", hereinafter called Andrew Parent Lighthouse.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to...

In particular, this MOU is intended to:

- Expand access to programming for more youth
- Enhance students' learning through enrichment
- Provide transportation to and from program/field trips

II. BACKGROUND

The Andrew Parent Lighthouse is a committee of the school led by parents and community members with the sole purpose of enhancing the school experience for staff and students. The committee has been a big assistance to the Andrew LEAP program in the past by helping financially. The committee has always been open to assist the LEAP program when the leaders of the program have asked for something they could not afford.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Andrew & Easton Valley LEAP shall undertake the following activities:

- Will contact the Parent Lighthouse Team if needing financial assistance for items to enhance LEAP programming that the grant does not cover.
- Come and present to the Parent Lighthouse Team on what they are needing, why they need it, and how this item(s) will enhance the program outcomes.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Andrew Parent Lighthouse Team shall undertake the following activities:

- Fundraise for items or experiences that the LEAP program may need assistance with funding.
- Listen to the needs of the program from the program leaders.
- Make determinations on how best to support the LEAP programming.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

- As long as the Andrew & Easton Valley Schools are having LEAP programming, the Andrew Parent Lighthouse Team will be willing to support them however they can.
- The amount of money they will be able to support will depend on the amount of money raised through fundraising efforts.

VI. FUNDING

This MOU does include the exchange of funds between the two parties, but a set amount is not identified. The Parent Lighthouse Team is able to finance what they are able to raise through fundraising efforts.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Andrew & Easton Valley LEAP and Andrew Parent Lighthouse Team authorized officials. It shall be in force from (8/2021) to 5/2026.

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and Dates

Andrew & Easton Valley LEAP

Brandon Kirchhoff

Date 12/4/2020

Andrew Parent Lighthouse Team

Jessica Wagner

Date 12-4-20

Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) *between Andrew & Easton Valley LEAP and National Mississippi River Museum & Aquarium*

This is an agreement between "Program", hereinafter called Andrew & Easton Valley LEAP and "Partner", hereinafter called National Mississippi River Museum & Aquarium.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to supporting Andrew & Easton Valley LEAP.

In particular, this MOU is intended to:

- Expand access to programming for more youth
- Enhance students' learning through enrichment

II. BACKGROUND

Since we've had the grant we have partnered with National Mississippi River Museum & Aquarium to provide resources and science/STEM instruction around Mississippi River life. This is an engaging activity for our students and we usually have 30 or more students wanting to participate in this activity. The students love learning about the animals, getting to see real animals, and the remains of other animals. The students get to understand the importance of the circle of life and how all animals and plants have an important part in the health of the Mississippi River area.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Andrew & Easton Valley shall undertake the following activities:

- Scheduling a fall/winter time for students to participate in an engaging learning activity.
- Work with Mississippi River Museum staff to find a set day that works for both groups to participate in for the 9 weeks.
- Fill out paperwork to pay them for their services they provide our students.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

National Mississippi River Museum & Aquarium shall undertake the following activities:

- Commute to our center to provide the instruction.
- Provide 2 of their staff members to teach the material.

- Provide animals, replicas, and other resources to make the learning fun, educational, and engaging for all
- Provide a whole group rate that is affordable for us to participate in

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

As long as we have the grant, we will be able to provide our students this opportunity and plan to continue this partnership as it is a fun, educational, and engaging activity students enjoy and look forward to.

VI. FUNDING

This MOU does not include the exchange of funds between the two parties. The Mississippi River Museum will provide the Andrew & Easton Valley LEAP with resources, staff, and lessons at an affordable whole group rate which makes this partnership possible.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of **Andrew & Easton Valley LEAP** and **National Mississippi River Museum & Aquarium** authorized officials. It shall be in force from 8/2021 to 5/2026.

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and Dates

Andrew & Easton Valley LEAP

Brandon Kirchhoff

Date 12/8/2020

National Mississippi River Museum & Aquarium

Melissa Wersinger

Date 12/8/2020

Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) *between Andrew & Easton Valley LEAP and Timber Lanes*

This is an agreement between "Program", hereinafter called Andrew & Easton Valley LEAP and "Partner", hereinafter called Timber Lanes.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to supporting Andrew & Easton Valley LEAP.

In particular, this MOU is intended to:

- Expand access to programming for more youth
- Enhance students' learning through enrichment

II. BACKGROUND

Since we've had the grant we have partnered with Timber Lanes Bowling Alley to provide the resources and the facility at a discounted rate for our large group of students to experience. This is an engaging activity for our students and we usually have 50 or more students wanting to participate in this activity (which is nearly 40% of our K-8 student population).

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Andrew & Easton Valley shall undertake the following activities:

- Scheduling a fall/winter time for students to participate in a physical/leisure activity.
- Work with Timber Lanes staff to find a set day that works for both groups to participate in for the 9 weeks.
- Fill out paperwork to pay them for their services they provide our students.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Timber Lanes shall undertake the following activities:

- Provide the facility and equipment for students to use for bowling.
- Provide a discounted rate for our large group.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

As long as we have the grant, we will be able to provide our students this opportunity and plan to continue this partnership as it is a fun leisure activity students enjoy doing.

VI. FUNDING

This MOU does not include the exchange of funds between the two parties. Timber lanes provides Andrew & Easton Valley LEAP with the facility and equipment at a set discounted rate.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Andrew & Easton Valley LEAP and Timber Lanes authorized officials. It shall be in force from 8/2021 to 5/2026.

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and Dates

Andrew & Easton Valley LEAP

Melissa Wideel

Date 12-7-2020

Timber Lanes

Date 12-7-20

Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) *between Andrew & Easton Valley LEAP and Horizon Lanes*

This is an agreement between "Program", hereinafter called Andrew & Easton Valley LEAP and "Partner", hereinafter called Horizon Lanes.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to supporting Andrew & Easton Valley LEAP.

In particular, this MOU is intended to:

- Expand access to programming for more youth
- Enhance students' learning through enrichment

II. BACKGROUND

Since we've had the grant we have partnered with Horizon Lanes Bowling Alley to provide the resources and the facility at a discounted rate for our large group of students to experience. This is an engaging activity for our students and we usually have 50 or more students wanting to participate in this activity (which is nearly 40% of our K-8 student population).

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Andrew & Easton Valley shall undertake the following activities:

- Scheduling a fall/winter time for students to participate in a physical/leisure activity.
- Work with Horizon Lanes staff to find a set day that works for both groups to participate in for the 9 weeks.
- Fill out paperwork to pay them for their services they provide our students.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Horizon Lanes shall undertake the following activities:

- Provide the facility and equipment for students to use for bowling.
- Provide a discounted rate for our large group.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

As long as we have the grant, we will be able to provide our students this opportunity and plan to continue this partnership as it is a fun leisure activity students enjoy doing.

VI. FUNDING

This MOU does not include the exchange of funds between the two parties. Horizon lanes provides Andrew & Easton Valley LEAP with the facility and equipment at a set discounted rate.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Andrew & Easton Valley LEAP and Horizon Lanes authorized officials. It shall be in force from 8/2021 to 5/2026.

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and Dates

Andrew & Easton Valley LEAP

Brandon Kirchhoff

Date 12-7-20

Horizon Lanes

Date 12-7-20

Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) *between Andrew & Easton Valley LEAP and Kathy's Krafts.*

This is an agreement between "Program", hereinafter called Andrew & Easton Valley LEAP and "Partner", hereinafter called Kathy's Krafts

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to supporting Andrew & Easton Valley LEAP.

In particular, this MOU is intended to:

- Expand access to programming for more youth
- Enhance students' learning through enrichment

II. BACKGROUND

Kathy's Krafts has partnered with the program each year. During this time Kathy and the students have made many works of art. The students they participate always seem to enjoy making the different craft designs.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Andrew & Easton Valley LEAP shall undertake the following activities:

- Schedule and hire a day that works best for Kathy to instruct the students in the area of arts and crafts.
- Purchase supplies needed for Kathy to instruct the students and for the students to make their craft designs.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Kathy's Krafts shall undertake the following activities:

- Teach a group of interested students how to make craft designs.
- Donate some supplies.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

1. Kathy will teach a group every year that the program is offered to enhance the students in the area of arts and crafts.

VI. FUNDING
This MOU does not include the exchange of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE
This MOU shall be effective upon the signature of Andrew & Easton Valley LEAP and Kathy's Krafts authorized officials. It shall be in force from (8/2021) to (5/2026).

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and Dates

Andrew & Easton Valley LEAP
Melissa Widel
Date 12-7-2020

Kathy's Krafts
Kathy Haverkamp
Date 12-7-2020

Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) *between Andrew & Easton Valley LEAP and Dr. Edward Gronlund*

This is an agreement between "Program", hereinafter called Andrew & Easton Valley LEAP and "Partner", hereinafter called Dr. Edward Gronlund.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to supporting Andrew & Easton Valley LEAP.

In particular, this MOU is intended to:

- Evaluate the program

II. BACKGROUND

Dr. Edward Gronlund has evaluated our program from its existence. The first three years Dr. Gronlund worked for the Area Education Agency (AEA) and we were billed through that agency. The past two years, Edward has been retired from the AEA and has done evaluation work on the side. He has been so kind to support the program and split his fee between evaluation services vendor and program partner.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Andrew & Easton Valley shall undertake the following activities:

- Continue to work with Dr. Edward Gronlund with the evaluation of the program.
    - Supplying him with data needed to complete the necessary tables

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Dr. Edward Gronlund shall undertake the following activities:

- Complete the program evaluation
- Ask the program coordinators for any data he may need in order to complete the program evaluation

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

This agreement will be in place as long as the Program is funded by the grant and Dr. Gronlund is still providing evaluation services. It is understood that Dr. Gronlund is retired and at some time may choose to no longer do side work.

VI. FUNDING

This MOU does include the exchange of funds between the two parties. The funds received are an in-kind contribution to the program at the amount of approximately $1,000 per program per site per year ($2,000 total). The paid evaluation fee portion will be $1,000 per program per site per year ($2,000 total) for services. The evaluation fee and/or in-kind contribution may be altered by agreement by the parties if the Iowa Department of Education changes the external evaluator expectations and/or requirements.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of **Andrew & Easton Valley LEAP** and **Dr. Edward Gronlund** authorized officials. It shall be in force from 8/2021 to 5/2026.

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and Dates

Andrew & Easton Valley LEAP

Brandon Kirchhoff

Date 12-9-20

Dr. Edward Gronlund

Edward Gronlund

Date 12/9/2020

Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) *between Andrew & Easton Valley LEAP and Andrew Public Library*

This is an agreement between "Program", hereinafter called Andrew & Easton Valley LEAP and "Partner", hereinafter called Andrew Public Library.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to supporting Andrew & Easton Valley LEAP.

In particular, this MOU is intended to:

- Expand access to programming for more youth
- Enhance students' learning through enrichment
- Provide educational resources for summer reading

II. BACKGROUND

This opportunity has been one going on for many years even before the start of the after school program. It has now been enhanced through the after school program, bringing in more students and allowing more time to the educational needs of the students in our community.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Andrew & Easton Valley shall undertake the following activities:

- Work with Andrew Public Library staff to find set days (weekly) that work for both groups to participate in for the 4 weeks over the summer.
- Walk the students over to the library to participate in the summer programming.
- Help lead/assist in programming and checking out of books.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Andrew Public Library shall undertake the following activities:

- Provide programming to the students
- Provide educational materials (books) for the students to read

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:
The partnership will continue as long as there is a public library in the town of Andrew, Iowa.

VI. FUNDING
This MOU does not include the exchange of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE
This MOU shall be effective upon the signature of Andrew & Easton Valley LEAP and Andrew Public Library authorized officials. It shall be in force from 8/2021 to 5/2026.

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and Dates

Andrew & Easton Valley LEAP
Melissa Wilder
Date 12-7-2020

Andrew Public Library
Corinne Jo Weesup
Date 12-7-20

Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) *between Andrew/Easton Valley LEAP and Heidi Lippens.*

This is an agreement between "Program", hereinafter called Andrew/Easton Valley LEAP and "Partner", hereinafter called Heidi Lippens.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to...

In particular, this MOU is intended to:

Examples:

- Expand access to programming for more youth
- Enhance students' learning through enrichment

II. BACKGROUND

Heidi Lippens has partnered with Easton Valley Elementary in prior years. Heidi Lippens has worked with the Easton Valley Elementary in supporting gardening and activities related to Science and growing our own food for all students.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Andrew/Easton Valley shall undertake the following activities:

- Andrew/Easton Valley will be responsible for coordinating the activities and supplying the seeds and materials related to all activities.
- Andrew/Easton Valley will provide additional staff to assist the staff with Heidi Lippens during the duration of her programming.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Heidi Lippens shall undertake the following activities:

- Assist with programming related to Science and Gardening Activities.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

- As long as the Andrew & Easton Valley Schools are having LEAP programming, Heidi Lippens will have the option to partner with us as staffing allows.
- If at any time, Heidi Lippens is unable to provide staffing, she may withdraw from the program.

VI. FUNDING

This MOU does not include the exchange of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Andrew/Easton Valley LEAP and Heidi Lippens authorized officials. It shall be in force from 8/21 to 5/26.

