

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

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APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency) Maquoketa Community School District

County: Jackson County		Amount Requested: \$123,000 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Chris Hoover, Superintendent		Grant Contact/Project Director: Chris Hoover, Superintendent	
Agency Name: Maquoketa Community School District		Agency Name: Maquoketa Community School District	
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LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number: 42-6037701 _____ OR Enter School District Code _____
--

(If applicable) Enter Child Care License #: _____
--

REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation: _____

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

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

Documentation: The proposed program is a collaboration between Maquoketa Community School District and community partners as evidenced by the attached partner M.O.U.s and their original signatures on Form C: Collaborative Signatures.

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

BEFORE YOU APPLY

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

- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: <https://www.educateiowa.gov/documents/building-level/2015/12/2015-16-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated December 31, 2015, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

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

- o Site/Building Name: Briggs Elementary School
 - Free and Reduced Lunch Rate Percentage: 68.1
- o Site/Building Name: Cardinal Elementary School
 - Free and Reduced Lunch Rate Percentage: 68.5
- o Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____

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

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

- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY17 Request for Applications):

- 60 number of children x 175 days x \$10 either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$105,000 (total funding request for before and afterschool programs)

Summer School Formula

- 60 children x 30 of days = (minimum 30 days) x \$10.00 = \$18,000 (total funding amount for summer)
- Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.

Funding Request for Year One: \$123,000
 Funding Request total for Three Years: \$369,000
 Number of Children Served in Year One: 60
 Number of Children Served in Three Years: 180

Table of Contents

1. Proposal Abstract	3
2. Student Needs Assessment.....	5
3. Project	8
4. Research Base	11
5. Management and Sustainability Plan	12
6. Communication Plan	15
7. Partnerships	16
8. Evaluation	18
9. Budget Narrative	19

1. Proposal Abstract

Program Title: *Maquoketa Cardinals After-School Network (MCAN)*

Applicant Agency: Maquoketa Community School District

Total amount requested: \$123,000 per year -- \$369,000 over 3 years

Total number of students served: 60 **Total cost per student:** \$10.00

Student Needs Assessment: Under the Maquoketa Community School District (MCSD) umbrella, Cardinal Elementary School (FRL-68.5%) offers preschool through second grade and has an enrollment of 326, and Briggs Elementary School (FRL-68.1%) offers third through fifth grade and has an enrollment of 281. The number of Cardinal and Briggs students who are able to read at grade level and proficient in math is steadily decreasing in the district for grades 3-5. In 2014, for Math, out of all the students, only 79.26% were proficient; in 2016, 72.8% are proficient. In 2014, for Reading, out of all the students, 75.93% were proficient; in 2016, 71.9% are proficient.

For these reasons, the MCSD proposes to offer before, after, and summer programming called *Maquoketa Cardinals After-School Network* which will support the District's CSIP and aims to improve student's academic growth toward proficiency and improve student engagement in Reading and Math. *MCAN* will potentially serve 60 or more at risk students from Cardinal Elementary, Briggs Elementary, and Sacred Heart Elementary School.

Project: The *MCAN* will take place in safe and easily accessible sites. 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 and 30 days of summer school. The *MCAN* program schedule will look like the following:

Before school: Sites - Cardinal and Briggs 7:15 am - 8:15 am. Attendance, academic computer time, age specific instruction, USDA approved snack, homework, physical activity.

After school: Sites - Cardinal and Briggs 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.

Summer school: Sites - Cardinal and Briggs 9:00 am – Noon. (Six weeks) Starting July 1, 2017. Attendance and USDA approved snack, academic enrichment, STEAM activity, physical activity, partner activity, family literacy (once a month).

Research Base: The MCSD used research and recommendations from the Institute of Education Sciences to develop the *MCAN* program. Following is a list of curriculum and research-based components that the MCSD already uses during the regular school year and will be used in the *MCAN* program: FAST, Engage NY, Wonders, 95% Group, Lexia, Trailblazers, and IXL.

Management and Sustainability Plan: The *MCAN* program leadership structure is as follows: Stakeholder Advisory Group>School Principals>Program Director>Site Coordinators>Teachers. The MCSD will provide professional development opportunities to *MCAN* staff using the Iowa Professional Development model to ensure best practice. Community members, youth, parents, and senior citizens will have many opportunities to volunteer such as home-work helpers and reading companions. Clean and safe transportation which accommodates everyone will be available, along with safe and accessible facilities and services with

appropriate accommodations. *MCAN* will be sustained by committed community partners through their continuous in-kind contributions.

Communication Plan: The Program Director, site coordinators, and school principals will communicate regularly about coordinating resources, use of school facilities, and progress of program and activities, as well as *MCAN* teachers having 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, program goals and objectives, using simple, easily understood language and graphics.

Partnerships: The *MCAN* program 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 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 MCSD 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 the *MCAN* program 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 Maquoketa Community School District will expend 21st CCLC funds appropriately and will submit regular claims to the Iowa Department of Education for reimbursement. The following budget information for the *MCAN* program is based on one year of funding, for both program sites: Personnel – 74.11% (\$91,155); Staff Travel – .41% (\$500); Materials – 4.76% (\$5,850); Professional Development – 2.76% (\$3,400); Student Access / Transportation – 7.96% (9,785); Evaluation – 2.76% (\$3,400); Administrative / Indirect Costs – 7.24% (\$8,910). The MCSD will supplement funds from other sources to support the proposed project. Total request for year one is \$123,000.

Competitive Priority Status: The proposed program is a collaboration between Maquoketa Community School District and community partners as evidenced by the attached partner MOUs and their original signatures on Form C: Collaborative Signatures.

2. Student Needs Assessment

2.1 Evidence of Student Need:

Need for Program

Poverty: Under the Maquoketa Community School District (MCSD) umbrella, Cardinal Elementary School offers preschool through second grade and Briggs Elementary School offers third through fifth grade. The table at right shows student poverty by the high free/reduced lunch rates. Briggs' rate increased between 2014-15 and 2015-16, by 11%, while Cardinal's remained roughly the same. Both sites receive Title I funds.

School / Enrollment	2015-16 FRL Rate
Briggs / 281	68.10%
Cardinal / 326	68.50%

Most of the youth that need extra academic help come from families described in the data below: (Data reflects Maquoketa unless noted otherwise.)

- The estimated percentage of households below poverty is 20.1% and in Jackson County, 13.2%; Both are higher than the state estimate of 12.1%.
- The education level (Bachelor's degrees) of individuals 24 and older is lower than the state of 18% - Only 10% of individuals in Maquoketa have a Bachelor's Degree; Jackson County is also lower than the state at 9.54%.
- Median household income is \$36,431; in Jackson County it's \$47,004, - 31% lower than the state estimate of \$52,716.
- Out of 1,672 families in Maquoketa, 19.5% have no workers; the County comes in at 16.8% and the State is at 13%.

Children from lower socioeconomic backgrounds often perform below those from higher ones on tests of intelligence and academic achievement (Bradley & Corwyn, 2002). Commonly, low-SES children show cognitive problems, including short attention spans, high levels of distractibility, difficulty monitoring the quality of their work, and difficulty generating new solutions to problems (Alloway, Gathercole, Kirkwood, & Elliott, 2009). But cognitive capacity, as well as intelligence, is a teachable skill (Buschkuehl & Jaeggi, 2010).

Achievement Gaps: The number of Cardinal and Briggs students who can read at grade level is steadily decreasing. Math proficiency rates are also dropping. The charts below show the percentage change in reading and math in 2014, 2015, & 2016.

Cardinal Elementary: Reading - met Safe Harbor with all students, missed AYP with low SES students; Math – met Safe Harbor with all groups. Briggs Elementary: Reading – met Safe Harbor with all groups; Math – met Safe Harbor with all students and low SES, missed AYP with special needs students. As you can see from this data, students proficient in math and reading have decreased between 2014 - 2016, with substantial decreases from 2015 - 2016.

Combined with high student and family poverty, the need for an out of school program in Maquoketa is critical.

Transportation, Accessibility, and Safety: Ninety-five percent of the students identified in the proficiency data above come from low income or single working parent families. Currently, parents drop their kids off, or students walk to school as much as a half hour early because of parents work schedules. Many of these families do not have alternative care in place, so between 15 and 20 kids of different ages currently wait outside

MATH (Grades 3-5 District)	Percent Proficient		
	2014	2015	2016
All students	79.26%	82.04%	72.80%
Low SES	72.66%	76.27%	67.10%
Special Ed	48.72%	51.35%	32.10%

READING (Grades 3-5)	Percent Proficient		
	2014	2015	2016
All students	75.93%	82.04%	71.90%
Low SES	69.29%	75.42%	64.50%
Special Ed	43.59%	45.95%	17.90%

unsupervised. Parents have asked for a before/after school program in a safe, handicap-accessible setting where transportation is provided. *MCAN* programming will satisfy the needs of these working families.

Many students spend their after-school time and summers unattended, often on the school playground or city parks, because they cannot afford daycare, do not know about community resources, or they can't count on family or friends consistently; this leads to poor choices and bad behavior. The library, for example, tries to reach out through the schools, but if parents don't bring them to the library, or can't take them because they are working when the library is open or when programming is offered, their children miss out on fun activities and free programming.

Available Community Resources - Maquoketa has a YMCA; however, they do not offer any before/after school academic support/care at their facility or at the Maquoketa schools. The Y has a 12-week Summer Day Camp for K-5, M-Th, between 7:00 am and 5:00 pm, but the cost is \$79/week for members and \$99 for non-members with two hours a day for academics. There is one licensed daycare in town, but daycare is expensive for some Maquoketa families and for those who can afford it, only a snack and play time are offered to students coming after school. The public library has a Lego Club the first Wednesday of the month. According to the director, the library has 10-15 latch-key type children who come there daily to take advantage of the WiFi, play games, read, or chat. Overall, community resources are very limited for academic enrichment programming.

