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1. Proposal Abstract

The MFL MarMac Community School District 21CCLC are committed to supporting the healthy development of K-3 children by meeting the needs of the whole child. Through the implementation of the Bulldog Club, the school will provide opportunities to extend learning and increase student achievement in a safe and nurturing environment. The activities offered will be designed to include both family and community members. Community partners will participate in the program and assist in providing funding necessary for the sustainability of the program.

The Bulldog Club will encompass an after school program throughout the regular school year to provide students with a combination of engaging literacy and math activities, homework assistance, tutoring as needed, STEAM enrichment, as well as physical and nutritional activities. Students will receive a nutritional snack five days a week (Monday-Friday). Low-income, at-risk, and special needs students will receive priority entrance into the program. The Bulldog Club will also include a 6-week half-day summer school program that will include activities in math, reading, and STEAM. A portion of the time will be used to engage students in physical activities that promote a healthy lifestyle. Students will be provided a nutritional, mid-morning snack and have access to the Summer Feeding program before returning home. Those participating in our program will come from five rural communities: Monona, Farmersburg, Luana, Marquette, and McGregor. Many low-income families live within these communities. Due to this, the Bulldog Club will provide transportation for students wishing to attend.

The commitment of the MFL MarMac Community School District is to provide a healthy and safe environment where students can achieve optimal growth. The teaching staff will be actively involved in developing the program; along with community partners to ensure activities are engaging, promoting academic achievement and aligning to the Iowa Core. Activities will be designed to meet students' interest and all social-economic subgroups, with a high priority on students who are at-risk and affected by poverty.

The MFL MarMac Community School will be the fiscal agent for the grant. The district will continue to provide professional development that will emphasize literacy and math strategies and quality assessment techniques that will be replicated in the Bulldog Club. At this time, there are no consistent after school opportunities for students and families. The Bulldog Club will provide ongoing support to families from the five communities represented by the school district. The 21CCLC Advisory Group will meet monthly to evaluate the impact of this program. The committee will consist of community partners, teachers, parents, and students attending the Bulldog Club. These members will also act as liaisons within the communities to promote the program.

Sustainability is an important component of the grant that will require maximizing community relationships and utilizing current partnerships. The Bulldog Club will utilize funding from grants and charitable donations such as snack packs and the Summer Feeding Program to provide ongoing support for students and families. Community businesses and 21CCLC partners will work in partnership with the Bulldog Club and district staff to provide day-to-day planning, instruction, health and wellness activities to

students. The community businesses and partnerships will continue their financial and in-kind support. The combined efforts will sustain the positive impacts of this program.

The Bulldog Club is requesting \$79,815 per year to serve approximately 50 students in the after-school program and 36 students in the summer school program with the 21CCLC funding. The Bulldog Club is in a unique position to provide a consistent, safe environment that promotes healthy social and emotional development of the students, while being able to provide academic supports and extension opportunities.

With the increased focus on literacy skills required by the Early Literacy Implementation Legislation (IA Code 279.68) this program will assist students in efforts to increase literacy skills. In addition to literacy skills, this program is designed to increase children’s curiosity and love of literacy, mathematics and STEAM, as well as nature, food, fitness, and health.

The overarching vision of the Bulldog Club is to:

- Address low academic achievement in literacy and math through homework support and activities.
- Build a support system for children and their families.
- Develop a program that incorporates academic and physical activities.
- Support healthy lifestyles through fitness and nutrition education.

2. Student Needs

MFL MarMac Community School is comprised of the communities of Monona, Luana, Farmersburg, Marquette, and McGregor. The percentage of people living in each community in our district below the poverty level are as follows: Monona 7.81%, Luana 16.15%, Farmersburg 20.45%, Marquette 19.42%, and McGregor 13.40% according to usa.com. Many of our students also live in rural areas in Clayton County, with 10.8% of the people at or below the poverty level according to the US Census bureau. 97.7 % of the students are Caucasian, while 98% of the community is Caucasian. The free and reduced lunch percentage for MFL MarMac Elementary School was 43.3% for the 2015-2016 school year. The MFL MarMac School District PK-12 enrollment is 817 students, with the PK-3 enrollment being 350.

FAST Literacy Data

The MFL MarMac CSD began implementing FAST assessments in 2014-2015. We meet all the requirements of the Early Literacy Implementation legislation, under Iowa Department of Education Code 279.68. Below is a table containing the FAST data for K-3 from the 2015-2016 school year, as well as the data from this fall.

FAST Screening Data - Percent Meeting Benchmark

	Fall 2015	Winter 2016	Spring 2016	Fall 2016
Kindergarten	63.29%	58.75%	44.3%	80.28%
1st grade	66.67%	74.6%	64.06%	63.93%

2nd grade	61.43%	69.01%	70.83%	72.31%
3rd grade	48.28%	53.45%	59.65%	66.67%

According to the differentiated accountability the state requires 80% of the students to meet benchmark, an indicator that the Literacy Core Instruction is meeting the needs of all students. The data above indicates that not all students are meeting the benchmark of 80%. The district is following best practices, screening students, using small group and class-wide interventions, utilizing community members as volunteers daily to listen to children read, and conducting weekly progress monitoring. Currently, 29.06% of the elementary students are receiving a literacy-based intervention. Additional time in a literacy program such as the Bulldog Club will enable more students to meet the state benchmark of 80%.

Iowa Assessments are conducted in grades 2-11. Below are tables containing the elementary scores from the 2015-2016 school year for reading, math, and science, split into sub-groups.

Iowa Assessment Reading: Percent Proficient for Grades 2 - 5

Grade	All Students	Low SES	Not Low SES
Second	85.7%	80.6%	89.7%
Third	72.9%	57.7%	84.8%
Fourth	79.7%	86.2%	74.3%
Fifth	72.2%	71.4%	72.7%

Iowa Assessment Math: Percent Proficient for Grades 2 - 5

Grade	All Students	Low SES	Not Low SES
Second	71.4%	58.1%	82.1%
Third	72.9%	73.1%	72.7%
Fourth	84.4%	86.2%	82.9%
Fifth	70.4%	61.9%	75.8%

Iowa Assessment Science: Percent Proficient for Grades 2 - 5

Grade	All Students	Low SES	Not Low SES
Second	68.6%	58.1%	76.9%
Third	89.8%	88.5%	90.9%
Fourth	89.1%	93.1%	85.7%
Fifth	88.9%	95.2%	84.8%

The Iowa Assessment data above demonstrates that while some grades are meeting benchmark, the district goal of 100% proficiency for all grade levels in reading, math, and science are not being met. The Bulldog Club will identify those students who need additional academic support, targeting specific areas of need, and providing certified staff that can provide assistance to reach academic success.

Community needs have also been taken into account as we designed the programs for the Bulldog Club. Results from surveys have indicated that after-school and summer academic activities would be supported. In Spring 2016, we sent out an initial survey to students and their parents to gauge interest in before and/or after-school programming. 63% of respondents expressed interest in an after school program, while only 35% were interested in a before school program. A second survey was administered in Fall 2016 to determine interest in specific programming for students and parents. Respondents indicated the following areas of interest:

Student Programming Interests

	Reading	Math	Science	Writing	Fitness	Nutrition	Music	Dance	Arts and Crafts	Computer
%	80	65	65	31	55	41	48	51	61	38

Family Programming

	Reading	Math	Fitness	Nutrition
%	61	40	58	46

Adult Programming

	Book Club	Arts	Gardening	Fitness	Nutrition
%	36	46	31	55	34

After compiling the survey responses and the academic assessments it was apparent that the 21CCLC would enable us to supplement academic services and support families as a whole. The Bulldog Club will address the following needs:

- Developing an intensive academic after-school program for all students who are not meeting proficiency levels.
- Addressing low academic achievement in literacy and math through homework support and hands-on activities.
- Building a support system for children and their families.
- Building a program that incorporates academic and physical activities.
- Supporting healthy lifestyles through fitness and nutrition education.

These services will strengthen our school district and community with opportunities for educational support, creativity through arts and music, and healthy lifestyles through fitness and nutrition.

3. Projects

The needs identified in the parent survey and the 21CCLC committee's effort serve as the main components used to design the proposal for the Bulldog Club. The activities fall into four broad categories:

1. Academic Enrichment:

Academic Enrichment will focus on areas of literacy, math, and STEAM (Science, Technology, Engineering, Arts, Math) through active and hands-on learning. After-school guided activities will be in a club format, with a variety of age groups working on like-minded projects that are heavily geared toward reading, math, science, nutrition, and fitness. Club activities will engage students in meaningful experiences promoting community awareness and cultural diversity. Through the programs offered at the center, enrichment activities will meet the needs of all students while providing quality after-school guidance.

2. Academic Assistance:

Certified teachers will deliver instruction specific to the Iowa Core grade level expectations in math and reading for students significantly behind the required benchmark. This will expand our current after school tutoring (TNT) program, offered once per week for five months of the school year. Bulldog Club staff will work in cooperation with teachers and parents/guardians to ensure that the learning needs of the students are being addressed. Volunteers from the community and local businesses will be available to offer educational support to students who need reinforcement of learning strategies, academic skills, and homework completion. The Bulldog Club will address the discrepant math and reading scores, as well as provide quality after-school and summer school experiences to enhance student achievement.

3. Family Literacy and Engagement:

Creating an atmosphere of collaboration and building trusting relationships with family are cornerstones of a successful school-family program. The MFL

MarMac CSD can help build those relationships by incorporating family involvement through its literacy efforts. Monthly family nights and club activities will be held at the elementary school. The partners and the MFL MarMac CSD will communicate regularly with families to ensure our goal's success and address the current academic achievement as well as overall family wellness.

4. Nutrition and Fitness:

The center will promote emotional, social, and physical wellness through the club activities in the after-school and summer programs. Family participation will be highly encouraged in all aspects of the program. Program areas will include nutrition, fitness, and overall health education. Nutritional snacks will be provided.

The 7 goals of the Bulldog Club were developed by the 21CCLC committee:

1. 80% of the students attending the program a minimum of four days per week will show an increase in literacy as indicated on the FAST screener from Fall to Spring in grades K-3.
2. 80% of the students attending the program a minimum of four days per week will show an increase in math scores on monthly math probes K-3.
3. 90% of the students attending the program will participate in physical activity every day.
4. 90% of students attending the program will participate in healthy nutritional activities every day.
5. 80% of students will participate in a minimum of two community projects each semester.
6. 20% of parents/guardians will participate in the Family Literacy events.
7. 100% of program staff will incorporate research-based learning strategies supported by aligned professional development.

The 21CCLC goals will support the MFL MarMac Community School District Goals: 100% of our students (grades K-3) will be proficient in reading as measured by the Iowa Assessments for the 2016-17 school year. 100% of the students (grades K-3) will be proficient in math as measured by the Iowa Assessments during the 2016-17 school year.

PROPOSED BULLDOG CLUB

BULLDOG CLUB: After-School Homework Assistance/Enrichment

The after-school Bulldog Club will be housed at the MFL MarMac Elementary site. Certified teachers will provide direct instruction to students in math and literacy. Community volunteers will be utilized to provide students with a combination of homework assistance, STEAM activities, fitness programs, and nutritional activities. Students will be supplied a nutritious snack during the after-school activities. There will be transportation provided at the end of each day. These programs extend our current practice of early morning activities already in place (yoga, reading, games, iPads).

After-School Schedule for Intensive Academic Assistance

3:15-3:30 Transition and Snack Time

3:30-4:30	Literacy Activities/Clubs
4:30-5:30	Math Activities/Clubs
5:30-6:00	Fitness/Nutrition Activities
6:00	Parent Pick-Up/Shuttle Bus

After-School Schedule for Tutoring/Activities

3:30-4:00	Literacy Tutoring
4:00-4:30	Math Tutoring

*Early Out Wednesdays: Guest Speakers, Field Trips, and Extended STEAM Activities

Bulldog Club: Intensive Summer School/STEAM/Enrichment
Year 1 (Summer 2018)

The summer Bulldog Club will run from June to early July (6 weeks). The program will involve intensive instruction in reading and math and will utilize research-based resources and strategies to provide each student an opportunity for extensive growth in these subject areas. The extended school staff will be provided with the necessary instructional training and materials to meet the needs and interests of all students. The intensive academic program will run Monday through Friday from 8:00 a.m.-11:30 a.m. Participating students will be provided a healthy snack in the morning and will participate in the MFL MarMac Summer Feeding Program for lunch.

Example of the Bulldog Club Summer Program schedule:

8:00-8:30	Math Activities
8:30-8:45	Large Motor Activities/Recess
8:45-9:00	Snack
9:00-9:30	Reading Activities
9:30-10:00	STEAM Activities
10:00-10:30	Computers/I-Pads (Lexia and Fastt Math programs)
10:30-11:30	Elective Club
11:30	Summer Feeding Program/Pick-Up

* Literacy instruction will include all 5 components of a balanced program. (Phonemic awareness, phonics, vocabulary, comprehension, fluency). Math instruction will include tiered math instruction from Houghton Mifflin Math Expressions.

* Elective activities: Community garden club, art club, public library, fitness, cooking club, and science.

* Field Trips will be taken every Friday for all students. Examples of field trips: Wetland Center/Nature Centers, swimming, bowling, and local historical sites/museums.

Bulldog Club Coordination

The 21CCLC Committee will hire a program coordinator to oversee the daily operations of the Bulldog Club and be actively involved in the scheduling of events and monthly schedules. This individual will communicate with the MFL MarMac CSD staff as well as partnering business staff to ensure effective operation of the program and manage any issues pertaining to the program shall they arise. The program coordinator will be

responsible for maintaining the program budget, work with staff on a daily basis, coordinate program evaluations and prepare any reports or evaluative information for the program. The coordinator will organize and publish a Successes Book to highlight positive outcomes of the program.

4. Research Base

Quality before and after school programs can provide safe, engaging environments that complement the school day by promoting learning and improving student outcomes. The Iowa Department of Education lists the Common Elements that represent nationally recognized standards on which quality before and after-school programs are based. The standards include: 1. The program is a combination of academic, enrichment, cultural, and recreational activities that guide learning and engage children and youth in wholesome activities 2. Goal setting and strong management 3. Planning for long-term sustainability 4. Quality after-school staffing 5. Attention to safety, health, and nutrition issues, 6. Effective partnerships 7. Strong involvement of families 8. Extended learning opportunities 9. Linkages between school-day and after school personnel 10. Evaluation of program progress and effectiveness. (<https://www.educateiowa.gov/afterschool-programs>)

- Physical Activity - The CDC (Center for Disease Control) and the American Heart Association recommends that students have 60 minutes of activity a day. To meet these recommendation the Bulldog Club will incorporate fitness activities into the after school program. The CDC's Literature Review: The Association Between School-Based Physical Activity, including Physical Education, and Academic Performance (July 2010), show evidence that increasing physical activity has a positive effect on academic achievement.
- Nutrition/Healthy Lifestyle - The Bulldog Club plan to incorporate healthy snacks, nutrition education, education about where food comes from, and a gardening club. According to the CDC, "In addition to the federal local wellness policy requirement, several national organizations, such as the Centers for Disease Control and Prevention, Institute of Medicine, and American Academy of Pediatrics, have made recommendations for schools to implement policies and practices that support healthy eating."
(http://www.cdc.gov/healthyschools/npao/pdf/LWP_SchoolNutrition_Brief.pdf).
- FAST Assessments - (Used at JK-6th in MFL MarMac CSD) The Iowa Reading Research Center conducted an extensive review of all available screeners and progress monitoring tools. Based on the results, FAST scored highest overall and was chosen as Iowa's state screener and progress monitoring tool.
- STEAM - Students learn to organize with mathematics, while researching as scientists and historians and using technology so that they can understand and communicate about what is needed and possible in engineering. STEAM challenges students to learn and apply the content and skills across the board with real-life projects that not only use, but create up-to-date discoveries.
(<http://steamedu.com/about-us/students/>)
- Read Aloud/Guided Reading - The benefits of reading aloud are: increased reading comprehension, improved listening skills, broadening of vocabulary, building lifetime readers. *Becoming a Nation of Readers: The Report of the*

Commission on Reading identified reading aloud as “the single most important activity for building the knowledge required for eventual success in reading” (Anderson et al. 1985, 23; Fountas & Pinnell, 1996; Layne, 2009).

5. Management and Sustainability Plan

Staffing

The MFL MarMac School District in coordination with the Bulldog Club coordinator will recruit and hire highly qualified staff to serve the children of the proposed program. The district will provide certified teachers and paraprofessionals to lead academic work. The teaching staff will have a passion for literacy and math achievement to help meet the first two goals of the Bulldog Club. Quality professional development opportunities will be offered to keep the staff engaged, energized, and share their excitement with students. The program staff will have time each week to work together to plan lessons. The program coordinator, principal, and teachers will maintain open communication to discuss students’ needs and situations that occur throughout the day. This will be easy to maintain, as the program coordinator will be located in the same building as elementary staff.

The staff will also consist of volunteers from the community: senior citizens, business owners, clergy, parents and high school students who have an interest in the education field. Volunteers will be recruited through the partnerships, the committee and the site coordinator through advertisement in the local newspaper, local radio, local cable station, back-to-school night, and flyers distributed throughout the school district. All staff and volunteers will submit background checks and references before they work with the students at the Bulldog Club. Volunteers will assist in snack distribution, lead clubs according to their expertise, guide students during transition times and aid in end of day procedures.

Safe Transportation & Facilities

The Bulldog Club will be located in the MFL MarMac Elementary School, which has agreed to allow the afterschool program liberal use of the school’s facilities. The district will provide a space for the program and program coordinator. The school is a safe building and fully accessible to all students, including those with disabilities, and is accessible to families in the community.

As the school day ends and students enter the after school program they will be walked by 21CCLC staff from their classrooms to the multi-purpose room in the school to sign in. At the end of each day, students will be checked out by their parent or other caregiver. This will be monitored by 21CCLC staff. Those students who need to be bused will use the activity shuttle provided by the school and the 21CCLC grant will reimburse the school district for the use of the bus. When the program takes field trips, a bus from the school district will be used and reimbursed. Bus drivers also have had background checks and training in working with kids.

Advisory Group

The grant writing committee in conjunction with the program director will form an advisory group for the program. The committee will consist of teachers and staff in the

district, community members including people from partnership organizations, and students participating in the program. They will meet quarterly and their purpose includes: 1) Evaluation of outcomes, timelines and goals; 2) Ensuring support for the program coordinator and staff; 3) Monitoring student and family involvement in the Bulldog Club and programs offered through it; 4) Strategic planning, sustainability and problem solving related to the program's management and programming and 5) Monitoring and evaluation of overall program quality.

Sustainability when grant funds are reduced

Programs begun with start-up grant funding need a plan for continued sustainability. Over the project-funding period, grant funds gradually will decrease and local funds will increase simultaneously until the 21CCLC funds are no longer available. The increase in local funds will come primarily from the MFL MarMac CSD as well as donations from local businesses and charitable contributions. We will also plan to ask for additional volunteer workers from the community to share their talents in the club portion of the programming. Reporting our successes on student outcomes will be critical to our sustainability efforts. We have worked hard to communicate about the Bulldog Club with community businesses to gather support and plan for community needs. Quarterly evaluation reviews will ensure that we are focused on continuous program improvement. Our collaborative professional development will focus on strategies and data that promote success for all students.

Through the communication plan, 21CCLC can regularly update all stakeholders on the progress of students and other relevant information about the Bulldog Club and plan for continued support through the input of all groups involved.

6. Communication Plan

MFL MarMac has a strong presence in the community and has established many lines of communication with stakeholders that will be utilized in the 21CCLC. Partners for the 21CCLC will include Northeast Iowa Community College, Murphy Helwig Memorial Library, Farmersburg Community Library, McGregor Public Library, McGregor Art Center, Driftless Area Wetland Center, and Osborne Nature Center.

We will use several avenues to communicate to the entire community about the 21CCLC to gain support, and initial enrollment. Information will be distributed at school registration, back-to-school night, and parent teacher conferences in the fall and spring. In addition, both local newspapers and the local radio station will be used to help build community interest and support. We will also utilize these media outlets to find volunteers and partners that will impact the program.

We will communicate special events and learning opportunities through the school website as well as a 21st CCLC website and FaceBook page. We will display information about events on our electronic signage at sporting events. We will write an article to be featured in each of the bi-monthly newsletters published by the MFL MarMac district that are sent to all community members.

There will be a monthly newsletter and calendar provided specifically for members of the Bulldog Club to inform them of upcoming activities. Parents will also be able to access a variety of venues (i.e. social media) to gain real time, pertinent information about programming, view work samples, and see pictures from Bulldog Club activities.

Data will be used in decision making about the programming for the Bulldog Clubs. Monthly and quarterly reports will give the 21CCLC Committee data that will help them make plans for future programming, as well as determine success of the current programs. This information will be shared with MFL MarMac staff at monthly staff meetings and all partner groups. These reports will be used to inform the MFL MarMac School Board, interested community groups, and organizations that contribute to the school district. Additionally, the Annual Report will be made available to all entities working with the Bulldog Club. We will strive to regularly share information through presentations and other medias to all stakeholders to keep them aware of the program, celebrate its accomplishments, and student achievement.

7. Partnerships

MFL MarMac School District is comprised of five separate towns, which have cooperatively joined as a school district. Their location is in Northeast Iowa in Clayton County, where we are considered a rural population. The school district has many collaborative partnerships that help support the needs of families and students in the communities. We appreciate the availability of grants to sustain the programs that will be of benefit to students and families.

Following are a few of the community partners who will be instrumental in sustaining and assisting with the Bulldog Club Grant:

The McGregor, Monona and Farmersburg libraries work with the school district by promoting literacy, which supports the goals of the grant. These libraries offer summer activities and reading opportunities for all age levels. The programs are also offered to preschool students who may attend the library for literacy activities before attending a formalized school program. The libraries also host visits for all of the elementary students during the spring yearly and provide a supportive environment for students to use the Internet, to do research, or to get homework assistance after school.

The McGregor Art Center, called the Left Bank, provides art classes for students after school for ten weeks. The school has partnered with the center by providing transportation after school. Students are instructed on art techniques during the one-hour lesson and their artwork is displayed for the community.

The Food and Fitness partners with the school to provide activities that help mind, body and soul. Yoga and meditation are part of the curriculum that can be offered to students. Along with dance, other movement activities could also be offered by this group.

The Driftless Area Wetlands Center in Marquette is a partner with our school. This center will offer students after school classes that focus on environmental activities and nature

experiences. There are also special programs and events scheduled and advertised for students and families.

The school also participates in a Snack Sack Program, provided by the local churches to complement a healthy eating goal. The program is completely funded with patrons from the community. The Summer Feeding Program, funded by the USDA, provides any child under 18 a nutritional lunch during the summer months. Snacks will be provided to students in the after school program through this grant funding opportunity.

Osborne Nature Center, near Elkader, provides additional programs throughout the year by bringing classroom naturalist programs to students. In addition, Osborne partners with the Clayton County Extension Office in Elkader, Iowa to provide day camps throughout the summer on a variety of topics. Osborne offers opportunities for students to attend field trips at their location and provide day camps.

NICC (Northeast Iowa Community College in Calmar) also provides a partnership to our school by extending educational opportunities for our students and parents/guardians.

The committee will continue to search for potential new partners for promoting 21CCLC goals.

MOU'S are attached that document our partnerships mentioned in the grant application.

8. Evaluation

The district has secured Dr. Richard Morehouse from La Crosse, Wisconsin to conduct program evaluation. Dr. Morehouse has extensive experience as a professional evaluator. Examples of this experience are extensive and broad in both qualitative and quantitative evaluations throughout the United States and Europe. Dr. Morehouse is a Professor Emeritus at Viterbo University in Madison, Wisconsin since 2009. He is widely published, has written books on the topic of evaluation and analysis, and has been an independent program evaluator since 2001. He has written, Beginning Interpretive Inquiry: A Step-By-Step Guide to Research and Evaluation, and Beginning Qualitative Research: A Philosophic and Practical Guide. We have contacted Dr. Morehouse and he is eager to lead the evaluation process of our 21st CCLC after-school and summer school program.

We also have secured Mr. Jon Nordaas to conduct instructional coaching sessions, and assist with the personnel evaluation for the on-site director. This will be done with input from the elementary building principal. Mr. Nordaas has over twenty-five years of experience as a building principal and has a current evaluator's license with the Iowa Department of Education. He is currently working with the Iowa Department of Education and the New York Leadership Academy as a coach for principals in the Iowa Teacher and Leadership Compensation Program (TLC). This is done in conjunction with the Area Education Agency Systems (AEA's); and specifically Keystone AEA in Elkader, Iowa. Mr. Nordaas is currently a principal-coach through TLC in the MFL MarMac district; so he will already be here and is familiar with our system and school culture. His work will consist of periodical informal coaching conversations with the director, a mid-year review/conversation and a final review. The final review will be in

conjunction with the principal. Mr. Nordaas will receive a stipend of 500.00 for this process; however he will also be on reserve to become the program evaluator if, for some reason, Dr. Morehouse is unable to perform the duties.

Finally, we have contacted other professional evaluator sources, as well as contacts with the Iowa State Extension office and HAWC Partnerships for Children (Howard, Allamakee, Winneshiek, and Clayton Counties). We will use these as resources and rely on them in case one of the above people would be unable to complete the process.

The 21CCLC Evaluator is qualified and expected to conduct a comprehensive and rigorous evaluation of the program. This will include both the quantitative and qualitative aspects of the evaluation process. Although Dr. Morehouse's major area of expertise is qualitative analysis in evaluation, he also has experience and training in quantitative analysis. The evaluator will be expected to work an hourly equivalent between eight and ten days; however this will be done in an on-going process throughout the grant period. If further work is necessary the district will consider this and work on a per-hour basis.

The 21CCLC evaluator will work with the Iowa Department of Education and provide all requested data to the state. This will include necessary communication, completion of reports, and a review of the feedback of the summative year-end evaluation of the total program. The 21CCLC program director will collect the necessary data from the program for review. This review will determine whether our after school program is research-based and effective, the types of research used, and determine if the research was scientifically based.

According to Michael Scriven (2007), evaluation is the determination of merit, worth, or significance. In order to determine the actual significance of the 21CCLC program a process will be developed to include both regular and formative evaluations as well as "in the moment" ethnographic reflections of methodology and program outcomes. These more informal and anecdotal events in the evaluation process will help the staff, administration and parents involved to have feedback throughout the year. The 21st CCLC Evaluator will also conduct a summative annual outcome-based evaluation of the total program. According to Hertling and Yap (2009) a formative evaluation provides data that is regular and systematic. This evaluation process needs to be coupled with the objectives of the 21CCLC program in terms of physical activity, mental wellness, and the degree of the academic nature of the after school and summer programs. All of these elements are to be addressed in the evaluation process.

For the literacy portion of the program, school records that are pertinent to the 21st CCLC program will be kept at the district office. Data will include attendance at the after school program and the summer program on a daily basis. The certified teachers and the program director will also review test scores in reading and literacy skills. These skills are currently on the Iowa Assessments and FAST; however in 2018 we will start to have data from the Smarter Balance Assessments in literature that will be directly aligned to the Iowa Core. Surveys will be given not less than twice per year by the 21CCLC director to give direction for adjustments mid-year. A page will be created on the district web-site for the 21CCLC program, and within this page will be the results of the surveys,

an area for input, and the results of the overall review of the 21CCLC program (excluding the direct evaluation of personnel which will be done by Mr. Nordaas and the principal).

The annual summative report will be sent to the Iowa Department of Education, reviewed by the SIAC Committee and the School Board. It will also be placed on the school's web site in the 21CCLC section. The final objective of the evaluation program will be to provide an on-going assessment to continuously improve the program and connect it with community and school objectives and goals. This, in turn, will inspire our program to be the best it can be for the children using it.

9. Budget Narrative

It is hoped that the MFL MarMac 21CCLC program will serve approximately 86 elementary children total, with 50 on a daily basis in our after-school program. We are also hoping to serve about 36 children in the six-week summer program. This will include the development of age appropriate action-curriculum that involves healthy lifestyles, physical activity, mental engagement, soft skills and social interaction; and finally academic preparation in early literacy skills. See Appendix G for charts on Revenue and Percentage and the Proposed Budget.

Annual Grant Request
79,815

Program Director: The 21CCLC Program Director will provide leadership to the after-school and summer school programs at MFL MarMac Elementary. The coordinator will be responsible for the scheduling of certified MFL MarMac teachers to provide tutoring in literature, scheduling of the field trips and events, monitoring and setting up of the transportation (in conjunction with the MFL MarMac Transportation Director), monitoring and scheduling of the snack program, development of positive behavioral outcomes used in Responsibility Based Discipline, preparation and filing of all paperwork and records, and finally the handling of the day-to-day operations.
21CCLC Grant: 34,450.00

Program Paraprofessionals for the 21CCLC Program: These Paraprofessionals will assist the director during the actual time that students are present. These people will assist in field trips, events, supervision and the day-to-day activities of the students.
21CCLC Grant: 9,935.00

After School Literature Enhancement: This will provide direct tutoring in literature with a certified teacher. Generally this will be the first hour of the program for specific days of the week. There may be times when a field trip or a special activity will take the entire after-school program; however most days will be Literature Enhancement.
21CCLC Grant: 10,000.00

Program Supplies: This is used to provide hands-on activities and opportunities for the students in the program. This may include roller skates, snow shoes, fishing equipment and board games; as well as textbooks, writing supplies and construction paper, speakers, rentals, fees associated with trips and hands-on activities such as entrance into plays,

bowling lane rental, travel costs for speakers, rental of special equipment, etc. Some normal field trips will be to Effigy State Park, Pikes Peak, the Wetlands Centre', the Mississippi River and backwaters, local organic farms, and local businesses. Other field trips may be to further places that may have fees associated.

21CCLC Grant: 10,430

Transportation: We will also run a shuttle from McGregor, Giard, Farmersburg, and Luana to Monona, the location of the Bulldog Club. There will also be a targeted student population of students with a low socio-economic family structure that find transportation as a barrier to attendance to the program. If we are traveling to a specific place and other students are in the area, we will provide transportation if room allows. We plan to provide in-town bussing and rural transportation where needed to make sure that students are not excluded.

21CCLC Grant: 6,200.00

Summer School: This six-week program will have all the components of the regular program. It will provide some intensive assistance in literature and reading skills, and it will have a focus on children in low socio-economic family situations. Students will have breakfast and lunch in the program. The lunch may be coordinated with the Summer Feeding Program that has already been established in the MFL MarMac District through the US Dept. of Agriculture and coordinated through the Northeast Iowa Food and Fitness contact person.

21CCLC Grant: 3,000.00 (most costs are already incurred in other categories)

Professional Development: There will also be additional Professional Development associated with the Teacher Leadership and Compensation program that MFL MarMac teachers participate in, as well as Responsibility Based Discipline (RCD), and regular MFL MarMac Professional Development that includes Personalized PD.

21CCLC Grant: 3,500.00

Evaluation: To hire the professional evaluator. It is estimated that Dr. Morehouse will work approx. 8 equivalent days or 64 hours during the year, and Mr. Nordaas will work 10 hours.

21CCLC Grant: 3,300

In Kind Expenditure examples: all administration, professional development to equal 4.1% of the total budget, a portion of the elementary dropout prevention coordinator that is in-district, at-risk funds, use of district purchased software such as Lexia, use of existing hardware that is not in use, as well as use of the network and school infrastructure that includes the gym, auditorium, wrestling room, and other usable spaces. More examples include use of the facilities, transportation when it is already part of district transportation, use of district copy machine, second-hand computers to be donated to the program, custodial services, and limited use of school supplies (paper construction paper, and other supplies).

Appendix A: Required Forms

Forms should be reproduced, completed in full, and submitted with the application. Any redesign, alterations, changes, or modifications will warrant disqualification from the grant review process and eligibility.

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

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

Mail Applications to:

Jodi Bruce

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

jodi.bruce@iowa.gov

Address all questions to: vic.jaras@iowa.gov

APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency) MFL MarMac CSD			
County: Clayton		Amount Requested: \$ 79,815 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Dr. Dale Crozier		Grant Contact/Project Director: Niki Guese	
Agency Name: MFL MarMac Community School District		Agency Name: MFL MarMac Community School District	
Address: 700 S. Page Street		Address: 700 S. Page Street	
City: Monona	Zip: 52159	City: Monona	Zip: 52159
Phone: 563-539-2032	FAX: 563-539-4509	Phone: 563-539-2032	FAX: 563-539-4509
Email: crozierdr@mflmarmac.k12.ia.us		Email: guesen@mflmarmac.k12.ia.us	

DUNS Number: 031053853

Data Collection and Evaluation Contact: Dr. Richard Morehouse		Fiscal Contact: Dr. Dale Crozier	
Address: 115 5 th Avenue South, Suite 409		Address: 700 S. Page Street	
City: La Crosse, WI	City: Monona	City: Monona	Zip:
Phone: 608-799-8543	Phone: 563-539- 2032	Phone: 563-539-2032	FAX:
Email:		Email: crozierdr@mflmarmac.k12.ia.us	

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):
 - Site/Building Name: Monona Center
 - Free and Reduced Lunch Rate Percentage: 43.3%
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
- ***When will the program run?*** (Check or highlight applicable option(s) below):
 - Summer School Only
 - After School Only
 - Before and After School
 - Before and After School and Summer School
 - After School 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):

- 53 number of children x 178 days x 7.50 either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = 70,755 (total funding request for before and afterschool programs)

Summer School Formula

- 33 children x 30 of days = (minimum 30 days) x \$10.00 = (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: 79,815
 Funding Request total for Three Years: 239,445
 Number of Children Served in Year One: 86
 Number of Children Served in Three Years: 258

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: <u>42-6016972-000</u> OR Enter School District Code <u>22-4419</u>
--

(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: _____

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

FORM A: SITE INFORMATION

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

21CCLC Site Name: MFL MarMac Community School District		
Site Address: 700 South Page Street		
City, State, Zip: Monona Iowa, 52159		
Phone: 563-539-4795		
Site Contact Person: Niki Guese		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
MFL MarMac Elementary	4419-0427	0
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 21 st 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 21 st 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 21 st 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
	MFL MarMac CSD

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
	MFL MarMac CSD
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Monona Center

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	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
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	City/Zip	Phone
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):
<u>1</u>	<u>86</u>	<u>\$ 79,815</u>	<u>\$ 239,445</u>

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
MFL MarMac CSD Elementary	\$ 79,815	\$ 77,815	\$ 79,815	\$ 239,445	86
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 86

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

Applicant Agency: MFL MarMac CSD

Site: MFL MarMac 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: 86**

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	52,385	2,000	54,385	2,000	56,385	2,000	169,155
Staff Travel	500	0	500	0	500	0	1,500
Materials	11,430	500	8,430	500	8,430	500	29,790
Professional Development (minimum 4% per year)	3,000	500	3,000	500	3,000	500	10,500
Student Access, Transportation etc. (maximum 8% per year)	6,200	0	6,200	0	6,200	0	18,600
Evaluation (about 4% per year)	3,300	0	3,300	0	3,300	0	9,900
Administrative/ Indirect Costs (maximum 8% per year)	0	0	0	0	0	0	0
Totals	76,815	3,000	75,815	3,000	77,815	3,000	239,445

*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.

10-4646-000-000

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

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

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

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

FORM E: MINORITY IMPACT STATEMENT

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

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

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

Indicate which group is impacted:

- | | |
|--|---|
| <input 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 | |

This program should have a positive impact on all children, and these sub-groups exist in our district.

- 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: _____

Title: _____

Definitions

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

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

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

“Disability” does not include any of the following:

- (a) Homosexuality or bisexuality.
- (b) Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.
- (c) Compulsive gambling, kleptomania, or pyromania.
- (d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.

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

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

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
Time
Location

Meeting called by:

Type of meeting:

Attendees: (Attach attendance sign-in sheet)

----- Agenda Topics -----		
<p>Welcome [Insert Name] [Insert time allocation]</p>		
<p><u>Discussion:</u> _____</p> <p>_____</p> <p>_____</p>		
<p><u>Conclusions:</u> _____</p> <p>_____</p>		
<p><u>Action Items:</u></p> <p>_____</p>	<p>Person responsible:</p> <p>_____</p>	<p>Deadline:</p> <p>_____</p>
<p>Resources for Non-Public Schools [Insert Name] [Insert time allocation]</p>		
<p><u>Discussion:</u> _____</p> <p>_____</p> <p>_____</p>		
<p><u>Conclusions:</u> _____</p> <p>_____</p>		
<p><u>Action Items:</u></p> <p>_____</p>	<p>Person responsible:</p> <p>_____</p>	<p>Deadline:</p> <p>_____</p>

[continues on next page]

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

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

Other Information

Resource persons:	
Special notes:	

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.

APPENDIX G: SUPPORTING CHARTS FOR THE BUDGET

Chart 1 -Revenue and Percentage:

21 st CCLC	79,815	74.1%
Dropout Prevention	6,500	6.1%
At Risk	6,500	6.1%
Admin	3,500	3.2%
District Prof. Development	4,500	4.1%
District GF	6,900	6.4%
Totals	107,715	100%

Chart 2- Proposed Budget

Coordinator	
11:00 a.m. - 7:00 p.m. @ \$15/hr.	26,200
Insurance	6,450
FICA	1,800
Para	
4 hrs/day	4,685
Insurance	4,250
Certified Teachers	
Salary	8,600
FICA/IPERS	1,400
1st Year Supplies	
Computer/technology	2,000
Start-up supplies	1,000
Supplies	
Equipment for activities (ongoing)	3,230
Other Equipment (ongoing)	1,800
Books	900
Transportation	

Shuttle (shared with swimming and daycare)		1,700
Rural		2,100
Field Trips		2,400
Food		3,000
Cost for Field Trips		1,500
Fees and Rentals		500
Professional Development		3,500
Program Evaluation		
-Dr. Morehouse (64 hours @ 37.40/hr) Plus expenses		2,800
-Mr. Nordaas (10 hours @ 37.50/hr) Plus expenses		500
		79,815
In-kind		Cost to program
Dropout Prev. and Counseling	8,500	0
At Risk Programming	7,500	0
Adm.	6,500	0
Evaluation	1,000	0
Software/hardware	2,900	0
Supplies	1,500	0
In-Kind Total:	27,900	0
Annual Grant Request		79,815