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and Dates

Andrew/Easton Valley LEAP

Patty Schmidt

Date 12/4/2020

Heidi Lippens

Heidi Lippens

Date 12-4-20

Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) *between Andrew/Easton Valley LEAP and Preston Public Library.*

This is an agreement between "Program", hereinafter called Andrew/Easton Valley LEAP and "Partner", hereinafter called Preston Public Library.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to...

In particular, this MOU is intended to:

Examples:

- Expand access to programming for more youth
- Enhance students' learning through enrichment

II. BACKGROUND

Preston Public Library has partnered with Easton Valley Elementary and Andrew Elementary in prior years. Preston Public Library has worked with both districts in supporting literacy components for all students.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Andrew/Easton Valley shall undertake the following activities:

- Andrew/Easton Valley will be responsible for coordinating the activities, transportation and logistics of our visits.
- Andrew/Easton Valley will provide additional staff to assist the staff from the library during the duration of their programming.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Preston Public Library shall undertake the following activities:

- Assist with programming related to literacy.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

- As long as the Andrew & Easton Valley Schools are having LEAP programming, Preston Public Library will have the option to partner with us as staffing allows.
- If at any time, Preston Public Library is unable to provide staffing, they may withdraw from the program.

VI. FUNDING

This MOU does not include the exchange of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of **Andrew/Easton Valley LEAP** and Preston Public Library authorized officials. It shall be in force from 8/21 to 5/26.

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and Dates

Andrew/Easton Valley LEAP

Patty Schmidt

Date 12/4/2020

Preston Public Library

Caroline M. Bredekamp, Director

Date 12/04/2020

Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) *between Andrew/Easton Valley LEAP and Amanda Carlson.*

This is an agreement between "Program", hereinafter called Andrew/Easton Valley LEAP and "Partner", hereinafter called Amanda Carlson.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to...

In particular, this MOU is intended to:

Examples:

- Expand access to programming for more youth
- Enhance students' learning through enrichment

II. BACKGROUND

Amanda Carlson currently is a teacher at Eaton Valley Elementary and has taught orchestra for several years. Amanda owned her own business and still provides lessons to students at times that work for families. We woudl like to expand our music offerings to include string instruments so students who are not interested in band can try this.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Andrew/Easton Valley shall undertake the following activities:

- Andrew/Easton Valley will be responsible for coordinating the activities and schedule for students who want to participate.
- Work to secure instruments for students to use for the programming.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Amanda Carolson shall undertake the following activities:

- Assist with programming related to string orchestra lessons and education.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

- As long as the Andrew & Easton Valley Schools are having LEAP programming, Amanda Carlson will have the option to partner with us.
- If at anytime, Amanda Carlson is unable to provide staffing, she may withdraw from the program.

VI. FUNDING

This MOU does not include the exchange of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Andrew/Easton Valley LEAP and Amanda Carlson authorized officials. It shall be in force from 8/21 to 5/26.

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and Dates

Andrew/Easton Valley LEAP

Patty Schmidt

Date 12/4/2020

[Insert name of Partner] Amanda Carlson

Amanda Carlson

Date 12/4/2020

Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) *between Andrew/Easton Valley LEAP and Maquoketa State Bank.*

This is an agreement between "Program", hereinafter called Andrew/Easton Valley LEAP and "Partner", hereinafter called Maquoketa State Bank.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to...

In particular, this MOU is intended to:

Examples:

- Expand access to programming for more youth
- Enhance students' learning through enrichment

II. BACKGROUND

Maquoketa State Bank has partnered with Easton Valley Elementary and Andrew Elementary in prior years. The bank has allowed an employee to leave work early to assist with the LEAP program in Andrew. Maquoketa State Bank has also worked with both districts in supporting financial literacy components for all students.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Andrew/Easton Valley shall undertake the following activities:

- Andrew/Easton Valley will be responsible for coordinating the activities, transportation and logistics of our visits.
- Andrew/Easton Valley will provide additional staff to assist the staff from the bank during the duration of their programming.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Maquoketa State Bank shall undertake the following activities:

- Assist with programming related to math and financial literacy

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

- As long as the Andrew & Easton Valley Schools are having LEAP programming, Maquoketa State Bank will have the option to partner with us as staffing allows.
- If at any time, Maquoketa State Bank is unable to provide staffing, they may withdraw from the program.

VI. FUNDING

This MOU does not include the exchange of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Andrew/Easton Valley LEAP and Maquoketa State Bank authorized officials. It shall be in force from 8/21 to 5/26.

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and Dates

Andrew/Easton Valley LEAP

Patty Schmidt

Date 12-4-2020

Maquoketa State Bank

Laura Farrell

Date 12-4-2020

Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) *between Andrew & Easton Valley LEAP and PAC4Kids.*

This is an agreement between "Program", hereinafter called Andrew & Easton Valley LEAP and "Partner", hereinafter called PAC4Kids.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to...

In particular, this MOU is intended to:

- Expand access to programming for more youth
- Enhance students' learning through enrichment
- Provide transportation to and from program/field trips

II. BACKGROUND

PAC4Kids is a committee of the school led by parents and community members with the sole purpose of enhancing the school experience for staff and students. The committee has been a big assistance to the elementary school by fundraising for field trips, author visits, and special programming. We anticipate utilizing PAC4Kids to help us with financial support as their budget allows.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Andrew & Easton Valley LEAP shall undertake the following activities:

- Will contact tPAC4Kids if needing financial assistance for items to enhance LEAP programming that the grant does not cover.
- Come and present to the PAC4Kids on what they are needing, why they need it, and how this item(s) will enhance the program outcomes.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

PAC4Kids shall undertake the following activities:

- Fundraise for items or experiences that the LEAP program may need assistance with funding.
- Listen to the needs of the program from the program leaders.
- Make determinations on how best to support the LEAP programming.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

- As long as the Andrew & Easton Valley Schools are having LEAP programming, PAC4Kids will be willing to support them however they can.
- The amount of money they will be able to support will depend on the amount of money raised through fundraising efforts.

VI. FUNDING

This MOU does include the exchange of funds between the two parties, but a set amount is not identified. PAC4Kids is able to finance what they are able to raise through fundraising efforts.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Andrew & Easton Valley LEAP and PAC4Kids authorized officials. It shall be in force from (8/2021) to 5/2026.

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and Dates

Andrew & Easton Valley LEAP

Patty Schmidt

Date 12/7/2020

PAC4Kids

Jenni Baumann

Date 12/7/20

Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) *between Andrew/Easton Valley LEAP and Zenga's.*

This is an agreement between "Program", hereinafter called Andrew/Easton Valley LEAP and "Partner", hereinafter called Zenga's.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to...

In particular, this MOU is intended to:

Examples:

- Expand access to programming for more youth
- Enhance students' learning through enrichment

II. BACKGROUND

Zenga's, a sole proprietorship art studio, owned by Heather Houzenga our shared art teacher at Andrew and Easton Valley.. Heather is currently a teacher at Andrew and Easton Valley and would like to expand art offerings to those students interested in doing so during the summer and after school times. Heather would also like to consider introducing performing arts at the elementary level

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Andrew/Easton Valley shall undertake the following activities:

- Andrew/Easton Valley will be responsible for coordinating the activities and schedule for students who want to participate.
- Provide supplies necessary for activities.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Zenga's shall undertake the following activities:

- Assist with programming related to the arts.
- Provide engaging activities for students to expand their undrestandingand knowledge of the arts field.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

- As long as the Andrew & Easton Valley Schools are having LEAP programming, Zenga's will have the option to partner with us.
- If at anytime, Zenga's is unable to provide staffing, she may withdraw from the program.

VI. FUNDING

This MOU does not include the exchange of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Andrew/Easton Valley LEAP and Zenga's authorized officials. It shall be in force from 8/21 to 5/26.

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and Dates

Andrew/Easton Valley LEAP

Date 12/9/2020

Heather Houzenga - Owner of Zenga's

Date 12/9/20

Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) *between Andrew/Easton Valley LEAP and Clinton National Bank.*

This is an agreement between "Program", hereinafter called Andrew/Easton Valley LEAP and "Partner", hereinafter called Clinton National Bank.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to...

In particular, this MOU is intended to:

Examples:

- Expand access to programming for more youth
- Enhance students' learning through enrichment

II. BACKGROUND

Clinton National Bank is located in Preston and Miles, both communities which the Easton Valley School District serves.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Andrew/Easton Valley shall undertake the following activities:

- Easton Valley will be responsible for coordinating the activities, transportation and logistics of our visits.
- Easton Valley will provide additional staff to assist the staff from the bank during the duration of their programming.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Clinton National Bank shall undertake the following activities:

- Assist with programming related to math and financial literacy by supporting the district however they are able (activities, staff volunteers, ect).

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

- As long as the Andrew & Easton Valley Schools are having LEAP programming, Clinton National Bank will have the option to partner with us as staffing allows.
- If at any time, Clinton National Bank is unable to provide staffing, they may withdraw from the program.

VI. FUNDING

This MOU does not include the exchange of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Andrew/Easton Valley LEAP and Clinton National Bank authorized officials. It shall be in force from 8/21 to 5/26.

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and Dates

Andrew/Easton Valley LEAP

Brandon Kirchhoff

Date 12-8-20

Clinton National Bank

Bonnie Yordt

Date 12/8/2020

Andrew CSD & Easton Valley CSD - 21st Century Grant Application

Memorandum of Understanding

Memorandum of Understanding (MOU) between Andrew CSD / Easton Valley CSD & Cornelius Seed

Purpose: The purpose of this MOU is to clearly identify the roles and responsibilities of each partner to:

- Expand access to programming for youth
- Enhance student learning through enrichment opportunities
- Connect students with learning opportunities that are relevant to their interests
- Raise youth awareness of potential career opportunities and related-pathways

Background:
In the past, Cornelius Seed has partnered with Andrew CSD in a variety of ways. Over the years they have participated in our schools' mentor program where employees come to school to meet with and check in with students in need of positive mentors and role models. Cornelius Seed has also partnered with the school to welcome student groups out to their business to tour a seed corn production facility and learn about various aspects of agriculture. Cornelius Seed leadership and employees have also helped lead and sponsor youth extracurricular activities by organizing a yearly basketball tournament, helping to fund team jerseys, and paying for young students to get involved in youth sport camps and related activities.

Andrew CSD and Easton Valley CSD Responsibilities:

- Handle all day to day responsibilities of managing the program
- Contact Cornelius Seed about opportunities to support and get involved with the after school program
- Provide transportation to any field experiences related to the program enrichment opportunities
- Provide access to school facilities to support programming

Cornelius Seed Responsibilities:

- Continue to be a valued and supportive partner of the Andrew School District
- Consider expanding access to opportunities and programming for Easton Valley CSD
- Offer to host school groups for field trips
- Provide support for onsite programming related to the field of agriculture

Funding:

This MOU does not include the exchange of funds between either parties. Any monetary value that is identified will be indicated as "in kind" value for support and/or services provided.

Effective Date and Signatures:

This MOU shall be effective from the time of signatures through the potential expiration of the 21st Century Grant Funding, which would be available to the schools between July 1, 2021 - June 30, 2026.

Andrew CSD and Easton Valley CSD Signature:

Date: 12/7/20

Program Partner: Cornelius Seed Signature:

Date: 12/7/2020

December 8, 2020

Iowa Department of Education
Division of Learning and Results
Grimes State Office Building
400 E 14th Street
Des Moines, IA 50391

Memorandum of Understanding

To Whom It May Concern,

It is my pleasure to provide you with this letter of commitment from the Maquoketa Area Family YMCA to jointly partner with the Easton Valley and Andrew Community School Districts in their 21st Century Community Learning Centers grant application. The school system in the communities of Easton Valley and Andrew are at the core of family life. As such, they are uniquely positioned to provide services through the 21st Century grant.

The Maquoketa Area Family YMCA proposes to:

- Partner with Easton Valley and Andrew Schools to provide weekly after school programming to augment their efforts to provide meaningful before and after school programming for their children.
- Provide facility access, various recreational programs and swim lessons.
- Host several summer school events and activities in conjunction with Easton Valley and Andrew CSD.
- Provide Child Protection Background Checks for all volunteers and employees.
- Supply equipment to support all sponsored activities.
- Communicate information to families about opportunities for family events and programs offered by the YMCA.
- Provide and or partner in weekend field trip opportunities with Easton Valley and Andrew CSD.

Easton Valley and Andrew School Districts agree to:

- Handle all day to day operations of carrying out the 21st CCLC requirements.
- Write the 21st CCLC continuation proposals
- Provide transportation to all YMCA activities.
- Complete all evaluation reports.
- Provide a daily nutritious snack.

Together we will work to maximize each and every dollar to the benefit of those we will serve!

Sincerely,

Scott Warren
Executive Director
Maquoketa Area Family YMCA

Chris Fee
Superintendent
Easton Valley & Andrew School Districts

Andrew CSD & Easton Valley CSD - 21st Century Grant Application

Memorandum of Understanding

Memorandum of Understanding (MOU) between Andrew CSD / Easton Valley CSD &
City of Preston

Purpose: The purpose of this MOU is to clearly identify the roles and responsibilities of each partner to:

- Connect youth with opportunities to engage in community improvement efforts
- Expand access to programming for youth
- Enhance student learning through enrichment opportunities
- Connect students with learning opportunities that are relevant to their interests
- Raise youth awareness of potential career opportunities and related-pathways

Background:
In the past, our schools have partnered with our city government to improve different aspects of our town and community. Service learning is something that is valued and promoted in our schools. Our towns, schools, and students have all benefited from opportunities to partner with city leadership in order to give back to our community through volunteer work and service projects. Our schools appreciate the opportunities that our students have been given to engage in civic-interests to improve the community we all call home.