In 2015, partners for the Campaign for Grade-Level Reading throughout Jackson County collaborated to create a Community Solutions Action Plan (CSAP), which is a comprehensive, realistic and sustainable plan to improve the reading proficiency of Jackson County students by the end of third grade. After researching reading proficiency county- and community-wide, the CSAP focuses on three areas that keep children, especially those from low-income families, from reading proficiently: school readiness, school attendance and summer learning. Focus groups targeting these three areas uncovered ambitious but achievable goals:

Summer Learning – Provide quality reading programming for youth to maintain PK-3 proficiency and decrease the summer learning slide. Attendance – Implement policies and provide a support network for at-risk families to ensure students attend school regularly. School Readiness – Ensure young children are ready for school and to learn when they enter Kindergarten through access to high quality preschool and books.

Available School Resources - An Educational Leadership Program exists at the high school level where students with a free period come over to the elementary school to help out with an academic or recreational activity. Members from the Maquoketa Methodist Church provide guest readers to our elementary students as volunteers who desire to promote literacy. The Kiwanis Club spends many hours volunteering through “Terrific Kids” which is a student-recognition program that promotes character development, self-esteem and perseverance. However, these special programs are not offered daily and not available for all students.

How the Program Will Address Needs - Research from 60 high-poverty schools shows the primary factor in student motivation and achievement isn't the student's home environment; it's the school and the teacher (Irvin, Meece, Byun, Farmer, & Hutchins, 2011). Effort can be taught, and strong teachers do this every day. For these reasons, administrators and teachers have crafted an ambitious plan, which is illustrated in the long range goals in the MCSD 2016 Comprehensive School Improvement Plan (CSIP): - By the year 2018, 80% of students in grade K-1 will be at or above benchmark on the FAST early Reading 1st Composite assessment; 82% of students in grades 1 through 2 will be at or above benchmark on the FAST Adaptive Reading (aReading)

assessment; 85% of students in grades 3 through 5 will be at or above benchmark on the FAST Adaptive Reading (aReading) assessment.

The proposed *Maquoketa Cardinals After-School Network* will support the District's CSIP in to improve student's academic growth toward proficiency and improve student engagement in Reading and Math. *MCAN* will serve 60 at risk students (open to all grades) from Cardinal Elementary, Briggs Elementary, and Sacred Heart Elementary. Information will be transmitted to families with limited English proficiency by communicating to them orally and provide simple written material. Needs of ESL students will be accommodated by providing free, effective language assistance, translated materials that are appropriate and easily understood, or when necessary, an interpreter. *MCAN* will also be a safe and productive place for youth to be while parents are working, therefore supporting Maquoketa's many working families.

2.2 Stakeholders Engaged in Identification of Needs and Development of the Program: Community Stakeholders and Partners: Input for the *MCAN* program was provided by the Community Partnerships for Protecting Children (CPPC), which meets monthly to share information about community services comprised of area service groups. CPPC membership includes: Area Substance Abuse Council, Children & Families of Iowa – Parent Partner, Family Resources – SafePath Survivor Resources, Hillcrest Family Services, Mid-Iowa Family Therapy Clinic, Jackson County Juvenile Court, Community Partnerships for Protecting Children-Early Childhood Iowa, DHS – Community Liaison, IowaWorks, Safe Families, YMCA, and the Regional Transit Authority.

In addition to the CPPC, the following organizations were engaged in identifying needs and developing *MCAN*: Maquoketa YMCA, Jackson County Campaign for Grade-Level Reading, Maquoketa Library, and Maquoketa Art Experience. These organizations will be active partners in the proposed *MCAN* program, providing services and activities that directly support the program.

To address the needs, the following community organizations will be contributing partners to the activities of the before, after, and summer programming: Community Foundation of Jackson County - Jackson County Campaign for Grade-Level Reading (family literacy needs, academic enrichment needs), Maquoketa Area Family YMCA (recreational opportunities), Maquoketa Art Experience (academic enrichment needs, arts and culture), Maquoketa Library (academic enrichment needs, family literacy needs), Jackson County Conservation (academic enrichment needs, community service opportunities, environmental field trips), Sunshine Daycare (academic enrichment needs), and Clinton Community College (family literacy needs).

Parents and Youth: Parent's Association Caring for Kids (PACK) provides support to district teachers, students, and staff. PACK raises funds for instructional programs for the students and regularly informs parents, and community about the MCSD. This group also serves as a liaison between other parents and the school district, conveying to the district what parents want out of school programming. Input was also provided from the PACK on *MCAN* program needs. A representative from PACK will be on the Stakeholder Advisory group.

An Educational Leadership Program exists at the high school level where students with a free period come over to the elementary school to help out with an academic or recreational activity. High school students interact on a weekly basis and experience first-hand, the academic struggles of at-risk students. When *MCAN* is awarded, one of these student helpers will be selected to participate in program development.

3. Project

3.1 – 3.3 Link to Student Needs, Program Activities, Goals, and Objectives

The achievement gaps, student poverty, and other factors illustrated earlier has led to collaborative efforts to establish an out-of-school program focused on literacy and math. Paired with other community data, the need for consistent academic enrichment programming is evident. Based on the needs assessment, the *MCAN* will offer the following enrichment opportunities:

Activity Type	Need and Activity that Addresses Need	Curriculum	Eligible Federal Activities Alignment
Academic	Reading: A variety of Fiction and Non-fiction texts; using graphic organizers to improve comprehension; a focus on research-based and student-owned strategies to enhance comprehension	Wonders, Lexia, 95% Group, Trailblazers, instructional units aligned with Iowa Core Standards	1, 3
	Math: STEAM related activities - Coding; GPS		1, 9
	Math and Reading: classroom hands-on and group activities; Jackson County Conservation – “Feathers, Fossils, and Fuzz”, “The Pond Builder”, etc;		1, 2, 3
	Behavioral: Positive Behavior Interventions and Supports (PBIS); Pillars of Character; Safe Zone		15
Enrichment	Math and Reading: Xtra Math; Lexia; Very Ready Reading Program; Photography, Youth Workshops Enhancing Student Academic Performance, intergenerational art class; Homework helpers: High School Ed Leadership, Room Parents, Foster Grandparents	Wonders; Lexia; Technology resources; Bellevue State Park, Mississippi River Museum, Maquoketa Art Experience, Methodist Church, Kiwanis	1, 2, 3, 4, 6
	Behavioral: Swim lessons, Open Swim, Archery, Fishing, Snowshoeing, Orienteering, Canoeing, Kayaking, Hiking, Martial Arts; water safety education; Group activities that promote sense of belonging and teamwork - geocache, garage band, prezis, imovie; Monthly community awareness for family participation - Kids choose community project (plant trees, park clean up); Area Substance Abuse Council (monthly presentations on topics like: prescription drugs, alcohol, marijuana, resource information, etc.); Field trips to museums, historic places, and cultural events		4, 8, 9, 10, 12, 13, 14, 15
Family Literacy	Reading: Monthly literacy night at the library featuring - guest readers (senior citizens, business partners, high school/college students, veterans, etc); 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 to other students)	Scholastic, GLR, Clinton Community College, Maquoketa Library	1, 2, 7, 10, 11

The goals and objectives for students in the *MCAN* program include:

Goals	Objectives
<p><u>Academic:</u> All enrolled <i>MCAN</i> program students will maintain or increase proficiency in reading and mathematics.</p>	<ul style="list-style-type: none"> • After Year 1, 85% of <i>MCAN</i> Students will maintain or grow in reading and math as measured from the end of year spring FAST assessment to the beginning of the year fall FAST assessment. • After Year 2, 88% of <i>MCAN</i> Students will maintain or grow in reading and math as measured from the end of year spring FAST assessment to the beginning of the year fall FAST assessment. • After Year 3, 92% of <i>MCAN</i> Students will maintain or grow in reading and math as measured from the end of year spring FAST assessment to the beginning of the year fall FAST assessment. • The rate of absenteeism will decrease by 2% <p>* <u>Measurement: FAST scores</u></p>
<p><u>Enrichment:</u> All enrolled <i>MCAN</i> program students will exhibit increased classroom confidence, an enhanced physical and social-well-being, an awareness of sense of community, and enriched character development.</p>	<ul style="list-style-type: none"> • 100% of students will build skills in critical thinking, listening, memory, visualization, and concentration through hands on science, physical, and arts activities • 100% of students will see core concepts differently, allowing them to have their own educational experiences • Low-income students will exhibit higher levels of engagement in the classroom and feel a sense of inclusion <p>* <u>Measurement: Teacher surveys</u></p>
<p><u>Family Literacy:</u> All families of <i>MCAN</i> enrolled students will have increased opportunities to be actively engaged in literacy growth of their children and increase their own literacy levels.</p>	<ul style="list-style-type: none"> • 100% of students will increase their knowledge of words and will show more interest in reading • 100% of students' families will be more engaged in their children's reading activities and support reading at home <p>* <u>Measurement: Parent surveys</u></p>

The *MCAN* 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 for this program will provide high school students opportunities to obtain service hours by being homework helpers and assisting with field trips. Senior citizens will be recruited to read to participants 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 Stakeholder Advisory group to undertake decisions jointly.

The *MCAN* program schedule will look like the following at Cardinal and Briggs program sites: **Before school:** 7:15 am - 8:15 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. (Six weeks) Starting July 1, 2017. Attendance, academic enrichment, STEAM activity, physical activity, partner activity, family literacy (once a month), USDA approved lunch.

3.4 Alignment with School Day Instruction, State and National Standards, and CSIP

The *MCAN* Program Director, school principals, site coordinators, and teachers will communicate regularly about resources, use of school facilities, and progress of program and activities. The *MCAN* curriculum and content will be aligned with the regular school day to ensure participants have ample opportunity to reinforce and practice the skills they need to succeed. This will be achieved through relationships with school-day staff, alignment with state and national standards, and direct support of the district's CSIP, which was highlighted above.

The MCSD will collaborate with community partners to identify *MCAN* licensed teachers. 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: *MCAN* 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.

3.5 Organizational Experience

MCSD serves 1,542 students in four buildings, which consist of two elementary buildings, one middle school and one high school. After sixth grade, students from Sacred Heart Elementary School in Maquoketa and Delwood Elementary, a neighboring district, are also served. MCSD also serves ninth through twelfth grade students from Andrew Community School District. MCSD is a "3A" district and has been recognized for academic, athletic and fine arts accomplishments. The district is comprised with a total of 120 certified teachers.

