

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

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APPLICATION INFORMATION

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

County: Fayette		Amount Requested: \$ 102,000 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Allan Nelson, Superintendent		Grant Contact/Project Director: Amanda Knox	
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Abstract:

Starmont STARS Project in partnership with Starmont Community Schools, Upper Iowa University, Keystone Area Education Agency, Iowa Public Television and Northeast Iowa Community College will implement STARS Community Learning Center. The project will serve up to 283 students (Starmont Elementary enrollment) and is designed to address three areas 1) Academic Achievement, 2) Educational Enrichment and 3) Family Literacy. The program will be led by a project manager who will coordinate the teachers, paraprofessionals, volunteers and multiple service agency staff to deliver the project services. The Stars program will operate five days per week from 3:25 until 6:00 pm for 36 weeks during the school year. Summer school will be provided for 6 weeks from 8:00 until 12:00 for five days each week. The family literacy activities will take place during the evenings. Starmont Elementary will be the primary location for program activities additionally there will be field trips. All of the activities are designed to increase student proficiency, especially those students with low academic performance.

At Starmont Elementary, the free and reduced priced lunch count is currently 53.02%. This percentage indicates a steady increase in SES population (40.1% in fall of 2003, 44% in 2011). Within in our communities, on average on average 44% of our parents are laborers and drive at least 30 minutes for employment. Families who live in poverty struggle with transportation and financial issues and often cannot provide academic and emotional support to their children. Our students in Low-SES consistently score below our Non Low-SES students. In addition our students with special needs consistently score 33% to 67% lower than regular education students on state and local assessments. We are a Title I building, with 13% of our students receiving specially designed instruction and 53% of our first graders receiving Reading Recovery. These percentages indicate we have many students that could benefit from supplemental instructional programming. In addition, statistics from Fayette County Substance Council and results from Iowa Youth survey indicate a need for our students to have opportunities to develop healthy life habits. By providing a safe environment and enrichment activities students can develop interests and habits that may have not been available to them. Developing relationships with parents and providing them with skills and materials to assist children with academic skills is a major need in our community. The relationship survey and Iowa Youth survey indicate students need to have the safe environment and our parents need to feel welcome within the school.

Overall, Starmont's overarching goal is to increase student achievement in reading and math. To obtain that goal there are many objectives and performance indicators to allow us to monitor our progress. The academic goal is to have 90% of our students proficient in reading and math. The activities to meet this goal will be 1) continue to offer reading, math and science opportunities in the after/summer school programs. 2) Instructors will meet regularly to plan instruction and analyze data, 3) Students consistently below proficiency will be provided remedial services during after/summer school programs. The outcomes will be 1) Narrow the achievement gap between Low- SES/non-SES students and IEP /Non-IEP students, 2) Increase the percentage of students proficient in reading and math, 3) Decrease the number of students participating in

reading and math interventions. Performance will be measured by; daily attendance, Iowa Assessment, FAST benchmark assessments, MAP test results, progress monitoring of interventions through the assessment wall, and collaboration surveys.

The Enrichment Goals is for students to increase knowledge of healthy life style and develop ability to make healthy choices. The activities to assist to meet this goal include 1)STEM and fine arts activities offered through our grant partners and staff, 2) Fitness/ Recreation and Food/Nutrition activities conducted every day, 3) Continue implementation of PBIS program and activities to promote citizenship. The outcomes will be 1)students will demonstrate an awareness of science concepts, 2) students will be able to express themselves through various forms of art, 3) Increase knowledge of good nutrition and exercise, 4) Fewer class disruptions reported, 5) Decrease in the percentage of students that report being teased or feeling left out. Performance indicators will be; activity and attendance logs; relationship survey; review and student reflections of completed projects from art and music; interest surveys; and fitness level tests.

The Family Literacy Goal is for parents to feel welcome in our district and be active participants in their child/children's education. The activities that will be utilized to meet this goal are 1) Family literacy activities, 2) Family Math activities, and 3) Increased communication with teachers. The outcomes will be 1) Increase parents their understanding of how to assist their child's learning at home, and 2) Parents will feel welcome in the program and will be aware of what their child are learning in the program. Performance indicators will be: attendance logs at literacy and math events; attendance at afterschool field trips; parent surveys and reflections at the end of literacy and math events.

Student Needs Assessment

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

Starmont Elementary staff, administrators, STARS director, students, AEA and UIU professors reviewed multiple data sources related to the risk factors for academic failure. Achievement data, eligibility for Free and Reduced- Price Lunch, Positive Behavior Instructional System (PBIS), Youth Survey and Census data were analyzed as indicators of achievement gaps, social and behavioral needs of our students and their communities. Additionally, we identified /considered transportation, safety and accessibility needs of our students. Through the analysis we pinpointed the academic and behavioral needs of our learners. The following findings support our district's need for a before and after school program, as well as a summer school program to ensure the success of all our students.

Academic Need:

The Starmont Community School District is comprised of 616 students with class average of 47 pupils per grade level. It serves rural communities of Strawberry Point, Arlington, and Lamont, in a four county area. According to the US Census, our district serves 956 households of which 73.2 (7.8%) households are living below the poverty line. In addition, 24 % of their households are living at or just above the poverty line. As a result, Starmont Elementary has had a steady increase in students who qualify for free and reduced-price lunches. (40.1% in fall of 2003, 44% in 2011 and now 53.02%) This is significantly higher compared to the State of Iowa rate of 41.02% according to a report issued by the Iowa Department of Education Bureau of Information and Analysis. Free and reduced-priced lunch rates are a leading indicator of poverty in a school. Students living in poverty are at greater risk for poor academic achievement, lower graduation rates, and fewer higher education opportunities compared to their peers who don't live in poverty (Perie et al., 2005; Swanson, 2004; and Carey, 2005). As demonstrated in the following chart, our Low SES students continue to achieve at a lower level than our non-SES students. Despite showing improvement overall, the gap remains substantial between the two sub-groups.

Grade Level	2014-15 Starmont Reading Percent Proficient		2012-13 Starmont Reading Percent Proficient	
	Low SES	Not Low SES	Low SES	Not Low SES
Grade 2	68.0%	86.7%	78.9%	85%
Grade 3	87.5%	95.2%	55.5%	80.6%
Grade 4	66.6%	89.5%	77.3%	90%
Grade 5	77.8%	87.5%	78.6%	86.7%

Federal legislation known as No Child Left Behind requires that 100% of students be proficient in reading and math by the year 2014 on Iowa Assessments. Starmont experiences as much as a 25% gap in meeting that requirement. For example in grade 2 only 75 % of our students were proficient in reading and 78% were proficient in Math. Con-currently, our special education population continues to consistently score below the proficient level on the Iowa Assessments. It is our goal to close the achievement gap for this subgroup of students. The following data demonstrates a need for continued and on-going support for these students beyond the school day.

Grade	Reading Proficiency						Math Proficiency					
	2012-13		2013-14		2014-15		2012-13		2013-14		2014-15	
	IEP	Non-IEP	IEP	Non-IEP	IEP	Non-IEP	IEP	Non-IEP	IEP	Non-IEP	IEP	Non-IEP
2 ND	0%	97%	66.7%	100%	16.7%	85.3%	50.0%	100%	0.0%	90.2%	33.3%	85.3%
3 RD	25%	73.5%	NA	NA	50%	95.1%	50.0%	81.6%	NA	NA	50.0%	95.1%
4 TH	33.3%	91.6%	50%	77.2%	16.7%	90.4%	33.3%	97.2%	66.6%	95.4	33.3%	93.6%
5 TH	33.3%	91.1%	NA	NA	33.3%	88.9%	50.0%	94.7%	NA	NA	66.7%	93.4%

We are making gains for our students overall. However, the Formative Assessment System for Teachers (FAST) literacy screening assessment was administered to children in grades K-5 at Starmont Elementary in the fall of 2015. It is expected that 80 % of students be proficient on the FAST assessment. The Measures of Academic Progress Tests are also given to Starmont students in grades 3-5 each fall and spring. The table below shows percent proficient at each grade level in the spring of 2015. Once again, the goal is to be at 80% proficient. This table shows proficiency levels for Starmont students. These scores indicate a continued need to provide extended reading and math assistance.

Grade Level	FAST	MAP Assessment	
	Percent Proficient Reading	Percent Proficient Reading	Percent Proficient Math
Kindergarten	64.9%	NA	NA
Grade 1	55.8%	NA	NA
Grade 2	61.9%	NA	NA
Grade 3	50.0%	72.7%	77.3%
Grade 4	61.4%	86.4%	77.3%
Grade 5	56.4%	61.5%	69.2%

Social –Behavior Needs:

Starmont Schools is located in Fayette County in northeast Iowa. According to a report submitted on June 29, 2014 by the Fayette County Substance abuse Coalition (FCSAC), 31% of Fayette County youth have drunk in the past 30 days. Thirteen percent of sixth graders believe it is easy/very easy to get alcohol. Fayette County remains low in health behavior rankings, #87 out of 99 counties. These behaviors include smoking and drinking. Fourteen percent of Fayette County youth have smoked marijuana. The rate of prescription drug misuse and abuse in Northeast Iowa has increased 275% in the past five years. These are statistics are compounded

by the results of our 2012 Iowa Youth Survey. The results indicated 61% of students agree or strongly agree that even if it is dangerous, they like to do exciting things. Forty-three percent of students spend an average of 43% of their outside -of-school time with no adult supervision. Census showed on average 44% of our parents are laborers and drive at least 30 minutes for employment. This data indicates a need to provide our students with a safe environment outside of the school day to provide academic, social and emotional support and reduce the opportunity for our students to participate in risky behaviors.