Edit with the Docs app
Make tweaks, leave comments, and share with others to edit at the same time.

City Responsibilities:

- Continue to be a valued and supportive partner of the Easton Valley School District
- Welcome school leaders (staff & students) to meetings to discuss efforts to improve our community
- Provide support for onsite programming related to civic interests
- Provide preferred access to city-owned property such as parks and lands to support student programs

Funding:

This MOU does not include the exchange of funds between either parties. Any monetary value that is identified will be indicated as "in kind" value for support and/or services provided.

Effective Date and Signatures:

This MOU shall be effective from the time of signatures through the potential expiration of the 21st Century Grant Funding, which would be available to the schools between July 1, 2021 - June 30, 2026.

Andrew CSD and Easton Valley CSD Signature:

Superintendent Date: 12/8/20

Program Partner: City of Preston Signature:

MAYOR Date: 12/8/20

Andrew CSD & Easton Valley CSD - 21st Century Grant Application

Memorandum of Understanding

Memorandum of Understanding (MOU) between Andrew CSD / Easton Valley CSD & City of Andrew

Purpose: The purpose of this MOU is to clearly identify the roles and responsibilities of each partner to:

- Connect youth with opportunities to engage in community improvement efforts
- Expand access to programming for youth
- Enhance student learning through enrichment opportunities
- Connect students with learning opportunities that are relevant to their interests
- Raise youth awareness of potential career opportunities and related-pathways

Background:
In the past, our schools have partnered with our city government to improve different aspects of our town and community. Service learning is something that is valued and promoted in our schools. Our towns, schools, and students have all benefited from opportunities to partner with city leadership in order to give back to our community through volunteer work and service projects. Our schools appreciate the opportunities that our students have been given to engage in civic-interests to improve the community we all call home.

Andrew CSD and Easton Valley CSD Responsibilities:

- Handle all day to day responsibilities of managing the program
- Contact the city about opportunities to support and get involved with the after school program
- Provide transportation to any field experiences related to the program enrichment opportunities
- Provide access to school facilities to support programming

City Responsibilities:

- Continue to be a valued and supportive partner of the Andrew School District
- Welcome school leaders (staff & students) to meetings to discuss efforts to improve our community
- Provide support for onsite programming related to civic interests
- Provide preferred access to city-owned property such as parks and lands to support student programs

Funding:

This MOU does not include the exchange of funds between either parties. Any monetary value that is identified will be indicated as "In kind" value for support and/or services provided.

Effective Date and Signatures:

This MOU shall be effective from the time of signatures through the potential expiration of the 21st Century Grant Funding, which would be available to the schools between July 1, 2021 - June 30, 2026.

Andrew CSD and Easton Valley CSD Signature:

Brandon Kirchhoff Date: 12/9/20

Program Partner: City of Andrew Signature:

Mayor Date: 12/9/20

Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) *between Andrew & Easton Valley LEAP and Irish Meadows Alpaca Farm*

This is an agreement between "Program", hereinafter called Andrew & Easton Valley LEAP and "Partner", hereinafter called Irish Meadows Alpaca Farm.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to supporting Andrew & Easton Valley LEAP.

In particular, this MOU is intended to:

- Expand access to programming for more youth
- Enhance students' learning through enrichment

II. BACKGROUND

Irish Meadows Alpaca Farm has been a partner with us for many years. They provide the students a great experience and let them know about other ways to farm with animals than just cows, chickens, and pigs. The kids get to touch the animals, lead the animals on a little walk, and overall gain an appreciation for the Alpaca.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Andrew & Easton Valley shall undertake the following activities:

- Schedule a time to bring the students out for a field trip
- Line transportation up to get students to and from the farm

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Irish Meadows Alpaca Farm shall undertake the following activities:

- Provide instruction on how an Alpaca farm operates
- Provide the field trip to the students at no cost
- Have people show the students the different aspects of the farm
- Teach the students how to lead an Alpaca and allow students to lead one on their own.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:
As long as Andrew has an after school program, the students will be welcome to come out for a field trip at no cost.

VI. FUNDING
This MOU does not include the exchange of funds between the two parties. However, the Irish Meadows Alpaca Farm does offer this trip to the program free of charge.

VII. EFFECTIVE DATE AND SIGNATURE
This MOU shall be effective upon the signature of Andrew & Easton Valley LEAP and Irish Meadows Alpaca Farm authorized officials. It shall be in force from 8/2021 to 5/2026.

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and Dates

Andrew & Easton Valley LEAP

Brandon Kirchhoff

Date 12-9-2020

Irish Meadows Alpaca Farm

Julie Hulsey

Date 12-9-20

Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) *between Andrew & Easton Valley LEAP and Andrew Gardening Club*

This is an agreement between "Program", hereinafter called Andrew & Easton Valley LEAP and "Partner", hereinafter called Andrew Gardening Club.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to supporting Andrew & Easton Valley LEAP.

In particular, this MOU is intended to:

- Expand access to programming for more youth
- Enhance students' learning through enrichment

II. BACKGROUND

We have not worked with the Andrew Gardening club in the past, but both parties agree this could be a great partnership to enhance learning spring time learning opportunities for students.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Andrew & Easton Valley shall undertake the following activities:

- Schedule times for the Gardening Club to come in and work with students
- Work with the Gardening Club to make sure we have the needed materials, tools and equipment

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Andrew Gardening Club shall undertake the following activities:

- Supply volunteers to help teach the students about gardening
- Work with students to create a gardening space(s) around the school
- Help supply tools and equipment needed to garden while working with the students.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:
As long as Andrew has the after school program, the Andrew Gardening Club is happy to educate and work with the students in learning and creating a shared garden space.

VI. FUNDING
This MOU does not include the exchange of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE
This MOU shall be effective upon the signature of Andrew & Easton Valley LEAP and Andrew Gardening Club authorized officials. It shall be in force from 8/2021 to 5/2026.

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and Dates

Andrew & Easton Valley LEAP
Brandon Kirchhoff
Date 12-9-2020

Andrew Gardening Club
Karen Gerlach
Date 12-9-2020

Andrew CSD & Easton Valley CSD - 21st Century Grant Application

Memorandum of Understanding

Memorandum of Understanding (MOU) between Andrew CSD / Easton Valley CSD & Jackson County Economic Alliance

Purpose: The purpose of this MOU is to clearly identify the roles and responsibilities of each partner to:

- Connect youth with opportunities to engage in community improvement efforts
- Expand access to programming for youth
- Enhance student learning through enrichment opportunities
- Connect students with learning opportunities that are relevant to their interests
- Raise youth awareness of potential career opportunities and related-pathways

Background:
In the past, our schools have partnered with Jackson County Economic Alliance in a number of different ways. Our schools and JCEA share many of the same interest in improving our schools, job opportunities, and communities as a whole. JCEA has been a strong and committed partner in helping us connect with area businesses in order to expand career pathways for the students that we serve.

Andrew CSD and Easton Valley CSD Responsibilities:

- Handle all day to day responsibilities of managing the program
- Contact the JCEA about opportunities to support and get involved with the after school program
- Provide transportation to any field experiences related to the program enrichment opportunities
- Provide access to school facilities to support programming

JCEA Responsibilities:

- Continue to be a valued and supportive partner of the Andrew/Easton Valley School Districts
- Attend meetings to discuss opportunities to connect our students with businesses in Jackson County that could serve as viable career options for students
- Offer to speak with students onsite about career opportunities in our community
- Work with program leaders to grow support for our before and after school programming

Funding:

This MOU does not include the exchange of funds between either parties. Any monetary value that is identified will be indicated as "in kind" value for support and/or services provided.

Effective Date and Signatures:

This MOU shall be effective from the time of signatures through the potential expiration of the 21st Century Grant Funding, which would be available to the schools between July 1, 2021 - June 30, 2026.

Andrew CSD and Easton Valley CSD Signature:

Date: 12/9/20

Program Partner: JCEA Signature:

Date: 12/9/2020

Memorandum of Understanding (MOU)

***MEMORANDUM OF UNDERSTANDING (MOU)** between*

***Andrew & Easton Valley LEAP** and*

Clinton Community College

This is an agreement between "Program", hereinafter called Andrew & Easton Valley LEAP and "Partner", hereinafter called Clinton Community College.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to supporting Andrew & Easton Valley LEAP

In particular, this MOU is intended to:

- provide English literacy or basic education needs of family members of targeted students

II. BACKGROUND

Andrew CSD and Easton Valley CSD have partnered in a number of areas of the years. The most recent focus has been on expanding career pathways to students through career and technical education programming. In addition to offering opportunities for existing students, Clinton Community College has provided access to adult learners who are seeking to acquire new language skills or career technical skills.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Andrew & Easton Valley LEAP shall undertake the following activities:

- Provide meeting space for family event.
- Advertise for and seek out families to participate in events
- Provide 21st CCLC staff person at the event.
- Provide any supplies or materials needed for the event.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Clinton Community College shall undertake the following activities:

- Provide a staff to share information about opportunities at events.
- Provide brochures, handouts and program materials at events.
- Adult Education Program at Clinton Community College will co-plan and attend evening meetings at school sites to educate parents on these offerings: Education 2 Employment (short-term training), English as a Second Language courses, Basic Skills/ Literacy, HiSET preparation and testing, and a volunteer program.

- The value of this commitment is $1,200.00 per school year which reflects Clinton Community College staff time and materials such as brochures.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

- As long as the Andrew & Easton Volley Schools are having LEAP programming, Clinton Community College will have the option to partner with us as staffing allows.
- If at any time, Clinton Community College is unable to provide staffing, she may withdraw from the program.

VI. FUNDING

This MOU does not include the exchange of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Andrew/Easton Valley LEAP and Clinton Community College authorized officials. It shall be in force from 8/21 to 5/26

The Program and Partner indicate agreement with this MOU by their signatures.

Signatures and dates

[Insert name of Program]	[Insert name of Partner]
Clinton Community College	Andrew & Easton Valley CSD

Form H: Community Partner Official Notice

Districts that are eligible for a community partner to apply in a high need urban area MUST provide the Iowa Department of Education with official notice of who that partner will be and a description of the partnership and how it will benefit at-risk children in the community.

Failure to provide this official notice will result in ONLY the district application being accepted for grant review. The Community Partner application will not be read but will have the option of re-applying the following year.

District: N/A

Number of High Schools (Must have 2 or more to qualify) N/A

Program Director N/A

Date_____ Notice MUST be received by November 15th via email to vic.jaras@iowa.gov

Community Partner Name: N/A

Community Partner Director: N/A

Email: _____ Cell Phone: _____

Provide a brief statement of the partnership with your community partner and how it will impact at-risk children in your district.

This is to provide the assurance that both parties have read the application and will adhere to the federal and state requirements of the grant.

District Signature: N/A Date: _____

Community Partner Signature: N/A Date: _____

1. Proposal Abstract (Max 2 pages)
Total amount requested: $298,800 per year -- $896,400 over 3 years
Total number of students served: 241 **Total cost per student:** $10.00

Student Needs Assessment: Under the Andrew CSD umbrella, Andrew Elementary (FRL - 40.74%) and Middle Schools (FRL - 44.00%) offers preK-8th and has an enrollment of 180, and Easton Valley CSD's Elementary School (FRL - 47.96%) offers preK-6th and has an enrollment of 254. During the 2019/2020 school year, Easton Valley experienced chronic absenteeism with the elementary school at 12.6%, jumping from 5.9% the previous school year. Andrew also experienced chronic absenteeism (K-8) at 17% declining from the previous year by 6.6%. Students at both districts are slipping because of the pandemic. The lower grades were hit particularly hard. In Winter 2019, Andrew's 1st graders were 68% proficient in reading; in the Fall of 2020, this same group is at 23%. Easton Valley's 1st graders were at 67% reading proficiency in Winter 2019 but in the Fall of 2020, were at 52%.

For these reasons, Andrew and Easton Valley Community School Districts are partnering to provide an out of school program, building on the success of Andrew's prior grant called Leader Education After School Program (LEAP). This program will improve students' academic growth toward proficiency, and improve student engagement in Reading and Math. LEAP will serve 231 at risk students from Andrew Elementary and Middle Schools and Easton Valley Elementary School.

Project: LEAP will take place in a safe and easily accessible facility and provide many opportunities for community members, especially students, parents, and senior citizens to volunteer. Programming includes constructive learning activities, partnered with adult guidance through school and community-based academic and youth development programs. All sites will offer the equivalent of services for 60 hours per month during the school year and 30 days of summer school. The LEAP schedule is as follows:

The LEAP schedule at all three school sites (Andrew Elementary and Middle School, Easton Valley Elementary School) will be: Before school: 7:00 am - 7:40 am. Attendance, computer time, age specific instruction, USDA approved snack, homework, physical activity. After school: 3:30 pm - 5:30 pm. (3:30-3:45) Attendance and USDA approved snack, (3:45-4:15) Homework or reading, (4:15 - 5:30) – Academic enrichment, direct instruction, computer lab, academic support and enrichment, STEAM activity, family literacy (once a month). Summer school: 9:00 am – Noon. (30 days) Starting early June, 2021 and ending mid to late August, 2021. Attendance, academic enrichment, STEAM activity, physical activity, partner activity, family literacy (once a month), USDA approved snack.