Several of the MCSD staff attended the Professional Learning Communities Conference in Minnesota last year. PLCs are "an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve" (DuFour, 2010). This process was implemented throughout the district during the 2015-2016 school year and has become an ongoing process of conducting schooling that has a profound impact on the structure and culture and the assumptions and practices of the professionals within it. The proposed *MCAN* will build on the PLC environment and with both initiatives, staff looks forward to the positive and productive collaboration it will bring to teams focused on student achievement.

4. Research Base

In 2009, the Institute of Education Sciences (IES) convened an expert panel to review existing research on after-school, summer, weekend, and tutoring programs (Beckett et al., 2009). The panel generated five recommendations for designing, delivering, and evaluating high quality academically oriented programs: 1. Align the out of school time program academically with the school day. 2. Maximize student participation and attendance. 3. Adapt instruction to individual and small-group needs. 3. Provide engaging learning experiences. 4. Assess program performance and use the results to improve the quality of the program.

The Maquoketa Community School District used the above research and recommendations to develop the *Maquoketa Cardinals After-School Network*. Following is a summary of curriculum and research-based components that the MCS D uses during the regular school year and will be used in the *MCAN* program:

FAST – (Formative Assessment System for Teachers) is a suite of assessment progress monitoring tools designed to help educators screen, monitor progress, and analyze reading skills of students from kindergarten to fifth grade. For non-proficient students, interventions are designed and recorded on the state website.

Engage NY – Math modules with standards-aligned assessments and interventions based on standards performance.

Wonders – a reading program that provides an integrated approach to improve literacy achievement including a scaffolding of skills which build a strong reading foundation, provides access to complex text, find and use text evidence, engage in collaborative conversations, and writing to sources.

95% Group – instructional materials and processes uniquely designed to provide targeted instruction on specific skills through scaffolding lessons to allow for gradual release of responsibility in the learning process. Materials address both knowledge-base and skill-base to read in an appropriate manner linked to research.

Lexia – a technology based program that provides personalized learning paths for students on fundamental literacy skills through performance data; provides remediation as well as enrichment.

Trailblazers – a comprehensive, research-based math curriculum aligned to the Common Core, working through mathematical concepts by conducting hands-on problem-solving experiments, collecting and analyzing data, and collaborating to create methodologies, draw conclusions, and share results.

IXL – a technology-based immersive learning experience that provides comprehensive, standards-aligned content for math and language arts.

5. Management and Sustainability Plan

5.1 Staffing, Professional Development, Leadership, and Volunteerism

Staffing – The *Maquoketa Cardinals After-School Network* will be led by a Program Director and individual Site Coordinators who will report to the school Principals and Stakeholder Advisory Group. Each site coordinator will have appropriate credentials to meet DHS licensing to supervise and lead the daily program and personnel. Teachers and paras will possess the necessary credentials and expertise and the appropriate ratio of staff to students will be 1:6. The Program Director will have a written plan for local site visits and will maintain documentation for materials and equipment purchased with grant funds. The protocol from the Communication Plan will be followed including program staff making recommendations to the Stakeholder Advisory Group to discuss and make final decisions. The *MCAN* staff will be licensed and certified in CPR and First Aid.

Professional Development – Professional development will be ongoing based on the academic and enrichment opportunities offered. The MCS D will provide professional development opportunities to *MCAN* 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 while listening to children read.

Leadership – The program leadership structure is as follows: Stakeholder Advisory Group > School Principals > Program Director > Site Coordinators. The protocol from the Communication Plan will be followed including program staff making recommendations to the stakeholder advisory group to discuss and make final decisions.

Volunteerism – The *MCAN* program will have various opportunities for community members, especially students, parents, and senior citizens to volunteer. For example, volunteering for this program will provide opportunities for high school students to obtain service hours by helping program participants with their homework, going along on field trips, and general staff assistance. Senior citizens will be recruited to read to program participants during program hours and participate in family literacy events. Parent volunteers will be needed to help assist in activities and provide additional support needed at home for our students to excel. Rotarians will be invited to participate in literacy and math projects.

If *MCAN* 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.

5.2 Student Transportation, Facilities, Services

Transportation: After-school – For the after-school portion of the program, students at the school sites will stay after school and physically sign in. Sacred Heart non-public students will be transported in safe and clean busses to the appropriate program sites. All students will be signed out and picked up at the program sites by a parent, legal guardian, or designee, or bussed directly home. Before-school – *MCAN* students will be dropped off and signed in at the program sites by a parent, legal guardian, or designee. Students will be checked ‘out’ by the *MCAN* teacher at the end of the before school portion. Sacred Heart students will be bussed to Sacred Heart in time for their regular day to start. Summer-school – The *MCAN* base program sites will be Cardinal Elementary and Briggs Elementary. The MCS D will provide bussing for all registered students needing transportation to and from the *MCAN* program. A summer-school bus route will be strategically 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, and also for off-site programming and field trips with partner organizations.

The transportation director 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 days is cancelled because of the weather, there will be no before or after school programming.

Safe and Accessible Facilities and Services: The *MCAN* program sites are Cardinal Elementary and Briggs 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. 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.

5.3 Stakeholder Advisory Group and Program Leadership Structure

The Stakeholder Advisory group will be comprised of the existing partners, who are described further in the attached MOUs, and the following individuals: District Superintendent, Site Principals, Director of Curriculum and Instruction, Community Liaison, one K-2 teacher and one 3-5 teacher, and two parent representatives (one PACK and one non-PACK). This group will meet at least four times per year, and as needed, to carry out the following objectives:

- Monitor % of students that are increasing reading and math proficiencies
- Monitor student participation and attendance
- Strategic planning and management of program
- Program assessment

The *MCAN* leadership structure is as follows: Stakeholder Advisory Group > School Principals > Program Director > Site Coordinators. The protocol from the Communication Plan will be followed including the Program Director and Site Coordinators making recommendations to the Stakeholder Advisory group to discuss and make final decisions.

5.4 Program Sustainability

Working closely with the evaluator and having regular program meetings, the partnership will continually look for ways to improve and sustain the *Maquoketa Cardinals After-School Network*. The goals and objectives outlined in section 3 of this grant narrative will be measured quarterly and assessed to determine what is and isn't working in the program in an effort to continuously tailor instruction and enrichment to make the greatest impact on youth with different learning styles and interests.

Below is an outline of the ways the community partners are committed to sustaining the activities of *MCAN*.

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
Jackson County Campaign for Grade Level Reading	Assist in summer programming and family literacy events	1	\$1,806	Briggs/Cardinal
Eastern Iowa Community College (Clinton Community College)	Offer family literacy programming to program participant families	1	\$1,806	Briggs/Cardinal
Jackson County Conservation	Programming at school sites for enrichment activities, hands on activities, field trips, recreational and community services	2	\$3,612	Briggs/Cardinal
Maquoketa Area Family YMCA	Recreational programming and community event site	2	\$3,612	Briggs/Cardinal
Maquoketa Art Experience	Enrichment classes in art and music	1	\$1,806	Briggs/Cardinal
Maquoketa Library	Academic enrichment, family literacy, program reading incentives, program promotion	2	\$3,612	Briggs/Cardinal
Sacred Heart School	Programming space for enrichment activities, data to support effectiveness	1	\$1,806	Briggs/Cardinal
Sunshine Daycare	Programming for enrichment activities	1	\$1,806	Briggs/Cardinal

(In-kind value based on 2 hours a week during the school year, at a rate of \$21.50/hr x 36 weeks and 2 hours a week during the summer, at a rate of \$21.50/hr x 6 weeks. The table above illustrates one year of a three-year commitment from the partners.)

The program partners have already begun researching other grant programs and discussing other ways to sustain *MCAN*. The partnership will seek grants, on-going funding from the school district, approach the City and the County, investigate in-kind and volunteer support opportunities, and corporate and private donations. One person from the partnership is the designated lead to research potential grants and alternative funding sources and report back to the group for action steps. The Community Foundation of Jackson County has a strong presence in Maquoketa and although has two annual grant rounds each year, will be called upon to consider an annual non-competitive donation. Program partners will maintain on-going documentation of contributions (in-kind or resources) from partnering agencies or other sources. The partnership knows the importance of constantly communicating the successes of the program, but will also communicate the needs to the community. The partners will communicate with the Bellevue School District nearby, who has sustained its 21st Century program for 10 years after it was originally funded, to learn additional ways to sustain the program. The United Way of Dubuque Area Tri-States is also interested potentially funding the program in the future.

If funding is received for summer programming, our GLR partner will seek funds to extend programming for a full day with *MCAN* providing academics in the morning and GLR providing lunch and enrichment in the afternoon. This will benefit the students by keeping them actively engaged longer each day.

6. Communication Plan

Internal Communication: The *Maquoketa Cardinals After-School Network* 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 Program Director, Site Coordinators, 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. The project partners will be alerted to any pertinent concerns from this internal communication at their regular stakeholder meetings.

When *MCAN* 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.

External Communication: A webpage and marketing materials will be developed to promote the *MCAN*, recruit 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. A Facebook page will be created and posted to weekly in an effort to engage area high school and college students and include them in future planning. Someone from the partnership will be in charge of the Facebook page and work with the MCSD IT department to develop a webpage off the District's site. All materials will be available in Spanish, as well, and include recognition of 21st CCLC funds.

The MCSD will communicate evaluation and accomplishments through 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 the program staff and partner members; Cultivate new relationships for program sustainability. User friendly publications of program activities, program 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 MCSD will use speech that is simple and at the right level for the audience's understanding; 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.

7. Partnerships

7.1 Existing Organizational and/or Programmatic Partnerships

The Maquoketa Community School District has integrated existing coordinating groups, parents, appropriate community members, volunteers, and social services agencies/organizations, who have been involved in the planning and will be involved in the evaluation of the 21st CCLC Program. The group described below will be able to directly or indirectly 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, 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 partners and program staff. Since this group will receive regular communication regarding the *MCAN* program, they understand the importance of sustaining this program and will begin searching for ways to sustain the activities once an award is granted and will maintain on-going documentation of contributions from all sources.

