

Dodger Academy Afterschool Program

Application Information

Applicant Serving as Fiscal Agent (Applicant Agency):

Dodger Academy Afterschool Program

County: Webster

Amount Requested: \$150,000

Director of Agency:

Contact Name: Erin Brookshire

Agency Name: Dodger Academy

Address: 945 S. 18th St, Fort Dodge 50501

Phone: 515-574-5863

Fax: 515-574-5813

Email: ebrookshire@fdschools.org

Is the Grant Contact/Project Director the same contact as the Director of Agency?

Yes, the Grant Contact/Project Director is the same as the Director of Agency

Grant Contact/Project Director:

These fields will appear blank if the previous question was answered "Yes" and the Grant Contact/Project Director is the same as the Director of Agency.

Contact Name:

Agency Name:

Address: ,

Phone:

Fax:

Email:

DUNS Number: 825784838

Data Collection and Evaluation Contact:

Contact Name: Edward Gronlund

Address: 945 S. 18th St, Fort Dodge 50501

Phone: 563-528-0844

Fax:

Email: gronlunedward220@gmail.com

Fiscal Contact:

Contact Name: Brandon Hansel

Address: 109 N 25th St. , Fort Dodge 50501

Phone: 515-576-1161

Fax: 515-576-1988

Email: bhansel@fdschools.org

Past Grantee Supplemental Application Information

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

No

Did you meet your attendance goals for the past two years? (21CCLC funded sites are required to meet their attendance goals at a rate of 70% in year one and 80% by year three)

Yes

Please provide your enrollment numbers for the last three years of your previous 21CCLC grant.

2018-2019: 54

2019-2020: 82

2020-2021: 83

Please provide your average daily attendance for the last three years of your previous 21CCLC grant.

2018-2019: 38

2019-2020: 78

2020-2021: 68

Did you meet your academic goals for the past two years?

Yes

How many of your local evaluation goals did you meet over the past two years?

50%

How much have office referrals been reduced over the past five years of your grant?

Less than 50%

Have you provided children with the required snack?

Yes

Have you exceeded the snack requirement, by providing a full meal?

No

How many parent engagement meetings did you have in the last year of your most recent 21CCLC Grant?

12

How many field trips did you provide in the last year of your most recent 21CCLC Grant?

0

Are you charging program fees to families?

Yes

After 5 years, how many community partners for sustainability have been recruited?

Less than 10

Have you participated in required committee work in the last year? Attended:

Some Meetings (3-5)

Have you attended required Professional Development in the last year? Attended:

Some Meetings (5-9)

Legal Status of Applicant

Eligibility

State Education Agencies (SEAs)

Who May Apply (specifically):

Awards are made to SEAs. Local education agencies (LEAs) and nonprofit organization may apply to states for subgrants. For profit organizations are not included.

<https://www2.ed.gov/programs/21stcclc/eligibility.html>

Check one box below and provide appropriate agency identification information

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

Enter Federal Employer ID Number: **OR**

Enter School District Code: **2313**

(If applicable) Enter Child Care License #: 47782

COMMUNITY TYPE

Please use the U.S. Census definitions below to identify the population size of your community.

<https://www.census.gov/quickfacts/fact/table/US/PST045217>

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

Request for Competitive Priority

It is the responsibility of the applicant to request and provide documentation of competitive priority in scoring of applications. Below, please check the boxes for priority you are requesting and provide explanation of the documentation provided to substantiate your request. **To indicate your selection, double click the checkbox, choose “Checked” from the pop-up menu, and click “OK”.** Examples of documentation are provided. **Please compile this document and your documentation into a single file to upload.**

Application proposes to serve children and youth in ***schools designated “Comprehensive” or “Targeted” on Iowa School Performance Profiles*** AND is jointly submitted as a collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity that contributes to the program. Best Practice is that applicants serve a minimum of 50% of FRPL children at each school in the application to receive the bonus points. NOTE: This collaboration cannot include vendors. *Up to 5 additional points awarded.*

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

Indicate your documentation sources here and compile these documents into a single file to upload.

1. <https://www.iaschoolperformance.gov/ECP/Home/Index>
2. _____

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

Documentation_(1 piece required per county served) Examples of documentation: Look up your count at <https://datacenter.kidscount.org/data/tables/1239-child-poverty?loc=17&loct=5#detailed/5/2715-2813/false/37,871,870,573,869,36,868,867,133,38/any/2685>

Indicate your documentation sources here by inserting your county/counties child poverty rate, secure a print-out and compile these documents into a single file to upload.

County: Webster Child Poverty Rate: 15.5%

County: Child Poverty Rate:

County: Child Poverty Rate:

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

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

Indicate your city populations here, secure a print-out and compile these documents into a single file to upload.

City to be served: Population:

City to be served: Population:

City to be served: Population:

NOTE: Up to 5 additional points awarded for each category. When an application is received for multiple districts/buildings, the points will be determined by the number of districts/buildings that qualify for the points. If you are applying for more than one county, or community, provide data for each site in your application. The IDOE reserves the right to reduce points if schools do not meet all required criteria.

Application proposed to serve a full meal daily and provide evidence of this partnership with a school food system or local food bank. *Up to 5 additional points awarded.*

Applications serving middle school and/or high school students and who plan to implement a Career and Technical Education component with evidence of a partnership with a local college or university. *Up to 5 additional points awarded.*

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.

Indicate which group is impacted:

- Women
- Persons with a Disability
- Blacks
- Latinos
- Asians
- Pacific Islanders
- American Indians
- Alaskan Native Americans
- Other

Describe the positive impact expected from this project:

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

Indicate which group is impacted:

- Women
- Persons with a Disability
- Blacks
- Latinos
- Asians
- Pacific Islanders
- American Indians

Alaskan Native Americans

Other

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.

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.

Dodger Academy plans to meet the needs of all students, regardless of their demographic information. We will make programming decisions based on their individual needs and not their demographics.

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

Name: **Erin Brookshire**

Title: Director of Dodger Academy

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.



Private School Consultation Meeting Log

Date November 6th and November 8th, 2021

Time 11:30 AM

Location N/A

Meeting called by: Erin Brookshire

Type of meeting: Phone

Attendees: (Attach attendance sign-in sheet)

| ----- Agenda Topics ----- | | |
|---|----------------------------------|------------------------|
| <p>Welcome Erin Brookshire 5 minutes with each person</p> | | |
| <p><u>Discussion:</u> Interest in joining Dodger Academy After school program</p> | | |
| <p><u>Conclusions:</u> St. Paul Lutheran School has declined our offer due to having an after school program already in place.</p> <p>Community Christian School has declined our offer due to having an after school program in place their students.</p> <p>St. Edmonds Catholic School has declined our offer due to having an after school program already in place.</p> | | |
| <p><u>Action Items:</u></p> <p>N/A</p> <hr/> | <p>Person responsible:</p> <hr/> | <p>Deadline:</p> <hr/> |
| <p>Resources for Non-Public Schools</p> <p><u>Discussion:</u> When guest speakers and activities with community partners are set up for Dodger Academy students, Erin will reach out to St. Paul, St. Edmond and Community Christian to see if there is interest in their students joining. Erin will also share the information in case they would like to set it up separately for their programs.</p> | | |

Conclusions: Erin informed her of the academics and enrichment activities that Dodger Academy offers and let her know that it could be open to CCS students attending Dodger Academy.

Action Items:

Follow up periodically throughout the year to see if interest has changed and if/when we have community groups come in, would they be interested in the activity or presentation.

Person responsible:

Erin Brookshire

Deadline:

As needed when activities get scheduled

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


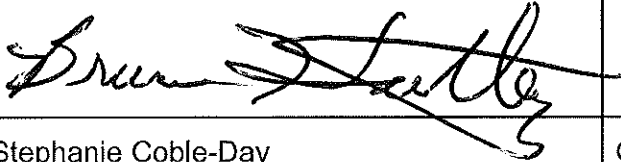
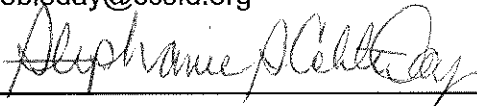

| Outcome of Consultation | The private school <u>will</u> participate. | The private school <u>will not</u> participate. |
|-------------------------|---|---|
| Participation | | St. Paul Lutheran School Community Christian School St. Edmond Catholic |

Other Information

| | |
|--------------------------|--|
| Resource persons: | Erin Brookshire Director of Dodger Academy 515-574-5863 ebrookshire@fdschools.org |
| 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.

Non-Public Consultation meeting

| NAME | BUILDING |
|--|---------------------|
| Erin Brookshire 515-574-5863 ebrookshire@fdchools.org  | Butler Elementary |
| Bruce Hartley 515-955-7208  | St. Paul Lutheran |
| Stephanie Coble-Day 515-57 3-3011 scobleday@ccsfd.org  | Community Christian |
| Tabitha Acree 515-576-5182 acree@st-edmond.pyt.k12.ia.us  | St. Edmond Catholic |

Sustainability Planning Template and Previous Sustainability Form

Sustainability Plan

Please fill in the table with the information provided by the MOUs. (See Appendix G in the Instruction Packet for a sample MOU document and note that MOUs are required to complete your application)

| Community Partner | Contribution (detail) | Staff Provided | In-kind value | Sites Served |
|-----------------------------------|--|----------------------------------|------------------|--------------|
| Kiwanis K-Kids | financial | 2 volunteers | \$2,168 | 1 |
| United Way | financial | 0 | \$10,000 | 1 |
| Golden K Kiwanis | financial | 0 | \$1,000 | 1 |
| Butler Elementary | Building space | 3 | n/a | 1 |
| Director of Elementary Education | Access to district curriculum | 0 | n/a | 1 |
| Webster County Health Department | Monthly meetings about healthy eating and lifestyle habits | 1 volunteer | | 1 |
| LifeWorks Community Services | Refer potential individuals for employment | 2- job coordinator and job coach | n/a | 1 |
| Fort Dodge Sr. High Robotics Club | Robotics team members share knowledge and experience of robotics with our students | 2-4 volunteers | \$1,440- \$2,880 | 1 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| TOTAL: | \$13,608-\$15,048 | | | |

Previous Sustainability Form

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

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

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

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

How many years of funding did you receive? 10 years 5 years

Did you have a gap in funding before this application? Yes No

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

At the same level At a reduced level The program ended

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

Dodger Academy has always offered a USDA approved snack to our students along with academic help in reading and math, structured recreational time, both indoors and outdoors (when weather permitted) and had a variety of community partners that came into our program to complete enrichment activities with our students. Some of the partners included: FDSH Drama Club, Faeferlick Tae Kwan Do, Noon Kiwanis offered Civic Engagement through K-Kids, Reading Dogs had volunteers from FD Kennel Club come in with dogs that were working on getting certified as therapy dogs to sit with students and have the students read to them, Scouts of America and a running club with volunteers from FDSH Cross Country team.