Research Base: Both school districts used research and recommendations from several sources, such as the Iowa After School Alliance and the Global Family Research Project, to develop the new LEAP. Andrew and Easton Valley CSDs use the FastBridge assessment system. FastBridge are assessments teachers have background knowledge in, align to their instruction, and understand how to use the student feedback.

Management and Sustainability Plan: The LEAP leadership structure is as follows: Parent Advisory Group (Parent Lighthouse and PAC 4 Kids) > School Principals > Site Coordinators. The districts will provide PD opportunities to LEAP staff throughout the school year using the Iowa Professional Development model to ensure best practice. Program partners volunteer by helping raise funds to support the valuable learning activities, provide programming and activities to expand student learning, donate food and/or goods to keep program costs down, and provide adult mentoring and/or activity supervision. Clean and safe transportation

which accommodates everyone will be available, along with safe and accessible facilities and services with appropriate accommodations. Working closely with the evaluator and having regular program meetings, the partnership will continually look for ways to improve and sustain LEAP.

Communication Plan: The site coordinators, and school principals will communicate regularly about coordinating resources, use of school facilities, and progress of program and activities. LEAP teachers will have a regular exchange with classroom teachers to discuss individualized areas of concern and progress. A webpage, Facebook page, and marketing materials will be developed which will include program activities, goals, and objectives, using simple, easily understood language and graphics.

Partnerships: LEAP has a diverse group of partners who were involved in the planning and who are poised to provide academic enrichment activities and youth development activities. The partners through the Parent Advisory Group will be involved in program assessment, evaluation, decision making, recruiting new partners, promoting the program, and sustaining the program.

Evaluation: Dr. Edward Gronlund, Executive Director, Mississippi Bend Area Education Agency Office, will serve as the external evaluator. The districts will plan and conduct a comprehensive, rigorous local evaluation of program effectiveness and use the evaluation results for ongoing program monitoring and assessment, including communicating the impacts of LEAP longer-term. All evaluation results will be made available to partners and the public by posting on the program's web page and following other communication plan protocol.

Budget Narrative: The Andrew CSD will spend 21st CCLC funds appropriately and submit regular claims to the Iowa Department of Education for reimbursement. The following budget information for the LEAP is based on one year of funding, for both program sites: Program (Personnel, Contracted Services, Materials & Supplies, After School Snacks and Meals) – $237,956 (79.63%); Professional Development (Personnel, Contracted Services, Materials & Supplies) – $14,940.00 (5.00%); Student Access (Transportation, Facility Safety and Accessibility) – $23,904 (8.00%); Evaluation (Contracted Services, Materials & Supplies) – $4,000 (1.33%); Other Admin Costs – $10,000 (3.34%). The Andrew CSD will supplement funds from other sources to support the proposed project. Total request for year one is $298,800.

Competitive Priority Status: This project proposes to serve the small rural communities of Andrew (pop. 446) and Miles (pop. 422). Please see the attached population documentation from data.census.gov.

2. Student Needs Assessment (Max 3 pages)

2.1 Evidence of Student Need: Andrew Community School District and Easton Valley Community School District are two small school districts in Jackson County. Andrew comprises Andrew CSD, and the communities of Miles, Preston, and Sabula make up Easton Valley CSD. The district communities contend with low educational attainment, single parent household, and aging housing stock, as shown in the table to the right.

Indicator	Andrew	Miles	Preston	Sabula	Jackson Co	Iowa
Ed. level (BA degrees) individuals ≥25	11.9%	21.2%	11.2%	13.2%	18.8%	28.2%
Single parent hh with children < 18 residing	48.89%	35.42%	30.81%	36.36%	27.64%	27.53%
Homes built before 1970	71.84%	68.69%	71.59%	84.39%	69.66%	65.98%

Student Poverty: Under the Andrew CSD umbrella, Andrew Elementary and Middle Schools offers preK-8th grade and has an enrollment of 180 students. Easton Valley CSD offers preK-12th and has an enrollment of 643. Easton Valley Elementary school holds grades preK-6th with an enrollment of 254. All three schools qualify under the Title 1 free and reduced lunch percentage for this 21st CCLC grant, as shown in the table to the right.

FRPL Eligibility	
School	**Eligibility**
Andrew Elementary School	40.74%
Andrew Middle School	44.00%
Easton Valley Elementary School	47.96%

During the last school year, 26 students were enrolled in the food backpack program (food sent home on weekends/long holiday breaks) at Easton Valley and 6 at Andrew. Easton Valley and Andrew also utilize the backpack program to select families who staff members can help provide gifts and food for various holiday seasons. Easton Valley's backpack program is a community wide effort as the local churches help support and coordinate the program to provide community wide support.

Student Need: Absenteeism in the early school years, especially among low-income children, has detrimental effects on school success. During the 2019/2020 school year, **Easton Valley experienced chronic absenteeism with the elementary school at 12.6%, jumping from 5.9% the previous school year. Andrew also experienced chronic absenteeism (K-8) at 17% declining from the previous year by 6.6%.** With historically high absentee rates for these schools, high FRL rates, and the fact that Easton Valley has had no formal out of school programming at the elementary school, it's easy to see how students may fall behind, and the chart (below, left) for Easton Valley illustrates this for reading based on Iowa Assessments data. Because Andrew CSD had a 21st CCLC program in place, reading proficiency rates for the same school years were 99-100%.

School Year	3rd	4th	5th	6th
16/17	61%	80%	91%	72%
17/18	68%	73%	79%	74%
18/19	65%	73%	53%	62%

Easton Valley's math proficiency rates are also low as illustrated, right. Contrarily, in the last year of the funded 21st CCLC grant, Andrew's 3rd, 4th, and 5th graders were 100% proficient in math.

School Year	3rd	4th	5th	6th
16/17	61%	57%	50%	53%
17/18	53%	70%	57%	45%
18/19	70%	57%	63%	56%

However, students at both districts are slipping because of the pandemic, as shown on the next page. The COVID-19 closure impacted the younger students (last year's kindergarten and 1st grade groups) at Andrew who needed more teacher instruction and practice on the basis of how to read as opposed to affecting the students in the upper grades who already knew how to read. The Easton Valley data indicates more students than typically seen from year to year declined in reading proficiency due to the COVID shut down. The lower grades were hit particularly hard.

Available School and Community Resources: Andrew CSD has been operating a successful 21st CCLC grant for five years, with the last funded school year being 2019/2020. The program included research-based academic support activities, leadership training, and engagement in a variety of interesting activities that sparked student interest in new areas. The program leaders, partners, and stakeholders decided to continue the program after grant funding ended June 2020. The program has sustained its academic support for students during the 2020/2021 school year.

Grade Level ('20 school year)	Winter '19	Fall '20
Reading FAST Scores		
EV Kindergarten	79%	70%
EV 1st Grade	67%	52%
Andrew 1st Grade	68%	23%
EV 2nd Grade	57%	39%
Andrew 2nd Grade	52%	47%
EV 3rd Grade	61%	54%
Andrew 3rd Grade	59%	60%
EV 4th Grade	70%	52%
Andrew 4th Grade	65%	67%
EV 5th Grade	68%	75%
Andrew 5th Grade	67%	75%
EV 6th Grade	66%	66%
Andrew 6th Grade	77%	75%

To improve attendance, a new part time Success Coordinator assists in looking at attendance, sending letters, and talking with families about the importance of being in school. To go along with this, an Attendance team has been working hard at tightening language in student handbooks around attendance in efforts to decrease the amount of students who are chronically absent.

Since Andrew and Easton Valley CSDs share a superintendent and other staff, it only seemed fitting for Andrew CSD to continue and expand the program with Easton Valley. Easton Valley historically has had no out of school programming, other than students participating in the summer program through the Community Foundation of Jackson County last summer. Summer Adventure, a free, four-week program, provides an opportunity for students to explore reading in the morning and enjoy afternoon enrichment activities. In 2019, 75% of Jackson County students who attended maintained or improved their reading proficiency over the summer months. Also, another community resource to note, is that 13+ Little Free Libraries have been installed throughout the county and the Dolly Parton Imagination Library has seen an increase in enrollment.

Easton Valley has an active PTO, PAC 4 Kids, that provides enrichment activities outside of the regular school day for families like author visits, STEM events, transportation for field trips. Easton Valley utilizes the Silo's and Smokestacks grant to allow our fourth grade students to tour the Herbert Hoover Historical Museum.

How the Program Will Address Needs – The new Leader Education After School Program (LEAP) will support the district's goals to improve student's academic growth toward proficiency and improve student engagement in reading and math. Information will be transmitted to families with limited English proficiency by communicating to them orally and providing simple written material. ESL students and their families will be accommodated by providing free language assistance, translated materials, and when necessary, an interpreter will be provided. LEAP activities will complement regular school day activities. The program will include research-based academic support activities, leadership training, and engagement in a variety of interesting activities that will spark student interest in new areas. Aside from reading and math activities or homework help before and after school, LEAP will provide enrichment activities like fieldtrips, cooking classes, reading games etc, geared to support math, science, and reading education.

Transportation, safety, and accessibility needs of students and parents: During the school year, students participating in the before and after school portions of LEAP are typically dropped off and picked up by a parent or guardian. The LEAP helps working families keep their kids in a safe and nurturing environment until parents are able to pick up when they are done with work. All class buildings are fully accessible from the outside, as well as easily maneuverable by all on the inside. With a reliable transportation system already in

place, and fully accessible and safe facilities, LEAP will be easily adapted to provide yearlong support to students and families, and together with community partners, will support student academic achievement.

2.2 Stakeholders Engaged in the Identification of Needs and Development of the Program: Andrew CSD has a diverse group of partners and stakeholders already in place for their successful out of school program. The partners provide an array of educational experiences that are highly attractive to students which increases student participation. The partners raise funds to support valuable learning activities, provide programming and activities to expand student learning, donate food and/or supplies to keep program costs down, and volunteer so that the program may provide adult mentoring and/or activity supervision to expand access to more interesting activities. The partners also provide community involvement opportunities so that students see first-hand the civic contribution by their parents and neighbors.

Currently, Andrew CSD offers after school programming for school-age students that is well attended. Unfortunately, an hourly fee is required so the program can be funded. As a result, there is limited participation from students who are of the highest need. However, last summer, Andrew CSD was fortunate to receive additional funding that allowed for expansion of offerings to include students who may not otherwise be able to afford academic and enrichment programs. In these summer programs there is typically more interest than there is space available. For the past few years, participation had to be limited by identifying students with the highest needs for participation. It was extremely exciting to be able to expand these opportunities to all students consistently throughout the year, regardless of each student's socioeconomic status. All students were able to attend for free. Project partners will continue to seek input from parents and the community stakeholders to tailor programs so that student needs are aligned with program offerings.

Youth: The Easton Valley high school Educational Leadership Program provides students with a free period the opportunity to help elementary students with reading, using materials and resources provided by the teacher that support students' goals. A JH/HS Sponsor will guide the middle school and high school student council leadership groups to help determine enrichment activities and how to successfully engage students in having a voice to support their interests and learning needs. Students will also be supported in learning the importance of goal setting and writing, and how to track goal progress. Staff will capitalize on these opportunities by helping to strengthen relationships between elementary students and their mentors so they can successfully transition to junior high. In Andrew, staff rely heavily on input from student participants to identify and offer opportunities that align with their needs and interests. This outreach has been conducted in the past through surveys and meetings with student leaders. This has served as a beneficial practice by increasing after-school program participation and enhancing each child's experience.

Parents: The district's two parent organizations, Parent Lighthouse and PAC 4 Kids, are groups that engage parents. They raise funds for instructional programs and regularly inform parents and the community about school events through Facebook and notes sent home. These groups also serve as a liaison between other parents and the school district, conveying to the district what parents want in an out of school program.

Community Groups and Partners: A wide variety of community stakeholders and partners were engaged in the identification of needs and development of the program. Fortunately, parents serving on the parent organization have direct affiliation with LEAP program partners since many of them are employed by, or represent, these community-based organizations.

The following are some of the organizations and individual partners engaged in identifying needs and developing the new LEAP: Heidi Lippens, Amanda Carlson, Preston Public Library, Maquoketa State Bank, Jackson County Conservation, The Jackson County Campaign for Grade-Level Reading, etc. These organizations will be active partners in the new LEAP, providing services and activities that directly support the program. Please see the attached MOUs for more information on these and other community groups and partners.

3. Project (Max 4 pages)

3.1 – 3.4 Link to Student Needs; Proposed Services; Family Literacy/Engagement; Goals, and Objectives: Achievement gaps, student poverty, and other indicators illustrated earlier have led to collaborative efforts to expand Andrew CSD's out-of-school program to Easton Valley CSD. Following is a summary of curriculum and research-based components that the Andrew and Easton Valley CSDs use during the regular school year and will use in the new LEAP:

As part of implementing the Early Literacy Implementation (ELI) law in Iowa, Andrew CSD participates in having students in grades Kindergarten through 6th grade complete a literacy universal screener three times per year (fall, winter, spring) that is supported through the state called FAST (Formative Assessment System for Teachers). The screener is intended to provide more information about a student's knowledge in the area of literacy and guides the teachers next instructional steps in the area of letter identification, letter sounds and phonics skills in the lower grades and screens for reading accuracy and fluency in 2nd through 6th grade.