Additional Needs:

Starmont Community Schools is located 6 miles from each town it serves. With so many parents working outside of the communities, it is difficult to get students to attend sessions without transportation being provided. Fuel costs make it difficult to keep the district transportation budget in check. Parents and students need this service to ensure students will be in attendance at the after school and summer school programs. One hundred percent of the parents that completed a survey wanted summer school to be offered again. Previous grant funding allowed us to offer busing to each of the towns. Children were dropped off at their local daycare. Parents were ensured their son or daughter would be receiving quality instruction, healthy snack and/or lunch and their concern for getting their son or daughter to school and returned to childcare was eliminated. This allowed more students to attend school regularly. During 2015 summer school we had 110 students sign up to attend 6 weeks of summer school. Average attendance was 75 students daily. Average attendance for afterschool is 30 students.

Funding continues to be a concern. Declining enrollment has resulted in smaller budgets to meet the continued needs of our students. For example, in 2013-14 Title allocation was \$121,236.00. It dropped to \$115,809.00 in 2014-15. We will be unable to fund an afterschool or summer school program because we do not have the funding to do so either in the general fund or in Title 1. Our local communities have few businesses able to contribute financially to our school. However, we have partners able to assist in providing programming. These partners include Upper Iowa University, Iowa Public Television, and Extension office that will provide services and educational experiences for students for limited to no cost. AEA 1 will assist in providing professional development for teachers, student teachers and paras to ensure staff can meet the needs of our students. Starmont schools are able to provide facilities that are handicap accessible, classroom space, and facilities for physical activities like the gyms and playground equipment. Data shows that parents need support in teaching their students to read. This grant will allow us to provide more opportunities to engage and educate parents about how to assist their students in learning to read, through literacy nights, read-INS and providing book bags. Without the continued support of this grant the gains our students have made during the last few years will be lost.

Project: The results from the needs assessment have been used to set academic, enrichment and family literacy goals. The goals, objectives, and outcomes are measurable and aligned with each other and the activities to be implemented during the afterschool/summer school programs. After school/summer school programming is closely aligned with school day reading and math curriculum. The programs being used during the learning centers are being used during the school day by many of the instructors. A communication system (see Communication Plan) has been established to allow teachers and program staff to discuss and share student needs and progress towards goals. This will ensure we are making adjustments to meet the learning needs of the students. Academic enrichment and positive youth development sessions will be led by school staff, parents, youth and other community partners. These activities are closely aligned to our goals and listed in the following charts. Family involvement plays a vital role in a child's academic achievement. It is our intent to provide opportunities for families to participate together in a free, safe and fun event that will promote parents to be partners in their child's learning. Once again activities align with our goal and are highlighted in the appropriate chart. In addition to working toward these goals, the after school program will provide a daily nutritious snack that meets the requirements of the USDA National School Lunch Program. We will continue to provide free breakfast and lunch to our students during summer school that abides the USDA requirements, as well.

Academic Goal: By June 2019, 90% of our students will be proficient in reading and math.

Activities	Objectives	Eligible Activity
<p>Individual Planning Classroom teacher and afterschool staff will collaborate to develop an individual plan for students after school that supports daytime interventions and instruction.</p> <p>Literacy Homework assistance (K-5) Read Naturally- repeated reading intervention Lexia-Core 5- reading intervention (sm.grp) Book Flix/Library hours- access to reading materials outside of the school day (K-5) IPTV – technology programs; Martha Speaks, I Spy, PBS Kids Lab, Electric Company Multi-media Curriculum</p> <p>Math County Extension Offices- STEM activities Spacial-Temporial Math (ST Math) – on-line math intervention for 30 minutes daily (K-5) Do the Math- small group math intervention (K-5) Everyday Math Games Math Apps on I-Pad-HoodaMath.net, First Row Homework Assistance IPTV- PBS Kids Lab, Electric Company Multi-media Curriculum</p>	<p>80% of our students will be proficient on the Spring FAST assessment.</p> <p>The number of students in intervention groups will decrease by 25%.</p> <p>80% of our students will be proficient in math and reading on district assessments (MAP and IA Assessments).</p> <p>Increase the number of Low-SES students proficient in reading and math by 10% on Iowa Assessments</p> <p>50% of our IEP students will be proficient in reading and math on Iowa Assessments.</p>	<p>1. Remedial/Enrichment learning activities</p> <p>2. Literacy Activities</p> <p>6. Tutoring Services</p> <p>3. STEM Activities</p> <p>7. ELL activities</p> <p>10. Expanded library hours</p>

Enrichment Goal: By June 2019, Students will increase knowledge of healthy life style and develop ability to make healthy choices.

Activities	Objectives	Eligible Activity
<p><u>Exploratory Activities-</u> County Extension offices – science, health and nutrition information DNR – Fishing & Boating safety Opera House- theatre, music, performance opportunities Wilder Museum STEM Activities – provided by various individuals to explore Speakers/Visitors – emergency workers, firemen with truck, ambulance driver, bankers Art/Music activities Fitness/Recreation SPARK – Guided physical fitness program Recreational Activities – Dance, Fitness Trail Walk/Run Mile Club Team Activities – Frisbee Golf, kickball Food/Nutrition Cooking/baking classes Gardening Meal preparation Positive Behavior Intervention and Supports Oelweus Bully Program Citizenship – Can drives, Nursing home visits, Service trip to Camp Courageous Check in/Check Out –Continued from the school day for individuals working on behavior goals</p>	<p>100% of students will demonstrate an awareness of science concepts and be able to express themselves through various forms of art by participating in exploratory activities.</p> <p>100% of students will demonstrate awareness of good nutrition, exercise and overall health through participation in fitness/recreation and food/nutrition activities.</p> <p>Through our relationship survey, students will report fewer class disruptions.</p> <p>The relationship survey will show a decrease in the percentage of students that report being teased or feeling left out.</p>	<p>4. Arts and Music Education</p> <p>9. Technology</p> <p>8. Recreational Activities; Physical fitness and healthy lifestyle</p> <p>14. Field Trips/camps</p> <p>5. Entrepreneurial Education Programs</p> <p>15. Character Education</p> <p>13. Drug and Violence prevention programs</p>

Family Literacy Goal: By June 2019, Parents will feel welcome in our district and be active participants in their child/children’s education.

Activities	Objectives	Eligible Activity
<p>Family Literacy Nights to increase parents’ ability to support reading as well as provide materials. (twice a year) S’more Math Nights opportunity for parents to experience games and activities to support math development. (twice a year) Communication – Staff will collaborate with parents regularly through personal visits, newsletters, webpage, and cell phone</p>	<p>100% of parents will increase their understanding of how to assist their child’s learning at home.</p> <p>100% of parents will feel welcome in the program and will know what their children are learning in the program.</p>	<p>2. Parent Involvement and family literacy activities</p>

A comprehensive evaluation will be conducted by Starmont and UIU. Qualitative and quantitative data will be collected to evaluate the process and outcomes of our afterschool/summer school programs. Purpose of the process evaluation will allow us to determine activity implementation, identify challenges, and monitor services delivered, how often and to whom. The outcome evaluation will determine the how successful the methods were in improving academic achievement of our students. The following table details the qualitative and quantitative data to document our success in reaching each goal.

Academic Goal Measures
<ul style="list-style-type: none"> • Program attendance-daily • Grade level teacher reports on achieving math and reading goals – quarterly • FAST assessment – 3 times a year • FAST reading progress monitoring – reviewed monthly • Iowa Assessments sub-tests on reading and math – February • Assessment wall data – documents # of students in intervention – quarterly • Survey of teachers and staff on the quality of collaboration – 2 times a year
Enrichment Goal Measures
<ul style="list-style-type: none"> • Activity and attendance logs- collected at each activity/event • Relationship survey – Spring • Review and student reflections of completed projects from art and music – at end session • Interest surveys – review activities and ideas for new – Spring • Fitness levels (BMI, weight, height, strength, cardiac) – measured twice a year
Family Literacy Goals
<ul style="list-style-type: none"> • Attendance at literacy and math events – quarterly • Attendance at afterschool field trips – after event • Parent survey – on relationship w/school, student and ability to assist students with learning- Spring • Reflections at the end of literacy and math events - quarterly

Starmont Elementary has managed several different grant projects in the past that support a variety of youth and their families. Some of these include Team Nutrition and Fruit and Vegetable Program (\$23,000 budget implemented wellness activities, did daily nutritious snacks) Four-Year-Old Voluntary Preschool, technology grants, McElroy Grants, as well as the 21st Century Community Learning Centers Grant. All grants have been completed on time, met all requirement specifications and were implemented with fidelity. These successful experiences demonstrate our ability to manage educational and related activities that complement and enhance academic performance, achievement and positive youth development of the students.

Research Base:

Decades of research has provided clear guidance regarding the steps schools can take to increase student achievement. In 2003, Marzano reviewed effective schools literature and identified eleven factors that have a major impact on student learning (guaranteed and viable curriculum, challenging goals and effective feedback, parent and community involvement, safe and orderly environment, collegiality and professionalism, instructional strategies, classroom management, classroom curriculum design, home atmosphere, learned intelligence and background knowledge, and motivation.) Our project has been designed to ensure alignment between these eleven effective day time school practices and out-of-school time activities. All learning materials selected for S.T.A.R.S. complement the school day program. They all have a strong evidence base and are aligned to the Iowa Core.

LexiaCore5 is listed on the Iowa Department of Education's website as one of six literacy programs that met rigorous criteria established across internal validity, external validity, overall findings and standards alignment. LexiaCore5 has been proven effective in scientific studies published in Reading Psychology, Bilingual Research, and the Journal of Research in Reading. It has been found to accelerate the development of critical fundamental literacy skills in elementary students including English Language Learners.

Fast ForWord is listed on the Iowa Department of Education's website as one of six literacy programs that met rigorous criteria established across internal validity, external validity, overall findings and standards alignment. More than 250 research studies prove that Fast ForWord can build the foundational language and cognitive skills that students with special needs, struggling readers and English Language Learners need to succeed.

Rewards is listed on the Iowa Department of Education's website as one of six literacy programs that met rigorous criteria established across internal validity, external validity, overall findings and standards alignment. Additionally, Rewards research was summarized in the National Reading Panel Report and Reading Next as an effective literacy intervention that helps students decode multiple syllable words.

Read Naturally is a strategy that combines the three powerful, research-proven strategies of teacher-modeling, repeated reading, and progress monitoring to create an effective tool that individualizes instruction and improves reading proficiency. Using audio support and tracking their progress, students work with high-interest material at their skill level to improve fluency, vocabulary, and comprehension.

ST Math is game-based instructional software designed to boost math comprehension and proficiency through visual learning. It promotes mastery learning, improves conceptual understanding, and promotes problem solving skills.

Positive Behavior Intervention Supports (PBIS) is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. Sixty-six experimental and quasi-experimental studies document either improved academic performance or reductions in office discipline referrals as a result of PBIS implementation.

The Human Centered Approach, developed by the Harvard Family Research Project, is used by our program. The approach encourages us to develop empathy for families. We understand that some parents did not have positive school experiences when they were young. We strive to create a culture that is warm and welcoming. We highlight the gifts and talents of their children by producing plays, artwork, projects, and programs that parents can come and enjoy. We

promote family literacy through book bags that can be taken home and enjoyed by the whole family. Private compassionate conferences with families are held so positive relationships can be formed between the STARS program and families.

Management

5.1 Plan to Ensure Effective Staffing

STARS staff is recruited from Starmont Community Schools and Upper Iowa University (UIU) staff and students. Employment openings are posted on the window outside the Starmont Elementary and Middle School/High School offices and the doors leading into the high school. Notices and application materials are posted on the district website and made available in the high school office. Additionally, notices are posted on the TEACH Iowa website and with the Education Department at Upper Iowa University. Often, UIU students pursuing their degree in elementary education seek employment in the STARS program. For example, students may request to complete participation hours at Starmont during the day as part of their course requirements and then stay to work in the after school program. All teachers in the program are highly qualified and are licensed through the Iowa Board of Educational Examiners. All staff have completed and passed background checks. The director is a certified teacher and both the director and site coordinator have completed training in Child and Dependent Adult Abuse and Bloodborne Pathogen. The elementary principal has her First Aid and CPR certification. She also has a Master of Arts in Reading Education and Advanced Studies Certificate in Administration.

Application materials are available in print copies and electronically on our district website where the STARS program has its own web page. Applicants are interviewed by the program director and site coordinator; answers are scored on a rubric ensuring that no bias enters in the decision on whom to hire.

The director will plan STARS activities. S/He will report to the building principal, superintendent, and the STARS advisory committee. The director will be the main supervisor of the STARS program. The director's duties will include, but are not limited to: 1) Liaison between school and the collaborative partners, 2) plan STARS lesson plans and projects and communicate plans weekly to the site coordinator through a face-to-face meeting, 3) assist external evaluator in accumulating and analyzing data, 4) record keeper of students involved in program, 5) maintains documentation for materials and equipment purchased with grant money, 6) maintains on-going documentation of contributions (in-kind or resources) from partnering agencies or other sources. Program director will work with the elementary principal to provide professional development and create calendar time for professional development. Elementary principal and director will give support to the certified staff, Para educators and others involved in the program. The elementary principal and director will collaborate in writing a plan for local site visits. The site coordinator will be responsible for daily program implementation. The ratio of student to adult will be a maximum of 15/1 for activities and less for tutoring.

Professional development

All staff complete orientation training provided by the director. Training includes classroom management, safe practices, curriculum, routines, and other needs identified by staff. Additional professional development will occur quarterly on topics identified as needs by staff, program director and/or site coordinator. Keystone AEA staff are willing to provide professional development in classroom management, student book clubs, online mini-field trips to state resources, museums, libraries etc., "Pitch and Win" activity to solve community problems, and on working with at risk children. Keystone will also extend the opportunity to attend any existing teacher and Para educator professional development sponsored by the agency.

Strong program leadership and how leadership will maintain alignment with school day instruction

The STARS director is a certified teacher. Both the STARS director and the site coordinator are employees of Starmont Elementary School. Leadership is also provided by the STARS Advisory Committee whose membership includes two Upper Iowa University professors, the Starmont elementary principal, parents, teachers, and students. This group is responsible for monitoring the progress of the program and ensuring that we are working toward our goals and fulfilling our vision. Our goals and vision are aligned with the elementary goals of improving student achievement in literacy and math; increasing knowledge of a healthy life style and develop ability to make healthy choices; and that parents feel welcome in our district and be active participants in their child/children's education. STARS curriculum is closely aligned with the school day curriculum because both are taught primarily by school personnel who have in-depth understanding of the district's academic and behavioral/social expectations. There is a seamless connection and constant conversation about student needs. Some of the same curriculum materials will be used during the school day and during the STARS program.

The STARS program will utilize the same written policies as Starmont Schools. Policies are detailed in a student/parent handbook that is distributed at registration each year. It is also available on the district's website.

How program will use volunteers, specifically seniors, to support high-quality programming

Senior citizens will be a valuable part of the STARS team. Retired teachers, Para educators and community people will be invited to share their interests and expertise with STARS students. Retired teachers will bring into the program a wealth of curriculum knowledge and familiarity with instructional strategies as well as strong interest in student success. Community seniors are also valuable and welcome. For example, a senior gentleman invited our students to fish on his pond. Utilizing fishing equipment from the DNR, our students and staff found it to be a very successful experience. Retired volunteer firemen have been and will continue to be asked to give presentations on fire safety to our students. Senior citizens work in our local libraries where we will transport our students to get library cards. Our students visit the local nursing home and present programs and engage the residents in music. All of these activities with seniors develop respect and appreciation for an older generation and deepen our students' background knowledge of events experienced first-hand by an older generation. Participation by seniors also increases the sustainability of our after school and summer school program. Other volunteer participation will be pursued. Community volunteers with particular expertise (woodworking,

5.2 Plan for Student Transportation and Plan to Ensure Safe and Accessible Facilities and Services

The STARS program will be held at the PK-12 Starmont Community School. Starmont is a one-level building and is entirely handicapped accessible. According to the Center for Youth Program Quality Assessment completed by Upper Iowa University, Starmont scored 5/5 on all areas of safe environment including but not limited to:

- The emotional climate is predominantly positive

- There is no evidence of bias; rather there is mutual respect for and inclusion of others of a different religion, ethnicity, class, gender, ability, appearance or sexual orientation.
- The program space is free of health and safety hazards and is clean and sanitary.
- Ventilation and lighting are adequate and the temperature is comfortable.
- Appropriate emergency procedures and supplies are present.
- Program space and furniture accommodate the activities.
- Healthy food and drinks are provided.
- Staff provides a welcoming atmosphere.

This assessment is completed four times per year (fall, winter, spring and summer). Starmont meets all fire codes established by the Fire Marshall Only parents/guardians and those identified by parents/guardians are allowed to pick up children from STARS. Fire, tornado, and crisis plans have been articulated and are posted in each room.

Translation services will be provided by Mrs. Barbara Bowers, retired high school teacher from North Fayette-Valley (709 Lovers Lane Ct., Fayette, Iowa 52142, 563-380-0095). Mrs. Bowers translates for Starmont Schools during the school year and will provide these same services for the STARS program.

ALL students, including children with disabilities, are welcome and are encouraged to participate in STARS. Individualized Education Plans (IEP's) and Section 504 Plans will be honored including Para educator assistance and all needed accommodations and modifications. Para educators that work with special education students during the day will also work with special education children in the STARS program ensuring alignment between school day and after school/summer learning.

Starmont School buses will transport students to daycare in the three towns that make up the district (Strawberry Point, Arlington and Lamont) during the STARS summer program. We will investigate transporting students to the three communities in the after school program. Starmont School buses will transport STARS students to and from all field trips. All bus drivers are properly licensed.

Communication Plan

The STARS program will work with Starmont Elementary School and the STARS Advisory Committee to develop a quarterly progress report that will explain all acronyms, use easy-to-understand tables and charts, and have narrative explanations that summarize not only the data but also progress monitoring goals. This report will be available to all stakeholders and will be published in the school's newsletter which is published on the school's website and mailed to those who do not have access to electronic means. The report will be communicated annually to the School Improvement Advisory Committee (SIAC) and Starmont Board of Education. Summaries of project goals and progress will be published in local newspapers (The Lamont Leader and the Press Journal). The program director and elementary principal with the assistance of interested parents and students will make presentations to community organizations both to encourage participation and to share successes and project goals.

The STARS program will continue to utilize its Facebook page to communicate with parents, teachers, and community. Application materials, announcements, contact information, contracts, newsletters and monthly calendars, schedule of activities, and staff schedule are included on the Facebook page and school website. The STARS program will continually inform parents of Adult Education and Literacy programs offered through Northeast Iowa Community College and will provide any assistance necessary to help STARS parents enroll.

A STARS cell phone is utilized to provide immediate contact with parents/guardians, partners, and the broader community. Emergency contact information will be readily available to STARS staff. Paper copies of parent communication will be printed for any parent not having access to electronic mean of obtaining the information.

Communication between teachers and STARS staff occurs at least weekly through an ongoing Google Doc. Teachers specify skills that need review in the program. Additionally, homework needs are communicated through a student agenda from classroom to STARS program. The elementary principal serves on the STARS Advisory Committee that meets quarterly. Because the STARS program is located next to the Starmont elementary office, almost daily face-to-face communication is enjoyed by STARS staff, director and principal.

Starmont Schools utilize a Check In/Check Out program during the school day to help students focus on the pillars of Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Students are rated with a smiley face, straight face or frown in regard to their achievement of these pillars. This same program will be used in the STARS program for students who need this level of support. Paper copies of progress will be provided to parents on a daily basis.

We estimate this communication plan with families, school, community, and partners will have substantial benefits to our program and cannot be underestimated. Communication strengthens relationships which enhances understanding, support, and sustainability. Our local school, parents, and community all strive toward common goals and a vision that includes increasing student achievement, helping parents feel welcome and be active participants in their children's education, and helping students make healthy life choices.

Partnerships

7.1 Existing Partnerships

Dr. Maureen Busta, Professor of Mathematics, and Dr. Gail Moorman Behrens, Dean of the Andres College of Education an Assistant Professor, will evaluate the STARS program four times per year (fall, winter, spring and summer) using the Youth Program Quality Assessment. They will assist in the analysis of all evaluation data (academic assessments, attendance, parent and student surveys, office discipline referrals, and Youth Program Quality Assessment) and will collaborate in creating a plan for improvement. UIU agrees to participate in quarterly STARS Advisory Committee meetings. The Starmont STARS program will provide employment opportunities for UIU students during STARS time and will provide on-site supervision of students during STARS. This is a continuing strong partnership, having been in existence for the past five years. It is impactful in that it helps us identify the strengths and weaknesses of our program and will assist us in creating and implementing a plan for improvement.

Northeast Iowa Community College agrees to partner with the Starmont STARS program to provide Adult Education and Literacy program classes to any adult, age 16 or older, who is not enrolled or required to be enrolled in school. The classes provide basic skills instruction in math, reading, writing and listening on an ongoing basis. Classes are open to parents of children enrolled in the Starmont STARS Program and are free of charge. Options include Adult Basic Education (ABE) which teaches skills necessary for daily life, consumer needs, and workforce development; and English for Speakers of Other Languages (ESOL) which helps people with limited English skills to improve in listening, reading, speaking, and writing for their daily life and work in the United States. Additionally, the Adult Secondary Education (ASE) program allows individuals who did not finish high school to receive a High School Equivalency Diploma (HSED) from the State of Iowa. The diploma shows that an individual has a level of educational development similar to a high-school graduate. The Starmont STARS program agrees to continually inform parents of these Adult Education and Literacy programs and will provide any assistance necessary to help Starmont STARS program parents to enroll. This is a newly formed partnership.

A second newly formed partnership is with Iowa Public Television. Shane Straka has visited with our elementary principal and STARS site coordinator in describing the materials and services that can be provided both during school time and in the after school and summer school project. The Electric Company Extended Learning Program, Space Racers Parent and Educator Toolkit, Math Adventures, iPad Lab/PBS Kids Lab, The Odd Squad, Virtual PreK Ready for Math Kits, and Martha Speaks Reading Buddies are all examples of materials that will be available during STARS. Additionally, IPTV will provide professional development to our staff in regard to using new programs.

Although the STARS program has partnered with Keystone AEA during the past five years, we are now formally solidifying our agreement in specific ways including access to all Keystone materials and resources both online and van delivered. access to all existing Keystone teacher and para professional development, PBIS mini-sessions, classroom management professional development, literacy activities that involve music and movement, book talks – how to involve children in book talks/online reviews, help in working with at-risk children, creating videos with smartphones, using the green screen to make videos, access to online literacy and math games as

well as creative apps, a review of Keystone resources such as robots, kits, puppet theaters, programming apps, creative play, fitness equipment and how they support learning. professional development on how to host a student book club, professional development on how to connect in an online mini-field trip to state resources, museums, libraries etc., professional development on how to do a “Pitch and Win” activity to solve community problems, easy hands-on science activities, and connections to online experts in kayaking, biking, drone pilot, artist, architect, etc. These activities will provide intervention, enrichment and motivation that greatly impact the knowledge, achievement, confidence, health, and skills of our students. These services will also help us sustain our grant. STARS staff and students will be able to participate free of charge. Keystone AEA will provide staff with the necessary expertise to facilitate these special activities -- expertise that our STARS staff does not possess. Our program would simply be much less effective without Keystone AEA’s help.

Starmont Community Schools will continue to partner with STARS. Starmont Schools will provide a safe and accessible space for the project. Starmont will provide donate heat, water, electrical, and air conditioning. STARS will be covered under Starmont insurance and under all Starmont Board policies.

7.2 Plan for Engaging Partners

The Advisory Committee, which meets quarterly, will have representatives from each of the partners. The partners will be key members of the data collection and reporting efforts. We have already developed relationships with our partners and have regular contact with them via email, phone, and face-to-face conversations. We have a good understanding of each agency’s goals and how they fit into the STARS program plan. We know we are all working toward a common vision. The collaborative partners have committed to long-term participation and this support along with the dedication of our certified teachers and support staff will greatly contribute to sustainability. The STARS program plans to engage new partners in our endeavor. Local businesses in our small community already provide monetary support by sponsoring field trips and through monetary donations. We will extend our offer of partnership to agencies that are outside of our local area knowing that there are groups whose mission it is to support children and youth in safe environments (United Way, ISU Extension, Building Directions for Families, Clayton County Substance Abuse). Additionally, we will pursue grant opportunities to help fund this project.

Evaluation

8.1 Experienced Evaluator

Our partner and external evaluator, Upper Iowa University (UIU), will conduct a comprehensive and rigorous evaluation of the STARS program at Starmont Elementary School. Starmont has partnered with UIU for the past five years in regard to this critical component of our STARS program. UIU Professor of Mathematics Dr. Maureen Busta and Dr. Gail Moorman Behrens, Dean of the Andres School of Education and Assistant Professor of Education, have conducted the evaluation all five years and will continue to provide evaluation services as we move forward.

The evaluation utilized by UIU is called the Youth Program Quality Assessment developed by High/Scope Education Research Foundation. Dr. Busta and Dr. Moorman Behrens participated in six hours of Youth Program Quality Assessment Basics followed by a two-day Youth Program Quality Assessment External Assessment Training. Both trainings were provided by Community/Youth Concepts.

Contact Information for Dr. Moorman Behrens is BEHRENSG@UIU.edu and bustam@uiu.edu for Dr. Busta.

8.2 Using Evaluation Results

The STARS program uses a continuous improvement cycle that will be repeated four times each year. (fall, winter, spring and summer). The STARS director and elementary principal, in collaboration with Partner UIU, will collect, summarize and analyze the data at the site level. This information will be shared with the STARS Advisory Committee (will meet four times per year) whose membership includes STARS director, staff, elementary principal, teachers, Partner UIU evaluators, parents, and students. Strengths and challenges will be identified and a plan for program improvement will be developed by this collaborative team. Successful implementation and progress will be determined by progress monitoring assessments and through the UIU assessment during each evaluation cycle. All plans for improvement will directly align with program goals as identified by the student needs assessment.

In addition to UIU assessment, progress monitoring tools include Formative Assessment System for Teachers (FAST), Iowa Assessments, Measures of Academic Progress (MAP), Developmental Reading Assessment, and Office Referral Data. Average daily attendance will be collected through the Student Information System called PowerSchool. Teacher, student, and parent surveys will provide more subjective pre- and post-data regarding the student program and family literacy activities.

All data requested by the both the federal and state Departments of Education will be reported as requested. Surveys and reports will be completed by the STARS director and submitted to the DE in a timely manner meeting all deadlines. Information includes program data such as enrollment, demographic, attendance, and activity information; surveys from parents, students, teachers, and staff at the end of each school year; and school records data including student grades, test scores, school attendance, and disciplinary actions at the end of each school year. The STARS director and appropriate staff/partners will attend any required 21st Century Community Learning Center events, including the DE on-site monitoring visit.

The STARS program director and elementary principal recognize our responsibility to communicate the impacts of the 21st Century Community Learning Center program to our community in a language that is easily understood. We will post our evaluation results on our Starmont Community Schools District website. Additionally, we will post the following information on our website:

- Iowa Assessment Results
- Attendance Data
- Enrollment in STARS
- Data Regarding Discipline Referrals, Suspensions and School Safety
- Parent, Teacher and Student Survey Summaries
- Operational Changes and Staffing
- Progress on Goals

Postings to the website will be reviewed by the STARS Advisory Committee for readability. All above information will also be shared with the Starmont Schools Board of Education and the Starmont Schools School Advisory Committee (SIAC).

Budget Narrative

9.1 Basis for Cost Estimates - Personnel

Personnel costs account for the largest percentage of the total budget request. The STARS program will employ one .5 time director. The director will be required to have a BA or BS Degree, experience working with various groups, and excellent communication skills. The director's duties will include but are not limited to: 1) facilitation of the program, 2) consultant for STARS projects, 3) assist external evaluator in accumulating and analyzing data and assisting in creating a plan for improvement, 4) record keeper of students involved in the program, 5) orientation of new staff, 6) participant on the STARS Advisory Committee, and 7) support for certified and support staff, volunteers and others involved in the program. The director will be responsible for submitting all reports required by the grant. As many as five certified teachers will be employed in the after school and summer program. Duties include tutoring and planning/teaching academic and enrichment lessons. Duties of para-educators, college students and high school students include reinforcing lessons taught, supervising homework, assisting teachers, and providing support to special education students. College students and high school students will be paid Bus drivers are licensed appropriately and will provide safe transportation to and from STARS and on field trips. The STARS program will pay benefits including FICA and IPERS. The program operates for 3.5 hours after school and four hours per day for 30 days in the summer.

Position	FTE/Hours	Salary/Benefits	Number Employed	Total Budgeted
Director	.5 FTE	Per diem \$18,000-\$22,000 plus FICA/IPERS \$3648	One	\$25,650
Teachers	.5 hours after school 3 hours summer school	Per diem \$22-\$40.00 per hour plus FICA/IPERS	Four	\$31,436
Para-educators	2.0 hours after school 4 hours summer school	Per diem \$9.60- \$14.00 per hour plus FICA/IPERS	Two	\$11,260
College Students High School Students	1.75 hours after school 4 hours during summer	\$9.60 per hour plus taxes	Three	\$11,850
Bus Drivers	1.5 hours during summer Field Trips 6 hours	\$10.00 per hour plus \$2.80 per mile Plus FICA/IPERS	Two	\$10,260

Staff Travel

\$1500.00 has been budgeted for staff travel to and from professional development. Cost for statewide meetings and other necessary meetings will be provided through this line item.

Materials

\$3214.00 has been budgeted for curriculum related items such as fiction and nonfiction books, tablets, manipulatives, arts and crafts supplies, and software. Materials for some of the academic, family literacy and enrichment support activities will be provided in-kind by our partners.

Reserved funds for evaluation

Upper Iowa University is a partner with STARS and the MOU confirms their guarantee of providing evaluation as an in-kind donation. The program will be overseen by the elementary principal as an in-kind donation.

Access & Transportation

Partner Starmont Schools guarantees access to the school grounds as an in-kind donation. Transportation costs are budgeted at 2000 for both the student program and Family Literacy. Mileage is 50 cents per mile. It is 7 miles between Starmont Schools and each of the three communities.

Administration

Starmont School will be the fiscal agent and the business manager will maintain fiscal records as an in-kind donation. Cell phone expenses will be taken from this category.

Professional Development

Professional development will be provided by the director, Partner IPTV, and Partner Keystone AEA as an in-kind contribution. Additional professional development will include speakers possessing expertise in literacy, math and STEM.

Evaluation

Upper Iowa University will be conducting the evaluation of the program as an in-kind donation. Most evaluation instruments and materials will be provided by Starmont Schools as an in-kind donation. Budget allows for any incidental expenses that may occur.

Starmont Schools and the STARs program guarantee that funds from the 21st Century Community Learners Center grant will not be used to supplant any other funding sources. After/Summer schools are not mandated programs, thus are not funded through any other funding source. All expenses will be paid through grant funding and in-kind donations.

Memorandum of Understanding Keystone AEA

Through the Starmont STARS 21st Century Community Learning Center Project, Keystone Area Education Agency may work with the Starmont STARS Program through:

- Access to all Keystone materials and resources, both online and van-delivered.
- Access to all existing Keystone teacher professional development.
- PBIS mini-sessions.
- Access to existing para professional development.
- Classroom management professional development.
- Literacy activities that involve music and movement.
- Book talks – how to involve children in book talks/online reviews.
- Creating videos with smartphones.
- Using the green screen to make videos.
- Access to online literacy and math games, as well as creative apps.
- Review of Keystone resources such as robots, kits, puppet theaters, programming apps, creative play, fitness equipment, and how they support learning.
- Professional development on how to host a student book club.
- Professional development on how to connect in an online mini-field trip to state resources, museums, libraries etc.
- Professional development on how to do a “Pitch and Win” activity to solve community problems.
- Easy hands-on science activities.
- Connections to online experts in kayaking, biking, drone pilot, artist, architect, etc.
- Professional development regarding at risk children.

Rhonda Sheeley 12/9/15

Rhonda Sheeley
Director of Instructional Services
Keystone AEA

Date

Amanda Knox
STARS Program Director

Date

Memorandum of Understanding
Upper Iowa University

Through the Starmont STARS 21st Century Community Learning Center Project, Upper Iowa University will work with the Starmont STARS Program. Dr. Maureen Busta and Dr. Gail Moorman Behrens will evaluate the STARS program four times per year (fall, winter, spring and summer). We will assist in the analysis of evaluation data and will collaborate in creating a plan for improvement. UIU agrees to participate in quarterly STARS Advisory Committee meetings and any training/meetings required by the Department of Education.

The Starmont STARS program will provide on-site supervision of UIU students during STARS time.

<u>Amanda Knox</u>	<u>Dec 9, 15'</u>	<u>Dr. Gail Moorman Behrens</u>	<u>Dec. 9, 2015</u>
Amanda Knox	Date	Dr. Gail Moorman Behrens	Date
STARS Director		UIU Dean of Andres College of Education	

**Memorandum of Understanding
Iowa Public Television**

Iowa Public Television will partner with the Starmont Community School District to make technology-based educational resources available and to provide staff development opportunities in support of the Starmont STARS 21st Century Community Learning Center Project.

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

Through the Starmont STARS 21st Century Community Learning Center Project, Iowa Public Television will work with Starmont STARS Program with:

- The Electric Company Extended Learning Program
 - The Extended Learning Program is designed for after-school programs and other out of school time settings. The content supports the curriculum of all 52 Electric Company episodes, including decoding, vocabulary, connected text, motivation, and math words and concepts.
- Space Racers Parent and Educator Toolkit
 - Engaging lessons for educators to use with preschool students to explore themes presented in Space Racers.
- Math Adventures
 - *A Math Engagement Program* is based on the Iowa Core Standards for Grades K-2.
- iPad Lab/ PBS Kids Lab
 - PBS KIDS Lab is built on the belief that every new technology is an opportunity for learning. PBS Kids Lab content aligns to state and national standards.
- The Odd Squad Online Afterschool Resources
 - Odd Squad needs your help! With these activities, kids help Olive and Otto make sense of odd happenings, restore order, and put things right before it's too late.

- Virtual PreK Ready for Math Kits
 - A hands-on learning resource for preschool teachers, parents and their children. Demonstrates concepts and skills taught in a preschool classroom and offers ways to extend them at home and out in the community.
- Martha Speaks Reading Buddies
 - The *Reading Buddies* program is a cross-age, innovative way for kindergarten and upper-level elementary students to increase their vocabulary, develop their self-esteem and social skills, and enhance their love of reading books.

Terry Rinehart

Terry Rinehart
Director of Educational Services

12/09/2015
Date

Amanda Knox Dec 9, 15'

Amanda Knox
STARS Director

Date



Starmont Community School District

STrawberry Point • ARLington • LaMONT
3202 40th Street • Arlington, Iowa 50606-8199

Superintendent
(563) 933-4598

Middle/High School
(563) 933-2218

Elementary School
(563) 933-2238

District Fax
(563) 933-2134

Memorandum of Understanding Starmont Community Schools

Through the Starmont STARS 21st Century Community Learning Center Project, Starmont Community Schools will work with Starmont STARS Program with:

- Provide free electrical, heat, air conditioning, water
- A safe and accessible space to hold activities both indoors and outdoors
- Insurance through Starmont Schools
- Policies under Starmont Board of Education
- Access to professional development held during the school day

Allan Nelson
Starmont Superintendent

Date

Amanda Knox
STARS Director

Date

The Starmont Community School District does not intentionally discriminate on the basis of sex, race and color, national origin, religion and creed, age, marital/parental status, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, or socioeconomic status or familial status in its educational programs, activities, or employment practices, or as otherwise prohibited by statute or regulation. If you believe such discrimination has occurred and want to receive more information about the grievance procedure, please contact the Superintendent/Equity Coordinator at 3202 40th Street, Arlington, Iowa 50606 or call (563) 933-4598.

"IN PURSUIT OF EXCELLENCE IN EDUCATION"

Memorandum of Understanding
Northeast Iowa Community College

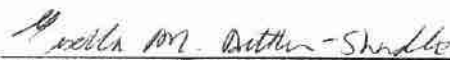
Northeast Iowa Community College agrees to provide Adult Education and Literacy program classes to parents of children enrolled in the Starmont STARS Program, ages 16 or older, who are not enrolled in school. Classes are free of charge.

Options are as follows:

- English for Speakers of Other Languages (ESOL) classes, which help people with limited English skills improve their listening, reading, speaking, and writing skills for daily life and work in the United States.
- The Adult Secondary Education (ASE) program allows individuals who did not finish high school to receive a High School Equivalency Diploma (HSED) from the State of Iowa. The diploma shows that an individual has a level of educational development equivalent to a high-school graduate.

The Starmont STARS program agrees to continually inform parents of the Northeast Iowa Community College Adult Education and Literacy programs and will provide any assistance necessary to help parents of the Starmont STARS program enroll in these classes.


Amanda Knox
STARS Director
Date


Gisella M. Aitken-Shadle
Northeast Iowa Community College
Date 12/10/15



Dec 3, 2015

Sandy Klaus, Elementary Principal
Starmont Community School District
3202 40th Street
Arlington, IA 50606

Dear Ms. Klaus:

I have been pleased to support the Starmont Community School District's STARS program the last seven years, especially by, with an Upper Iowa University colleague, providing periodic evaluation of the program. And as Dean of the Andres School of Education at Upper Iowa University I want to thank you not only for this opportunity, but to thank you for the opportunities you have afforded our pre-service educators by allowing and encouraging their involvement in the STARS program. Not only has the 21st Century Grant-funded STARS program made a difference for Starmont Elementary students, it has made a difference to those who will one day be teachers. I am very happy to support Starmont in its application for a 21st Century Community Learning Grant.

As an evaluator and as a member of the STARS Advisory Committee, I witness Starmont students broadening their horizons and extending their learning. Students interact with students across age levels: older students help younger students and look out for them. Students learn participation; they learn their voices matter in choices of activities. Topics of study during the day have related topics addressed after school. STEM-related projects are valued, but cultivation of engagement and appreciation of the arts are as well.

Upper Iowa University pre-service educators are able to work with students in the after-school program. Part of the Upper Iowa University's pre-service educators' required Field Experience contact hours can be devoted to Starmont's after-school program. Those who will be teachers learn early the role of the school in students' lives beyond the typical school day. We hope this arrangement may continue.

Because serving students in the STARS after-school program and summer school program makes such a difference for students and their families, I eagerly write this letter of support. We hope to celebrate Starmont as a recipient of grant funds and look forward to continuing to work with Starmont and other community partners.

A handwritten signature in cursive script, reading "Dr. Gail Moorman Behrens".

Dr. Gail Moorman Behrens
Dean, Andres School of Education

December 8, 2015

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

Dear Ms. Bruce,

It is my pleasure to provide you with this letter of partnership commitment from Iowa Public Television in regard to the Starmont Community School District's application to the Iowa 21st Century Community Learning Centers grant program.

Iowa Public Television will partner with the Starmont Community School District to make technology-based educational resources available and to provide staff development opportunities in support of the Starmont STARS 21st Century Community Learning Center Project.

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

Through the Starmont STARS 21st Century Community Learning Center Project, Iowa Public Television will work with Starmont STARS Program with:

- The Electric Company Extended Learning Program
 - The Extended Learning Program is designed for after-school programs and other out of school time settings. The content supports the curriculum of all 52 Electric Company episodes, including decoding, vocabulary, connected text, motivation, and math words and concepts.
- Space Racers Parent and Educator Toolkit
 - Engaging lessons for educators to use with preschool students to explore themes presented in Space Racers.

- Math Adventures
 - *A Math Engagement Program* is based on the Iowa Core Standards for Grades K-2.

- iPad Lab/ PBS Kids Lab
 - PBS KIDS Lab is built on the belief that every new technology is an opportunity for learning. PBS Kids Lab content aligns to state and national standards.

- The Odd Squad Online Afterschool Resources
 - Odd Squad needs your help! With these activities, kids help Olive and Otto make sense of odd happenings, restore order, and put things right before it's too late.

- Virtual PreK Ready for Math Kits
 - A hands-on learning resource for preschool teachers, parents and their children. Demonstrates concepts and skills taught in a preschool classroom and offers ways to extend them at home and out in the community.

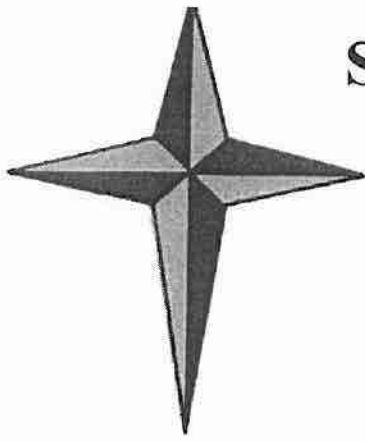
- Martha Speaks Reading Buddies
 - The *Reading Buddies* program is a cross-age, innovative way for kindergarten and upper-level elementary students to increase their vocabulary, develop their self-esteem and social skills, and enhance their love of reading books.

Please let me know if you need any additional information in regard to Iowa Public Television's role as a community partner with the Starmont Community School District for this Iowa 21st Century Community Learning Centers grant application.

Sincerely,



Terry Rinehart
Director of Educational Services



Starmont Community School District

STrawberry Point • ARLington • LaMONT
3202 40th Street • Arlington, Iowa 50606-8199

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(563) 933-4598

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December 7, 2015

To Whom It May Concern:

The intent of this letter is to give my support and praise for the after-school S.T.A.R.S Program that is held each afternoon in the Starmont Elementary School Building. My name is Marc Snavelly, and I am currently in my third year of serving as the Middle/High School Principal here at Starmont. I also have a five-year old son who started attending the after-school S.T.A.R.S Program this past fall.

With Starmont being a rural Iowa school, it is essential that we have the after-school S.T.A.R.S Program. Because of our location, we are situated six miles from each of our three towns in the District, which are Strawberry Point, Arlington, and Lamont. Our location makes it very difficult for parents of younger students to just drop in and transport their children to another location at the end of the school day. Many parents work, and they are just not able to be home with their children this early in the afternoon. I am pleased to be able to share why the after-school S.T.A.R.S Program at Starmont is so important for our family as well as many other families.

I have found that the after-school S.T.A.R.S Program is a very safe place for my son to be each day after school. Because of the long hours that my wife and I both work, it works well for our son to attend the S.T.A.R.S Program. Most days, he stays there until 5:30 or 6:00 p.m. He absolutely loves attending this program. The staff is absolutely wonderful, and they do so many engaging activities with the students. If something comes up where he is not able to attend the S.T.A.R.S Program, he is actually disappointed. He has built many friendships as a result of this program. I have no doubt that this program has advanced my son academically because of the activities that they do from one day to another.

In conclusion, I would just like to again stress my support for the after-school STARS Program at Starmont. This allows so many students an opportunity to attend a program after school that is safe, fun, and even allows them the opportunity to continue to build upon their learning. The S.T.A.R.S Program has been an essential part of Starmont for several years now, and we hope that this program can continue into the future.

Sincerely,

Marc Snavelly
Middle/High School Principal

The Starmont Community School District does not intentionally discriminate on the basis of sex, race and color, national origin, religion and creed, age, marital/parental status, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, or socioeconomic status or familial status in its educational programs, activities, or employment practices, or as otherwise prohibited by statute or regulation. If you believe such discrimination has occurred and want to receive more information about the grievance procedure, please contact the Superintendent/Equity Coordinator at 3202 40th Street, Arlington, Iowa 50606 or call (563) 933-4598.

To whom it may concern:

My name is Allison McIntyre, and I am writing to support the current and future STARS program at Starmont Elementary school. I have been involved in this program since its inception, starting as a program leader during the year and during the summer of 2011-2012, and then taking over as program director in October of 2012. I served as program director from October 2012 until August of 2015, when I took a different job in the school district. It is my pleasure to write a letter to support this fantastic program.

The Starmont Elementary STARS program provides additional learning opportunities for all students. The STARS program ensures that every student in the program completes his or her homework every night. For students who may struggle, there are adults and high school students to assist with questions and to ensure all homework is completed. For students who are finished, the STARS program encourages them to read and get ahead in their work.

The STARS program provides daily enrichment activities. The students learn "beyond the bell" and often are doing activities that there simply is not enough time for in class. From technology to STEM, reading to math and science, the STARS program covers many areas. They kids often do not even know they are learning! In the summer, many volunteers come in to teach special activities such as dance, music, tae kwon doh, readers theater and gardening. The students get to experience things they may not be able to otherwise. This program opens doors for so many kids, and ensures that they are all safe while parents work.

I strongly support the STARS program. It helps our students be successful in so many ways. The school climate has been influenced for the better, and it gives all students to opportunity to experience new things.

Thank you for your time.

Allison McIntyre
K-12 Vocal Music Director
Starmont CSD
563-933-2218
amcintyre@starmont.k12.ia.us

Jason Martin-Hiner
156 Cedar Wood Hills
Strawberry Point, IA 52076

December 7, 2015

Dear 21st Century Learning Grant Committee:

It is my pleasure to write this letter of support for the STARS program provided by Starmont Community Schools. As a father of two students that participate in the Starmont STARS program, I have a deep appreciation for what this program provides. STARS is an after-school program that goes above and beyond my expectations for child care between when school is finished and when we can pick up our children.

Due to Starmont's location in a rural setting outside of town, after school child care can be a difficult arrangement. Students need to transition from school to care site by bus, and that location may or may not be closer to their final home destination. By offering the STARS program on-site, student transitions are kept to a minimum, allowing for more time to participate in educational learning experiences, recess, and homework time. The STARS program is overseen by a licensed educator who also helps facilitate the excellent programming – something most childcare organizations would be hard pressed to provide. Our children have had the chance to learn about topics from beekeeping to gardening to papier-mâché crafting and have never complained about their experiences in these sessions.

Not only does the STARS program provide students a safe place to stay, a welcome after school snack, and educational programming, but also supervised homework sessions. With time at a premium after supper and before bedtime, knowing our students have finished their work during STARS allows us to spend that time as a family and connecting at the end of our day. Students also have access to all of the resources of the school district, including laptop computers and other digital devices during their time at STARS.

I strongly endorse the STARS program for the unique service it provides the parents and students within the Starmont Community School district. I encourage you to provide the much needed support for this program as part of your grant funding.

Sincerely,

A handwritten signature in black ink that reads "Jason Martin-Hiner". The signature is written in a cursive style with a long, sweeping tail on the final letter.

[Your Name]

To whom it may Concern:

I am pleased to write this letter in support of the after school program at Starmont Elementary School. My name is Barbara Weno-Schoenjahn. I am the elementary physical education instructor at Starmont. I have been involved with the after school program as an initial member of the committee, a provider of equipment and ideas, and I have presented a few different programs to the students.

Our students have benefited greatly from the after school program. Academically, the program has helped the students attending immensely. Our teachers make sure homework is done and offer help as needed. Parent very much appreciate that when their child gets home that task has been done. I believe the extra work on sight words, reading, and math factors are improving our students' abilities. Physically, our students are active, more so than some of them would be if they went home and sat in front of a screen. The enrichment activities are excellent! I have been involved in demonstration of candy making and practicing academic skills with physical movement.

The continuation of this program is much needed for the success of a particular group of students. Our students are much better off attending the after school program than going home to an empty home. Physically, socially, academically, and emotionally this program has been a total success for the students participating.

Sincerely,



Barbara Weno-Schoenjahn

Starmont Elementary

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.

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: _____ OR Enter School District Code _____ 6175 _____
(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 in need of assistance (SINA)*** under Title I (Section 1116). *5 additional points awarded*

Documentation: _____

Example of documentation: SINA list provided by the Iowa Department of Education available at https://www.educateiowa.gov/pk-12/no-child-left-behind/schools-and-districts-need-assistance-sinadina#SINA_Schools.

- 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: Starmont STARS Project		
Site Address: 3202 40th Street		
City, State, Zip: Arlington, Iowa 50606		
Phone: 563-933-2238		
Site Contact Person: Sandy Klaus, Elementary Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Starmont Elementary School	6175	283
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.

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
<i>Patricia Bruger</i>	Starmont Community Schools

Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement data, attendance and other requested data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by the Iowa Department of Education.

Signature of Local Education Agency Superintendent	Local Education Agency Name
<i>John A. Johnson</i>	Starmont Community Schools
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
<i>Sandy Klaus</i>	Starmont Elementary School

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.



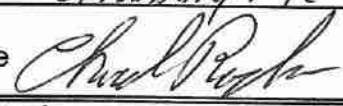

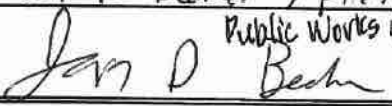
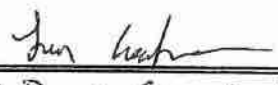



Applications only allowed up to five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Jason Martin - Hinger	Agency	Keystone AEA
Signature	<i>Jason Martin Hinger</i>	Address	156 Cedar Wood Hills
		City/Zip	Strawberry Pt IA 52074
		Phone	563-433-4787
Name/Title	Charlie Gorman	Agency	Starmont Staff / Parent
Signature	<i>Charlie Gorman</i>	Address	35682 April Ave
		City/Zip	Strawberry Pt IA 52074
		Phone	563 920 4087
Name/Title	Elizabeth McIntyre	Agency	Elizabeth McIntyre / Parent
Signature	<i>Elizabeth McIntyre</i>	Address	438 Main St
		City/Zip	Arlington IA
		Phone	319-521-6426
Name/Title	Julie Andreae	Agency	Starmont Staff
Signature	<i>Julie Andreae</i>	Address	1603 95th St
		City/Zip	Arlington IA
		Phone	563-920-4080
Name/Title	Mike Augustine	Agency	Starmont Staff / Parent
Signature	<i>Mike Augustine</i>	Address	15189 Cango Rd
		City/Zip	Strawberry Pt IA 52074
		Phone	319-929-4594
Name/Title	Bridget Paris	Agency	Parent
Signature	<i>Bridget Paris</i>	Address	3365 95th St
		City/Zip	Arlington IA 50006
		Phone	5639207647
Name/Title	Alicia Smith	Agency	Parent
Signature	<i>Alicia Smith</i>	Address	35844 Belgian Rd
		City/Zip	Strawberry Pt IA 52074
		Phone	563-608-0519
Name/Title	Marc Sweeney	Agency	Starmont MS/HS Principal / Parent
Signature	<i>Marc Sweeney</i>	Address	1000 N. Franklin
		City/Zip	Manchester, 52057
		Phone	563-608-4578
Name/Title	KASEY LARSON	Agency	PARENT
Signature	<i>Kasey Larson</i>	Address	484 GARROLL ST.
		City/Zip	ARLINGTON, IOWA
		Phone	319-361-2859

FORM C: COLLABORATIVE SIGNATURES

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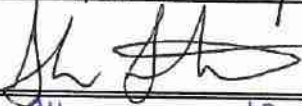


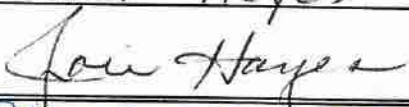



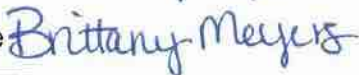

Applications only allowed up to five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Jeff Bente / Fire Fighter ^{Master}	Agency	Strawberry Pt. City Hall
Signature		Address	401 Commercial St.
		City/Zip	St. Point 52076 Phone 503-933-4340
Name/Title	Joshua Lucciani / Fire Fighter	Agency	Strawberry Pt. City Hall
Signature		Address	401 Commercial St.
		City/Zip	St. Point 52076 Phone 503-933-4340
Name/Title	Strawberry FR	Agency	Strawberry Pt. City Hall
Signature		Address	401 Commercial St.
		City/Zip	St. Point 52076 Phone 503-933-4340
Name/Title	Jason Farmer / Fire Fighter	Agency	Strawberry Pt. City Hall
Signature		Address	401 Commercial St.
		City/Zip	St. Point 52076 Phone 503-933-4340
Name/Title	Jon D Becker / Firefighter	Agency	Strawberry Pt. City Hall
Signature		Address	401 Commercial St.
	^{Public Works Manager}	City/Zip	St. Point 52076 Phone 503-933-4340
Name/Title	Leon Coenfare / Firefighter	Agency	Strawberry Pt. City Hall
Signature		Address	401 Commercial St.
		City/Zip	St. Point 52076 Phone 503-933-4340
Name/Title	Derek Sargent / Firefighter	Agency	Strawberry Pt. City Hall
Signature		Address	401 Commercial St.
		City/Zip	St. Point 52076 Phone 503-933-4340
Name/Title	Sam Kepler / Fire Fighter	Agency	Strawberry Pt. City Hall
Signature		Address	401 Commercial St.
		City/Zip	St. Pt. 52076 Phone 503-933-4340
Name/Title	ROGER SWALES / FIRE FIGHTER	Agency	Strawberry Pt. City Hall
Signature		Address	401 Commercial St.
	^{Business Owner}	City/Zip	St. Pt. 52076 Phone 503-933-4340

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	Shane Straka / Education Specialist	Agency	Iowa Public Television
Signature		Address	6450 Corporate Drive, P.O. Box 6450
		City/Zip	Johnston, 50131 Phone 815-725-9723
Name/Title	Allison McIntyre / Program Director 2012-2015	Agency	Starmont STARS Project
Signature		Address	3202 40th St.
		City/Zip	Arlington 50606 Phone 563-933-2238
Name/Title	Lisa Fleming / Para	Agency	Starmont Elementary School
Signature		Address	3202 40th St.
		City/Zip	Arlington 50606 Phone 563-933-2238
Name/Title	Joel Hayes	Agency	Para Ed.
Signature		Address	7461 Eisenhower Rd
		City/Zip	Arlington 50602 Phone 563-608-0602
Name/Title	Patricia Briggs / Director of School Imp.	Agency	Starmont Elementary School
Signature		Address	3202 40th Street
		City/Zip	Arlington 50606 Phone 563-933-2238
Name/Title	KATHLEEN SWEET / ART EDUCATOR	Agency	STARMONT ELEMENTARY
Signature		Address	3202 40TH STREET
		City/Zip	ARLINGTON Phone 563-933-2238
Name/Title	Abbie Schuhmacher - Title I Teacher	Agency	Starmont Elementary School
Signature		Address	3202 40th Street
		City/Zip	Arlington, IA Phone 563-933-2238
Name/Title	Brittany Meyers / Para	Agency	Starmont Elementary School
Signature		Address	3202 40th Street
		City/Zip	Arlington IA Phone 563-933-2238
Name/Title	Nick Hayes	Agency	Arlington EMS
Signature		Address	7461 Eisenhower Rd
		City/Zip	Arlington 50606 Phone 563-633-5525

FORM C: COLLABORATIVE SIGNATURES

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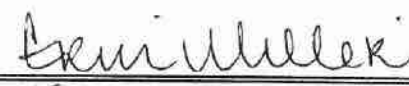



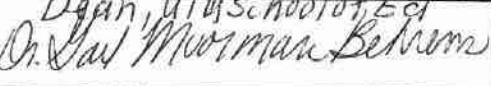
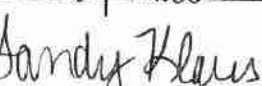
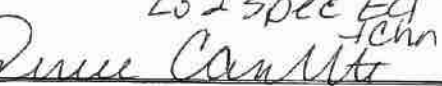
Applications only allowed up to five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Sandy Klaus Elem Principal	Agency	Starmon Schools
Signature	<i>Sandy Klaus</i>	Address	3202 40th St.
		City/Zip	Arlington 50606 Phone 563-933-2238
Name/Title	Nancy J. Oehler RN School Nurse	Agency	Starmon
Signature	<i>Nancy J Oehler</i>	Address	3202 40th St
		City/Zip	Arlington 50606 Phone 563-933-2238
Name/Title	Michelle Becker Head Custodian	Agency	Starmon Schools
Signature	<i>Michelle Baker</i>	Address	3202 40th St
		City/Zip	Arlington, IA Phone 563-933-2238
Name/Title	Bobbi DeLong Teacher	Agency	Starmon Schools
Signature	<i>Bobbi DeLong</i>	Address	3202 40th St.
		City/Zip	Arlington IA 50606 Phone 563-933-2238
Name/Title	Caumen Duales Secretary	Agency	Starmon Schools
Signature	<i>Caumen Duales</i>	Address	3202 40th St.
		City/Zip	Arlington, IA 50606 Phone 563-933-2238
Name/Title	Molly Augustline Spec Ed Teacher	Agency	Starmon Schools
Signature	<i>Molly Augustline</i>	Address	3202 40th St.
		City/Zip	Arlington, IA 50606 Phone 563-933-2238
Name/Title	Andrea Dallenbach teacher	Agency	Starmon Schools
Signature	<i>Andrea Dallenbach</i>	Address	6779 D Ave
		City/Zip	Arlington, IA Phone 563-633-4453
Name/Title	Kristi Bonert	Agency	Starmon Schools
Signature	<i>Kristi Bonert</i>	Address	3202 40th St.
		City/Zip	Arlington, IA Phone 563-933-2238
Name/Title	Shern Nolan Paraprofession Special Ed	Agency	Starmon School
Signature	<i>Shern Nolan</i>	Address	3202 40th St
		City/Zip	Arlington IA Phone 563-933-2238

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	Paul Seedorff	Agency	Business owner / Farmer
Signature		Address	955 W. Peoria Street
		City/Zip	Arlington IA 50006 Phone 920-5533
Name/Title	Wesley Miller	Agency	Community Club Presidents / Retail Sales
Signature		Address	405 Clay St Apt 3
		City/Zip	Arlington 50606 Phone 319-283-0962
Name/Title	Erin Miller	Agency	Embroider / Accountant / Baker
Signature		Address	405 Clay St. Apt #3
		City/Zip	Arlington 50606 Phone 319-283-0104
Name/Title	Tanya Maness	Agency	Community Club Secretary
Signature		Address	437 James St
		City/Zip	Arlington 50604 Phone 563-633-5110
Name/Title	GARY A. HEATON	Agency	STARMONT SCHOOL BOARD
Signature		Address	409 CLAY STREET
		City/Zip	ARLINGTON Phone 563-633-5020
Name/Title	BOB BITE/RR72	Agency	Keystone AEA
Signature		Address	1400 2nd St, SW
		City/Zip	Elkader IA Phone 563-245-3082
Name/Title	Dr. Val Moorman Behrens Dean, U of S School of Ed	Agency	Upper Iowa University School of Education
Signature		Address	6015 Washington St Fayette, IA
		City/Zip	Fayette, IA 52142 Phone 563-425-5211
Name/Title	Sandy Klaus Principal	Agency	Starmont Elementary School
Signature		Address	3202 40th St.
		City/Zip	Arlington 50006 Phone 563-433-2238
Name/Title	Renee Cantrell LO2 Spec Ed	Agency	Starmont Ele. School
Signature		Address	3202 40th St
		City/Zip	Arlington IA Phone 563-433-2235

50606

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	Maria Gruman Student	Agency	Starmont Schools
Signature	Maria Gruman	Address	3202 40 th St.
		City/Zip	Arlington 50006 Phone 503-933-2238
Name/Title	Elizabeth Stocks	Agency	Starmont Schools
Signature	Elizabeth Stocks	Address	3202 40 th St.
		City/Zip	Arlington 50006 Phone 503-933-2238
Name/Title	Ian Bennett Student	Agency	Starmont Schools
Signature	Ian Bennett	Address	3202 40 th St.
		City/Zip	Arlington 50006 Phone 503-933-2238
Name/Title	Conley Schauf Student	Agency	Starmont Schools
Signature	Conley Schauf	Address	3202 40 th St.
		City/Zip	Arlington 50006 Phone 503-933-2238
Name/Title	Aaron Bennett Student	Agency	Starmont Schools
Signature	Aaron Bennett	Address	3202 40 th St.
		City/Zip	Arlington 50006 Phone 503-933-2238
Name/Title	Kylie Cumberland Student	Agency	Starmont Schools
Signature	Kylie Cumberland	Address	3202 40 th Street
		City/Zip	Arlington 50006 Phone 503-933-2238
Name/Title	Anthony Stocks Student	Agency	Starmont Schools
Signature	Anthony Stocks	Address	3202 40 th Street
		City/Zip	Arlington 50006 Phone 503-933-2238
Name/Title	Hali McIntyre Student	Agency	Starmont Schools
Signature	Hali McIntyre Student	Address	3202 40 th Street
		City/Zip	Arlington IA Phone 503-933-2238
Name/Title	Jacen Gruman Student	Agency	Starmont Schools
Signature	Jacen Gruman	Address	3202 40 th Street
		City/Zip	Arlington Phone 503-933-2238

FORM D1: 21CCCLC APPLICATION FUNDING REQUEST SUMMARY

21CCCLC 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): 283	Total three-year funding request (all sites):
One	\$102,000	\$306,000
Total first-year funding request (all sites):		
\$102,000		

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
Starmont Elementary School	\$102,000	\$102,000	\$102,000	\$306,000	283
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 283

FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET
Applicant Agency: Starmont STARS

Site: Starmont Elementary School

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 283

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	89,456	1000	89,456	1000	89,456	1000	271,368
Staff Travel	1000	500	1000	500	1000	500	4,500
Materials	2500	714	2500	714	2500	714	9,642
Professional Development (minimum 4% per year)	3080	1000	3080	1000	3080	1000	12,240
Student Access, Transportation etc. (maximum 8% per year)	1800	200	1800	200	1800	200	6,000
Evaluation (about 4% per year)	In kind contribution of 3080	In kind contribution of 1000	In kind contribution of 3080	In kind contribution of 1000	In kind contribution of 3080	In kind contribution of 1000	0
Administrative/ Indirect Costs (maximum 8% per year)	650	100	650	100	650	100	2250
Totals	98,486	3514	98,486	3514	98,486	3514	306,000

*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.

General Ledger Number 10 000 8003 000 1840

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: **Students in each minority designation will receive additional services which could positively impact their academic skills, knowledge of healthy lifestyles, and family literacy compared to students not participating in the STARS project.**

Indicate which group is impacted:

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

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

	<p>Private School Consultation Meeting Log</p> <p>Date Time Location</p>
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Meeting called by:

Type of meeting:

Attendees: (Attach attendance sign-in sheet)

----- Agenda Topics -----		
Welcome	[Insert Name]	[Insert time allocation]
Discussion: _____ No Non Public Within District Boundary _____		
<p><i>Sandy Klaus</i> Elementary Principal Starmont Schools</p>		
Conclusions: _____		
<u>Action Items:</u>	Person responsible:	Deadline:
_____	_____	_____
-	-	-
Resources for Non-Public Schools		
	[Insert Name]	[Insert time allocation]
Discussion: _____		

Conclusions: _____		

<u>Action Items:</u>	Person responsible:	Deadline:
_____	_____	_____
-	-	-

[continues on next page]

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

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.