The academic time students have, has been beneficial to them as their district test scores have historically reflected that they are at or above their grade level when scores are compared to their grade

level peers. The enrichment activities the students are offered, allow them to learn about and experience things they may otherwise not get the chance to.

| Partner Name | Length of Partnership | Contribution | Qty/Amt | Value | |
|----------------|-----------------------|---|----------|--------|--|
| Kiwanis K-Kids | 6 years | Financial | N/A | N/A | |
| | | Does the program provide funding to the partner? Please provide the percentage. Please describe here: No, Dodger Academy does not provide funding | | | |
| | | In-Kind | 36 hours | \$468 | |
| | | Please describe the contribution being made in detail: Kiwanis volunteers donate at least 36 hours of their time each school year for the bi-weekly meeting that are held. The in-kind value of this is \$468. | | | |
| | | Equipment and/or Supplies | varies | \$1200 | |
| | | Please describe contribution in detail: This covers the charter fee cost, background checks and materials to cover bi-weekly meetings | | | |
| | | Facilities | N/A | N/A | |
| | | Please provide description of facilities contributed: Dodger Academy provides the meeting space for K-Kids to meet. | | | |
| | | Staff | N/A | N/A | |
| | | Please describe what staff will be doing: | | | |
| | | Volunteers | 2 | \$500 | |
| | | Please describe what volunteers will be doing: Introducing students to service clubs and different needs throughout the community | | | |
| | | Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: K-Kids provides the background checks for their volunteers | | | |

| | | Total Value of Partnership | | | \$2,168 |
|-----------------|-----------------------|--|----------|------------------------|---------|
| Partner Name | Length of Partnership | Contribution | Qty/Amt | Value | |
| FDSH Drama Club | | Financial | N/A | N/A | |
| | | Does the program provide funding to the partner? Please provide the percentage. Please describe here: No, Dodger Academy does not provide funding | | | |
| | | In-Kind | | | |
| | | Please describe the contribution being made in detail: | | | |
| | | Equipment and/or Supplies | N/A | N/A | |
| | | Please describe contribution in detail: N/A | | | |
| | | Facilities | N/A | N/A | |
| | | Please provide description of facilities contributed: Meeting space is provided by Dodger Academy | | | |
| | | Staff | N/A | N/A | |
| | | Please describe what staff will be doing: N/A | | | |
| | | Volunteers | 9 | 1@ \$650 8@ \$2,080 | |
| | | Please describe what volunteers will be doing: The drama teacher from FDSH comes in weekly to provide our students activities that encourage teamwork, build confidence, develop creativity, communication skills, empathy and leadership skills. | | | |
| | | Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Fort Dodge Community School District pays for the background check. The teacher is checked upon being hired by the school district and then every five years per district policy. The student volunteers do not have one completed. | | | |
| | | Total Value of Partnership | | | \$2,730 |
| Partner Name | Length of Partnership | Contribution | Qty/Amt | Value | |
| | 21 years | Financial | annually | \$10,000 | |

| | | | | |
|----------------------------------|--|---|--------------|----------|
| United Way of Greater Fort Dodge | | | | |
| | | Does the program provide funding to the partner? Please provide the percentage. Please describe here: No, Dodger Academy does not provide funding to United Way. | | |
| | | In-Kind | N/A | N/A |
| | | Please describe the contribution being made in detail: N/A | | |
| | | Equipment and/or Supplies | N/A | N/A |
| | | Please describe contribution in detail: Each year, Dodger Academy applies for a grant through United Way of Greater Fort Dodge. When the application is submitted, a meeting set up between both agencies and we discuss what Dodger Academy does for our students and how it is an asset for our community. When we receive funding from United Way, the total amount is split into 4 payments, which are sent to us quarterly. | | |
| | | Facilities | N/A | N/A |
| | | Please provide description of facilities contributed: N/A | | |
| | | Staff | N/A | N/A |
| | | Please describe what staff will be doing: United Way does not provide staff | | |
| | | Volunteers | N/A | N/A |
| | | Please describe what volunteers will be doing: United Way does not provide volunteers | | |
| | | Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: N/A because United Way does not provide staff or volunteers | | |
| | | Total Value of Partnership | | \$10,000 |
| | Partner Name | Length of Partnership | Contribution | Qty/Amt |
| Golden K Kiwanis | 21 years | Financial | N/A | \$1,000 |
| | Does the program provide funding to the partner? Please provide the percentage. Please describe here: Dodger Academy does not provide funding to Golden K Kiwanis | | | |

| | | | |
|--|---|-----|---------|
| | | | |
| | In-Kind | N/A | N/A |
| | Please describe the contribution being made in detail: Historically, Dodger Academy reaches out to Golden K Kiwanis in Fort Dodge, seeking donations to help support our program. Golden K Kiwanis is usually able to provide our program with \$1,000 as long as their incoming contributions remain steady. During the pandemic year(s), this was halted as available funds were being used to help others within our community. | | |
| | Equipment and/or Supplies | N/A | N/A |
| | Please describe contribution in detail: N/A | | |
| | Facilities | N/A | N/A |
| | Please provide description of facilities contributed: N/A | | |
| | Staff | N/A | N/A |
| | Please describe what staff will be doing: N/A because Golden K Kiwanis does not provide staff | | |
| | Volunteers | N/A | N/A |
| | Please describe what volunteers will be doing: N/A because Golden K Kiwanis does not provide volunteers | | |
| | Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: N/A because Golden K Kiwanis does not provide staff or volunteers | | |
| | Total Value of Partnership | | \$1,000 |

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

11%: $\$15,898/150,000 = .1059 \times 100 = 10.59$

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


4

Explain any challenges you had with securing community partners.


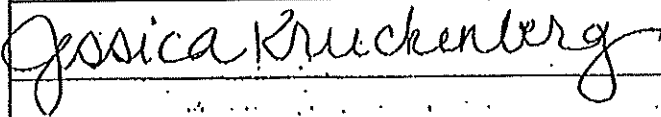
When Dodger Academy received the initial grant from 2008-2013, I was not the director and the current members of the Advisory Board were not yet members, so we are unsure of what challenges the program previously had. In 2019-2020 and 2020-2021, Dodger Academy had lost some community partners because of the pandemic and Fort Dodge School District had restrictions in place so we could not utilize

guests or volunteers in the building. The community partners that provided monetary donations, were unable to commit at the same level or at all due to their funding being utilized elsewhere in the community during the pandemic.

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.

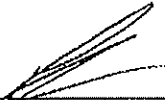
| Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program | Applicant Agency Name |
|---|-------------------------------------|
| Erin Brookshire  | Dodger Academy After School Program |
| <p><i>Affidavit: By signing this, I certify to the best of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

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 |
|---|--------------------------------------|
| Derrick Joel  | Fort Dodge Community School District |
| <p><i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812)</i></p> | |
| Signature of Site Principal for Each 21st Century Community Learning Centers-Funded Site | Site Name |
| Jessica Kruckenberg | Butler Elementary |
|  | |
| <p><i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of</i></p> | |

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

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

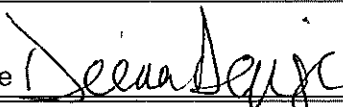

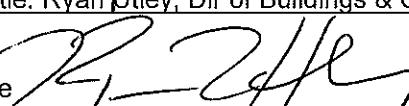
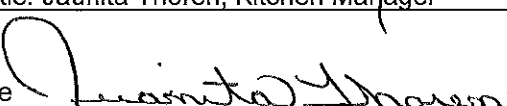
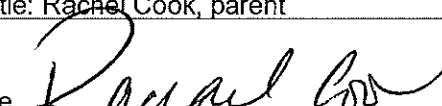


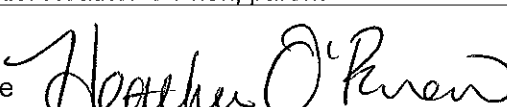
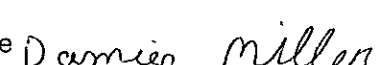

Stuart Cochrane
Fl. Dodge Community Schools
School Board President

Collaborative Signatures

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

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

| Name/Signature | Agency Affiliation | |
|---|---------------------------------------|---------------------|
| Name/Title: Deena Daisy, Student Support Staff | Agency: FDCSD | |
| Signature  | Address: 945 S. 18 th St | |
| | City/Zip: Ft. Dodge, 50501 | Phone: 515-574-5882 |
| Name/Title: Kayla Nelson Roberts, school counselor | Agency: FDCSD | |
| Signature  | Address: 945 S. 18 th St | |
| | City/Zip: Ft. Dodge, 50501 | Phone: 515-574-5882 |
| Name/Title: Ryan Utley, Dir of Buildings & Grounds | Agency: FDCSD | |
| Signature  | Address: 109 N. 25 th St | |
| | City/Zip: Ft. Dodge, 50501 | Phone: 515-574-5655 |
| Name/Title: Jaunita Thoren, Kitchen Manager | Agency: FDCSD | |
| Signature  | Address: 945 S. 18 th St. | |
| | City/Zip: Ft. Dodge, 50501 | Phone: 515-574-5882 |
| Name/Title: Rachel Cook, parent | Agency: Dodger Academy Advisory Board | |
| Signature  | Address: 945 S. 18 th St | |
| | City/Zip: Ft. Dodge, 50501 | Phone: 515-574-5863 |

| | | |
|---|---|---------------------|
| Name/Title: Heather O'Brien, parent | Agency: Dodger Academy Advisory Board | |
| Signature  | Address: 945 S. 18 th St | |
| | City/Zip: Ft. Dodge, 50501 | Phone: 515-574-5863 |
| Name/Title: Damien Miller, Youth Mentor | Agency: Athletics for Education and Success | |
| Signature  | Address: 712 3 rd Street NW | |
| | City/Zip: Ft. Dodge, 50501 | Phone: 515-955-2969 |
| Name/Title: Kati Swanson, Advisory Board Member | Agency: DHS | |
| Signature  | Address: 330 1 st Ave N. | |
| | City/Zip: Ft. Dodge, 50501 | Phone: 515-408-6364 |

Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) between

Dodger Academy

and

Butler Elementary

This is an agreement between "Program", hereinafter called Dodger Academy and "Partner", hereinafter called Butler.

I. PURPOSE & SCOPE

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

In particular, this MOU is intended to outline the ways in which Butler will be available to Dodger Academy. This includes the use of the gymnasium, cafeteria, library and classrooms (if needed) as meeting spaces for the different grade levels that Dodger Academy serves. Teachers, counselors, At-Risk and custodial staff will be available for collaboration with the Dodger Academy Director for academic curriculum, behavioral questions or custodial needs that may arise.

II. BACKGROUND

Butler has been partnered with Dodger Academy since 2003, when Dodger Academy was moved here from the middle school. The move to this building allowed Dodger Academy to serve the building that had the highest number of free and reduced price lunch students in the district. Butler is also a more centrally located building, allowing for easier access for parents to pick their students up.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Dodger Academy shall undertake the following activities: collaborate with the building principal on what spaces are available for use and to use the facilities with care, making sure that areas of use are picked up at the end of each day. If any problems occur, they will be reported to the building principal in a timely manner.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Butler shall undertake the following activities: collaborate with Dodger Academy on what spaces are available to use for programming. Butler will allow teachers, counselors, At-Risk and custodial staff to collaborate with Dodger Academy as needed.

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

1. Modification of this partnership may be necessary to ensure the safety and well being of the students and staff involved.

2. Termination of this partnership will require a written notice from either party that explains the reason for the termination and the effective date.

VI. FUNDING

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

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from August 2021 to May 2022.

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

Signatures and dates

Dodger Academy

Erin Brookshire

11-17-2021 Date



Butler Elementary School

Jessica Kruckenberg

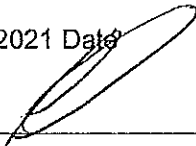
11-18-2021 Date



FDCSD School Board President

Stu Cochrane

11-18-2021 Date



Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) between

Dodger Academy

and

Director of Elementary Education

This is an agreement between "Program", hereinafter called Dodger Academy and "Partner", hereinafter called Dir. of Elem. Edu.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to the educational programming for Dodger Academy

In particular, this MOU is intended to: Enhance students' learning through educational enrichment activities and evaluate the program for academic fidelity.

II. BACKGROUND

The Dir. of Elem. Edu has been assisting Dodger Academy by providing and making available educational material that is used throughout the district classroom.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Dodger Academy shall undertake the following activities: ensure that staff are implementing the activities with fidelity so that students are able to enhance their understanding of material learned during the school day and have time for extra practice.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

Dir. Elem. Edu shall undertake the following activities: ensure that the district's educational materials are available to Dodger Academy. Dir. of Elem. Edu. Will also make sure that Dodger Academy is implementing the activities with fidelity.

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

1. Modification to some activities may be necessary for the safety and well being of the staff and students involved.
2. Termination of this partnership will require a written notice from either party with an explanation of the termination and the effective date.

VI. FUNDING

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

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from August 2021 to May 2022.

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

Signatures and dates

Dodger Academy

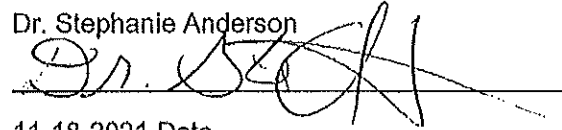
Erin Brookshire



11-17-2021 Date

Director of Elementary Education

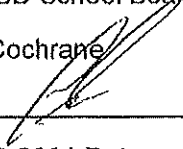
Dr. Stephanie Anderson



11-18-2021 Date

FDCSD School Board President

Stu Cochrane



11-18-2021 Date

Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) between

Dodger Academy

and

Kiwanis K-Kids

This is an agreement between "Program", hereinafter called Dodger Academy and "Partner", hereinafter called K-Kids.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to the programming for Dodger Academy

In particular, this MOU is intended to: Introduce our 3rd and 4th grade students to service clubs where they can learn about the needs their community may have and look for ways to make a positive difference.

II. BACKGROUND

The Fort Dodge Noon Kiwanis, the sponsor for K-Kids, is in its 7th year of partnering with Dodger Academy. Kiwanis provides leadership for the clubs which has held meetings twice per month and project meetings as needed.

Historically, Kiwanis budgets \$1,200 per year for actual expenses to fund club operations.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Dodger Academy shall undertake the following activities: making sure the 3rd and 4th grade students who participate understand the purpose of the club and are willing to participate. This will ensure that learning and activities can be enjoyed by everyone involved.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

K-Kids shall undertake the following activities: teach 3rd and 4th grade students about service projects and civic engagement within our community. This can take place as an in person meeting or by using a pre-recorded video or an online meeting platform such as ZOOM.

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

1. Modification of activities and events may be necessary to ensure the safety and well being of all parties involved.
2. Termination of this partnership will require a written notice from either party, explaining the reason for the termination and the effective date.

VI. FUNDING

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

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from January 2022 to May 2022

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

Signatures and dates

Dodger Academy

Erin Brookshire



11-17-2021 Date

Kiwanis K-Kids

Julie Pingel



11-18-2021 Date

FDCSD School Board President

Stu Cochrane



11-18-2021 Date

Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) between

Dodger Academy

and

LifeWorks Community Services

This is an agreement between "Program", hereinafter called Dodger Academy and "Partner", hereinafter called LifeWorks.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to staffing for Dodger Academy

In particular, this MOU is intended to: expand employment opportunities to individuals with disabilities. This will allow them to be valued members of the community as they are helping to educate and enrich our students while gaining independence.

II. BACKGROUND

This is a new partnership to Dodger Academy as one of our Advisory Board members works with this agency. It was recommended that we consider individuals with disabilities, who would be able to meet the job requirements and would enjoy working with students.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Dodger Academy shall undertake the following activities: reach out to LifeWorks if there are eligible candidates when there is an employment opportunity. We will also be reasonable and accommodating to the individual to ensure the job is performed adequately. This will help the individual develop job skills and gain independence.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

LifeWorks shall undertake the following activities: provide information to the individuals they serve when there is an employment opportunity available within our program. They will provide a job coach to the individual if it is necessary.

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

1. Modifications may be necessary in order for the individual to be successful and have job independence. It may also be necessary for the safety and well-being of all parties involved.
2. Termination will require a written notice from either party explaining the reason for the termination and the effective date.

VI. FUNDING

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

VII. EFFECTIVE DATE AND SIGNATURE

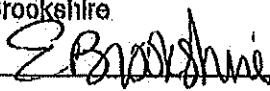
This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from August 2021 to May 2022

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

Signatures and dates

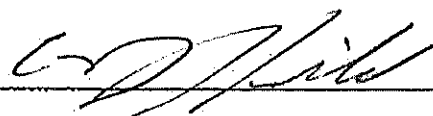
Dodger Academy

Erin Brookshire



11-17-2021 Date

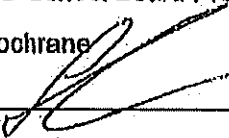
LifeWorks Community Services



11-18-2021 Date

FDCSD School Board President

Stu Cochrane



11-18-2021 Date

Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) between

Dodger Academy

and

Fort Dodge Senior High Robotics Club

This is an agreement between "Program", hereinafter called Dodger Academy and "Partner", hereinafter called FDSH Robotics.

I. PURPOSE & SCOPE

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

In particular, this MOU is intended to: Introduce our 3rd through 5th grade students to robotics by teaching them how to build and program VEX-IQ Robots. By having this partnership, it will expand access to the programming for more youth to become aware of what robotics entails and that it is a growing field with a lot of potential career choices.

II. BACKGROUND

2020-2021 was the first year Dodger Academy partnered with FDSH Robotics. Originally, the coach and team members were to volunteer their services, but due to the pandemic restrictions in place by our school district, that was unable to happen, so we hired the coach as a teacher to come in and work with our students. This year, the teacher is still on payroll, however, he is able to bring FDSH Robotics team members with him to volunteer and share their knowledge of robotics.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Dodger Academy shall undertake the following activities: make sure that 3rd through 5th grade students are aware that this club is available to them and what the purpose of the club is. We will make sure that the students involved are willing to participate so it can be an enjoyable learning experience for every student involved.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

FDSH Robotics shall undertake the following activities: The coach will come into our program twice weekly to teach our 3rd through 5th grade students the craft of building and programming VEX-IQ Robots. The coach will also bring FDSH Robotics team members in as volunteers to help share knowledge of robotics and the potentials it can bring to students in our program.

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

1. Modification of activities, teaching, or events may be necessary in order to ensure the safety and well-being of the staff and students involved.

2. Termination of this partnership will require a written notice from either party, explaining the reason for the termination and the effective date.

VI. FUNDING

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

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from August 2021 to May 2022.

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

Signatures and dates

Dodger Academy

Erin Brookshire



11-17-2021 Date

Fort Dodge Senior High Robotics Club

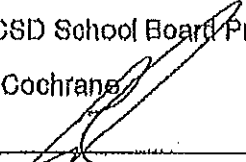
Ed Birkey



11-18-2021 Date

FDCSD School Board President

Stu Cochrane



11-18-2021 Date

Memorandum of Understanding (MOU)

MEMORANDUM OF UNDERSTANDING (MOU) between

Dodger Academy

and

Webster County Health Department

This is an agreement between "Program", hereinafter called Dodger Academy and "Partner", hereinafter called WCH Dept.

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to the programming of Dodger Academy and enrichment activities.

In particular, this MOU is intended to: introduce our students to information regarding healthy habits and lifestyles which include but are not limited to healthy food and snack choices, dental hygiene, physical activity and the overall importance of personal well-being.

II. BACKGROUND

WCH Dept. has been a previous partner with Dodger Academy but due to the recent pandemic, they were unable to come into our program and work with our students. The activities the students are able to do are not only engaging but very informative and relatable.

III. PROGRAM RESPONSIBILITIES UNDER THIS MOU

Dodger Academy shall undertake the following activities: ensure that students understand the purpose of this enrichment activity and are willing to participate so it can be enjoyable for all students. Dodger Academy will also ensure there is a meeting space available so students will be able to engage in the activities provided.

IV. PARTNER RESPONSIBILITIES UNDER THIS MOU

WCH Dept. shall undertake the following activities: provide educational information and enrichment activities that pertain to healthy habits and lifestyles which includes but is not limited to healthy food and snack choices, dental hygiene, physical activity and the importance of well-being.

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

1. Modification may be necessary to ensure the safety and well-being of all parties involved.
2. Termination of this partnership will require a written notice from either party, explaining the reason for the termination and the effective date.

VI. FUNDING

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

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of Parties A and B authorized officials. It shall be in force from October 2021 to May 2022.

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

Signatures and dates

Dodger Academy

Erin Brookshire



11-17-2021 Date

Webster County Health Department

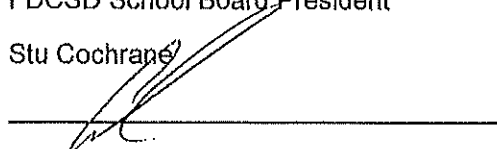
Emily Uhlenkamp



11-18-2021 Date

FDCSD School Board President

Stu Cochrane



11-18-2021 Date

Site Information

2022-2025 Site Profile

School/Agency Name: Butler Elementary

Target Schools

| School Name (can apply for up to 3 sites) | School-Wide Information | | | # Targeted Students | | | |
|--|-------------------------|------------------|-----------------------------|--------------------------|-----|----|-----|
| | Grades Served by School | Total Enrollment | Free and Reduced Lunch Rate | Grades Served by Program | BS | AS | SUM |
| Butler | 1-5 | 425 | 73.4 | 1-5 | N/A | 33 | N/A |
| Duncombe | 1-5 | 475 | 73.4 | 1-5 | | 14 | |
| Early Childhood Center | Pk-K | 408 | 55.6 | Tk-K | | 12 | |
| Total: | | | | | N/A | 59 | N/A |

Before School (BS) Site Operations

Estimated Start Date: August 24, 2022

Estimated End Date: May 29, 2023

Total Number of Service Days: N/A

Total hours of Before School services per typical week: N/A

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|------------|--------|---------|-----------|----------|--------|----------|
| Start Time | N/A | N/A | N/A | N/A | N/A | N/A |
| End Time | N/A | N/A | N/A | N/A | N/A | N/A |
| Hours | N/A | N/A | N/A | N/A | N/A | N/A |

After School (AS) Site Operations

Estimated Start Date: August 24, 2021

Estimated End Date: May 27, 2022

Total Number of Service Days: 180

Total hours of After School services per typical week: 15

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|------------|---------|---------|-----------|----------|---------|----------|
| Start Time | 3:00 PM | 3:00 PM | 3:00 PM | 3:00 PM | 3:00 PM | N/A |
| End Time | 6:00 PM | 6:00 PM | 6:00 PM | 6:00 PM | 6:00 PM | N/A |
| Hours | 3 | 3 | 3 | 3 | 3 | N/A |

Summer (SUM) Site Operations

Estimated Start Date: May 30, 2022

Estimated End Date: August 19, 2022

Total Number of Service Days: N/A

Total hours of Summer services per typical week: N/A

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|------------|--------|---------|-----------|----------|--------|----------|
| Start Time | N/A | N/A | N/A | N/A | N/A | N/A |
| End Time | N/A | N/A | N/A | N/A | N/A | N/A |
| Hours | N/A | N/A | N/A | N/A | N/A | N/A |

Adult Family Member Services

All 21CCLC programs are required to host a minimum of four family-centered events each year. A general rule of thumb is one per quarter. Examples of events include back-to-school celebrations, literacy nights, family game nights, recreational events, guest speakers, and so on.

Describe Frequency, Duration, and Dosage:

4 per year, 1.5 hours family reading night, jumpstart January memory jar, year end celebration, STEM showcase

| School Name | Total Number of Family Events* | Estimated Total Number of Adult Family Members Served:* |
|-------------------|--------------------------------|---|
| Butler Elementary | 4 | 60 |

Form D1: 21CCLC Application Funding Request Summary

21CCLC TOTAL FUNDING REQUEST

(Before and/or After School and Summer Program Funds)

Number of program sites included in this application: 1

Total number of students being served (all sites for one year): 85

Total first-year funding request (all sites): \$150,000

Total three-year funding request (all sites): \$450,000

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.

| School Year | | | | | |
|-------------------------|------------------------|------------------------|------------------------|--------------------------------------|---|
| Name of Program Site(s) | 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 |
| Dodger Academy | \$150,000 | \$150,000 | \$150,000 | \$450,000 | 85 |

| Summer School | | | | | |
|-------------------------|------------------------|------------------------|------------------------|--------------------------------------|---|
| Name of Program Site(s) | 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 |
| N/A | N/A | N/A | N/A | N/A | N/A |

To view Forms D2 and D3, click the "View Document" buttons below. PDF versions are included at the end of this document but the information may not be split into multiple pages.

Form D2

[View Document](#)

Form D3

[View Document](#)

Form D4: Applicant Agency's Fiscal Resource Information

It is recommended that each applicant, including school districts, public entities, or government agencies, possess sufficient fiscal resources in order to start up and operate the program being requested for a period of up to three months. Please indicate if you are a public entity or a private/non-profit by checking the appropriate box below and then use the text box at the bottom of the page to answer the questions regarding fiscal resources for start-up costs and operational costs.

Public Entity

In the textbox below, please describe your funding sources that can be used to start up and operate the program for up to three months. For example, public entities should include their budget line item number, account numbers, or any other applicable references. Private organizations should describe cash, lines of credit, emergency loans, etc. 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.

Dodger Academy will continue to use family fees to help maintain our program. We are also continuing to seek out community and private donors to make contributions to our program

Basic Service Components

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

School or Site/Building Name: **Butler Elementary**

School or Site/Building Name:

School or Site/Building Name:

Do you plan to provide any of the following to meet the nutrition/food access needs of students?

Snack (required by federal statute)

Do you plan to follow best practices?

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

Proposal Narrative

Abstract (Not scored)

The number of students served: 85

The total amount requested per year: \$150,000

The total amount per student: \$1,764.70

The Dodger Academy after school program provides a safe, engaging educational experience for TK-5th grade students through the Fort Dodge Community School District during after school hours. These grant goals include student attendees showing growth in both math and reading. The Dodger Academy after school program is open to all students but will target the students who may need additional academic help, in order for them to perform at the same level as their grade level peers. The program is offered at a centrally located elementary building, so parents are able to pick students up as late as 6:00 PM in order to accommodate their work schedules. Previously, our 21st Century After School grant funded Dodger Academy program, had only been opened to only Butler Elementary students. However, this program has recently opened up to all TK-5th grade students throughout the Fort Dodge Community School District. Transportation is being provided from each elementary school to one centrally located elementary for the program each day by the Fort Dodge Community School District. Students from all elementary schools come together to engage in an hour of academic learning, learning centers, recreational activities, snack, interest based clubs and a variety of other enriching educational experiences. The emphasis of Dodger Academy is age appropriate learning activities tied directly to the Iowa Core Curriculum and the school day instruction. Daily attendance and engagement during the academic "Power Hour" is expected. During this time, students are grouped by grade level with teachers who are provided with educational materials linked to the regular school day in reading, math and Social Emotional Learning (SEL) standards. Throughout the year, the program director meets with classroom teachers and interventionists to determine how to better support the needs of the students who participate in the program. Before the "Power Hour", the provided snack and social time help children relax from the stress of the school day, grow mentally, physically, socially and emotionally. After students are able to unwind a little bit, "Power Hour" commences. It has been separated into four components that focus on reading, math, SEL and writing. Student stress and anxiety with learning can be reduced when the learning is educational and engaging yet not overwhelming. All activities are planned, structured and supervised by professional staff for an organized program.

Community agencies are an invaluable source of programming while service clubs provide financial support. We have also utilized volunteers in the past, however, due to COVID-19 pandemic and the school district guidelines from the past year and a half, we were unable to have them help with our program. However, for the 2021-2022 school, those restrictions have been lifted and we are working to have them join us again. Community collaboration and professional staffing with direct ties to the regular school day will lead to even higher quality programming. The Dodger Academy Program will operate with consistency to the school calendar from 3:00-6:00PM each day.

Student Needs Assessments (20 possible points)

Student Needs

Needs for at-risk families have been identified using school and community data:

Need 1: At-risk students within the Fort Dodge Elementary Schools need early and ongoing academic assistance to meet and/or maintain and extend reading proficiency and education extension for math and STEM.

Need 2: At-risk students within the Fort Dodge Elementary Schools need an atmosphere where they feel safe, connected, engaged, welcomed and valued.

Need 3: Families within the Fort Dodge Elementary Schools need an opportunity to engage in experiences to build their capacity to support their child's learning and development outside of school.

Objectives/Goals:

Goal 1: Students who attend the Dodger Academy program will increase their literacy and math skills.

Objective 1.1: Increase by 5% the number of Dodger Academy students moving towards literacy proficiency. The program will measure and track the literacy growth of students attending 50% or more of the program days annually. The norm-referenced FAST Comprehensive literacy screener assessment will be used to measure student progress on a continuum from persistently at risk to proficient.

Objective 1.2: Increase by 5% the number of Dodger Academy students moving towards mathematics proficiency. The program will measure and track the mathematics growth of students attending 50% or more of the program days annually. The norm-referenced FAST comprehensive mathematics screener assessment will be used to measure student progress on a continuum from persistently at risk to proficient.

Goal 2: Students who attend Dodger Academy after school program will have better school attendance.

Objective 2.1: Reduce by 5% the number of Dodger Academy students who are chronically absent annually. Chronic absence is defined as a student who is absent more than 10 school days annually.

Goal 3: Dodger Academy's program for participating students will build the capacity of their families through the program's engagement activities to support these students' learning outside of the school setting.

Objective 3.1: 75% of families who participate in the Dodger Academy family engagement activities annually will report a positive engagement response. Family engagement will be measured using the Family Engagement Survey.

Goal 4: Social-Emotional learning will be addressed for all students attending Dodger Academy through integrated literacy and SEL curriculum.

Objective 4.1: Between pre (September) and post (May) assessment, the number of students in the "needs" range according to the FAST assessment will decrease by 5% for students who attend the program a minimum of 50% of the time.

Student Needs Assessment

2.1 Evidence of Student Need

Need 1: At-risk students, TK through 5th grade within the Fort Dodge Elementary Schools need early and ongoing academic assistance to meet and/or maintain reading and math proficiency.

The Fort Dodge Community School District (FDCSD) includes four elementary buildings and one early childhood center. Each of the elementary buildings are school-wide title one buildings with free and reduced percentages ranging from 40.97% to 73.47%. The early childhood center serves two sections of TK and 12 sections of Kindergarten, which are included in the Dodger Academy program. Butler Elementary, which serves as the location for our program, has the highest number of students attending and it also has 73.41% of students qualifying for free or reduced lunches. Butler Elementary is also designated as "Priority", whereas, one of our schools are designated as "Needs Improvement" school, two are designated as "Targeted" schools and the Early Childhood Center is designated as "Acceptable" according to the Iowa School Report Card.

In 2019-2020 we had 77.5% of our students proficient in math and reading combined; and we had 62% proficient in the 2020-2021 school year. When investigating the data for disproportionality, the elementary schools have a negative difference in proficiency levels between the students who do not qualify for F/R lunch and those who do.



The Dodger Academy program will assist the elementary schools in addressing this disproportionality in data related to the proficiency levels of students at risk and those who are not by engaging students in differentiated learning experiences during "Power Hour" each day after school. Collaborative efforts between classroom teachers and Dodger Academy staff will allow instructional strategies and materials to be planned and facilitated to support and extend specific student learning needs directly from the classroom needs.

Need 2: At-risk students within the Fort Dodge Elementary Schools need an atmosphere where they feel safe, connected, engaged, welcomed and valued.

Chronic absenteeism is a contributing factor to the academic proficiency levels within the elementary schools across the FDCSD. On average across the elementaries and the early childhood center (only including the TK and Kindergarten classrooms that participate in the program) there is a 18.39% chronic absenteeism rate (absent for 10+ days per year) for the 21-22 school year. Also shown is the info for the 19-20 and 20-21 school year. During 19-20, the average chronic absenteeism rate across the district was 8.5% and the rate for 20-21 was 12.4%. Data for all three years is skewed because in 19-20, school was shortened by 2.5 months due to COVID and in 20-21 students had an altered learning schedule for part of the school year due to COVID as well.



Research conducted by Attendance Works, has indicated that good afterschool programs can not only improve academic performance but also influence school-day attendance by providing an atmosphere where students feel safe, connected, engaged, welcomed and valued through socialization opportunities in a supervised venue, linking effort and results, developing persistence through engagement in challenging activities, providing consistent contact with caring, stable adults and increasing a sense of belonging at school. Research shows that students desire to come to school when these opportunities are provided.

Need 3: Families within the Fort Dodge Elementary Schools need an opportunity to engage in experiences to build their capacity to support their child's learning and development outside of school.

The majority of the families within the Fort Dodge community are employed, as the unemployment rate in Fort Dodge is 3.1%. However, the poverty rate is 15.5%, as compared to the state average of 5.3% and the state average of 12.8%, respectively.

Following the school day, the FDCSD will use district school buses to transport students from other schools to one centrally located elementary school at no additional cost to families. This will allow families to have high quality child care with an educational focus while they continue their work day. By having the school district provide transportation, it ensures that the 59% of our enrolled students, who attend a different building, are arriving safely to the after school program. Without transportation and our program, these students would be left unattended. We have discussed having a transportation option home for our students but our transportation department has found it difficult to get staff who are willing to transport students home after programming has commenced in the evening. However, if we were to find reliable staff to do so, it would be very helpful for some families.

According to the United States Census Bureau, 90.1% of the population in Fort Dodge have earned a high school degree or higher, with only 22.8% earning their BA or higher. Research shows the discrepancy in the knowledge of grade level standards and how parents support their children at home. This proposal supports building the capacity of our families, at all levels of education, by making them aware of their child's data, engaging them in strategies that will directly impact these data and providing them feedback in using the strategies.

2.2 Engagement of External Stakeholders

The needs, goals and objectives for the Dodger Academy program were collaboratively identified. Initially, the FDCSD Director of Elementary Education compiled district academic achievement data (both recent and historical), attendance data and behavioral data. These data were then analyzed by a group of parents, representatives from community groups, partners with the program, school administrators and directors. This collaborative effort provided an opportunity for each stakeholder to share perspectives from engagement with other community organizations as an attempt to fulfill the community need for this type of service while meeting the needs of the FDCSD students. Parents utilized this opportunity to report what their students tell them each day about their learning and how it could be improved. Program staff members would also report their student's behavior during the activities (engaged or not engaged) and what they were saying afterwards. This provided valuable insight into what and how students actually think and feel. After needs were established, constituents investigated the data further to develop sustainable, measurable, achievable, results-focused and time-bound goals. It was important for the team to consider all attributes of these goals to make the most enhanced impact on the students within the FDCSD as well as the partnerships developed within the community.

Project (24 possible points)

3.1-3.3 Program Goals, Objectives and Activities Link to Student Need

Activities to Meet Identified Need 1: At-risk students within the Fort Dodge Elementary Schools need early and ongoing academic assistance to meet and/or maintain and extend reading proficiency and education extension for math and STEM.

Goal 1: Students who attend the Dodger Academy program will increase their literacy and math skills.

Objective: Ensuring that every student has access to a USDA approved nutritional snack before beginning activities will help them stay focused during their learning and activities.

Activities: Upon arriving at our program, all students have access to a USDA approved nutritional snack. We cannot force them to take the snack but we encourage all students to partake.

Objective 1.1: 5% of students who attend the Dodger Academy program at least 50% of the time will move from a more at risk category of the FAST Comprehensive assessment score to a less at risk category. (Persistently At Risk to At Risk; At Risk to Proficient)

School Counselor: our school counselor and At Risk staff creates engaging social-emotional learning videos, powerpoints and provides literacy for students that help them grow as learners.

Seesaw is an app students use to demonstrate and share their learning. It is interactive and engaging for students as there are a variety of ways they can utilize the app.

Epic! is a computer based reading program that allows students access to age appropriate/ grade specific books. It has built in tools such as "Read to me" and "dictionary look up". It can also track the students reading progress

Prodigy Math allows students to learn different math skills while playing a game. It connects in class learning to at home practice.

Objective 1.2: 5% of students who attend the Dodger Academy program at least 50% of the time will move from the At Risk category of the FAST Comprehensive assessment score to a less at risk category. (Persistently At Risk to At Risk; At Risk to Proficient)

STEM will integrate science, math, literacy and engineering skills into real-world problems.

Math kits contain manipulatives and games that engage and help the students acquire new skills, practice just learned skills or refresh ones they may have forgotten.

STEM VEX- IQ Robots make interactive devices, build contraptions and create "game floors". The kits contain programmable electronic modules with easy to use pieces that snap together to create a robot, which can be programmed to complete a variety of tasks. This enhances student coding capabilities.

Activities to Meet Identified Need 2: At-risk students within the Fort Dodge Elementary Schools need an atmosphere where they feel safe, connected, engaged, welcomed and valued.

Goal 2: Students who attend Dodger Academy after school program will have better attendance throughout the school year.

Objectives:

Activities:

Objective 2.1: 5% of students who were chronically absent (locally defined as absent more than 10 school days) during the previous academic year, will reduce absences to not chronically absent during the following academic school year.

Byron V. Garrett's Empowering Students through Social-Emotional Learning equips students with the skills and tools they'll need to be successful in every aspect of their life. This program enhances learning by building and fostering students' confidence, using structured conversations to provide students with multiple ways to look at difficult issues and engaging families with techniques and strategies to support social and emotional learning development at home.

Leader in Me is an evidence based, comprehensive model that builds leadership and life skills in students, creates a high trust school culture and lays the foundation for sustained academic achievement.

Goal 4: Social-Emotional Learning will be addressed for all students attending Dodger Academy through integrated literacy and SEL curriculum.

Objective 4.1: Between pre (September) and post (May) assessment, the number of students in the "needs" range according to the FAST Comprehensive Assessment will decrease by 5% for students who attend the program a minimum of 50% of the time.

Growth Strategies based on the FAST assessment and comprehensive SEL system, offer hundreds of growth strategies available at various grade levels and in different settings including universal, small group, individual and take-home. We also collaborate with our school counselor and At Risk staff to see where we can help students improve

Activities to Meet Identified Need 3: Families within the Fort Dodge Elementary Schools need an opportunity to engage in experiences to build their capacity to support their child's learning and development outside of school.

Goal 3: The staff within Dodger Academy will build the capacity of families to support their children's learning outside the school setting.

Objectives:

Activities:

Objective 3.1: 75% of families who participate in each Dodger Academy family engagement event, will report a positive response (strongly agree or agree) as calculated by the Family Engagement Capacity Building Survey.

Dr. Karen Mapp Scholastic Literacy Events engage and empower families to support their children's academic achievement. Literacy events feature interactive activities with practices and strategies that maximize reading and writing success.

3.4 Linking Program to School-Day Instruction:

Program goals and activities were developed with school staff and the elementary curriculum director to align with the school day. We hold collaborative meetings as needed with TK-5th grade level teachers and the Director of Elementary Education to align to the school day curriculum. The program director has direct access to the material that district teachers use in their classroom on a daily basis. She has received training on how to access and implement the materials. Dodger Academy utilizes school staff which includes certified teachers and paras. These staff members have been trained in the math and reading curriculum that are used during the school day and the programming aligns with Iowa Core Standards. If students are struggling with a certain concept, we re-evaluate the material and go back a few steps to ensure the foundational concepts are completely understood.

3.5 Organization Experience:

Dodger Academy has been in place for fifteen years and we currently offer homework assistance, recreational activities and STEM. Our arts/crafts, SCOUTS of America, nutrition and culture club that align with the district's curriculum, had been placed on hold due to not being able to utilize the volunteers that have worked with our program in the past due to COVID-19 and our school district's guidelines

on not allowing guests into our building. For the 2021-2022 school year, the restrictions on guests and volunteers has been lifted and Dodger Academy is working to gain volunteers in the same capacity that we have had previously.

The program currently has certified teachers, paraprofessionals and high school helpers as paid employees. Some employees have been recruited from youth treatment centers as they provide a background knowledge that is helpful in working with at risk students. Dodger Academy provides the staff professional development to continue staff learning and build their capacity. Our partners from the community are also able to provide unique opportunities for our students.

Research Base (5 possible points)

4.0 Strong Research Base for Proposed Activities

Quality afterschool programs can provide safe, engaging environments that complement the school day by promoting learning to improve student outcomes. The Iowa Department of Education (2009) put together a brief entitled: *Afterschool in Iowa: A summary of survey findings about the benefits, issues and demand in Iowa* which highlighted cost and availability of afterschool programs as well as transportation being the most-often cited barriers. All of which will be addressed within the Dodger Academy program.

The focus on an academic extension of the classroom will be a highlight of the program.

Students will engage in STEM (science, technology, engineering and mathematics) activities through the Iowa Scale Up Program (we are currently using the VEX-IQ Robots, StoryTime Stem Bee Bots and FIRST LEGO League Explore). When the volunteers come in and work with our students, they make STEM relatable to the age group they are working with and make it engaging for the participants by providing hands-on activities. Dodger Academy staff is present during the activities to help ensure quality instruction and that is being implemented with fidelity. According to the Journal of Stem Education: "Innovations and research, incorporating engineering into the elementary school experience provides ways of connecting, applying and reinforcing knowledge of math, science and design" (Rogers & Portsmore, 2004). Research has shown that early exposure to STEM initiatives and activities positively impacts elementary students' perceptions and dispositions (Bagiati, Yoon, Evangelou, & Ngambeki, 2010; Bybee, & Fuchs, 2006).

Literacy and math experiences beyond the school day are of utmost importance in an afterschool program. The Iowa Afterschool Alliance highlights literacy strategies that work to contribute to higher literacy achievement, and Dodger Academy will engage students in individualized instruction, learning through play and performance and reading aloud. In a report by the Afterschool Alliance, *What does the research say about afterschool in The Promising Afterschool Programs Study*, a study of about 3,000 low-income, ethnically-diverse elementary and middle school students, found that those who regularly attended high quality programs over two years demonstrated gains of up to 20 percentiles and 12 percentiles in standardized math test scores respectively, compared to their peers who were routinely unsupervised during the after school hours. According to Expanding Minds and Opportunities, in recent years, a growing number of program evaluations have indicated that participating in well-designed and implemented afterschool programs can enhance mathematics test scores and grades, school attendance, and student engagement in learning. Moreover, successful programs tend to have the most significant effects for students most at risk of failing in core subjects, such as math and reading, or dropping out of school (Afterschool Alliance, 2011; Little, 2009).

Management and Sustainability Plan (20 points)

5.1 Staffing, Professional Development, Leadership and Volunteerism

Certified teachers, paraprofessionals, substitutes, retired staff, general staff and volunteers are recruited from the Fort Dodge Community School District and the community. High school employees serve as mentors to the students as well as help plan enrichment activities. We have recently started partnering with LifeWorks, which offers Supportive Employment for persons with disabilities that face barriers to independence and integration into employment. Pay for all staff is comparable to similar positions with the district, which helps support the retention of all staff. Dodger Academy along with FDCSD Human Resources Director, will implement *Reasonable Assurance Letters*. This letter is provided to employees that have met or exceeded the program expectations and it guarantees their job the following school year as long as they want it and the funds are available for their position.

Activities are staffed to provide the greatest benefit of our students and their families. We will provide academics in a 1-to-10 ratio. Educational enrichment activities have a 1-to-15 ratio. Recreational activities will have a 1-to-20 ratio. All project staff leading academic activities will be certified teachers or meet Title I guidelines for paraprofessionals. When we have college volunteers available to us, they are pursuing a degree in elementary education and already have child development experience. Staff are paired with the same students each day to provide consistency and strong relationships with the students.

Strong program leadership is an imperative component of the Dodger Academy program. Not only will the program director plan and organize activities for TK-5th grade students attending the program but she will also maintain alignment with school day instruction by ensuring collaborative efforts with certified school staff to support high quality programming. The program director will also advocate for the program throughout the community by sharing celebrations, data and highlights of the program with stakeholders to continuously build partnerships with organizations that can support the program both financially and through in kind efforts.

Professional development is essential for continued improvement of the program. A minimum of 10 hours of training will be provided per academic year. The program director and the director of elementary education will collaborate to ensure Dodger Academy program staff engage in professional development that is organized by the school district for alignment with the school district curriculum and instructional goals. Job embedded professional development will be another key component with ongoing instructional coaching to support program staff with instructional practices and routines that are engaging, research based and implemented with fidelity.

Professional development focus will be: CPR and first aid, blood borne pathogens, Coronavirus Awareness, Common Illness Prevention, Youth Suicide Prevention, mandatory child abuse reports and sexual harassment, best practices in reading, math and SEL. The Iowa Professional Development Model will be used to plan, implement and evaluate professional development activities. These professional development experiences will be provided by school district staff, online, AEA staff or other qualified consultants.

5.2 Accessibility in Transportation, Communication and Facilities

The Dodger Academy Program will work collaboratively with the Fort Dodge Community School District to organize and provide safe transportation through the FDCSD bussing system. Students will be transported, free of charge, from their home elementary to the centrally located elementary school where the Dodger Academy after school program will be held. Parents are responsible for ensuring

that their child is picked up from our program each evening. We have discussed having a transportation option home for our students but our transportation department has found it difficult to get staff who are willing to transport students home after programming has commenced in the evening. However, if we were to find reliable staff to do so, it would be very helpful for some families. The centrally used elementary building is licensed by the Department of Human Services, with regular visits and consultation as part of this licence to ensure safe and accessible services for all students. All buildings are ADA compliant and can accommodate students with disabilities to be part of the after school program. Any area of the school that will be utilized for the Dodger Academy after school programming will be accessible to ensure inclusion of program facilities for all students. Regular safety drills will be conducted as part of the program routine so all students and staff are prepared for situations as necessary.

The Dodger Academy program director has created a Facebook page to post program highlights, family engagement opportunities and program announcements. The program director also provides information about what is happening in Dodger Academy to each school that we serve, so it can be included in each school's monthly newsletter. The newsletter will be shared with families, the FDCSD staff and included on the FDCSD website.

Monthly meetings will be held with the Dodger Academy Advisory Board, in which fiscal, programming, community and staffing celebrations and needs are discussed. The board will collaboratively plan for future programming and continue to keep sustainability of the program as a top priority. The program director will facilitate quarterly meetings with service clubs to keep them abreast of programming celebrations and needs to ensure continuing partnerships. Ongoing collaborative efforts between program and school staff will support the alignment of the program to school goals and curricular efforts.

5.3 Organizational Structure

The Fort Dodge Community School District provides the leadership, fiscal management and building usage for this program. The district practices sound fiscal management and has the necessary financial accounting and administrative resources available to manage the program. A copy of the most recent audit report is available upon request. The FDCSD Human Resource Department will post all position openings for the Dodger Academy program and will include a staff anticipated participation survey in the return to school packet that will be sent to all district employees. This survey will determine how many staff members are interested in assisting the Dodger Academy program throughout the school year. Job descriptions for the program director, teachers and paraeducators are on file at the FDCSD human resource office. A worker rules agreement has been reached for pay and hours worked. Providing a program which will impact the goals of the Fort Dodge Community School District, while utilizing the expertise of the district staff shows sound judgement.

The program director has begun her third year as the Dodger Academy director. Her consistency and leadership has ensured a quality program for all students and families across the FDCSD. She will continue to collaborate with the Dodger Academy Advisory Board, the building administrator, the director of elementary education and the Dodger Academy staff to work toward continued improvement of the program. The Dodger Academy Advisory Board not only includes administrative staff but members from our community partnerships and parents whose child(ren) attend Dodger Academy. Their insight and perspectives are highly valued as they help sustain our program.

5.4 Continuous Improvement, Sustainability and Effective Use of Public Resources

The program administrator, the Dodger Academy board committee and community leaders have diligently addressed the issue of sustainability in an effort to provide financial support for the Dodger Academy program with the goal to provide an after school program for all TK-5th grade students throughout the Fort Dodge Community School District. Historically, United Way of Greater Fort Dodge has partnered with the Dodger Academy Program with funding ranging from \$12,000-\$18,000, depending on local contributions. However, due to COVID-19, we were unable to receive any funding from them for 2020. We did apply for another grant for 2021 and received \$10,000. The Fort Dodge Noon Kiwanis also contribute an additional \$1,200 annually. The Golden K Kiwanis provide \$1,000 annually to the program. An anonymous donor within the community has also provided between \$5,000 and \$10,000 annually to the program. 40% of the program director's salary is paid by the FDCSD.

The FDCSD transportation department provides safe, affordable and reliable transportation for all students who come from their home schools to the centrally located Dodger Academy program. Elementary school facilities are provided free of charge.

The program director will reach out to local community organizations to share program celebrations and programming needs to identify the need for continued support of the program. The director will continue to build partnerships with community organizations that can visit the program to provide experiences for the students they would not normally be able to experience (taekwondo, dance, gymnastics, STEM, cultural experiences, nutrition, etc.). These partnerships will enhance programming and student background knowledge simultaneously. The school website, social media and newsletters will be used to reach the broader community, parents, youth and partners. Continued growth of partnerships and volunteerism will support sustainability with the decrease of grant funds.

The program evaluation will help drive the areas of growth and development of the program. The evaluation will be shared electronically, in hard copy and through presentations with potential community partners and parents to ensure the program is continuing to improve and sustain regardless of grant funding. The goals and objectives will be reviewed regularly by the program director and the Dodger Academy Advisory Board. Three times during the school year, the screening data will be collected and analyzed to determine the impact the program is having on student achievement and social emotional well being. These data will be shared with stakeholders as well as current and potential community partners to demonstrate the impact.

Continuous improvement of our program will be guided by the comprehensive evaluation plan. The program has identified 4 factors for sustainability:

1. The FDCSD receives over \$1,000,000 in federal and state dollars that are used to benefit our youth in specific developmental areas. These include Title 1, Title IIA, Title III and Title IV. The FDCSD will consider these funding sources as well to continue the program.
2. A minimal fee will be charged to participating families to make up the difference between available funding and expenses.
3. Private, corporate, federal and other state grants will be researched and applied for. Fundraisers will be planned and carried out by Dodger Academy staff. Although large amounts of money are not usually earned through fundraisers, they will raise awareness in the community.
4. Current Dodger Academy community partners have both human and financial resources in place and have committed to the financial responsibility of sustaining their activities.

Partnerships (10 possible points)

7.1 Effective Collaborative Process and Partners

Dodger Academy is based on existing partnerships with the community and successful collaboration to serve students in our community. Our program will utilize funding and contributions of partners to offer a wide range of activities and programs to our elementary students and their families.

- United Way supports Dodger Academy by giving a monetary donation each year in order to help the program run successfully.
- Golden K Kiwanis provides a monetary donation of \$1,000 for sustainability purposes.
- Noon Kiwanis provides a monetary donation of \$1,000 to continue to support the programs sustainability
- Art Club- Dodger Academy staff provides an engaging art curriculum once a week for our students.
- Drama Club- Amber Rouse, a drama teacher, provides an engaging Drama curriculum once a week for our students. She also has 5 to 10 volunteer high school students with her each week so that the children have mentors to look up to.
- K-Kids Kiwanis- Julie Pingel, a member of Noon kiwanis, provides 3rd,4th & 5th grade students opportunities to volunteer in their community. The goal is to introduce students to service clubs to understand the needs within the community and look for ways to make a positive difference.
- Webster County Health Department provides engaging activities monthly for the students involving nutrition, fitness and health.
- Iowa Wild Hockey team has donated equipment to provide students with skills instruction for playing hockey
- Iowa Central Community College provides ongoing ESL, high school equivalency, and Adult Education classes free of charge to the community.

All partners have agreed to provide and sustain services with Dodger Academy. Community partners have representation on Dodger Academy's advisory committee and are active and committed to the sustainability of Dodger Academy. By participating in or helping with our community partner's events throughout the year, Dodger Academy will actively be working towards sustaining these partnerships. Not only is this open to staff but students as well.

7.2 Engaging Partners Over the Life of the Grant

The Dodger Academy director will continue to meet monthly with the program board members. She will continue to prepare meeting agendas, plan events, recruit new partners and inform members of the community of the need for after school programming. Dodger Academy's goal is to establish and maintain meaningful partnerships with the community to provide a variety of engaging activities to our students. The director will maintain the partnerships as well as continue to establish new partnerships. One way to reach new partners is to join the *Greater Fort Dodge Growth Alliance* which supports community development and partnerships. The partners would be able to provide relevant feedback to help guide the future of the program and ensure sustainability. This would also provide valuable feedback on the program's curriculum and activities, while offering a fresh perspective for community outreach. Recognition of partnerships and their work with Dodger Academy will be publicized through Facebook, school newsletters, local newspapers and local radio stations.

Evaluation (10 possible points)

8.1 Evaluator Expertise

Dr. Edward Gronlund has 40 years of experience as an educator and after his retirement has been involved with program design and evaluation for 16 years. He has collaborated in the development of the program objectives and he will provide evaluation services that are required by the grant. He has facilitated data collection and analysis for numerous projects including those that use federal or state funds.

The process evaluation provides data on how well the program is functioning on a daily basis. These data will support daily programming continuation or changes necessary in the program. The following chart shows process evaluation tools program staff will utilize to demonstrate they have provided all promised activities.

Process Evaluation:

Measurement Tool

Frequency of Use

Who will administer

Use of data

Frequency charts: tardy/ attendance, activity participation

Each time an activity takes place; monthly for tardy/attendance

Dodger Academy program director, program staff

Verify tardy/attendance; Activity involvement; State/fed reporting

Surveys: data on effectiveness of activities offered (academic, SEL, family engagement)

End of the year and at family engagement events

Dodger Academy program director and program staff

Modify activities, data for state/fed reporting

Focus Groups: data from a sample of participants

Monthly

Dodger Academy program director

Modify activities, celebrate successes

One-to-One Contact: forms record conversations with students, parents, teachers and partners

As needed

Dodger Academy program director, program staff

Modify activities, celebrate successes

Observation: forms to record observe staff and activities

Formal-2 times per year; Informal-as needed

Dodger Academy program director

Modify activities, celebrate successes

Our outcome evaluation will be used to determine whether or not our efforts are having a positive impact on the academic performance and social-emotional well being of the students.

Outcome Evaluation

Measurement tool

Frequency of Use

Formative Assessment System for Teachers (FAST)

Three times per year

FAST Comprehensive Assessment for students

Three times per year

Family Engagement Surveys

Following Each Family Engagement event

8.2 Using Evaluation Results

The Dodger Academy director is charged with reviewing evaluation data and making necessary changes to the implementation of the program. Weekly reviews allow for a quick and effective response. At monthly board meetings, relevant evaluation data will be shared for further review and refinement. The results will be published on our Facebook page and have on file for anyone to look at upon request.

The evaluation plan aligns with the goals, objectives and program activities which have been highlighted within the grant application. Increasing awareness of the program will be a continued goal in order to obtain support and ultimately make connections that will increase student participants, volunteers, activities, materials and funding opportunities. Evaluation results will be shared, as detailed within our communication plan, to ensure all stakeholders are aware of the impact of the program.

Budget Narrative (10 possible points)

9.1 Necessary and Reasonable Cost

In this narrative, we provide information detailing proposed activities relating to Dodger Academy's needs, goals and objectives. Every item below has been budgeted to provide these activities for students and their families.

Personnel

Portion of director salary and benefits

\$31,000

Afternoon Dodger Academy Staff

\$95,000

21 CCLC Funds: All calculations for personnel include hourly wage and benefits (FICA, IPERS, etc.) based on position. Salaries are appropriate for duties performed and set in accordance with district policies. A full time (200 day contract; 60% 21CCLC funds) program director will oversee the program. A portion of the director's salary is expensed here. Program staff will supervise academic, enrichment, recreational and family engagement activities with the program.

In Kind: 40% of the director's salary will be paid using At-Risk district dollars. Community partners will provide staff for their activities.

Staff Travel

travel

\$0

There will be no local staff travel charged to this grant.

Materials

Literacy Materials:

\$1250 per year

Math/STEM materials:

\$1250 per year

Social-Emotional Learning:

\$1250 per year

Family Engagement: (Karen Mapp Scholastic Literacy Events, Family engagement material)

\$1250 per year

Afternoon program materials

\$5000.00

We have budgeted for new literacy and math (STEM) curriculum materials to enhance the programming.

Professional Development

State Required Trainings (1 person X 2 days X 2 trainings per year)

\$2000

Dodger Academy Staff time (20 staff X 15 hours X \$14)

\$5500

Portion of Director's Salary (8%)

\$2480

Program staff will attend all state grant training as required. The estimate includes meals, lodging, mileage and wages. Dodger academy staff will participate in a minimum of 10 hours of professional development. A part of the Program Director's salary is budgeted here since a portion of her duties involve staff training. Professional development meets the 5% minimum required.

Student Transportation

Transportation cost (driver, gas)

\$5500

Budgeted funds will be used to provide bus transportation after school everyday to from their home school to Dodger Academy.

Transportation costs are below the 8% maximum.

Evaluation

Stipend for Evaluation

\$6000

Portion of Project Director Salary

\$2,480

We will use an outside evaluator for compilation of data and creation of the evaluation report. A part of the Program Director's salary is budgeted here since a portion of her duties involve program evaluation. Our evaluation budget does not exceed the 4% minimum.

Administrative/Indirect Costs

Portion of Project Director Salary (8%)

\$2480

The director's administrative duties include overseeing the site budget, staff supervision, interaction with program and school staff and public relations. Other administrative costs-payroll, fiscal oversight by the district's business manager, etc. are provided in-kind by the school district. Administrative costs are less than the 8% maximum allowed by the grant

9.2 Funding will Supplement, not Supplant, Existing Funding

Our current program is funded by paid supply fee, monthly enrollment fees, donations and fundraisers. The program director will continually seek out and pursue new community partners and donors. In addition, At Risk funds from the school district are used for 40% of the director's salary and our community partners contribute staff and materials for their activities. All current funding sources will continue with a new 21CCLC grant, eliminating any conflict with supplanting.

[Supplemental Materials](#)

[View Document](#)

21CCLC Communications Template

Use this template to describe the communications and outreach strategies connected to your program.
 Example: Parent Newsletter, Monthly, Electronic copy and hard copy posted on site, parents of youth/100, to be sent on the first Friday of the month.

Please insert your strategies here:

| Outreach strategy | Frequency | Method | Target Audience and Proposed Impact | Notes |
|-----------------------------|---------------------------|---|---|--|
| District Newsletter | Monthly | Electronic posted on school website Hard copy posted on site | Parents of youth In district 1000 | To be posted on the first of the month |
| Advisory Committee Meeting | Monthly | In-person or via Zoom | Advisory Committee Members – parents, school, community groups 10 | Agenda to include the following standing items: progress towards goals, communications, enrichments |
| Meetings with Service Clubs | Quarterly | In person | Community members who are in the service clubs Gaining more community partners | Discuss what we do, progress that has been made and goals we are working towards |
| Annual Strategic Plan | Yearly | Electronic via program and school district website Hard copy for presentations as needed | Current and potential stakeholders including educators, parents and community partners Transparency of our program | Use data from previous year to assess where changes need to be made |
| Talking with parents | Daily | In person | Parents Families will feel involved and connected to what their student is doing and learning which will lead to greater student success | |
| Site Visits | Daily, monthly, as needed | In person | Families, stakeholders, district administrators Transparency of our program and | Parents are always offered the chance to go to their student, to see what they are doing and it has been a great way |

| | | | | |
|--|---------------|-----------------------------|---|----------------------------|
| | | | involvement in student learning | for parents to be involved |
| Info to businesses | 1-2x per year | Letters or in person visits | Potential community partners and donors Gain more partnerships for donations or volunteers | |
| (Required) Website where your local evaluation will be posted (reminder: each year's evaluation should be found here) | | | | |
| www.fdschools.org | | | | |
| Social media links for your school/site/program: | | | | |
| www.facebook.com/DodgerAcademy | | | | |
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| AGENCY AND SITE NAME: | | Dodger Academy After School Program | | FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET | | | | | | | | |
|--|---|---------------------------------------|-----------------|--|-----------------|-------------------------|-----------------|----------------------|-----------------|----------------------------|-------------------------|---------------------------|
| SITE ADDRESS: | | 945 S. 18th St., Fort Dodge, IA 50501 | | IOWA DEPARTMENT OF EDUCATION | | | | | | | | |
| | | | | BUDGET/QUARTERLY SUMMARY OF EXPENDITURES FOR 21st CCLC (Title IV-Part B, CFDA 84.287C) | | | | | | | | |
| Total YR1 21CCLC Award: | | | | | | | | | | | | |
| ***COMPLETE ONE SPREADSHEET FOR EACH SITE IN GRANT - THIS SPREADSHEET TABULATED*** | | | | | | | | | | | | |
| # Students Served (unduplicated headcount): | | | 85 | | | | | | | Qtr 1 due by November 30th | Qtr 3 due by April 30th | |
| | | | | | | | | | | Qtr 2 due by January 31st | Qtr 4 due by July 15th | |
| A | B | C | | F | | G | | H | | I | | |
| | | Total YR1 | | Quarter 1 | | Quarter 2 | | Quarter 3 | | Quarter 4 | | THIS COLUMN |
| | | 2021-22 Budget | | July 1 - September 30 | | October 1 - December 31 | | January 1 - March 31 | | April 1 - June 30 | | RESERVED FOR IDOE FINANCE |
| Authorized Activity Category | | Student Program | Family Literacy | Student Program | Family Literacy | Student Program | Family Literacy | Student Program | Family Literacy | Student Program | Family Literacy | |
| 1 Program: | | | | | | | | | | | | |
| Personnel | | | | \$31,500 | \$ - | \$31,500 | \$ - | \$31,500 | \$ - | \$31,500 | \$ - | |
| Contracted Services | | | | - | - | - | - | - | - | - | - | |
| Materials & Supplies | | | | \$937.50 | \$312.50 | \$937.50 | \$312.50 | \$937.50 | \$312.50 | \$937.50 | \$312.50 | |
| After School Snacks & Meals | | | | - | - | - | - | - | - | - | - | |
| Other | | | | - | - | - | - | - | - | - | - | |
| Reserved for IDOE finance | | | | - | - | - | - | - | - | - | - | |
| 2 Professional Development (must be equal or greater than 5% of budget): | | | | | | | | | | | | |
| Personnel | | | \$ - | \$1,875 | \$ - | \$1,875 | \$ - | \$1,875 | \$ - | \$1,875 | \$ - | |
| Contracted Services | | | | - | - | - | - | - | - | - | - | |
| Materials & Supplies | | | | - | - | - | - | - | - | - | - | |
| Other | | | | - | - | - | - | - | - | - | - | |
| Reserved for IDOE finance | | | | - | - | - | - | - | - | - | - | |
| 3 Student Access (up to 8% of budget): | | | | | | | | | | | | |
| Transportation | | | \$ - | \$1,375 | \$ - | \$1,375 | \$ - | \$1,375 | \$ - | \$1,375 | \$ - | |
| Facility safety and accessibility | | | | - | - | - | - | - | - | - | - | |
| Other | | | | - | - | - | - | - | - | - | - | |
| 4 Evaluation (up to 4%): | | | | | | | | | | | | |
| Contracted Services | | | | \$1,500 | | \$1,500 | | \$1,500 | | \$1,500 | | |
| Materials & Supplies | | | | - | | - | | - | | - | | |
| Other | | | | - | | - | | - | | - | | |
| 5 Other Admin Costs (Up to 8%): | | | | | | | | | | | | |
| Other Admin Costs | | | | \$ - | | \$ - | | \$ - | | \$ - | | |
| Reserved for IDOE finance | | | | - | | - | | - | | - | | |
| Indirect Costs, Restricted* | | | | - | | - | | - | | - | | |
| 6 Total Expenditures | | \$ - | | \$ 37,500.00 | | \$ 37,500.00 | | \$ 37,500.00 | | \$ 37,500.00 | | |

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

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

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

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

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

| | | |
|-----------------------------------|-----------------------------------|--------------------|
| AGENCY: | | |
| AGENCY ADDRESS: | 5 S. 18th St., Fort Dodge Ia, 505 | |
| NUMBER OF SITES: | 1 | TOTAL PROGR |
| Total 21CCLC Request YR 1: | \$150,000 | |

***ONLY SUBMIT YR 1 WITH
 ***This form should be complete

Students Served YR1: 85

| Budget Category | Year 1 2021-2022 | | | | Total YR1 |
|---|---------------------------|----------------------------|------------------------------|-------------------------------|----------------------|
| | 21CCLC Student Program | Partner Student Program | 21CCLC Family Literacy | Partner Family Literacy | 21CCLC |
| Program: | | | | | |
| Personnel | \$126,000 | | | | \$126,000 |
| Contracted Services | | | | | \$ - |
| Materials & Supplies | \$3,750 | | \$1,250 | | \$5,000 |
| After School Snacks & Meals | | | | | \$ - |
| Other | | | | | \$ - |
| Subtotal - Program | \$131,000 | | | | \$131,000 |
| Professional Development (min. 5% per year): | | | | | |
| Personnel | \$7,500 | | | | \$7,500 |
| Contracted Services | | | | | \$ - |
| Materials & Supplies | | | | | \$ - |
| Other | | | | | \$ - |
| Subtotal - Professional Development | \$7,500 | | | | \$7,500 |
| Student Access (max. 8% per year): | | | | | |
| Transportation | \$5,500 | | | | \$5,500 |
| Facility safety and accessibility | | | | | \$ - |
| Other | | | | | \$ - |
| Subtotal - Student Access | \$5,500 | | | | \$5,500 |
| Evaluation (max. 4% per year): | | | | | |
| Contracted Services | \$6,000 | | | | \$6,000 |
| Materials & Supplies | | | | | \$ - |
| Other | | | | | \$ - |
| Subtotal - Evaluation | \$6,000 | | | | \$6,000 |
| Other Admin Costs (max 8% per year): | | | | | |
| Other Admin Costs | | | | | \$ - |
| Indirect Costs, Restricted** | | | | | \$ - |
| Subtotal - Other Admin Costs | | | | | \$ - |
| Totals | \$ 150,000.00 | \$ - | \$ - | \$ - | \$ 150,000.00 |

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

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

FORM D3: CUMULATIVE PROGRAM BUDGET

IOWA DEPARTMENT OF EDUCATION

PROGRAM BUDGET INCLUDING 21CCLC FUNDS AND PARTNER CONTRIBUTIONS*

HIGH GRANT APPLICATION***

Submitted once with all sites included.***

| Total YR1 | Totals YR1 | Totals YR1 | Total YR1 Program Budget |
|-----------|-----------------|-----------------|--------------------------|
| Partner | Student Program | Family Literacy | |
| \$ - | \$ 126,000.00 | \$ - | \$ 126,000.00 |
| \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ 3,750.00 | \$ 1,250.00 | \$ 5,000.00 |
| \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ 131,000.00 | \$ - | \$ 131,000.00 |
| \$ - | \$ 7,500.00 | \$ - | \$ 7,500.00 |
| \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ 7,500.00 | \$ - | \$ 7,500.00 |
| \$ - | \$ 5,500.00 | \$ - | \$ 5,500.00 |
| \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ - | \$ - | \$ - |
| \$ - | \$ 5,500.00 | \$ - | \$ 5,500.00 |
| \$ - | \$ 6,000.00 | | \$ 6,000.00 |
| \$ - | \$ - | | \$ - |
| \$ - | \$ - | | \$ - |
| \$ - | \$ 6,000.00 | | \$ 6,000.00 |
| \$ - | \$ - | | \$ - |
| \$ - | \$ - | | \$ - |
| \$ - | \$ - | | \$ - |
| \$ - | \$ 150,000.00 | \$ - | \$ 150,000.00 |

district they are serving

| | |
|-----------------------------------|--|
| AGENCY: | |
| AGENCY ADDRESS: | |
| NUMBER OF SITES: | |
| Total 21CCLC Request YR 2: | |

FORM D3: CUMULATIVE
IOWA DEPARTMENT OF EDUCATION
TOTAL PROGRAM BUDGET INCLUDING PARTNER CONTRIBUTIONS

***ONLY SUBMIT YR 1 WITH GRANT APPLICATION
***This form should be completed once with the grant application

| | |
|------------------------|--|
| # Students Served YR2: | |
|------------------------|--|

| Budget Category | Year 2 2022-2023 | | | | Total YR2 | Total YR2 | Totals YR2 |
|---|------------------------------|-------------------------------|------------------------------|-------------------------------|--------------|--------------|--------------------|
| | 21CCLC Student Program | Partner Student Program | 21CCLC Family Literacy | Partner Family Literacy | | | Student Program |
| | | | | | 21CCLC | Partner | |
| Program: | | | | | | | |
| Personnel | | | | | \$ - | \$ - | \$ - |
| Contracted Services | | | | | \$ - | \$ - | \$ - |
| Materials & Supplies | | | | | \$ - | \$ - | \$ - |
| After School Snacks & Meals | | | | | \$ - | \$ - | \$ - |
| Other | | | | | \$ - | \$ - | \$ - |
| Subtotal - Program | | | | | \$ - | \$ - | \$ - |
| Professional Development (min. 5% per year): | | | | | | | |
| Personnel | | | | | \$ - | \$ - | \$ - |
| Contracted Services | | | | | \$ - | \$ - | \$ - |
| Materials & Supplies | | | | | \$ - | \$ - | \$ - |
| Other | | | | | \$ - | \$ - | \$ - |
| Subtotal - Professional Development | | | | | \$ - | \$ - | \$ - |
| Student Access (max. 8% per year): | | | | | | | |
| Transportation | | | | | \$ - | \$ - | \$ - |
| Facility safety and accessibility | | | | | \$ - | \$ - | \$ - |
| Other | | | | | \$ - | \$ - | \$ - |
| Subtotal - Student Access | | | | | \$ - | \$ - | \$ - |
| Evaluation (max. 4% per year): | | | | | | | |
| Contracted Services | | | | | \$ - | \$ - | \$ - |
| Materials & Supplies | | | | | \$ - | \$ - | \$ - |
| Other | | | | | \$ - | \$ - | \$ - |
| Subtotal - Evaluation | | | | | \$ - | \$ - | \$ - |
| Other Admin Costs (max 8% per year): | | | | | | | |
| Other Admin Costs | | | | | \$ - | \$ - | \$ - |
| Indirect Costs, Restricted** | | | | | \$ - | \$ - | \$ - |
| Subtotal - Other Admin Costs | | | | | \$ - | \$ - | \$ - |
| Totals | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

*Both cash and in-kind partner contributions should be used to calculate the "Partner" amounts
**Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the county

PROGRAM BUDGET

OFFICE OF EDUCATION

**PROGRAMS AND PARTNER
AGREEMENTS***

APPLICATION***

for all sites included.***

| Totals YR2 | Total YR2 Program Budget |
|--------------------|-----------------------------|
| Family Literacy | |
| | |
| \$ - | \$ - |
| \$ - | \$ - |
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district they are serving

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| AGENCY: | |
| AGENCY ADDRESS: | |
| NUMBER OF SITES: | |
| Total 21CCLC Request YR 3: | |

FORM D3: CUMULATIVE
IOWA DEPARTMENT OF EDUCATION
TOTAL PROGRAM BUDGET INCLUDING PARTNER CONTRIBUTIONS

***ONLY SUBMIT YR 1 WITH GRANT APPLICATION
***This form should be completed once with the grant award

| | |
|------------------------|--|
| # Students Served YR3: | |
|------------------------|--|

| Budget Category | Year 3 2023-2024 | | | | Total YR3 | Total YR3 | Totals YR3 |
|---|------------------------------|-------------------------------|------------------------------|-------------------------------|--------------|--------------|--------------------|
| | 21CCLC Student Program | Partner Student Program | 21CCLC Family Literacy | Partner Family Literacy | | | Student Program |
| | | | | | 21CCLC | Partner | |
| Program: | | | | | | | |
| Personnel | | | | | \$ - | \$ - | \$ - |
| Contracted Services | | | | | \$ - | \$ - | \$ - |
| Materials & Supplies | | | | | \$ - | \$ - | \$ - |
| After School Snacks & Meals | | | | | \$ - | \$ - | \$ - |
| Other | | | | | \$ - | \$ - | \$ - |
| Subtotal - Program | | | | | \$ - | \$ - | \$ - |
| Professional Development (min. 5% per year): | | | | | | | |
| Personnel | | | | | \$ - | \$ - | \$ - |
| Contracted Services | | | | | \$ - | \$ - | \$ - |
| Materials & Supplies | | | | | \$ - | \$ - | \$ - |
| Other | | | | | \$ - | \$ - | \$ - |
| Subtotal - Professional Development | | | | | \$ - | \$ - | \$ - |
| Student Access (max. 8% per year): | | | | | | | |
| Transportation | | | | | \$ - | \$ - | \$ - |
| Facility safety and accessibility | | | | | \$ - | \$ - | \$ - |
| Other | | | | | \$ - | \$ - | \$ - |
| Subtotal - Student Access | | | | | \$ - | \$ - | \$ - |
| Evaluation (max. 4% per year): | | | | | | | |
| Contracted Services | | | | | \$ - | \$ - | \$ - |
| Materials & Supplies | | | | | \$ - | \$ - | \$ - |
| Other | | | | | \$ - | \$ - | \$ - |
| Subtotal - Evaluation | | | | | \$ - | \$ - | \$ - |
| Other Admin Costs (max 8% per year): | | | | | | | |
| Other Admin Costs | | | | | \$ - | \$ - | \$ - |
| Indirect Costs, Restricted** | | | | | \$ - | \$ - | \$ - |
| Subtotal - Other Admin Costs | | | | | \$ - | \$ - | \$ - |
| Totals | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

*Both cash and in-kind partner contributions should be used to calculate the "Partner" amounts
**Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the county

E PROGRAM BUDGET

IT OF EDUCATION

VG 21CCLC FUNDS AND PARTNER
ITIONS*

PLICATION***

h all sites included.***

| Totals YR3 | Total YR3 Program Budget |
|--------------------|-----------------------------|
| Family Literacy | |
| | |
| \$ - | \$ - |
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istrict they are serving

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|-----------------------------------|--|
| AGENCY: | |
| AGENCY ADDRESS: | |
| NUMBER OF SITES: | |
| Total 21CCLC Request YR 4: | |

FORM D3: CUMULATIVE
IOWA DEPARTMENT OF EDUCATION
TOTAL PROGRAM BUDGET INCLUDING PARTNER CONTRIBUTIONS

***ONLY SUBMIT YR 1 WITH GRANT APPLICATION
***This form should be completed once with the grant application

| | |
|------------------------|--|
| # Students Served YR4: | |
|------------------------|--|

| Budget Category | Year 4 2024-2025 | | | | Total YR4 | Total YR4 | Totals YR4 |
|---|------------------------------|-------------------------------|------------------------------|-------------------------------|--------------|--------------|--------------------|
| | 21CCLC Student Program | Partner Student Program | 21CCLC Family Literacy | Partner Family Literacy | | | Student Program |
| | | | | | 21CCLC | Partner | |
| Program: | | | | | | | |
| Personnel | | | | | \$ - | \$ - | \$ - |
| Contracted Services | | | | | \$ - | \$ - | \$ - |
| Materials & Supplies | | | | | \$ - | \$ - | \$ - |
| After School Snacks & Meals | | | | | \$ - | \$ - | \$ - |
| Other | | | | | \$ - | \$ - | \$ - |
| Subtotal - Program | | | | | \$ - | \$ - | \$ - |
| Professional Development (min. 5% per year): | | | | | | | |
| Personnel | | | | | \$ - | \$ - | \$ - |
| Contracted Services | | | | | \$ - | \$ - | \$ - |
| Materials & Supplies | | | | | \$ - | \$ - | \$ - |
| Other | | | | | \$ - | \$ - | \$ - |
| Subtotal - Professional Development | | | | | \$ - | \$ - | \$ - |
| Student Access (max. 8% per year): | | | | | | | |
| Transportation | | | | | \$ - | \$ - | \$ - |
| Facility safety and accessibility | | | | | \$ - | \$ - | \$ - |
| Other | | | | | \$ - | \$ - | \$ - |
| Subtotal - Student Access | | | | | \$ - | \$ - | \$ - |
| Evaluation (max. 4% per year): | | | | | | | |
| Contracted Services | | | | | \$ - | \$ - | \$ - |
| Materials & Supplies | | | | | \$ - | \$ - | \$ - |
| Other | | | | | \$ - | \$ - | \$ - |
| Subtotal - Evaluation | | | | | \$ - | \$ - | \$ - |
| Other Admin Costs (max 8% per year): | | | | | | | |
| Other Admin Costs | | | | | \$ - | \$ - | \$ - |
| Indirect Costs, Restricted** | | | | | \$ - | \$ - | \$ - |
| Subtotal - Other Admin Costs | | | | | \$ - | \$ - | \$ - |
| Totals | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

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

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

PROGRAM BUDGET

DIVISION OF EDUCATION

2014-15 FUNDING AND PARTNER CONTRIBUTIONS*

APPLICATION***

In all sites included.***

| Totals YR4 | Total YR4 Program Budget |
|-----------------|--------------------------|
| Family Literacy | |
| \$ - | \$ - |
| \$ - | \$ - |
| \$ - | \$ - |
| \$ - | \$ - |
| \$ - | \$ - |
| \$ - | \$ - |
| \$ - | \$ - |
| \$ - | \$ - |
| \$ - | \$ - |
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| \$ - | \$ - |
| \$ - | \$ - |
| \$ - | \$ - |
| \$ - | \$ - |
| \$ - | \$ - |
| \$ - | \$ - |
| \$ - | \$ - |

district they are serving

| | |
|-----------------------------------|--|
| AGENCY: | |
| AGENCY ADDRESS: | |
| NUMBER OF SITES: | |
| Total 21CCLC Request YR 5: | |

FORM D3: CUMULATIVE
IOWA DEPARTMENT OF EDUCATION
TOTAL PROGRAM BUDGET INCLUDING PARTNER CONTRIBUTIONS

***ONLY SUBMIT YR 1 WITH GRANT APPLICATION
***This form should be completed once with the grant application

| | |
|------------------------|--|
| # Students Served YR5: | |
|------------------------|--|

| Budget Category | Year 5 2025-2026 | | | | Total YR5 | Total YR5 | Totals YR5 |
|---|------------------------------|-------------------------------|------------------------------|-------------------------------|--------------|--------------|--------------------|
| | 21CCLC Student Program | Partner Student Program | 21CCLC Family Literacy | Partner Family Literacy | | | Student Program |
| | | | | | 21CCLC | Partner | |
| Program: | | | | | | | |
| Personnel | | | | | \$ - | \$ - | \$ - |
| Contracted Services | | | | | \$ - | \$ - | \$ - |
| Materials & Supplies | | | | | \$ - | \$ - | \$ - |
| After School Snacks & Meals | | | | | \$ - | \$ - | \$ - |
| Other | | | | | \$ - | \$ - | \$ - |
| Subtotal - Program | | | | | \$ - | \$ - | \$ - |
| Professional Development (min. 5% per year): | | | | | | | |
| Personnel | | | | | \$ - | \$ - | \$ - |
| Contracted Services | | | | | \$ - | \$ - | \$ - |
| Materials & Supplies | | | | | \$ - | \$ - | \$ - |
| Other | | | | | \$ - | \$ - | \$ - |
| Subtotal - Professional Development | | | | | \$ - | \$ - | \$ - |
| Student Access (max. 8% per year): | | | | | | | |
| Transportation | | | | | \$ - | \$ - | \$ - |
| Facility safety and accessibility | | | | | \$ - | \$ - | \$ - |
| Other | | | | | \$ - | \$ - | \$ - |
| Subtotal - Student Access | | | | | \$ - | \$ - | \$ - |
| Evaluation (max. 4% per year): | | | | | | | |
| Contracted Services | | | | | \$ - | \$ - | \$ - |
| Materials & Supplies | | | | | \$ - | \$ - | \$ - |
| Other | | | | | \$ - | \$ - | \$ - |
| Subtotal - Evaluation | | | | | \$ - | \$ - | \$ - |
| Other Admin Costs (max 8% per year): | | | | | | | |
| Other Admin Costs | | | | | \$ - | \$ - | \$ - |
| Indirect Costs, Restricted** | | | | | \$ - | \$ - | \$ - |
| Subtotal - Other Admin Costs | | | | | \$ - | \$ - | \$ - |
| Totals | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |

*Both cash and in-kind partner contributions should be used to calculate the "Partner" amounts
**Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the county