Following the screener, if a student does not demonstrate proficiency, the teacher completes a diagnostic assessment with the student which allows the teacher to identify the specific skill that a child needs additional instruction in and this instruction is provided during our district WIN time. Students participate in this intervention until the following screening period and students are progress-monitored weekly to observe how students are making growth in this specific skill.

The multiple administrations will provide teachers with student academic progress updates to identify academic interventions during the school year to improve student performance. LEAP will use surveys to gather and tabulate feedback regarding teacher perceptions of homework completion, class participation, and student behavior change. The regular day teachers will monitor student homework, class participation and student behavior during the school year. The program leaders will use these insightful teacher conversations, data recording, and year-end review to collaborate with regular day teachers to improve the program for students.

Based on the needs assessment, LEAP will offer activities illustrated in the table below.

Activity Type	**Need and Activity that Addresses Need**	**Curriculum**	**Eligible Federal Activities**
Academic	**Reading:** Students to take diagnostic assessment to focus skills needed to improve reading fluency and/or comprehension. Small groups developed to provide resources to support growth for student's goal.	FastBridge, instructional units aligned with Iowa Core Standards	2
	Math: Students to take diagnostic assessment to focus on skills needed to improve math concept and problem-solving skills. Small groups developed to provide resources to support growth for student's goal.		3
	Math and Reading: Classroom hands-on and group activities; Jackson County Conservation – "Feathers, Fossils, and Fuzz", "The Pond Builder", etc;		1, 2, 3, 16
	Social Emotional Behavioral: Leader In Me; Second Step; Zones of Regulation; AIM		17
Enrichment	**Math and Reading:** Xtra Math; Scholastic Reading, Read Naturally; Photography, youth workshops enhancing student academic performance, intergenerational art class;	FastBridge, Bellevue State Park,	1, 2, 3, 4, 6, 7

	homework helpers: High School Ed Leadership, Room Parents, Foster Grandparents	Mississippi River Museum, Maquoketa Art Experience, Methodist Church, Kiwanis	
	Behavioral: Swim lessons, fishing, snowshoeing, hiking, water safety education; Group activities - geocache, garage band, imovie; Monthly community awareness - Kids choose community project (plant trees, park clean up); Area Substance Abuse Council (monthly presentations on: prescription drugs, alcohol, resource info, etc.); Field trips to museums, historic places, and cultural events		5, 8, 14, 10, 16,
Family Literacy/ Engagement	**Reading:** Local author visits; Dolly Parton Imagination Library sign up and reading event; grade level reading family events; Re-creation (reading a text or story and acting it out); Back to School event (LEAP program sign up and scavenger hunt); Ice Cream Social (family reading time with donated ice cream); Books for Bingo; English as a Second Language courses, Basic Skills/ Literacy	Scholastic, GLR, Library, Clinton Community College	1, 2, 4, 12,

The goals and objectives for students in LEAP include:

Goals	**Objectives**
Academic: Students will show accelerated growth in reading/language arts, and math.	• Percentage of students with positive reading growth. • Percentage of students with positive math growth. * Measurement: FastBridge® scores
Enrichment: Students will participate in new activities and programs such as leadership opportunities; and setting, monitoring, and reviewing goals with an adult.	• Number of students modelling *7 Habits of Highly Effective People.* • Number of students growing in leadership traits. * Measurement: Teacher surveys
Family Literacy/Engagement: Families will have increased opportunities to be actively engaged in literacy growth of their children and increase their own literacy levels.	• Percentage of students with increased knowledge of words. • Number of students showing more interest in reading. • Number of students' families more engaged in their children's reading activities. • Number of families attending community reading activities. * Measurement: Parent surveys and *FastBridge*® scores

LEAP will take place in a safe and easily accessible facility and provide many opportunities for community members, especially students, parents, and senior citizens to volunteer. Volunteering will provide high school students opportunities for service hours by being homework helpers and assisting with field trips. Senior citizens will be recruited to read to students during program hours and attend family literacy events. Parent volunteers will be needed for activities and provide additional support at home for students to excel. Program staff will follow the protocol of the Communication Plan as they support the program goals and objectives reflected in all program activities to assess accomplishments and concerns and regularly communicate with the Parent Advisory groups to undertake decisions jointly.

The LEAP schedule at Andrew Elementary and Easton Valley Elementary will be: **Before school:** 7:00 am - 7:40 am. Attendance, computer time, age specific instruction, USDA approved snack, homework, physical activity. **After school:** 3:30 pm - 5:30 pm. (3:30-3:45) Attendance and USDA approved snack, (3:45-4:15)

Homework or reading, (4:15 - 5:30) – Academic enrichment, direct instruction, computer lab, academic support and enrichment, STEAM activity, family literacy (once a month). **Summer school:** 9:00 am – Noon. (30 days) Starting early June, 2021 and ending mid to late August, 2021. Attendance, academic enrichment, STEAM activity, physical activity, partner activity, family literacy (once a month), USDA approved snack.

In addition to the academic opportunities and support, LEAP will significantly increase opportunities to enhance students social and emotional growth. By targeting low income students for participation, LEAP staff are able to make a transformational impact in their lives. Rather than returning home to an empty house after school every day, Andrew CSD and Easton Valley CSD students will engage in quality programs led by teachers, community members, older student mentors, and trained professionals in a variety of areas. All of these activity leaders will serve as mentors by forming healthy relationships and expanding students network of trusted adults who will offer guidance now and in the future.

The new LEAP will have a special focus on family literacy and engagement events that promote literacy, literacy skills, highlight youth accomplishments, etc. According to The Campaign for Grade-Level Reading, starting in the early grades, the percentage of students missing 10 percent of the school year can reach remarkably high levels, and these early absences can rob students of the time they need to develop literacy skills. LEAP partners want to keep chronic absences at bay and with the new Success Coordinator, absences have decreased, but involving family in literacy activities and events will help families help their students to attend school regularly. Activities and events will include a LEAP booth at the annual Back to School event, where families can sign up for and learn about the program, and play a scavenger hunt game (an alphabet hunt for the smaller kids and finding a moving object and adding it to a story for the older kids); Family Literacy night (Three+ events every year, with families activities, guest author speaking to families about book development); Ice Cream Social (New Scholastic books purchased and read with parents, donated ice cream), Books for Bingo (Three+ times a year where families can come and play bingo and books are prizes).

3.5 Alignment with School Day Instruction, Relationships with School-Day Staff, State and National Standards, and CSIP: The LEAP Program Director, school principals, site coordinators, and teachers will communicate regularly about resources, school facilities use, and program progress. LEAP curriculum will align with the regular school day to ensure participants have ample opportunity to reinforce and practice skills needed to succeed. This will be achieved through relationships with school-day staff, alignment with state/national standards, and direct support of the district's goals to improve math and reading proficiency scores.

The districts will collaborate with community partners to identify licensed teachers to work in LEAP. If non-district staff are employed, a smooth transition between regular and after-school teachers will exist through communication: combining meetings or training opportunities, and identifying preferred communication methods (e.g., a note, text, e-mail, etc.). Examples of how regular and out of school curriculum will connect includes: LEAP teachers will work with daytime teachers to plan field trips and projects aligned with math and science lessons, coordinate with partners for reading events and physical activities/group learning where students feel like they belong.

3.6 Applicant Experience: The Andrew Community School District administered a successful 21st CCLC grant for five years, ending with the 2019-2020 school year. The ***Andrew Community School District Leader Education After School Program*** (ALEAP) program leaders relied on the Parent Lighthouse which is the school's PTO (parent-teacher organization). Parent Lighthouse was a valuable resource because this group had a deep understanding of why the program was created – to meet the community's need for learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students struggling academically and/or students needing support to expand their interests. The group was able to share the program's ability to meet state and local student learning standards in core academic subjects, such as reading and math; the program's opportunities to offer students a broad array of enrichment activities that can

complement their regular academic programs; and the program's ability to offer literacy and other educational services to the families of participating children. Therefore, the PTO has had an ongoing role to ensure the program is relevant to student needs. The program leaders and principal, along with volunteers and community partners, provided for a successful program. Although the District did not apply for the 21st CCLC grant in 2019 because their FRL rates were under 40%, they were still able to offer a program to families during the 2020/2021 school year.

The program's objectives include student academic growth, leadership development, effective learning behaviors, goal setting skills, and expanding student interests. Therefore, the program meets the community and regional needs of area children by improving academic outcomes, providing positive social-emotional growth, and expanding learning opportunities and interest areas. The program also has a focus to meet a community need for simultaneously expanding learning opportunities for children and providing working parents with a safe before, after and during the summer option for their children.

Generally, the program includes research-based academic support activities, leadership training, and engagement in a variety of interesting activities to spark their interest in new areas. Students are not required to attend the before or after school program during the school year. Students are not required to attend the summer school program. The program has very good attendance every year; therefore, the program does not actively recruit. The program does not have a board of directors; however, the Parent Lighthouse or PTO is a guiding group of stakeholders that provide feedback and direction for the program.

Over the course of the 21st CCLC grant, the Andrew CSD Parent Lighthouse was able to **more than double the program's number of partners**. The additional partners increased the number of activities available to students to expand their learning opportunities. This is an example of school and community collaboration to continue providing all students with a variety of activities academically and also capture their interests. Another program highlight is the program has been able to accept all K-8 students that desire to attend. **The program has 75% of the school's enrollment participate in some aspect of the program's activities.**

Over the course of the funded grant, Andrew CSD students had positive reading and math growth and achievement gains were quantified using *FASTBRIDGE*.

	YR1 Literacy			YR2 Literacy			YR3 Literacy			YR4 Literacy			YR5 Literacy		
Grade Level	Growth #	Total #	%	Growth #	Total #	%	Growth #	Total #	%	Growth #	Total #	%	Growth #	Total #	%
K-8 Total	61	70	87	62	62	100	67	68	99	109	110	99	45	50	90

	YR1 Math			YR2 Math			YR3 Math			YR4 Math			YR5 Math		
Grade Level	Growth #	Total #	%	Growth #	Total #	%	Growth #	Total #	%	Growth #	Total #	%	Growth #	Total #	%
K-8 Total	60	70	86	55	62	89	57	61	93	101	112	90	47	50	94

Andrew Elementary School is a Leader in Me school and have recently become a Lighthouse School. Leader in Me (LiM) is an evidence-based, comprehensive-school improvement model—developed in partnership with educators—that empowers students with the leadership and life skills they need to thrive in the 21st century. Leadership is a choice, and for Leader in Me students, leadership choices are demonstrated most clearly through self-discipline. Negative interactions with peers and incidents of poor self-control in the classroom often arise from a lack of self-discipline. Students throughout Leader in Me Schools learn the skills of personal and interpersonal leadership and, consequently, their self-discipline increases while schoolwide discipline referrals inevitably decline. Andrew CSD embraces the belief that all students are leaders, all students have genius and students are empowered to lead their own learning. Easton Valley is a Leader in Me school as well.

4. Research Base (Max 1 page)

Research shows when quality and engaging out of school programming is offered, students attending regularly not only improve academically, they have a chance to explore their communities, and have a chance to interact with their peers from other classes and schools in a different environment, all in safe and encouraging settings.

Academic: Andrew and Easton Valley CSDs use the FastBridge assessment system. FastBridge assessments combine Curriculum-Based Measures (CBM) and Computer-Adaptive Tests (CAT) for reading, math and social-emotional behavior (SEB), and delivers accurate, actionable reports for screening, skill analysis, instructional planning, and more to ensure educators have the right tools and the right data to provide timely and targeted supports. FastBridge are assessments teachers have background knowledge in, align to their instruction, and understand how to use the student feedback. They have valid evidence and are administered multiple times during the school year. Both districts are concerned about learning loss due to the pandemic. FastBridge, in partnership with Illuminate Education produced a whitepaper in August 2020 titled *COVID Slide: Research on Learning Loss & Recommendations to Close the Gap*. Using cohort data from the prior year, researchers took scores from the FastBridge aReading, aMath and CBMreading assessments to estimate typical learning losses from the spring to fall. Analysis showed that while estimated score loss varied by assessment and grade level, with younger students showing more loss on aReading and aMath and older students showing greater losses on CBMreading, students across the board will start this school year behind where they are after a typical summer break. In early grades, K-3, more time should be spent on reading and math, even at the expense of other subjects. Both districts have seen this as illustrated in the table in Section 2 of this grant.

Enrichment: According to the Iowa After School Alliance, evaluations of summer programs have shown that without linking intensive academic assistance with enrichment activities, like physical fitness, field trips, the arts, and leadership opportunities, students do not improve over the summer. The Alliance also says programs that pair academic assistance with enrichment are successful in raising proficiency over the summer, especially in reading, because they integrate core concepts, including reading, writing, and mathematics, into their programming throughout the day; that this does not require certified teachers and often is more cost efficient. Furthermore, these summer programs are more likely to have sustained attendance because of the enrichment provided. LEAP will provide a great balance with enrichment activities that promote a sense of belonging and teamwork that will keep students wanting to come back.