Community Foundation of Jackson County – Jackson County Campaign for Grade-Level Reading: Thanks to an \$180,000 grant from an anonymous donor, the Campaign for Grade Level Reading that started in Dubuque expanded to Jackson County. In January 2015, county information was collected revealing 24% of Jackson County students in K-3 were not reading at grade level. As part of this program, the Jackson County Campaign for Grade-Level Reading will be a partner and plans to assist in summer programming and family literacy events.

Eastern Iowa Community Colleges (Clinton Community College): Clinton Community College has a site in Maquoketa under the umbrella of Eastern Iowa Community Colleges and provides credit and non-credit classes to Maquoketa and surrounding communities. The Maquoketa site is available for high school students to take concurrent classes throughout the school year. As part of this project, CCC will offer family literacy programming to program participant families.

Jackson County Conservation: Jackson County Conservation works with community partners including school districts to provide environmental education to our county's citizens. As part of this project, Jackson County Conservation will be a partner and plans to provide programming at the school sites for enrichment activities, hands-on activities, field trips, recreational and community service opportunities.

Maquoketa Area Family YMCA: The Maquoketa Y has been a constant partner to the MCSD by sharing facilities, coordinating on capital projects and programming. As part of this project, the Maquoketa Area Family YMCA will be a partner and plans to provide recreational opportunities, facility usage for community events pertaining to the program, and provide swim lessons for students enrolled in the *MCAN* program.

Maquoketa Art Experience: The MAE is located downtown and offers an artistic venue for all ages. As part of this project, the Maquoketa Art Experience will be a partner and plans to offer enrichment classes in art and music.

Maquoketa Library: The Library has programs and services for all ages. As part of this project, the Maquoketa Library will be a partner and plans to provide a variety of academic enrichment and family literacy activities

and services by providing a physical location for programming, program events, program reading incentives, as well as promoting *MCAN* to its patrons.

Sacred Heart School: Sacred Heart School is a strong faith community which provides a God-centered learning environment that promotes stewardship and 21st century skills that form the whole person: mind, body, and spirit. As part of this project, Sacred Heart School will be a partner and plans to provide programming space for enrichment activities and data to support effectiveness of programming.

Sunshine Daycare: Sunshine Daycare is the only licensed daycare in Maquoketa. As part of this project, Sunshine Daycare will be a partner and plans to provide a safe, appropriate space for students for enrichment activities.

Please see the attached MOUs and other general letters of support.

7.2 Partner Engagement, Recruiting New Partners, Sustainability Plan

The existing partners will be meaningfully engaged over the lifetime of the grant if the proposed project is awarded. The partners will meet quarterly 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. New partners will continually be recruited through these 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.

As previously mentioned, the partnership will seek more grants, on-going funding from the school district, approach the City and the County, investigate in-kind and volunteer support opportunities, and corporate and private donations. Please refer to section 5 for more details on plans for program sustainability.

8. Evaluation

8.1 External Evaluator

On a regular basis, the Maquoketa Community School District will collect data that will assist the partnership in assessing and refining the program based on the impact of our 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. We will participate in Iowa Department of Education-sponsored non-evaluative activities, including best practices site visits and regular grantee network communications for sharing information among all grantees. We will also participate in statewide evaluation activities, including an annual survey of grantee programming and student outcomes used to compile a statewide evaluation report.

The *Maquoketa Cardinals After-School Network* will be evaluated by the Mississippi Bend Area Education Agency, which has 18 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, Executive Director, Mississippi Bend Area Education Agency Office, will serve as the external evaluator. He has extensive experience as a project evaluator and is the current evaluator for the Andrew and Bettendorf Community School District's 21st Century grants. Dr. Gronlund has been with the Agency since 1999 in various roles and has been the Executive Director, Strategic Management since 2014. His contact information is: Phone - (563) 344-6315; email - egronlund@mbaea.org.

8.2 Use of Evaluation Results

Goal 1; the evaluator will gather and analyze student performance data and determine if achievement gap has decreased. Goal 2; the evaluator will collect attendance records to determine if the attendance goal % has been met. Goal 3, the evaluator will list the opportunities/activities each year that have been made available to 100% of the families. The MCSD 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 the *MCAN* program longer-term. All evaluation results will be made available to partners and the public by posting on the program's web page and when the MCSD publishes its regular report to the community. Data measures will include things like: Student achievement data from the Iowa Assessments and other district-wide assessments; Student level data regarding the attendance and enrollment in the regular school day program and in the after school or the before and after school program; Student level data on discipline referrals, suspensions, and school safety; School and program level data from parent, teacher, and student surveys; Qualitative data describing implementation of the program including operational changes, staffing, and a discussion of how the program is meeting its objectives.

9. Budget Narrative

9.1 Detailed Justification

The Maquoketa Community School District will expend 21st CCLC funds appropriately and will submit regular claims to the Iowa Department of Education for reimbursement. According to the funding formula worksheet that we completed, we will serve 60 students during the regular school year and 60 during the summer school program and are requesting \$123,000 per year. If we fill all 60 spots available in each session, we will maintain a teacher to student ratio of 1:6. The information below is based on one year of funding, for both program sites.

Personnel – 74.11% (\$91,155) *The Maquoketa Cardinals After-School Network* will be led by a Program Director and individual site coordinators, contract teachers, and aides who will report to the school Principals and Stakeholder Advisory Group. District employees, site coordinators, contracted teachers and aides represent \$45,577.50 per year/program site, which includes an effective benefits rate of 16.58% for District employees. Program staff will possess the necessary credentials and expertise and the appropriate numbers of staff are planned for the number of participating students (1:6 ratios). The Program Director will have a written plan for local site visits and will maintain documentation for materials and equipment purchased with grant funds. The protocol from the Communication Plan will be followed including program staff making recommendations to the Stakeholder Advisory Group to discuss and make final decisions. Each site will have multiple community service providers engaged in providing enrichment as detailed in the partnership MOU's. Our partners will be offering their services in-kind. The value of these services total \$19,866 and is outlined in section 5.4.

Staff Travel – .41% (\$500) Each site has a travel budget of \$500 (.41%) annually. We estimate that staff travel costs will include at least three trips to state meetings/training events at an average cost of \$125 each. The remaining \$125 per site is for local mileage reimbursement travel between the 2 sites. Any additional costs required for staff travel are provided in-kind by the Maquoketa Community School District from general funds.

Materials – 4.76% (\$5,850) Each program site will receive an equal budget (\$2,925 per year/site) for materials and other supplies. Materials include teacher training, student supplies, 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 MCSD 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. The Project Director will monitor all site budgets and approve all site expenditures.

Professional Development – 2.76% (\$3,400) Professional development will be ongoing based on the academic and enrichment opportunities offered. Professional development for the entire program has a budget of \$3,400 or 2.76%. The MCSD will provide professional development opportunities to *MCAN* 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 while listening to children read. The Program Director will also utilize professional development dollars to reimbursement program staff for time spent on additional trainings that will directly enhance programs.

Student Access / Transportation – 7.96% (9,785) To ensure accessibility and participation in the program both during the regular school year and summer school the program, \$9,785 or 7.96% of the total budget has been set aside for transportation costs. The District will provide transportation at the end of the 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 MCSD staff in safe and clean buses. They will also be transported between program sites when necessary. Accommodations will be made for special needs transportation. Any additional costs required for student transportation will be provided in-kind by the Maquoketa Community School District general funds.

Evaluation – 2.76% (\$3,400) *The Maquoketa Cardinals After-School Network* will be evaluated by the Mississippi Bend Area Education Agency, which has 18 years of experience conducting comprehensive external evaluations of academic programs. Dr. Edward Gronlund, Executive Director, Mississippi Bend Area Education 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.

Administrative / Indirect Costs – 7.24% (\$8,910) Administrative and indirect costs associated to managing the project have a total project budget of \$8,910 or 7.24% of the total project budget. \$3,000 per site will cover the Program Director's time in collecting data, preparing reports, conducting management functions, budgeting, and program reporting. The balance of the administrative budget (\$1,455/site) will be used to cover the cost of processing program bills and payments, account, audit functions, and program reporting.

9.2 Program Supplements Current Funding The Maquoketa Community School District will supplement funds from other sources to support the proposed project. This proposal represents the addition of outside of school hour programming to a new population of students whom have not had the opportunity in the past in grades K-2. Funds from the early readers literacy allocation may be used to support this program along with other general fund dollars. The proposed program will also support our DECAT funding for after school programming. DECAT stands for Decategorization of child welfare and juvenile justice funding whose purpose includes redirecting child welfare and juvenile justice funding to services which are more preventative, family centered and community based. Separation of school staff time between regular hours and out of school hours will be addressed by adhering to contract hours. Para educators will prep from 3:30 to 3:45 because teacher contract time for the regular day ends at 3:45. The teachers will have a 15 minute break, then begin the *MCAN* programming at 3:45 feeling refreshed and ready to engage *MCAN* students.

MOUs/Letters of Support

Maquoketa Community School District



Kristy Haxmeler
Business Manager

612 South Vermont Street
Maquoketa, Iowa 52060-3460
Phone (563) 652-4984
Fax: (563) 652-6958

Mike Wing
Director of Transportation &
Manager of Support Operations

Jane Schmidt
Director of Professional Growth
& Student Learning

Mr. Christopher Hoover
Superintendent of Schools

Dustin Cogan
Technology Director

December 8, 2016



Memorandum of Understanding

Through the Maquoketa Community School District's 21st Century Community Learning Center Project the Maquoketa Community School District will provide the following:

- Safe and secure sites for students to participate in the program
- Highly qualified teachers and staff
- Research based curricula
- Educational activities pertaining to literacy and numeracy
- Enrichment activities pertaining to literacy, science, technology, math and engineering
- Physical activities
- Healthy snacks
- Transportation to and from sites as well as to partner activities
- Strong partnerships with community members and businesses
- Staff professional development activities

Sherrí Walker
Cardinal Elementary
PK-2 Principal

Pat Holtman
Briggs Elementary
3-5 Principal

Christine Snell
Middle School
6-8 Principal

Cindy Wiese
Middle School
Student Support
Services

Mark Vervaecke
High School
9-12 Principal

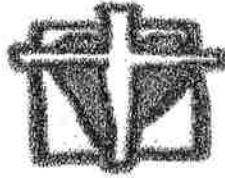
Kevin Bowman
High School Assistant
Principal

Tom Gruenwald
7-12 Activities
Director

Laurie Morehead
Food Service Director

Sincerely,

Chris Hoover, Superintendent
Maquoketa Community Schools



Sacred Heart School

October 26, 2016

Memorandum of Understanding

Through the Maquoketa Community School District's 21st Century Community Learning Center Project, Sacred Heart School will work with the Maquoketa School District by:

- Providing space for programming in which to hold academic enrichment activities, if needed.
- Providing data to support effectiveness of programming.
- Collaborating with the district in scheduling activities and placing students.
- Sharing information with Sacred Heart families regarding these educational opportunities.

We look forward to partnering with Maquoketa Community Schools in helping all students to be academically successful.

Sincerely,

A handwritten signature in cursive script that reads "Jenny Litterer".

Jenny Litterer, principal
Sacred Heart School
806 Eddy St.
Maquoketa, IA 52060



CLINTON COMMUNITY COLLEGE
EASTERN IOWA COMMUNITY COLLEGES

December 8, 2016

**Memorandum of Understanding
Between Maquoketa School District and Clinton Community College**

Through the Maquoketa Community School District's 21st Century Community Learning Center Project, Clinton Community College will work with the Maquoketa School District to provide family literacy programming for families who are enrolled in the program.


Sincerely,

Penny Plautz
CCC Maquoketa Center Facilitator
501 W Washington Street
Maquoketa, IA 52060
563-652-5000

CLINTON TECHNOLOGY CENTER
1951 Manufacturing Drive
Clinton, IA 52732-6822
563-244-7010 ♦ FAX 563-244-7075

CLINTON COMMUNITY COLLEGE
1000 Lincoln Boulevard
Clinton, IA 52732-6299
563-244-7001
Toll-free 1-888-336-3907 ♦ www.elcc.edu

CCC MAQUOKETA CENTER
501 West Washington Street
Maquoketa, IA 52060
563-652-5000



**JACKSON CO.
CAMPAIGN FOR
GRADE-LEVEL
READING**

December 1, 2016

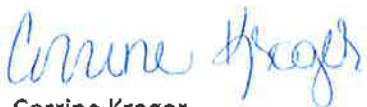
MEMORANDUM OF UNDERSTANDING (MOU)
between

Maquoketa Community School District and Jackson County Campaign for Grade-Level Reading

Through the 21st Century Community Learning Center MCAN Project, the Jackson County Campaign for Grade-Level Reading will work with the Maquoketa Community School District to:

- A. Support summer learning goals and activities submitted on the 21st Century Community Learning Centers grant application such as summer school programming that includes high-quality reading instruction.
- B. Arrange staff development to train providers on ways to integrate literacy into enrichment programs/activities.
- C. Report and share reading achievement data collected from Jackson County schools.
- D. Provide support to the Maquoketa Community School District in the three areas that significantly impact reading achievement: School Readiness, School Attendance, and Summer Learning.
- E. Organize Family Literacy events during the school year and summer months and provide free books and resources at these events.
- F. Support joint communication efforts including regular participation in meetings as well as sharing information on the Grade-Level Reading Facebook page, monthly newsletters, and press/radio communication.
- G. Provide input and support through participation on the 21st Century Advisory Committee.
- H. Work with funders, nonprofit partners, schools, parents, and local businesses to ensure that more low-income children in Jackson County are reading at grade level by 3rd grade.

Sincerely,



Corrine Kroger,
Grade-Level Reading Campaign Coordinator



Administrative Office
Hurstville Interpretive Center

BOARD MEMBERS

Chris Cornelius	Bellevue	563/672-3590
Randy Bender	Bellevue	563/872-5953
Kathy Wosoba	Monmouth	563/673-4551
Larry McDevitt	Maquoketa	319/541-6357
Dr. DW Yanda	Maquoketa	563/652-2706

November 16, 2016

Memorandum of Understanding
Between Maquoketa Community School District and Jackson County Conservation

Through the Maquoketa Community School District's 21st Century Community Learning Center Project, Jackson County Conservation will work with the Maquoketa School District to:

- Provide programming at the school sites for enrichment activities related to environmental education.
- Provide educational, hands on programs pertaining to outdoor recreation skills such as snowshoeing, fishing, orienteering and archery. As well as activities that teach environmental concepts, such as habitats, wildlife, food chains, adaptations and other environmental science topics.
- Provide at least 1 staff member to lead a minimum of a 6-week after school session and at least 4 hours of enrichment activities during the summer.
- Provide environmental field trip opportunities at the Hurstville Interpretive Center and Maquoketa Caves State Park.
- Provide community service opportunities at the Hurstville Interpretive Center or other parks in the community.
- Provide equipment and materials necessary for enrichment activities.

Sincerely,

A handwritten signature in blue ink that reads "Jessica Wagner". The signature is written in a cursive style.

Jessica Wagner
Environmental Education Coordinator
Jackson County Conservation



October 4, 2016

Memorandum of Understanding

Through the Maquoketa Community School District's 21st Century Community Learning Center Project, the Maquoketa Public Library in a four person team will work with the Maquoketa School District through:

- *Providing a site at the Library in which to hold academic enrichment activities related to summer reading and after school programming.
- *Provide educational, hands on programs pertaining to literacy with the use of dramatic arts through puppet shows and plays created by the students, poetry workshops, flannel board stories, book talks and a book club, and sharing quality reading materials based on the interests of the students.
- *Provide STEM education with the use of the Pint Size Science curriculum, supplemented with materials to expand the learning experiences of the students.
- *Provide art related exploration through the use of craft projects, drawing, painting, and other forms of creative expression.
- *Provide music education by sharing various forms of music and incorporating instruments for hands on learning, including: Nigeria talking drum, frog rasp, monkey drums, stir drums, castanets, etc.
- *Provide a snack at each session, with an opportunity to use math concepts to mix, cook and create diverse recipes that focus on expanding the sensory experiences of the students.
- *Partner with local community groups to enrich the offerings presented at the library.
- *Present a dramatic workshop that would explore acting from a local community theater aspect of applying make-up, styling hair, and learning what is involved in staging a production; using the resources of the Peace Pipe Players.
- *Provide reading incentives, opportunities and entertainment related to the Summer Reading Program.
- *Provide information to students and families about further educational opportunities including but not limited to programs, special family events, and guest speakers.



Maquoketa Art Experience
124 S. Main St. / P.O. Box 993
Maquoketa, IA 52060
563.652.9925
maq.art.exp@gmail.com

November 23, 2016

To Whom It May Concern

Memorandum of Understanding

Maquoketa Art Experience (MAE) will collaborate and work with the Maquoketa School District to implement the Maquoketa Community School District's 21st Century Community Learning Center Project by providing activities that reinforce learning and achievement for the student. Academic enrichment activities and educational, hands on art programs pertaining to the science, technology, structural and mathematical art programming will be conducted at the established sites.

MAE will provide space, instruction, equipment and supplies for projects that utilize various art mediums. Such projects could include drawing and perspective, water color/pastel/acrylic art forms, "casting" and the chemical reactions of this process, weaving and patterns, self-portraits, chalk art, re-purposing recyclables as well as discussions of various artists and forms.

Students will be able to utilize math, science, and problem solving skills to complete each project. Students will develop a sense of positive discussion skills as the instructor promotes discussions of each child's project.

MAE will provide enrichment activities noted above as a partner in the Maquoketa Community School District's 21st Century Community Learning Center Project. MAE is prepared to provide such services as determined needed by the grant process.

Respectfully Submitted by,

A handwritten signature in black ink that reads 'Robert J. Osterhaus'. The signature is written in a cursive style with a large, prominent 'R'.

Robert J. Osterhaus,
Board President

November 16, 2016



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

To Whom It May Concern,

The Maquoketa School District has requested that the Maquoketa Area Family YMCA formally prepare a Memorandum of Understanding for their 21st Century Grant application. We are pleased to do so.

Though our YMCA has only been in Maquoketa for eight years, we have been able to create a mutually beneficial relationship early on with Maquoketa Schools, one that continues to this day. We have shared facilities, worked collaboratively on capital projects, worked on a myriad of program efforts, and have shared staff. Our philosophy is a simple one: 'where our missions meet, we will work together for the betterment of our community.'

For that reason the Maquoketa Area Family YMCA feels fortunate to once again partner with our school district. Should Maquoketa Schools receive the grant, our YMCA will provide recreational opportunities, facility usage, provide swim lessons as well as a broad water safety course.

We feel fortunate to have been given this opportunity to partner with Maquoketa Schools. Our history of working collaboratively makes it very easy for us to submit this Memorandum of Understanding. We are extremely confident that, if chosen, the Maquoketa School District will work hard to maximize each and every dollar while assuring a phenomenal educational experience for every child.

Sincerely,

A handwritten signature in black ink, appearing to read 'Scott Warren', is written over a horizontal line. The signature is fluid and cursive.

Scott Warren

Executive Director

Maquoketa Area Family YMCA



Memorandum of Understanding

Through the Maquoketa Community School District's 21st Century Community Learning Center Project, Sunshine Learning Center will work with the Maquoketa School District through:

- Providing a site for children to participate in academic programming and enrichment.

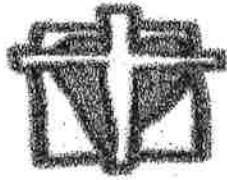
Amanda Bouker

Center Director

December 7, 2016

Mission Statement:

Sunshine Learning Center offers a safe and stimulating environment for children six weeks to twelve years of age. A team of motivated and caring staff foster positive opportunity for children to grow intellectually, emotionally, socially, and physically.



Sacred Heart School

October 26, 2016

I would like to express support of the Maquoketa Community School District (MCSD) and their application for the 21st Century Community Learning Centers grant program. The proposed project will assist MCSD in implementing the "Maquoketa Cardinals After-School Network (MCAN)" program.

Sacred Heart School resides within the Maquoketa Community School District. As a non-public PK-6th grade system, we rely on opportunities that are made possible through donations and grants. While we do all that we can to push students to their highest academic potential, we recognize that some need additional support in the form of before, after, and summer school programming.

Currently, Maquoketa Community School District supports Sacred Heart School by providing special education and ELL services, as well as partnering with us in the State-Wide Voluntary Preschool Program. In response to this partnership, Sacred Heart parents also have the opportunity to serve on the districts SIAC, as they will become part of the system after 6th grade.

Creating a before, after, and summer school program is greatly needed in Maquoketa, as the community currently has minimal academic enrichment opportunities during non-school hours for children. The proposed program will help students meet state and local student standards in core academic subjects; offers students a broad array of enrichment activities which will complement their regular academic programs; and will offer literacy and other educational services to the families of participating children.

I feel that the proposed project would provide tremendous value to our historically distressed community. I encourage you to look favorably on MAE's application, which outlines a project that has the potential of enhancing the area's quality of life.

Sincerely,

Jenny Litterer, principal
Sacred Heart School
806 Eddy St.
Maquoketa, IA 52060
563-652-3743



October 17, 2016

To Whom It May Concern:

On behalf of Maquoketa State Bank, I would like to express support of the Maquoketa Community School District (MCSD) and their application for the 21st Century Community Learning Centers grant program. The proposed project will assist MCSD in implementing the "Maquoketa Cardinals After-School Network (MCAN)" program.

Maquoketa State Bank is the lead bank of the Ohnward Bancshares holding company headquartered in Maquoketa. Ohnward Bancshares and the affiliate banks operate 22 financial offices in Eastern Iowa. The staff of Maquoketa State Bank is known for their devotion of time and efforts to help their clients and the community grow and prosper through business development, volunteerism, and promotion of projects benefiting the surrounding area. Of the 71 employees at Maquoketa State Bank, thirty-four percent are MCSD graduates and forty-two percent have children who are currently attending or have graduated from the MCSD.

Having strong ties with our school district is important not only to the school but also to the students. Maquoketa State Bank is proud to be a business-school partner with the 2nd grade classes at Cardinal and to students at Sacred Heart School. In addition to these classes, we also work with classes at the High School to teach the importance of saving, maintaining a checking account and how to apply for loans. Outside of the classrooms our staff members show support by volunteering on the school board, at school events and supporting fundraising events.

Creating a before, after, and summer school program is greatly needed in Maquoketa, as the community currently has minimal academic enrichment opportunities during non-school hours for students. The proposed program will help students meet state and local student standards in core academic subjects; offers students a broad array of enrichment activities which will complement their regular academic programs; and will offer literacy and other educational services to the families of participating children.

I feel that the proposed project would provide tremendous value to our historically distressed community. I encourage you to look favorably on MCSD's application which outlines a project that has the potential of enhancing the area's quality of life.

Sincerely,

Kevin L Burns

Kevin L. Burns
President & CEO

203 North Main Street
Maquoketa, Iowa 52060
Phone 563/652-2491
FAX 563/652-2495

112 McKinsey Drive
Maquoketa, Iowa 52060
Phone 563/652-2491
FAX 563/652-0552

16 West Benton Street
Andrew, Iowa 52030
Phone 563/672-3575
FAX 563/672-9606

3 North Elliot Street
Preston, Iowa 52069
Phone 563/689-3535
FAX 563/689-3537

www.maquoketasb.bank



729 - 21st Street • Bettendorf, Iowa • 52722-5096
563-359-1371 • 800-947-AEA9
Fax: 563-359-5967 • TDD 563-344-6281
www.mbaea.org

December 1, 2016

To Whom It May Concern:

Please accept this letter in support of the Maquoketa Community School District (MCSD) and their application for the 21st Century Community Learning Centers grant program, which will enable the implementation of MCSD's "Maquoketa Cardinals After-School Network (MCAN)" program.

The Mississippi Bend Area Education Agency supports 21 school districts and over 50,000 students in Eastern Iowa. We proudly partner with and provide many services to the Maquoketa Community School District and are constantly looking for ways to assist their efforts to improve student literacy, increase overall student achievement while reducing achievement gaps, increase graduation rates, and create college and career ready graduates. Our services impact special education students with direct service and all students through collaboration with the teachers and administrators in Maquoketa.

Maquoketa CSD's pursuit of the 21st Century Community Learning Centers Grant is a vital step toward success in each area mentioned above. Students from a low socio-economic background need additional time and attention to achieve their true potential. Creating a before, after, and summer school program is greatly needed in Maquoketa, as the community currently has minimal academic enrichment opportunities during non-school hours for children.

The proposed program will help students meet state and local student standards in core academic subjects, offers students a broad array of enrichment activities which will complement their regular academic programs, and will offer literacy and other educational services to the families of participating children.

I heartily endorse the grant proposal to implement more educational options for the students of the Maquoketa CSD. The proposed project would provide tremendous value to a community in dire need of such services. Our organization will gladly serve as a support resource in ensuring the success of this project. I encourage you to look favorably on Maquoketa Community School District's application which outlines a project that has the long term potential of changing the trajectory of the lives of countless children in the Maquoketa area, and will also improve the quality of life for families immediately.

Sincerely,

A handwritten signature in black ink that reads "William J. Decker".

William J. Decker
Chief Administrator



First United Methodist Church
1019 Wesley Drive
Maquoketa, Iowa 52060



Rev. Jeffrey M. Dadisman
Office: 563-652-4420

December 10, 2016

Dear Grant Committee:

I would like to express support of the Maquoketa Community School District (MCSD) and their application for the 21st Century Community Learning Centers grant program. The proposed project will assist MCSD in implementing the "Maquoketa Cardinals After-School Network (MCAN)" program.

The Maquoketa United Methodist Church has been sending volunteer mentors to assist with reading in the beginning grades over the past 2 years. Last year was the beginning of this relationship. We had 16 reading mentors that participated. These helpers were able to see great progress in the time spent with classrooms as a whole and in the time spent with individuals that needed one-on-one time. I see great hope with the implementation of new programs that this grant would allow.

Creating a before, after, and summer school program is greatly needed in Maquoketa, as the community currently has minimal academic enrichment opportunities during non-school hours for children. The proposed program will help students meet state and local student standards in core academic subjects; offers students a broad array of enrichment activities which will complement their regular academic programs; and will offer literacy and other educational services to the families of participating children.

I feel that the proposed project would provide learning opportunities for students and families to begin to break out of the cycle of poverty that keeps many from achieving all that they could in their future years. I encourage you to look favorably on this application which outlines a project that has the potential of enhancing the area's quality of life.

Sincerely,

Rev. Jeff Dadisman
First United Methodist Church
1019 Wesley Drive
Maquoketa, IA 52060



Maquoketa Art Experience
124 S. Main Street
PO Box 993
Maquoketa, IA 52060
563.652.9925
www.maquoketa-art.org
maq.art.exp@gmail.com

November 15, 2016

To Whom It May Concern,

The Maquoketa Art Experience would like to express support of the Maquoketa Community School District (MCSD) and their application for the 21st Century Community Learning Centers grant program. This project will not only benefit the school and students but the community at large.

Maquoketa Art Experience (MAE) is a non-profit organization established in 2008 and located in downtown Maquoketa, Iowa. MAE is dedicated to arts education, fostering appreciation of the arts and to building community by engaging the residents of Maquoketa and surrounding areas in diverse creative activities. MAE's mission statement is to develop and cultivate an expanding interest in art within Jackson County residents and visitors to our community by supporting lifelong learning, sustaining our cultural heritage, and appreciating the arts in our everyday lives.

MCSD and MAE have had an active partnership in bring the fine and performing arts to the district to enhance and enrich the learning for several years. MAE's partnership with the University of Iowa has allowed MCSD's students to experience many aspects of the arts: University of Iowa's Museum of Art School Education programs, Hancher's performing arts which included a play called RESPECT, a current production about bullying "Out of Bounds", musical performances such as Inti-illimani well as hands on workshops.

Creating before and after and summer school programs are greatly needed in Maquoketa as the community currently has minimal academic enrichment opportunities during non-school hours for children. The proposed program will help students meet the state and local student standards in core academic subjects; offers a broad array of enrichment activities which will complement their regular academic programs and will offer literacy and other educational services to families of participating children.

I feel the proposed project would provide tremendous value to our historically depressed community. I strongly encourage you to look favorably on MCSD's application, which outlines a project that has the potential of enhancing the quality of life for this community.

Sincerely,

A handwritten signature in black ink that reads "Nancy Kilburg". The signature is written in a cursive style with a large, sweeping "y" at the end.

Nancy Kilburg
MAE Educational Liaison



October 4, 2016

To Whom It May Concern:

It is my pleasure to provide a letter of support from the Maquoketa Public Library in regard to the Maquoketa Community School District's 21st Century Grant Application. Our staff is ready to provide programs with a literacy focus for the community's literacy-challenged students.

We are excited to be able to partner with our schools to bring learning opportunities to children. A literacy based program will be a benefit to all students and our staff hope we will be able to motivate children to develop a lifelong love of reading.

The Maquoketa Public Library looks forward to working with the Maquoketa Community School District and other community partners to implement the 21st Century Grant. We encourage you to provide this grant so that we and our partners may work together to offer enriching and motivating learning experiences.

Sincerely,

A handwritten signature in black ink, appearing to read "E. Lanz", is written over the typed name and title. The signature is fluid and cursive.

Elena Lanz, MSLIS
Executive Director
Maquoketa Public Library
126 South Second Street
Maquoketa, IA 52060
563-652-3874
director@maquoketa.lib.ia.us



Kiwanis

MAQUOKETA

December 2016

I would like to express support of the Maquoketa Community School District (MCSD) and their application for the 21st Century Community Learning Centers grant program. The proposed project will assist MCSD in implementing the "Maquoketa Cardinals After-School Network (MCAN)" program.

As a member of the Maquoketa Kiwanis Club, we spend many hours volunteering our time in the MCSD. We are involved in a Terrific Kids program. Terrific Kids is a program that we have implemented at Briggs and Cardinal. Terrific Kids is a student-recognition program that promotes character development, self-esteem and perseverance. "Terrific" is an acronym for *Thoughtful, Enthusiastic, Respectful, Responsible, Inclusive, Friendly, Inquisitive and Capable*.

Students work with their classroom teacher to establish goals to improve behavior, peer relationships, attendance or school work. All students who achieve their goals after a specified time are recognized as Terrific Kids by Kiwanis members during a recognition party. We feel strongly that students need this positive reinforcement that they are all Terrific. Our efforts are welcomed in the schools and there is much cooperation from all of those involved.

Creating a before, after, and summer school program is greatly needed in Maquoketa, as the community currently has minimal academic enrichment opportunities during non-school hours for children. The proposed program will help students meet state and local student standards in core academic subjects; offers students a broad array of enrichment activities which will complement their regular academic programs; and will offer literacy and other educational services to the families of participating children.

I feel that the proposed project would provide tremendous value to our historically distressed community. I encourage you to look favorably on this application which outlines a project that has the potential of enhancing the area's quality of life.

Sincerely,

Kathy A Seyfert

Kathy A Seyfert, Kiwanis President 2016-2017



September 28, 2016

I would like to express support of the Maquoketa Community School District (MCSD) and their application for the 21st Century Community Learning Centers grant program. The proposed project will assist MCSD in implementing the "Maquoketa Cardinals After-School Network (MCAN)" program.

Part of the mission of the Jackson County Economic Alliance (JCEA) is to facilitate, lead and promote economic growth to improve the quality of life and to protect and create jobs. Our office has heard many stories from local businesses and industries about the lack of soft skills from many job applicants. These are the types of skill sets that children need to learn in their youth.

The JCEA is working closely with the Maquoketa School District to create a skilled workforce for the 21st century. Our office is helping to build relationships and partnerships between the school and business community. We understand that education plays a vital role in creating a better community.

Creating a before, after, and summer school program is greatly needed in Maquoketa, as the community currently has minimal academic enrichment opportunities during non-school hours for children. The proposed program will help students meet state and local student standards in core academic subjects; offers students a broad array of enrichment activities which will complement their regular academic programs; and will offer literacy and other educational services to the families of participating children.

I feel that the proposed project would provide tremendous value to our historically distressed community. I encourage you to look favorably on MCSD's application which outlines a project that has the potential of enhancing the area's quality of life and to help better prepare young people for tomorrow's workforce.

David J. Heiar, Director
Jackson County Economic Alliance



Administrative Office
Hurstville Interpretive Center

BOARD MEMBERS

Chris Cornelius	Bellevue	563/672-3590
Randy Bender	Bellevue	563/872-5953
Kathy Wosoba	Monmouth	563/673-4551
Larry McDevitt	Maquoketa	319/541-6357
Dr. DW Yanda	Maquoketa	563/652-2706

November 16, 2016

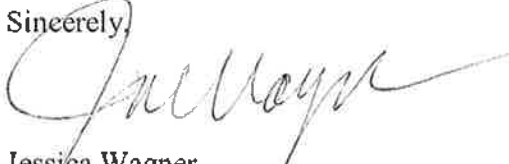
To Whom it May Concern:

It is my pleasure to provide this letter of support from Jackson County Conservation in regards to the Maquoketa Community School District's (MCSD) application for the 21st Century Community Learning Centers grant program. The proposed project will assist MCSD in implementing the "Maquoketa Cardinals After-School Network (MCAN)" program.

Jackson County Conservation works with community partners, including school districts, to provide environmental education to our county's citizens. Our environmental education programs enhance science and environmental knowledge. Jackson County Conservation has partnered with Maquoketa Community School District to enhance the learning experiences of children participating in the after-school program.

Creating a before, after, and summer school program is greatly needed in Maquoketa, as the community currently has minimal academic enrichment opportunities during non-school hours for children. The proposed program will help students meet state and local student standards in core academic subjects; offers students a broad array of enrichment activities which will complement their regular academic programs; and will offer literacy and other educational services to the families of participating children. I feel that the proposed project would provide tremendous value to our historically distressed community. I encourage you to look favorably on MCSD's application which outlines a project that has the potential of enhancing the area's quality of life.

Sincerely,



Jessica Wagner
Environmental Education Coordinator
Jackson County Conservation



December 1, 2016

Chris Hoover, Superintendent
Maquoketa Community School District
612 South Vermont Street
Maquoketa, IA 52060

To Whom It May Concern:

The Jackson County Campaign for Grade-Level Reading (GLR) enthusiastically supports the Maquoketa Community School District in their application for a 21st Century Community Learning Centers grant.

The Jackson County Campaign for Grade-Level Reading is a collaborative effort by funders, nonprofit partners, schools, parents, and local businesses to help ensure that more low-income children are reading at grade level by 3rd grade.

Our County Campaign began in February of 2015 and has partnered with the MCSD for the past two years. A dedicated Steering Committee of 45 is implementing a Community Solutions Action Plan (CSAP) that focuses on the three areas that significantly impact reading achievement: School Readiness, School Attendance, and Summer Learning.

Data collected from Maquoketa elementary schools shows a great need for before-, after-school, and summer opportunities. MCSD has the highest number of students in Jackson County that qualify for F/R lunch, the lowest percent of students reading at grade level for grades K-2, and the highest percentage of students chronically absent in grades K and 2. The Maquoketa Cardinals After-School Network (MCAN) program will tremendously impact this impoverished district by providing academic and enrichment opportunities beyond the present school day.

Please consider funding Maquoketa's 21st Century Community Learning Centers grant application. With high-quality extended programming during elementary years, MCSD students will have greater potential for reading success, college, and active citizenship.

Sincerely,

Corrine Kroger, Grade-Level Reading Campaign Coordinator



CLINTON COMMUNITY COLLEGE
EASTERN IOWA COMMUNITY COLLEGES

November 17, 2016

To Whom It May Concern:

I'm writing in support of the Maquoketa Community School District (MCSD) and their application for the 21st Century Community Learning Centers grant program. The proposed project will assist MCSD in implementing the "Maquoketa Cardinals After-School Network (MCAN)" program.

Clinton Community College is part of Eastern Iowa Community Colleges. We provide credit and non-credit classes to Maquoketa and surrounding communities. We know the difference educational opportunities and training for all ages and income levels can make in the lives of our students as well as the health and growth of our community.

Our satellite site in Maquoketa partners with the Maquoketa Community School District by providing concurrent classes for high school students during the school year. We also offer continuing education and technical training throughout the year and share an Advanced Manufacturing Center with the school district. We work together to share resources and provide educational programs that benefit the community.

For one month in the summer we partner with the Jackson County Extension Office to run our College for Kids program for kids in grades K-2 and 3-5. We get to experience first-hand how eager these kids are to learn and how readily they embrace the adventure this kind of learning environment provides.

Creating a before, after, and summer school program is greatly needed in Maquoketa, as the community currently has minimal academic enrichment opportunities during non-school hours for children. The proposed program will help students meet state and local student standards in core academic subjects; offers students a broad array of enrichment activities which will complement their regular academic programs; and will offer literacy and other educational services to the families of participating children.

The proposed project would provide tremendous value to our historically distressed community. I urge you to look favorably on MAE's application which outlines a project that has the potential of enhancing the area's quality of life.

Thank you for your consideration.

Penny Plautz
Clinton Community College Maquoketa Center Facilitator
501 W. Washington Street
Maquoketa, IA 52060

CLINTON TECHNOLOGY CENTER

1951 Manufacturing Drive
Clinton, IA 52732-6822
563-244-7010 • FAX 563-244-7075

CLINTON COMMUNITY COLLEGE

1000 Lincoln Boulevard
Clinton, IA 52732-6299
563-244-7001
Toll-free 1-888-336-3907 • www.elcc.edu

CCC MAQUOKETA CENTER

501 West Washington Street
Maquoketa, IA 52060
563-652-5000



Gwen Deming, Coordinator
Community Partnerships for Protecting Children
Dubuque, Jackson, Clinton & Scott Counties
226 11th Street
DeWitt, Iowa 52742
(563) 659-3651

December 9, 2016

I would like to express my support of the Maquoketa Community School District (MCSD) and their application for the 21st Century Community Learning Centers Grant Program. The proposed project will assist MCSD in implementing the "Maquoketa Cardinals After-School Network (MCAN)" Program.

Community Partnerships for Protecting Children, CPPC, is a group that meets monthly in Maquoketa. This group is comprised of area service groups and social agencies that come together to share information about community services, to identify gaps in services, and to work together finding ways to address those gaps. Its purpose is to provide resources for families on nurturing and attachment, parenting and child development, parental resilience, social connections, and concrete supports.

Creating a before, after, and summer school program is greatly needed in Maquoketa, as the community currently has minimal academic enrichment opportunities during non-school hours for children. The proposed program will help students meet state and local student standards in core academic subjects; offers students a broad array of enrichment activities which will complement their regular academic programs; and will offer literacy and other educational services to the families of participating children.

I feel that the proposed project would provide tremendous value to our historically distressed community. I encourage you to look favorably upon this application, which outlines a project that has the potential of enhancing the area's quality of life through strengthening our families and community.

Sincerely,

Gwen Deming

Gwen Deming
Coordinator
Community Partnerships for Protecting Children

November 2016

I would like to express support of the Maquoketa Community School District (MCSD) and their application for the 21st Century Community Learning Centers grant program. The proposed project will assist MCSD in implementing the "Maquoketa Cardinals After-School Network (MCAN)" program.

The Community Foundation of Jackson County was established in 1982 to help individuals throughout Jackson County make a positive impact on the communities they care about. The Foundation believes in connecting people with their passions. A seven-member volunteer board created this nonprofit organization to accept donations and bequests and make grants back to the community. In 2012, it joined the Community Foundation of Greater Dubuque as an affiliate foundation. The Community Foundation of Jackson County works closely with the Jackson County School Superintendents. Their presentation at the Community Foundation Board meeting educated our members on the needs, wants and future of the schools in our rural county.

Throughout the last two years, our Community Foundation of Jackson County Board committed to making a greater impact for area youth through education. An initiative called Grade Level Reading has been working with the Maquoketa Community Schools to support summer learning goals and activities submitted on the 21st Century Community Learning Centers grant application such as summer school programming that includes high-quality reading instruction. They are arranging staff development to train providers on ways to integrate literacy into enrichment programs and activities.

The Grade Level Reading Campaign provides support to the Maquoketa Community School District in the three areas that significantly impact reading achievement: School Readiness, School Attendance, and Summer Learning. In addition, family literacy events are being held during the school year and summer months providing free books and resources.

The Community Foundation of Jackson County supports the campaign – both financially and through volunteerism. In addition, the Foundation is working with funders, nonprofit partners, Maquoketa Schools, parents, and local businesses to ensure that more low-income children in Jackson County are reading at grade level by 3rd grade.

Creating a before, after, and summer school program is greatly needed in Maquoketa, as the community currently has minimal academic enrichment opportunities during non-school hours for children. The proposed program will help students meet state and local student standards in core academic subjects; offers students a broad array of enrichment activities which will complement their regular academic programs; and will offer literacy and other educational services to the families of participating children.

I feel that the proposed project would provide tremendous value to our historically distressed community. I encourage you to look favorably on MAE's application which outlines a project that has the potential of enhancing the area's quality of life.

Mary Jo Gothard, Executive Director





November 29, 2016

I would like to express support of the Maquoketa Community School District (MCSD) and their application for the 21st Century Community Learning Centers grant program. The proposed project will assist MCSD in implementing the “Maquoketa Cardinals After-School Network (MCAN)” program.

The Maquoketa Area Chamber of Commerce is organized for the purpose of advancing the quality of life, economic well-being, and awareness of the Maquoketa area so that our community will be a better place to reside and conduct business of professional endeavors.

The Chamber is very active in the promotion and advancement of the school district especially the students. We serve on various boards and committees including Student Improvement Advisory Council, Technical Trades Advisory Board (CTEAC) and the promotion of student organizations and clubs.

Creating a before, after, and summer school program is greatly needed in Maquoketa, as the community currently has minimal academic enrichment opportunities during non-school hours for children. The proposed program will help students meet state and local student standards in core academic subjects; offers students a broad array of enrichment activities which will complement their regular academic programs; and will offer literacy and other educational services to the families of participating children.

I feel that the proposed project would provide tremendous value to our historically distressed community. I encourage you to look favorably on this application which outlines a project that has the potential of enhancing the area’s quality of life.

Sincerely,

A handwritten signature in dark ink, appearing to read "Matt Notz".

Matt Notz | Executive Director
Maquoketa Area Chamber of Commerce

November 16, 2016



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

To Whom It May Concern,

It is my pleasure to provide you with this letter of support from the Maquoketa Area Family YMCA in regard to the Maquoketa Community Schools 21st Century grant application. The school system in the community of Maquoketa is pivotal to the success of area youth. As such, they are uniquely positioned to provide services through the 21st Century grant.

I have been extremely impressed by the Maquoketa School Districts ability to bring resources to bare on the greatest of needs in our service area. They collaborate freely, always putting the needs of their children and families first. For that reason we feel extremely comfortable providing this letter of support. We know that they will work to maximize each and every dollar to the benefit of those they serve!

Sincerely,

A handwritten signature in black ink, appearing to read 'Scott Warren', is written over a horizontal line that extends across the page.

Scott Warren

Executive Director
Maquoketa Area Family YMCA

Required Forms

FORM A: SITE INFORMATION

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

21CCLC Site Name: Cardinal Elementary School		
Site Address: 1003 Pershing Rd		
City, State, Zip: Maquoketa, IA, 52060		
Phone: 563.652.5157		
Site Contact Person: Sherri Walker		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program
N/A		
21CCLC Site Name: Briggs Elementary		
Site Address: 400 West Quarry Street		
City, State, Zip: Maquoketa, IA, 52060		
Phone: 563.652.4996		
Site Contact Person: Pat Bollman		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program
N/A		
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

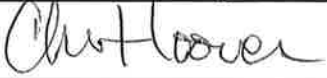
Part M: Private and Public School Consultation

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

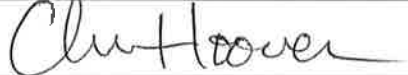


Part N: Grant Termination (Additional conditions in Appendix D)

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Maquoketa Community School District


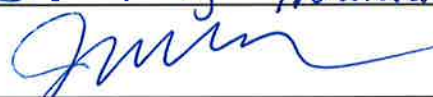


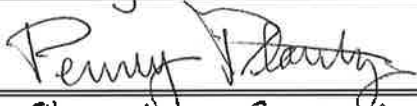
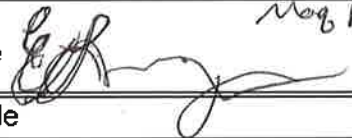
Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement 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
	Maquoketa Community School District
Signature of Site Principal for Each 21st Century Community Learning Centers-Funded Site	Site Name
	Cardinal Elementary
	Briggs Elementary

FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Robert d Osterhaus ^{pres}	Agency	Maquoketa art Experience
Signature		Address	1245 Main PO Box 999
		City/Zip	Maquoketa 52060 Phone 563-652-9925
Name/Title	Jessica Wagner, Naturalist	Agency	Jackson County Conservation
Signature		Address	18670 63rd St 52060
		City/Zip	Maquoketa Phone 563-652-3783
Name/Title	Jenny Litterer, principal ^{Sacred}	Agency	Sacred Heart School
Signature		Address	806 Eddy St.
		City/Zip	Maquoketa/52060 Phone 563-652-3743
Name/Title	Scott Warren, Director	Agency	Maquoketa YMCA
Signature		Address	500 E Summit St
		City/Zip	Mag, 52060 Phone 652-6566
Name/Title	Penny Plartz - CCC	Agency	Clinton Community College
Signature		Address	501 W Washington St
		City/Zip	Maquoketa 52060 Phone 563-652-5000
Name/Title	Elena Lanz - Executive Director ^{Mag Public Library}	Agency	Maquoketa Public Library
Signature		Address	126 South Second Street
		City/Zip	Maquoketa 52060 Phone 563-652-3874
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application:	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	60	\$123,000	\$369,000

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION

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

Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Briggs Elementary	\$61,500	\$61,500	\$61,500	\$184,500	30
Cardinal Elementary	\$61,500	\$61,500	\$61,500	\$184,500	30
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 60

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

Applicant Agency:

Maquoketa Community School District

Site: Cardinal Elementary

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 30

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	44,577.50	1,000	44,577.50	1,000	44,577.50	1,000	136,732.50
Staff Travel	250	0	250	0	250	0	750
Materials	2,175	750	2,175	750	2,175	750	8,775
Professional Development (minimum 4% per year)	1,500	200	1,500	200	1,500	200	5,100
Student Access, Transportation etc. (maximum 8% per year)	4,567.50	325	4,567.50	325	4,567.50	325	14,677.50
Evaluation (about 4% per year)	1,500	200	1,500	200	1,500	200	5,100
Administrative/ Indirect Costs (maximum 8% per year)	4,355	100	4,355	100	4,355	100	13,365
Totals	58,750	2,750	58,750	2,750	58,750	2,750	

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

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

Applicant Agency:

Maquoketa Community School District

Site: Briggs Elementary

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 30

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	44,577.50	1,000	44,577.50	1,000	44,577.50	1,000	136,732.50
Staff Travel	250	0	250	0	250	0	750
Materials	2,175	750	2,175	750	2,175	750	8,775
Professional Development (minimum 4% per year)	1,500	200	1,500	200	1,500	200	5,100
Student Access, Transportation etc. (maximum 8% per year)	4,567.50	325	4,567.50	325	4,567.50	325	14,677.50
Evaluation (about 4% per year)	1,500	200	1,500	200	1,500	200	5,100
Administrative/ Indirect Costs (maximum 8% per year)	4,355	100	4,355	100	4,355	100	13,365
Totals	58,750	2,750	58,750	2,750	58,750	2,750	

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

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

The Maquoketa Community School District will utilize an advance from the Iowa Department of Education for startup costs

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

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

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

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

FORM E: MINORITY IMPACT STATEMENT

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

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

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

The Maquoketa Community School District does not discriminate in hiring, enrolling or providing access to services and provides equal access to all programs and activities, regardless of gender, race, origin, or age, including school board meetings, extracurricular programs, teacher conferences, recreational activities, social and cultural activities, adult education, or hobby classes.

Indicate which group is impacted:

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

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

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

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

Indicate which group is impacted:

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

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

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

Name: Chris Hoover

Title: MCSD Superintendent

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 in Appendix A 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.

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

Date: September 27, 2016

Time: Noon

Location: Maquoketa Community School District offices

Meeting called by: Chris Hoover

Type of meeting: 21st CCLC grant meeting

Attendees: (Attach attendance sign-in sheet)

----- Agenda Topics -----

Welcome

[Chris Hoover]

[Five minutes]

Discussion: Introductions, grant summary, program schedule and activities, logistics, partner contributions, private school inclusion _____

Conclusions: Offer before, after, and summer school programming to Cardinal and Briggs Elementary and Sacred Heart Elementary with the goal of serving 370 students _____

Action Items:

____N/A_____

Person responsible:

____N/A_____

Deadline:

____N/A_____

Resources for Non-Public Schools

[Chris Hoover/Jenny Litterer]

[15 minutes]

Discussion: Resources and programming will be open to Sacred Heart Elementary. _____

Conclusions: Hoping to serve 20 students from Sacred Heart Elementary. _____

Action Items:

____N/A_____

Person responsible:

____N/A_____

Deadline:

____N/A_____

[continues on next page]

Consultation Procedures [Jenny Litterer] [10 minutes]		
Discussion: <u>Sacred Heart principal provided input on programming.</u>		
Conclusions: <u>Sacred Heart will be a partner in the program as well as students will be served.</u>		
Action Items:	Person responsible:	Deadline:
Questions All Staff [Insert time allocation]		
Discussion: <u>No questions were asked.</u>		
Conclusions: <u>N/A</u>		
Action Items:	Person responsible:	Deadline:
<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

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

Other Information

Resource persons:	N/A
Special notes:	N/A

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

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