42% fewer discipline incidences than expected based on a statewide sample of Leader in Me schools and their pre Leader in Me trajectory compared to matched controls (https://www.leaderinme.org/research-highlights-leadership/)

Lighthouse Schools serve as models of leadership and mentors to other schools. Andrew Elementary is the 4th Iowa school to become a Lighthouse School and there are only 280 Lighthouse Schools in the world. The Leader in Me Lighthouse School title is awarded by Franklin Covey to honor the attainment of a well-rounded leadership model. Andrew CSD believes supporting students in living out the 7 Habits of Leadership, which is a LEAP enrichment activity, and expanding the program to Easton Valley will nurture even more future leaders. Giving students this unique opportunity lends itself to fewer discipline incidences, expanded on to the right, which leaves more time for learning and thriving.

Family Literacy: In October 2018, a new report, "Joining Together to Create a Bold Vision for Next-Generation Family Engagement: Engaging Families to Transform Education," was released by the Global Family Research Project, who was commissioned by the Carnegie Corporation of New York. The challenge they put forth in this report is to shift mindsets and encourage continuing innovation in family engagement by enabling families to be involved in their children's development and learning pathways from birth on. Strong research support and innovative practices show that family engagement is a key component of creating comprehensive learning pathways for children. In partnership with the district's parent teacher organizations, LEAP will have an array of family literacy activities like monthly literacy night at the library with community guest readers, Dolly Parton Imagination Library reading and program sign-up events, and more, in an effort to continuously engage families in regular literacy events.

5. Management and Sustainability Plan (Max 4 pages)

5.1 Effective Staffing: Staffing – The beauty of these two school districts is that they share resources, calendars, and staffing. The Andrew and Easton Valley CSD's Leader Education After School Program (LEAP) will be led by two onsite coordinators who will report to the school principals and the parent advisory groups. These two coordinators will collaborate on a weekly basis to expand their outreach to community partners, improve efficiencies, and strengthen program impact for the students.

Recruitment and Retention – The current program has had a change in staff during the years of the funded 21st CCLC grant, which ended with the 2019/2020 school year. The program's initial strong implementation of getting parent/stakeholder and partner involvement from the beginning has allowed the program to remain highly effective each year while the program staff turned over. The new LEAP will be staffed by an onsite coordinator at each location, highly qualified teachers, and non-certified educators employed in the schools.

The program leaders will meet monthly, the first Wednesday, with the PTOs. The PTO meetings provide an opportunity to continually have conversations and assess program outcomes. The PTOs will provide assistance with programming suggestions, recruiting volunteers, and maintaining positive relationships with program partners. The PTOs will also organize fundraising events to support the program, similar to what the Parent Lighthouse group, Andrew CSD's PTO, has done over the years of the funded 21st CCLC grant.

Staff retention includes support to do extraordinary enrichment activities teachers always wanted to do but don't for lack of time during the regular school day, higher hourly program rate of pay, team environment among administrators and staff, and regular success celebration. Volunteer retention includes: Publishing pertinent new releases communicating community and business partners program involvement, annually and formally thanking non-school partners and volunteers through a special event and pairing it with a media release.

Professional Development – Professional development (PD) will be ongoing and supportive of the academic and enrichment opportunities offered. The districts will provide PD opportunities to LEAP staff throughout the school year using the Iowa Professional Development model to ensure best practice. Para educators who are assisting with LEAP are trained during all staff PD days. During these days, staff are trained in the Leader In Me, 95% group interventions, PRESS strategies, Read Naturally, as well as math interventions. ISU staff will also help train staff members on various STEM resources including Stemlit kits bee bots/dash and other robots.

Strong Leadership – The new LEAP will be led by an experienced program director who will work closely with building Principals and Site Coordinators. Through grant funds site coordinators will participate in school day team meetings, assist with data collection and evaluation activities, access educational materials, communicate with parents, group students according to specific academic needs, recruit volunteers, and assist with hiring, PD, and teacher supervision. Site Coordinators will be required to have a K-6 teaching background. LEAP leadership, including the building principals, site coordinators, and teachers will communicate as needed about resources, use of school facilities, and program progress. LEAP curriculum and content will be aligned with the regular school day to ensure participants have ample opportunity to reinforce and practice skills they need to increase achievement levels. This will be realized through relationships with school-day staff, alignment with state and national standards, and direct support of the districts' proficiency goals.

Volunteerism – Program's partners are essential to LEAP's success. The partners help raise funds to support the valuable learning activities, provide programming and activities to expand student learning, donate food and/or goods to keep program costs down, and volunteer so that the program may provide more adult mentoring and/or activity supervision. The partners also provide a community involvement feature so that students see first-hand the civic contribution opportunities. Andrew CSD's program has been successful because volunteers and community partners provide a multitude of varying support to make the program effective. The expanded LEAP will provide for more volunteer opportunities within the Easton Valley CSD.

Sustainability History – The Andrew CSD has re-prioritized funding to ensure sustainability of their program after the 21st CCLC grant ended. The following funds were used:

- Andrew Community School District General Fund – The previously funded program was a determining factor for families selecting schools.
- Federal Title I / Iowa K-3 Funding – Providing support for students in reading and math after school and during the summer program.
- Dropout Prevention Funding – The previously funded program is an effective strategy to prevent student from dropping out.

The Andrew CSD did continue the program, pulling from the above funding sources and charging a fee of $30.00 per weekday per quarter. So if a parent wanted one child to do every night for a quarter it would cost a parent a total of $150.

The program has expanded the number of program partnerships from 13 partners to 32 partners, which supports sustaining and expanding the program. Program leaders engaged more partners so program activities could expand and provide more diversity. Program leaders seek to continually provide students with a variety of experiences. Partners vary because many of them provide learning and/or interesting activities for students. The program leaders have varied these activities because some activities may not be conducive to annual repetition.

5.2 Student Transportation, Facilities, Services: Transportation: Transportation forms will be completed by students' parents/legal guardians which detail the logistics of the new program. Bus transportation will be provided with clean and safe district buses, operated by certified school bus drivers. After-school – Students will stay after school and physically sign in. All students will be signed out and picked up at the program sites by a parent, legal guardian, or approved designee. Before-school – LEAP students will be dropped off and signed in by a parent, legal guardian, or designee. Students will be signed out by LEAP teachers at the end of the before school portion. Summer-school – The LEAP base program sites will be Andrew Elementary and Easton Valley Elementary. The Andrew and Easton Valley CSDs will provide bussing for all registered students needing transportation to and from the LEAP program. A parent, legal guardian, or approved designee may also pick up/drop off students and sign them in and out. Teachers will sign in/out students who are bussed. A summer-school bus route will be developed to provide convenient, safe, and accessible locations, close to students' homes or daycare where parents and caregivers can easily meet their child. Students will also be bussed between program sites when necessary, as well as for off-site programming and field trips.

The districts transportation staff will develop schedules that accommodate regular and special needs students. All program staff have the experience to facilitate student transportation and will assure that it is done safely and efficiently. If the regular school day is cancelled because of inclement weather, there will be no before or after school programming.

Safe and Accessible Facilities and Services: The LEAP program sites are Andrew Elementary and Easton Valley Elementary, which are safe and ADA accessible. Just like during the regular school day, the buildings will be locked at all times and parents will be "buzzed" in and will sign in. Check out and check in forms will coincide with the transportation forms that were completed by the student's parent/legal guardian, outlining person(s) responsible for dropping off/picking up students. At the beginning of the program, fire and tornado drills will be conducted, so students know the proper protocol. Background checks will be required for anyone working or volunteering within the program, such as teachers, paraprofessionals, bus drivers, etc. Needs of ESL students will be accommodated by providing them with free and effective language assistance regarding transportation and the program in general. Both Spanish and hearing-impaired translation are available at each school for students and families needing these services. Field trip destinations and offsite events will be accessible to all.

5.3 Program Leadership Structure and Engagement of Stakeholder Advisory Group
Leadership Structure: The LEAP leadership structure is as follows: Parent Advisory Group (Parent Lighthouse and PAC 4 Kids) > School Principals > Site Coordinators.

Parent Advisory Group The Parent Lighthouse (PTO) is a guiding group of stakeholders who provide feedback and direction for the current program, which was previously funded by the 21st CCLC grant. This group is not only made up of parents, but of key community constituents who are also parents.

School Principals will be involved in coordinating resources, use of school facilities, and progress of program and activities. They may also receive general input from parents and other community partners on program improvements.

Together with the Parent Advisory Group, the School Principals will meet monthly, and communicate via email or by other means as needed, to carry out the following objectives:

- Monitor % of students that are increasing reading and math proficiencies
- Monitor student participation and attendance
- Participate in strategic planning and management of program
- Participate in program assessment
- Assess any pending issues and assist in making adjustments

Site Coordinators will organize the academic, enrichment, and family literacy activities, work closely with the school bus transportation department to assist in developing routes, facilitate regular communication with partners, support teachers in anything they need, and address any behavior issues with students and parents.

The protocol from the Communication Plan will be followed including the Site Coordinators formally making recommendations to the Parent Advisory group at the monthly meetings to discuss and make final decisions.

Stakeholder Advisory Group Engagement: The Parent Lighthouse group acts as the stakeholder advisory group and has been engaged since day one of the previously funded grant and continue to be engaged. This networking group within the community is continuously recruiting and identifying new partners and activities. The program leaders meet monthly, the first Wednesday, with Parent Lighthouse (Andrew CSD's PTO). The PTO meetings provide an opportunity to continually have conversations and assess the program outcomes. PTO provides assistance with programming suggestions, recruiting volunteers, and maintaining positive relationship with program partners. The PTO also organizes fund raising events to support the program. With this group already established, it will be seamless to pull in the Easton Valley PTO, PAC 4 Kids, and get them on board with engagement.

5.4A Sustainability Plan: Working closely with the evaluator and having regular program meetings, the partnership will continually look for ways to improve and sustain LEAP. The goals and objectives outlined in section 3 will be evaluated quarterly to determine what is and is not working, to continuously tailor instruction and enrichment for the greatest impact on youth with different learning styles and interests.

The original sustainability plan, is the current sustainability plan:

The LEAP will sustain the new program through the following efforts:

1. Ongoing professional development will build capacity in school staff to lead ongoing efforts beyond the term of the grant.
2. Community partners to provide in-kind services with outside sources funding ongoing resources.

3. *Parent Lighthouse* will continue its annual donation to the school district with part of the funding tagged for the ALEAP.
4. Creation of the Andrew Schools Education Foundation to receive corporate gifts to support the LEAP.
5. Resource allocation is prioritized by the district administration to continue support for low socioeconomic status students.

5.4B Prior Sustainability: The Parent Lighthouse Team raises money for school items. For this school year, they donated $6,000 to help with operating costs since Andrew CSD does not currently have a 21st CCLC grant. Parent Lighthouse has helped with the purchasing of snacks and other items in the past and have made an annual gift of $1,000 for operating needs during the five years of the funded grant. The partners have been a critical source in sustaining the program, and annually contribute services valued between $5,000 and $8,000 by either providing services at no cost or a discounted cost to the program.

The number of partners has increased every year with the prior grant. The Andrew CSD 21st CCLC program started with a total of 13 partners in year one of the grant, the 2015/2016 school year. In year two of the grant, the 2016/2017 school year, 19 more partners were added, for a total of 32 partners. In the 2017/2018 school year, year three of the grant, there were only 13 partners, but in year four, the 2018/2019 school year, partners grew to 32. In the final year of the grant, the 2019/2020 school year, the number of partners was at 32. The partners have been consistent over the course of the grant with some drop offs and gains throughout the years of the grant, likely due to a change in program leadership during year three.

6. Communication Plan (Max 1 page)

Outreach Strategies/Activities: Andrew is a small rural community and the LEAP program is providing a valuable educational service that is essential to families. As mentioned previously, the Parent Lighthouse group meets monthly, to discuss the program and ways to improve. The program leaders use Facebook, district website, Twitter, text messages, email, and flyers home to parents to communicate with families as well as promote the program activities. The current program leaders have found that Andrew community has an effective informal communication connection between parents, residents, and community members so that stakeholders are fully informed. Easton Valley CSD, serving the small rural communities of Preston, Miles, and Sabula, has a similar communication connection with their families. With Easton Valley on board with this new collaborative program, the following details the communication plan.

LEAP teachers will communicate regularly with the daytime teachers and have monthly and as needed meetings to discuss individualized areas of concern and exchange information on students' academic and behavioral progress. The Onsite Coordinators, and School Principals may also be present at these monthly meetings and included in any other conversations pertaining to coordinating resources, use of school facilities, and progress of program and activities. These meetings will also be an opportunity for continuous program improvements. Fortunately, a number of community-based organizations are involved in regular LEAP meetings since many parents are employed by, or represent, these different groups. For example, parents serving on the Parent Lighthouse have direct affiliation with Jackson County Conservation, Iowa State Extension, Ohnward Bancshares, the area YMCA, local government, and more. In efforts to incorporate activities beyond the reach of the committee, we have, and will continue to reach out directly to individuals and partners as needed.

When LEAP is awarded, program staff will survey and follow up with high school students, parents, and senior citizens in the community to gauge interest on actively participating in the program. A brief description of the program will be included along with questions about volunteering opportunities, program planning, program implementation, program evaluation, and on-going advisory or decision-making roles.

The webpage and marketing materials will be enhanced to promote the new expanded LEAP, recruit new partners, serve the target population, and provide a resource to staff, partners, parents, schools, youth, and community members/leaders to have further access to local data and information about the program. The webpage will be updated regularly. The existing Facebook page will be adjusted and posted to weekly in an effort to engage area high school and college students and include them in future planning. Program staff will be in charge of the Facebook page and regular posts. All materials will be available in Spanish, as well, and include recognition of 21st CCLC funds. The website will be in compliance with ADA requirements.

The school districts will communicate evaluation and accomplishments though partner meetings, community events, program webpage, newspapers, monthly school newsletters, etc. Target audiences for this information will be program staff, teachers, partners, parents, community members, and others who want to learn more about the impacts of the program. The goals include: Inform the audience of data outcomes and accomplishments; Recruit new partners; Recognize the hard work and support from program staff and partner members; and Cultivate new relationships for program sustainability. User friendly publications of program activities, goals, and objectives will be developed to share with partners so they can circulate to prospective partners and others who want to volunteer or support the program in another way. Problem-solving and assessment will be undertaken jointly between the partners and program staff in a way that the program staff, from their monthly meetings, will make recommendations to the stakeholder advisory group to discuss and make final decisions. The school districts will use speech that is clear and at the right level for the audience's understanding to include pictures, photos, graphics, and symbols that support both the spoken and written word; objects that can be used to stand for people, locations or activities; and interactive approaches for those with profound learning disabilities and communication needs.

Local evaluation reports can be found here: https://www.andrew.k12.ia.us/meet-l-e-a-p

7. Partnerships (Max 2 pages)

7.1 Existing Organizational and/or Programmatic Partnerships

Thanks to the Parent Lighthouse outreach efforts, the current program had a 246% increase in partners over the course of the funded grant. The groups described below is just a sample of groups who are able to directly provide a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs, technology education programs, and character education programs, which will reinforce and complement the regular academic program of participating students.

Upon grant award for the new program, a survey will be distributed to high school students, parents, and senior citizens pertaining to volunteering, program planning, program implementation, program evaluation, and on-going advisory or decision-making roles. Problem-solving and assessment will be undertaken jointly between the two PTOs (Parent Lighthouse and PAC 4 Kids), partners and program staff. Since this group will receive regular communication regarding the new LEAP program, and the Parent Lighthouse has been involved with the current program, they understand the importance of sustainability and have already begun searching for ways to sustain the activities once this new award is granted and will maintain on-going documentation of contributions from all sources. Below are examples of the existing relationships and programmatic partnerships that have been cultivated through Andrew's successful 21st Century grant and will continue with the new LEAP. Please see the attached MOUs that outline these and other partner participation.

Preston Public Library and Andrew Public Library: The libraries have partnered with Easton Valley and Andrew elementary schools in prior years in supporting literacy components for all students, and under the new LEAP, will continue to assist with literacy programming.

Maquoketa Area Family YMCA: The Maquoketa Y is a long-standing partner with Andrew CSD and will continue to partner in recreational programming and serve as a community event site with the new LEAP. They will assist in things like weekly after school programming; provide facility access, various recreational programs and swim lessons; host summer school events; provide Child Protection Background Checks for all volunteers, and employees, and much more as outlined in their MOU.

Andrew Parent Lighthouse/PAC4Kids – These two parent organizations for the districts have been phenomenal with their commitment to the new LEAP. The Andrew Parent Lighthouse has been a stakeholder in the Andrew program for the last six years. Both groups will act as advisory groups for LEAP, fundraise for the program, and fill in any needed gap funds.

Clinton Community College – The community college will undertake the following activities: The Adult Education Program at Clinton Community College will co-plan and attend evening meetings at school sites to educate parents on these offerings: Education 2 Employment (short-term training}, English as a Second Language courses, Basic Skills/ Literacy, HiSET preparation and testing, and a volunteer program

Cornelius Seed – Cornelius Seed has been a partner with Andrew CSD in many ways. They have participated in the schools mentoring program and they have welcomed student groups to tour the seed corn production facility and learn about various aspects of agriculture. They will continue to partner with the new LEAP by hosting fieldtrips to the facility and onsite programming in the agriculture field.

National Mississippi River Museum – The River Museum is a seasoned partner and the students always enjoy activities involving this organization. The students love learning about the animals, getting to see real animals, and the remains of other animals. The River Museum is excited for the new LEAP and will partner by providing group discounts for fieldtrips and transport animals to programming sites for engagement.

Amanda Carlson: Ms. Carlson is a teacher at Easton Valley elementary school and has taught orchestra for serval years. Amanda owned her own business and still provides lessons to students at times that work for families. Music lesson offerings will be expanded to include string instruments so students who are not interested in band can have this opportunity.

Heidi Lippens: Ms. Lippens has partnered with Easton Valley elementary school in prior years, specifically in supporting gardening and activities related to science and growing food for students. She will continue this science and gardening activity.

Maquoketa State Bank: MSB has partnered with Easton Valley and Andrew elementary schools in prior years in allowing an employee to leave work early to assist in the Andrew LEAP. MSB has also worked with both districts in supporting financial literacy components for all students. MSB will continue this involvement with the new LEAP.

Jackson County Conservation: Jackson County Conservation is a long-time partner of the school districts. They will provide: weekly after school environmental education programming for at least one quarter per year; guided fieldtrips; community service opportunities; recreational activities; information to families about events and other programs.

Kathy's Krafts: Kathy's Krafts has partnered with the program in the past and will continue to be involved by teaching students how to craft and will donate supplies.

Timber Lanes Bowling Alley: Timber Lanes is a past partner and will continue to partner by providing the facility and equipment for students to use for bowling and provide a discounted rate for the large group.

The Jackson County Campaign for Grade-Level Reading: The Jackson County Campaign for Grade-Level Reading provides many enrichment activities to Jackson County students. This group will partner on providing educational events to enhance students reading skills and working on fundraising efforts to fund summer programming.

7.2 Meeting Schedule, Partner Engagement, Recruiting New Partners

Monthly Meeting Schedule: The program leaders relied on the Parent Lighthouse which is the school's PTO that meets the first Wednesday of the month. Easton Valley and Andrew Parent teams will meet yearly to review the program and adjust as necessary. Partner Engagement: The existing partners will be meaningfully engaged over the lifetime of the grant if the proposed new collaborative program is awarded. The partners will meet monthly with program staff to discuss the progress of the overall program as well as any specific concerns pertaining to partner site activities. The partners will also be involved in program assessment, outside evaluation, and decision-making in an effort to improve the out-of-school programming. The partners will also be involved in developing and hosting community events to promote the out-of-school programming as well as cultivating new partnerships and identifying volunteer opportunities. Recruiting New Partners: The current program had no problem recruiting new partners. New partners will continually be recruited through community events, such as family literacy nights, youth workshops, and other community events. Prospective new partners will also have access through events or other community venues to publications that continually communicate the successes of the program, upcoming events, and opportunities to volunteer. Leadership will also utilize community groups, businesses, and organizations to do regular email blasts to their lists, in hopes of recruiting new partners that way. Another way is through employee and member newsletters. Partner Facebook pages will also be utilized where either they will share a post from the school districts Facebook pages or they will draft their own.

All partnerships are defined in the attached MOUs.

8. Evaluation (Max 2 pages)

8.1 Previous Evaluations and Experienced Evaluator

On a regular basis, the Andrew CSD and Easton Valley CSD will collect data that will assist the partnership in assessing and refining the program based on the impact of activities. This data will be collected from program and management staff and the partnership from their regular meetings. When these groups have been established, input from students, parents, and senior citizens will also be utilized when evaluating the program. The districts will participate in Iowa Department of Education-sponsored non-evaluative activities, including best practice site visits and regular grantee network communications for sharing information among all grantees. The districts will also participate in statewide evaluation activities, including an annual survey of grantee programming and student outcomes used to compile a statewide evaluation report.

LEAP will be evaluated by the Mississippi Bend Area Education Agency, which has nearly 20 years of experience conducting comprehensive external evaluations of academic programs like the one described in this application. The Mississippi Bend AEA, at a minimum, will:

1. Coordinate the collection and monitor the quality and completeness of required federal and state data. The instruments and collection systems that have been identified include: a. program data, such as enrollment, demographic, attendance, and activity information, b. surveys from parents, students, teachers, and staff at the end of each school year; and c. school records data, including student grades, TEST scores, school attendance, and disciplinary actions at the end of each school year. 2. Guide the evaluation process. 3. Assist the program with initial implementation. Use local data to guide a performance improvement process and a sustainability plan. 4. Review with program staff the 21st CCLC On-site Monitoring Documentation form. 5. Assist with the completion and submission of the Annual Report Form. 6. Collect any additional data requested by the local grantee. 7. Attend required 21st CCLC events, including DE on-site monitoring visits.

Dr. Edward Gronlund will serve as the external evaluator and has been the evaluator all five years for Andrew CSD's 21st CCLC grant. He has been performing project evaluator work since 2006 at the state and federal level and he is currently providing evaluation services for the Maquoketa CSD, Bettendorf CSD's 21st Century grants. Dr. Gronlund's contact information is: Phone - (563) 528-0844; email -ecgronlund@gmail.com.

The table below provides an overview from the past two years of the Andrew CSD 21st CCLC grant regarding the rating for each of that program's five goals/objectives. Student reading and mathematics achievement gains were quantified using a standardized measure (FAST reading and mathematics). In the last two years of the funded program, students met the stated objective.

Local Evaluation History of Goals & Objectives		
Cohort 10 Goals/Objectives	**Rating**	
	YR4	**YR5**
ALEAP participants will show accelerated growth in reading/language arts, math, and science skills.	**MET**	**MET**
Students will model 7 *Habits of Highly Effective People* through leadership opportunities and responsibilities.	**MET**	**MET**
Students will increase attendance and reduce behavior referrals during the school day.	**MET**	**MET**
Students will set goals, monitor goals, and review goals with an adult throughout the program	**MET**	**MET**
Students will participate in activities and programs that are new or not currently in their interest area.	**MET**	**MET**

The regular program attendee five-year literacy growth was quantified using a standardized measure (FASTBRIDGE reading and mathematics).

8.2 Use of Evaluation Results

The LEAP will use formative and summative evaluation processes to make ongoing and annual decisions by the

program leaders and the advisory committee to continually improve the program's effectiveness and efficiencies. The evaluation procedures are outlined below:

Academic Goal and Objectives – Timeline: Formative assessment process will be fall, winter, and spring FastBridge® norm-referenced standardized assessment data from LEAP students will be tallied and analyzed to refine, improve, and strengthen the program's academic supports by program staff and classroom teachers. The student academic trends will be presented to program's advisory committee to see input and involvement. Annual: Summative assessment process is FastBridge® assessment data for students prior to the first summer school session will be trend beginning point and the following fall, winter, and spring student data will create a student trajectory. The program staff and advisory committee will use the student trajectories to refine, improve, and strengthen the program's academic supports. The Iowa Assessment student trajectory trend will be presented to parents, teachers, and community partners. The annual local evaluation report will provide annual updates each program years. Timeline: The formative assessment will be student attendance rates tallied daily, weekly, monthly, quarterly, and each semester. The attendance rate formative evaluation data will be used by the program staff and advisory committee to refine, improve, and strengthen efforts to improve student attendance. Annual: The summative assessment will be program staff and advisory committee members using the attendance trend feedback to refine, improve, and strengthen the program.

Enrichment Goal and Objectives – Timeline: A formative survey will be used to gather feedback from teacher observations of student leadership traits. Teachers will observe students implementing what they have learned from their *7 Habits of Highly Effective People* instruction during the school year. Teachers will also gather feedback from student learning logs. Students will journal in a learning log during the school year about their goal setting, monitoring, and reviewing skill development and share their journaling regularly with their classroom teacher. A program expectation of the *7 Habits of Highly Effective People* training is students transfer leadership lessons learned to adulthood by developing goal setting, monitoring, and reviewing skills. The logs will chronicle a student's leadership growth. The teachers will at the end of the school year tally these student leadership observations and learning log conversations into a summative student trait growth number. The summative trait growth number will be determined using a five-point scale. The five-point scale regarding leadership traits will be (1) emerging leadership traits to (5) advanced leadership traits. The survey will be a qualitative method to inform implementation practices. The program target will be 80% of the students have a 3 or better leadership rating. Annual: The formative assessment process will be completed by teachers before the end-of-school year. The program staff and advisory committee will analyze the summative feedback to refine, improve, and strengthen efforts to successfully meet the enrichment goal.

Family Literacy Goal and Objectives – Timeline: The formative assessment will be fall, winter, and spring FastBridge® reading assessment feedback will be used to tally student word performance and identify a trend trajectory. Parents will be surveyed quarterly regarding their observation of their child's reading interest. The survey will also seek feedback about their child reading activity engagement and supports. Each semester the program staff and advisory committee will analyze the quarterly feedback to refine, improve, and strengthen efforts to successfully meet the family literacy goal. Annual: The summative assessment process will be spring FastBridge® reading assessment feedback from program year to program will be tallied and analyze to identify summative growth. The parent semester survey data points will be tallied and analyzed to identify trends. The program staff and advisory committee will analyze the summative feedback to refine, improve, and strengthen efforts to successfully meet the family literacy goal.

8.3 Measure of Effectiveness for Previous Grantees (ESSA)

As displayed in the table above, all local evaluation objectives over the last two years of the funded program have been met.

9. Budget Narrative (Max 2 pages)

9.1 Detailed Justification

The Andrew and Easton Valley Community School Districts will spend 21st CCLC funds appropriately and will submit regular claims to the Iowa Department of Education for reimbursement. According to the completed funding estimator worksheet, the districts will serve 151 students during the regular school year and 90 during the summer school program. This program request is $298,800 per year. If all spots are filled during the regular school year and during the summer, the Andrew and Easton Valley Community School Districts will maintain a student-to-staff ratio of no more than 20:1and less in the summer. The information below is based on one year of funding, for both program sites.

Program (Personnel, Contracted Services, Materials & Supplies, After School Snacks and Meals) – $237,956 (79.63%) Both school sites will be led by individual site coordinators for the two sites, contract teachers, and aides who will report to the two school Principals reporting to the Parent Advisory Group. District employees, site coordinators (2), contracted teachers, and aides represent $156,336 per year/program sites. Program staff will possess the necessary credentials and expertise and the appropriate numbers of staff are planned for the number of participating students (1:20 ratios). Contracted services come out at $36,000 and for example, they include Mississippi River Museum, YMCA, ISU Extension, Jackson County Conservation, yoga or dance studio come into the school sites to provide programming at the sites. Materials include teacher training, student supplies, enrichment activities, and assessments necessary to successfully teach and evaluate the program activities. Parent handbooks and promotional materials will also be developed and printed. All printed materials will include recognition of 21st CCLC funds, and the Andrew and Easton Valley Community School Districts will maintain records of purchased materials. Each Site Coordinator will be responsible for managing their general supply budget to ensure that all activities offered are adequately supported and will monitor all site budgets and approve all site expenditures. The Principals will have a written plan for local site visits and will maintain documentation for materials, supplies, snacks, and meals purchased with grant funds.

Professional Development (Personnel, Contracted Services, Materials & Supplies) – $14,940.00 (5.00%) The Andrew and Easton Valley Community School Districts will provide professional development opportunities to staff throughout the school year using the Iowa Professional Development model to ensure best practice. Professional development will be provided to enrichment partners including ways to incorporate literacy, math, and science into scheduled activities. Literacy volunteers will receive professional development on effective strategies to use when listening to children read. The coordinators will also utilize professional development dollars to reimburse program staff for time spent on additional trainings that will directly enhance programs. No funds will be spent on contracted services, materials, and supplies.

Student Access (Transportation, Facility Safety and Accessibility) – $23,904 (8.00%) To ensure accessibility and participation in the program both during the regular school year and summer school the program, $23,904 or 8.00% of the total budget has been set aside for transportation costs. The District will provide transportation at the end of each day for the 175 regular school days for all students. During the 30-day summer school session, bussing will be offered for both pick up and drop off for all participating students. Students will be transported by licensed Andrew and Easton Valley Community School District staff in safe and clean buses owned by the school district. They will also be transported between program sites and for enrichment activities when necessary. Accommodations will be made for special needs transportation. The facility is up to code for safety and accessibility so this is not shown in the budget.

Evaluation (Contracted Services, Materials & Supplies) – $4,000 (1.33%) Our LEAP program will be evaluated by the Mississippi Bend Area Education Agency, which has 19 years of experience conducting comprehensive external evaluations of academic programs. Dr. Edward Gronlund, Executive Director, of the agency, has the experience to conduct a comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with Iowa Department of Education, and will provide all requested data and program information to the state. No materials or supplies will be purchased for this line item.

Other Admin Costs – $10,000 (3.34%) This administrative budget will be used to cover the cost of processing program bills and payments, preparing reports, audit functions, and program reporting. No indirect costs are included in this budget.

Partner Contributions, Sustainability – Each site will have multiple community service providers engaged in providing enrichment as detailed in the partnership MOUs. The partners will be offering their services in-kind, as they have done with the prior 21st Century grant. Partners include, but are not limited to: Jackson County Campaign for Grade Level Reading - Assist in summer programming and family literacy events; Jackson County Conservation - Programming at school sites for enrichment activities, hands on activities, field trips, recreational and community services; Maquoketa Area Family YMCA - Recreational programming and community event site; Andrew Library/Preston Library - Academic enrichment, family literacy, program reading incentives, program promotion; Clinton Community College – Adult Education Program, ESL courses, Basic Skills/Literacy; Maquoketa State Bank - Financial literacy and employee volunteer; Andrew Parent Lighthouse/PAC4Kids - Acts as advisory group for LEAP, fundraises for the program, and fills in any needed gap funds; Cornelius Seed – Host fieldtrips to facility, onsite programming in the agriculture field; National Mississippi River Museum – Group discount for fieldtrips, transport animals to programming sites for engagement; Timber Lanes/Horizon Lanes – Provide facility and equipment at discounted rate; Dr. Edward Gronlund, Evaluator annually donates about half of his fee annually back to the program. He will continue to do it with the new LEAP.

Over the course of the prior 21st CCLC grant, the Andrew CSD Parent Lighthouse was able to **more than double the program's number of partners.** The additional partners increased the number of activities available to students to expand their learning opportunities. This is an example of school and community collaboration to continue providing all students with a variety of activities academically and also capture their interests. The program is well-known in the area with not only great partners but with consistent attendance by students. This well-established program was able to continue without 21st Century funding during this current school year because of the staff, Parent Lighthouse, and the partners.

9.2 Program Supplements Current Funding No 21st CCLC funds awarded to the Andrew and Easton Valley Community School Districts will be used to supplant funding for existing programs and services. This proposal represents new programming offered outside of the regular school day to a new population of students who have not had the opportunity in the past. Program staff salaries will come out of 21st CCLC funds. Funds from the early reader's literacy and the district Title 1 allocation may be used to support this program along with other general fund dollars.

Twenty-first CCLC funds will also leverage our awesome community partners illustrated in the Partnerships section and attached MOUs. Programming will align to district curriculum and student needs through our existing district Curriculum Director.

AGENCY: Andrew & Easton Valley LEAP

AGENCY ADDRESS: 13 South Marion Street, Andrew, IA 52

NUMBER OF SITES: 2

Total 21CCLC Request YR 1: $298,800

FORM D3: CUMULATIVE PROGRAM BUDGET

IOWA DEPARTMENT OF EDUCATION

TOTAL PROGRAM BUDGET INCLUDING 21CCLC FUNDS AND PARTNER CONTRIBUTIONS*

ONLY SUBMIT YR 1 WITH GRANT APPLICATION

This form should be completed once with all sites included.

Students Served YR1:

Budget Category	Year 1 2021-2022				Total YR1	Total YR1	Totals YR1	Totals YR1	Total YR1 Program Budget
	21CCLC Student Program	Partner Student Program	21CCLC Family Literacy	Partner Family Literacy	21CCLC	Partner	Student Program	Family Literacy	
Program:									
Personnel	$ 148,861.00		$ 3,000.00		$ 151,861.00	$ -	$ 148,861.00	$ 3,000.00	$ 151,861.00
Contracted Services	35,000.00		1,000.00		$ 36,000.00	$ -	$ 35,000.00	$ 1,000.00	$ 36,000.00
Materials & Supplies	45,000.00		2,000.00		$ 47,000.00	$ -	$ 45,000.00	$ 2,000.00	$ 47,000.00
After School Snacks & Meals	9,095.00		2,000.00		$ 11,095.00	$ -	$ 9,095.00	$ 2,000.00	$ 11,095.00
Other					$ -	$ -	$ -	$ -	$ -
Subtotal - Program	***237,956.00***				$ 237,956.00	$ -	$ 237,956.00	$ -	$ 237,956.00
Professional Development (min. 5% per year):									
Personnel	$ 14,940.00				$ 14,940.00	$ -	$ 14,940.00	$ -	$ 14,940.00
Contracted Services					$ -	$ -	$ -	$ -	$ -
Materials & Supplies					$ -	$ -	$ -	$ -	$ -
Other					$ -	$ -	$ -	$ -	$ -
Subtotal - Professional Development	***14,940.00***				$ 14,940.00	$ -	$ 14,940.00	$ -	$ 14,940.00
Student Access (max. 8% per year):									
Transportation	$ 23,904.00				$ 23,904.00	$ -	$ 23,904.00	$ -	$ 23,904.00
Facility safety and accessibility					$ -	$ -	$ -	$ -	$ -
Other					$ -	$ -	$ -	$ -	$ -
Subtotal - Student Access	***23,904.00***				$ 23,904.00	$ -	$ 23,904.00	$ -	$ 23,904.00
Evaluation (max. 4% per year):									
Contracted Services	$ 4,000.00				$ 4,000.00	$ -	$ 4,000.00		$ 4,000.00
Materials & Supplies					$ -	$ -	$ -		$ -
Other					$ -	$ -	$ -		$ -
Subtotal - Evaluation	***4,000.00***				$ 4,000.00	$ -	$ 4,000.00		$ 4,000.00
Other Admin Costs (max 8% per year):									
Other Admin Costs	$ 10,000.00				$ 10,000.00	$ -	$ 10,000.00		$ 10,000.00
Indirect Costs, Restricted**					$ -	$ -	$ -		$ -
Subtotal - Other Admin Costs	***10,000.00***				$ 10,000.00	$ -	$ 10,000.00		$ 10,000.00
Totals	**$ 290,800.00**	$ -	$ -	$ -	$ 290,800.00	$ -	**$ 290,800.00**	**$ 8,000.00**	$ 298,800.00

*Both cash and in-kind partner contributions should be used to calculate the "Partner" amounts

**Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving

AGENCY AND SITE NAME:		Andrew School			**FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET**														
SITE ADDRESS:		13 S Marion Street			**IOWA DEPARTMENT OF EDUCATION**														
		Andrew, IA 52030			**BUDGET/QUARTERLY SUMMARY OF EXPENDITURES FOR 21st CCLC (Title IV-Part B, CFDA 84.287C)**														
Total YR1 21CCLC Award:		**$ 135,000.00**																	
					*****COMPLETE ONE SPREADSHEET FOR EACH SITE IN GRANT - THIS SPREADSHEET TABULATED*****														
# Students Served (unduplicated headcount):				60												Qtr 1 due by November 30th		Qtr 3 due by April 30th	
																Qtr 2 due by January 31st		Qtr 4 due by July 15th	
A	B	C		F		G		H		I									
		Total YR1		**Quarter 1**		**Quarter 2**		**Quarter 3**		**Quarter 4**						**THIS COLUMN**			
		2021-22 Budget		July 1 - September 30		October 1 - December 31		January 1 - March 31		April 1 - June 30						**RESERVED FOR IDOE FINANCE**			
Authorized Activity Category		Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy								
1	**Program:**																		
	Personnel	$ 67,950.00	$ 1,000.00	$ 16,987.50	$ 250.00	$ 16,987.50	$ 250.00	$ 16,987.50	$ 250.00	$ 16,987.50	$ 250.00								
	Contracted Services	15,000.00	500.00	3,750.00	125.00	3,750.00	125.00	3,750.00	125.00	3,750.00	125.00								
	Materials & Supplies	20,000.00	1,000.00	5,000.00	250.00	5,000.00	250.00	5,000.00	250.00	5,000.00	250.00								
	After School Snacks & Meals	4,000.00	1,000.00	1,000.00	250.00	1,000.00	250.00	1,000.00	250.00	1,000.00	250.00								
	Other			-	-	-	-	-	-	-	-								
	Reserved for IDOE finance		-	-	-	-	-	-	-	-	-								
2	**Professional Development (must be equal or greater than 5% of budget):**																		
	Personnel	$ 6,750.00		$ 1,687.50		$ 1,687.50		$ 1,687.50		$ 1,687.50									
	Contracted Services			-	-	-	-	-	-	-	-								
	Materials & Supplies			-	-	-	-	-	-	-	-								
	Other		-	-	-	-	-	-	-	-	-								
	Reserved for IDOE finance		-	-	-	-	-	-	-	-	-								
3	**Student Access (up to 8% of budget):**																		
	Transportation	$ 10,800.00		$ 2,700.00	$ -	$ 2,700.00	$ -	$ 2,700.00	$ -	$ 2,700.00	$ -								
	Facility safety and accessibility		-	-	-	-	-	-	-	-	-								
	Other		-	-	-	-	-	-	-	-	-								
4	**Evaluation (up to 4%):**																		
	Contracted Services	$ 2,000.00		$ 500.00		$ 500.00		$ 500.00		$ 500.00									
	Materials & Supplies	-		-		-		-		-									
	Other	-		-		-		-		-									
5	**Other Admin Costs (Up to 8%):**																		
	Other Admin Costs	$ 5,000.00		$ 1,250.00		$ 1,250.00		$ 1,250.00		$ 1,250.00									
	Reserved for IDOE finance			-		$ -		-		-									
	Indirect Costs, Restricted*			-		-		-		-									
6	**Total Expenditures**	**$ 135,000.00**		**$ 33,750.00**		**$ 33,750.00**		**$ 33,750.00**		**$ 33,750.00**									

*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving