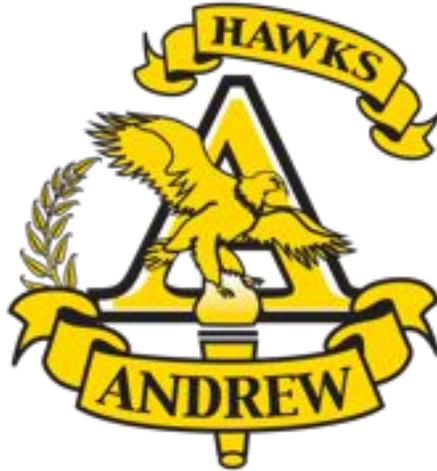


Andrew Community School District

Andrew Leadership Institute

21st Century Community Learning Center



Due: December 7, 2012

Contact:

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Andrew Leadership Institute - Grant Application

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Letters of Support

Form A: Site Information

Form B: Assurances & Agreements

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Form D1: Funding Requirements

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Proposal Abstract

This proposal is an application for the 21st Century Community Learning Center, titled the Andrew Leadership Institute, for the Andrew Community School District (CSD). Andrew CSD is a rural PK-8 district in Andrew, IA with a certified enrollment of 273. Located in Jackson County, we face many challenges everyday with enrollment, poverty, and engagement of family in each child's education.

Andrew CSD has been considered a high achieving district for many years yet over the past few years we have begun to see achievement scores decline. As scores have declined, our poverty rate has continued to rise. Andrew CSD now serves many subgroups, including various ethnicities, special needs students, and those living in poverty.

The Andrew Leadership Institute will serve our students by providing: 1) Academic intervention, 2) Enrichment and leadership activities, 3) High quality STEM (Science, Technology, Engineering, and Math) programs for all students, and 4) Family literacy activities.

Our Leadership Institute will have an average attendance goal of 50 students with before school hours from 7:00 a.m - 8:00 a.m. and after school hours from 3:20 p.m. - 6:00 p.m. Our program will also increase our summer school program from 90 minutes to four hours a day from 8 a.m. -12 p.m.

The Leadership Institute will be broken into three 45 minute blocks. The first 45 minute block will consist of academic interventions for students with instruction provided by after school staff and classroom teachers. Academic instruction will be driven from our response to intervention (RTI) model. Students will be identified through our comprehensive system that includes data collection, analysis, and a collaborative team to select interventions, frequency, and next steps.

The second 45 minutes block will focus on enrichment and leadership activities for students. Enrichment activities will be focused around student interests and ability level. Leadership activities will be modeled around our Leader In Me program which is being implemented in grades K-8. These activities will integrate technology, art, vocal music, and other fine arts.

The last 45 minute block will be structured around recreational health. This block will include physical activity and teaching healthy habits to students. Students will focus on team games, individual play, and tracking health habits while setting goals.

Our sustainability model is focused on partnerships with local organizations. We currently will be receiving support from the Andrew Booster Club, the Andrew Lions Club, the City of Andrew, and the Jackson County Conservation Office. Each group will be providing in kind support through activities, staffing, and will be engaged in decision making and evaluation of the program.

Onsite staffing will include a program coordinator (Curriculum Director), three program assistants, and many community partners through in kind support through activities and programs for students. The Superintendent/Principal will monitor and participate in the evaluation of the program. The Superintendents involvement will be an in kind expense included in the application.

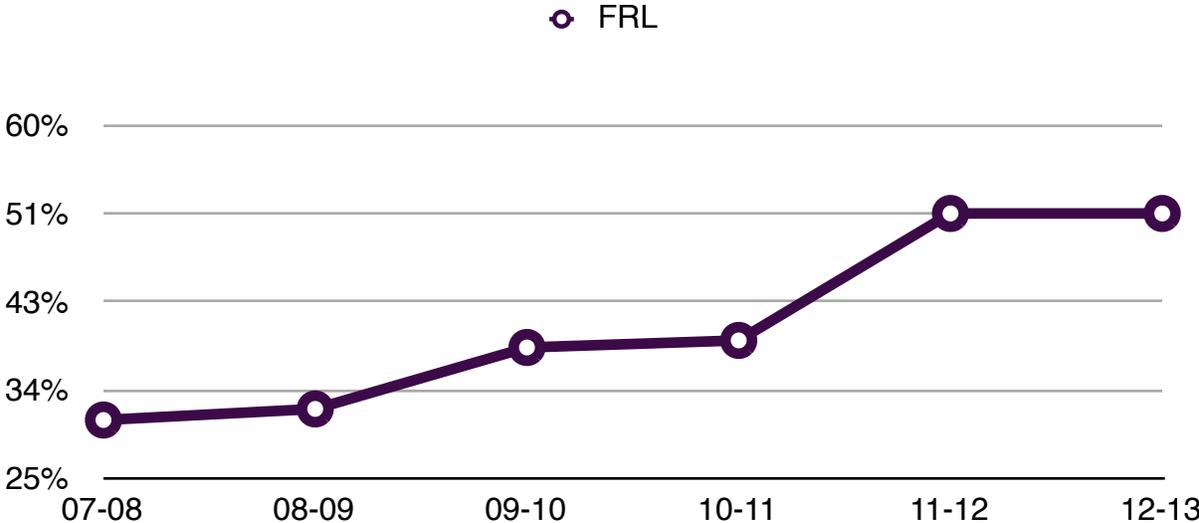
Student Need

2.1 Objective Data Used to Determine Need

Over the past few years, we have begun to notice a much greater need for an after school program at Andrew. Currently, our normal school day is quite long which runs from 8 a.m. to 3:20 p.m. Yet, we want to extend the time we have with our students to continue to provide instructional intervention, academic study time, and enrichment opportunities that are connected to various areas (STEM, Fine Arts, etc.). Andrew, IA is a small, rural school that is located in a town of less than 500 people. The district has zero opportunities outside of the district that engage students in positive and structured after school activities. The district continues to face enrollment challenges each year. One of the biggest factors related to students leaving our school district is the lack of after school programs in the area. Numerous parent exit surveys note the need for positive academic and social supports outside of the normal school day.

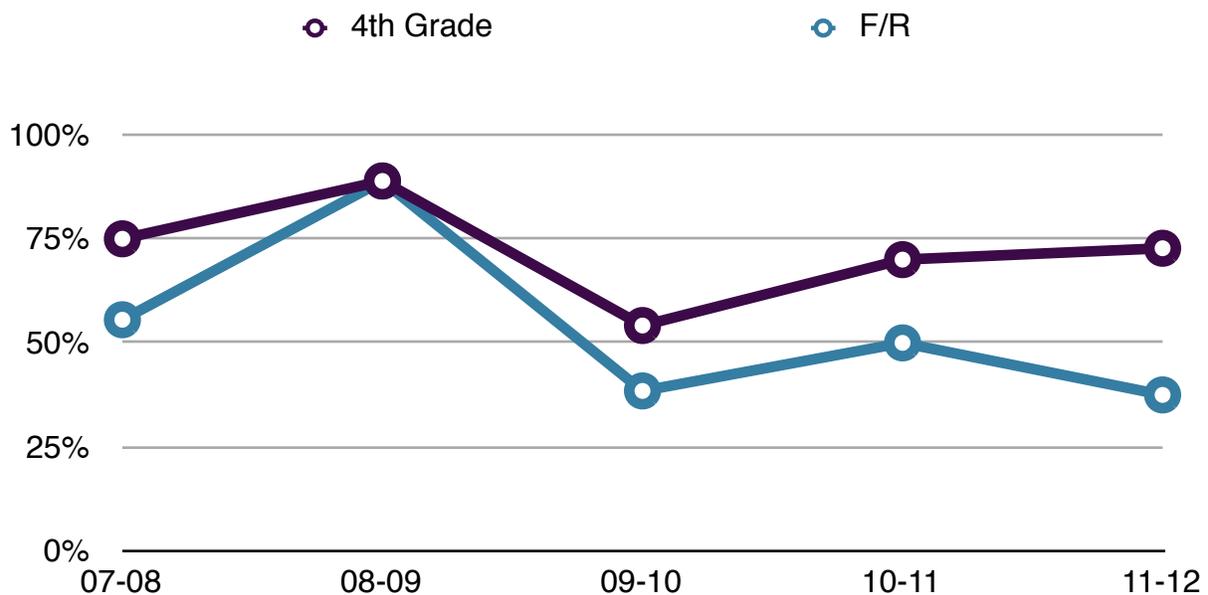
Andrew CSD has a growing challenge in meeting the needs of our free/reduced lunch students. Our current student population is at 51.3% free/reduced status. Many of these students do not receive the instructional support at home nor do they have opportunities to be hands on with technology, age appropriate literature, and other items that our regular status students receive outside of school. Our percentage of students of free/reduced status has increased over the past five years and is projected to continue to climb.

Our top priority in the 21st Century Learning program will be to decrease the proficiency gap between our FRL students and Non-FRL students. The after school program at Andrew CSD will allow us to specify students needs to provide academic services.



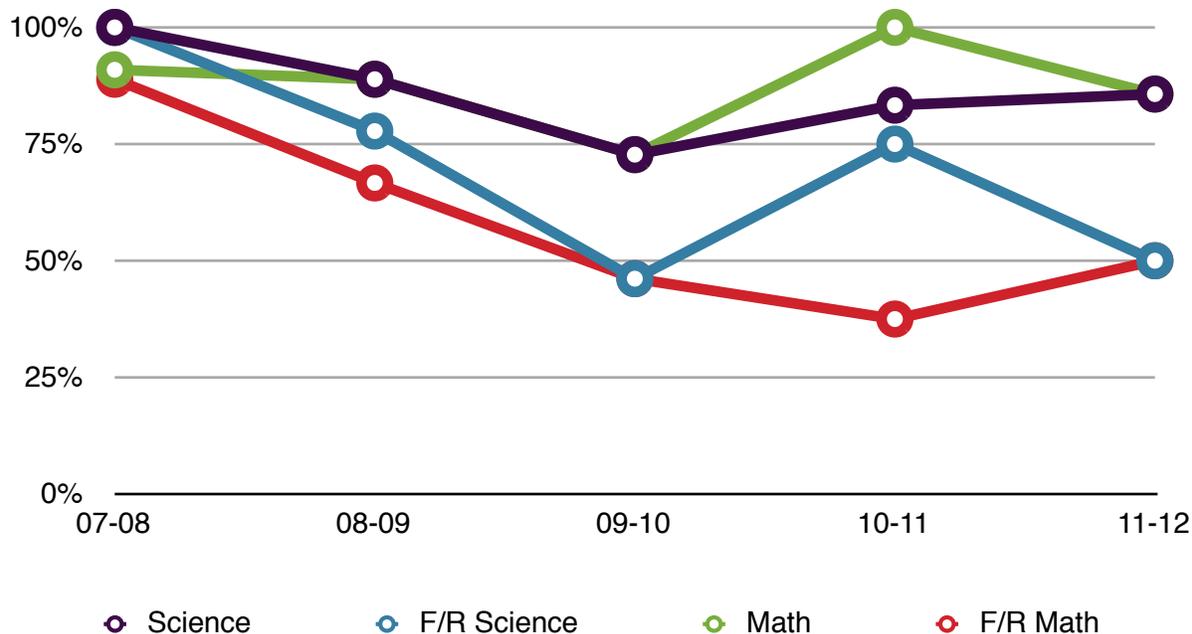
As our poverty rate continues to climb, our challenges in the classroom increase as well. At Andrew CSD, we believe all children can learn at high rates yet we understand that we need to make an extra effort to ensure this for all students. This extra effort is tied in to the district's focus to implement a response to intervention (RTI) model with high fidelity. Within our RTI framework, we have increased the number of universal screens and the frequency of the exams we administer to students. We currently administer DIBELS (K-6) and MAP testing (K-8) in the fall, winter, and spring to measure student academic growth. Our staff has increased our focus on data to help our instructional decision making in the classroom.

Our student data shows that as our poverty rate has increased, our literacy scores have begun to slightly decline. We have also noticed that we have a significant gap between our free/reduced lunch (FRL) and our non free/reduced lunch population in reading achievement data. This past year, our 4th grade students had a proficiency rate of 72.7% as a whole yet, our FRL students were only 37.5% proficient. An after school program will allow Andrew CSD to extend the school day for students in poverty which will allow us an extended window for instruction and intervention. The after school program will be focused on reducing the proficiency gap in reading between FRL students and non-FRL.



Part of our focus for the after school program at Andrew, will be an increase in STEM opportunities for all students. The district has traditionally scored well on science and math Iowa Assessment exams, but we are also noticing a decline in these areas the past few years. We want to be able to use our after school program to provide opportunities for students to engage in hands on learning with STEM material, as well as math instruction through our RTI process. We hope the hands on learning through STEM activities will spark motivation and enthusiasm for the science, technology, and math fields for our students in poverty. As seen in the chart below, this past year our

FRL students scored 35 percentage points below our Non FRL students in science and math proficiency as measured by the Iowa Assessments.



Our students continue to need opportunities to be more engaged in the community and to fulfill leadership roles. Our after school program will be highly tied to our current initiative of developing leaders through the “Leader in Me” program. The Leader in Me is a program that focuses on teaching students the “7 Habits of Highly Effective People” to improve decision making, responsibility, teamwork, and many other skills that are needed to be a leader. An after school program will enhance our Leader in Me program and provide opportunities for community service through hands on activities. The Leader In Me also has a heavy focus on peer to peer interaction and treating others with respect. This continued focus is helping reduce bullying and harassment. The after school program will give our students opportunities to build positive relationships with adults and other students that will lead to successful decision making with peers.

2.2 Stakeholders Engaged in the Needs Assessment

Community - Our district board advisory council reviewed our academic data as it relates to low SES students this past October. Based on the review of the gap that currently exists and the increase in FRL students, the district advisory council made the recommendation to the board and the administration that an after school program was critical towards the continued success at Andrew CSD.

Students - Student Council members met with district administration to discuss the possible activities and focus of the Andrew Leadership Institute. Students supported the

idea of having more opportunities for STEM activities such as First Lego League, A World In Motion, and a technology club. Students will continue to be engaged in planning of activities each week in the Leadership Institute. As part of the Leader in Me program, students will do weekly planning and focus on synergy (team) activities.

Project

3.1 Link to Student Need:

As our free/reduced lunch percentage continues to climb, we know that in order for the Andrew Leadership Institute to be successful we must focus on low SES students. Andrew CSD will focus activities and programs within the Leadership Institute based on these data sources:

Needs Assessment	Program Component
Academic Data	<ul style="list-style-type: none"> - Academic Intervention in reading and math as outlined in the student's RTI plan. - Opportunities for study time and individual reading for students not needing specific intervention support.
Activity Data	<ul style="list-style-type: none"> - Student directed activity and leadership opportunities - Activities in fine arts (Art, music, band) - Community service and civic learning opportunities
Social/Behavioral	<ul style="list-style-type: none"> - Leader in Me activities are selected based on area of need
Parent Input	<ul style="list-style-type: none"> - Parent engagement and family literacy activities

3.2 Academic, Enrichment, and Family Literacy Services:

Academic/Intervention Support - Andrew CSD has spent much of our professional development over the past year focusing on intervention supports within an RTI system for students needing to make academic improvement. The Andrew Leadership Institute will extend the intervention period for students to after school. After school interventions will allow for small group or individualized instruction based on the specific area of need for each student. The academic component/block will be 45 minutes in length and will involve these parts:

- a. Small group/individualized instruction - Students needing intervention supports will receive instruction from classroom teachers directly after the school day is over. This support will be for no more than 30 minutes, three times per week.
- b. Academic study table - Students not needing intervention support will participate in study table. Study table will be designed for students to work individually or in teams to complete homework, study for exams, and/or read silently for an extended amount of time. Students will be able to receive academic support from the staff member who is supervising study table. In partnership with the Andrew Lions Club, the district will provide tutoring services from seniors in the community..

c. Leaders Read - At the end of every academic block, we will conduct a 15-20 minute silent sustained reading block for all students. Students will read, track pages, books read, and complete a leaders read chart for reading rewards. Students will have access to an extended library hours to select age appropriate literature for reading.

Enrichment Support - Based on student interest surveys, The Leadership Institute will focus on enrichment activities that are age appropriate and researched based for improving student interest in diverse topics. Enrichment activities will focus on these areas:

a. Mathematics and Science education (STEM) activities.

STEM Activities - The district was awarded a grant from Rockwell Collins in 2012 and will be transitioning the First Lego League (FLL) into the Leadership Institute. FLL functions through the support of parent volunteers and is available for students in grades 4-8. The district will expand the Lego League to lower grade levels through the Leadership Institute. The district also received a STEM scale up grant for A World in Motion (AWIM) that brings motion and forces curriculum and activities to K-8 students through hands on learning experiences. Students create motorized toy cars, gliders, and many other engineering focused activities that force students to think and create.

b. Arts and music education programs.

The district will involve students in the creation of a student mural each year led by our art instructor in the elementary. Students will also have the opportunity to practice for band and vocal music.

c. Recreational activities; physical literacy.

As part of the 7th habit in the Leader in Me, the Leadership Institute will “sharpen the saw” each day. Sharpening the saw is focusing on the improvement of each individuals social, emotional, mental, and physical health. Through structured play and movement, students will be active in body and spirit to maintain a healthy lifestyle. Students will be given the opportunity to participate in creating healthy snacks for the leadership institute.

d. Character education programs.

The Leadership Institute will focus on extendeding the academic program of the Leader in Me. In conjunction with the school day, each week the Institute will focus on a different habit. Activities, projects, and literacy will all focus around that habit to continue emphasize the importance of becoming a leader through the 7 habits.

3.3 Goal, objectives, and performance measures

The Andrew Leadership Institute will be measured on the strategic goals and priorities that are aligned with the student needs of the district. The broad goal of the Leadership Institute is *participating youth will be positive leaders for themselves, their peers, and the community in which they serve and represent*. To fulfill our goal, we have set two sets of goals to drive programming: 1) academic goals and 2) leadership goals. Each of these goals have measurable data to help identify and measure impact of the Leadership Institute.

Andrew Leadership Institute - Program Goals	
Academic Goals	- Leadership Institute participants will show accelerated growth in reading/language arts, math, and science skills.
Leadership Goals	<ul style="list-style-type: none">- Students will model the 7 habits of highly effective people through leadership opportunities and responsibilities.- Students will increase attendance and reduce behavior referrals during the school day.- Students will set goals, monitor goals, and review goals with an adult throughout the program.- Students will participate in activities and programs that are new or not currently in their interest area.

3.4 Alignment with the school day and district C Plan:

Program goals and activities are designed to align with the school day and the district's C Plan. The Andrew Leadership Institute will utilize teachers and para educators from Andrew Elementary. The program content will be based off the recommendation from the Principal, Curriculum Director, and teachers at Andrew CSD that would serve the critical academic needs of students. The academic need would include a mandatory focus on student and family literacy for our FRL population.

Communication between the school and the Leadership Institute will take place through the districts student information system (JMC) and the district's productivity suite (Google Apps). Students will utilize daily planners to help with direct communication between classroom teacher and Leadership Institute staff.

The program also aligns to the district C Plan by acting as the delivery agent for action plan items, including: academic achievement, experiential learning, background knowledge, parent and community engagement, and family literacy programming. The district will also include the mandatory participation of the Superintendent, Board of

Directors, and other key staff to ensure connections are present between the Leadership Institute and the school goals.

3.5 Organizational Experience

Andrew CSD has a rich history of serving students and implementing state and private programs for it's youth. The district was awarded a Voluntary Preschool Grant and continues to implement preschool services with enrollment continuing to grow since it's inception.

The fiscal responsibilities of the grant will take place at Andrew CSD's administrative office. The after school grant will be part of the district's annual audit. The district has experience in grant management and ensuring that grant funds are dispersed based on the rules, regulations, and proposed items listed in the original grant.

Research Base

Research in the field of out-of-school time informs educators that the greatest likelihood for academic gains occurs when programs feature an intentional balance between tutoring/instruction, experiential learning, and recreational activities. Our greatest area of need at Andrew CSD is extended time for instruction in the area of reading and math. Research shows that students from low SES families have hundreds of fewer hours of exposure to reading and language as compared to their middle and upper class peers. As a district, we work to create opportunities to decrease this gap. Extending the school day with an onsite after school program, will allow these students to receive intervention services from certified staff members in individual or small groups. Our Leadership Institute will allow students to continue to receive instruction using the same materials from our existing reading and math curriculums.

The Andrew Leadership Institute will also focus on STEM related activities and fine arts activities. Research has shown that students from low SES families, also receive much fewer opportunities to engage in interest based science, technology, engineering, and arts based programming. The Leadership Institute will allow all students to participate in opportunities such as First Lego League, Conservation Camp, and additional band lessons/practice.

According to John Hopkin's University Center for Summer Learning, summer programming is particularly important with the following research conclusion:

- All students experience some form of learning loss when they do not engage in educational activities during the summer.
- On average, students lose 2.6 months of grade level equivalency in math computation skills over the summer months.
- More than half of the achievement gap between lower and higher income youth can be explained by unequal access to summer learning opportunities.

Our summer learning program intends to focus on low SES families to ensure that these characteristics are targeted to improve academic performance.

Management Plan

5.1 Staffing, Professional Development, Leadership, and Volunteerism

Staffing - High quality staff from Andrew CSD will be hired and a student:staff ratio of 15:1 or lower will be maintained at all times during the Andrew Leadership Institute. As part of our RTI system, it will be critical that interventions are being provided by current staff or classroom teachers of individual students. The district will hire a Lead Leader, or Program Coordinator, based on the qualifications of internal and external candidates. The administrative functions of the Andrew Leadership Institute will be assumed by the district Curriculum Director to ensure a tight connection with the school day instruction and after school activities/instruction. The Superintendent/Principal will be responsible for hiring staff and providing leadership and vision for the Institute. All paraprofessionals that would serve as program assistants will meet Title 1 requirements.

Professional Development - Professional development will be ongoing and focused on activity areas for our student needs. The district will design 24 hours of up front professional development at the beginning of the school year for all Andrew Leadership Institute staff. The professional development will include training on the Leader in Me program, STEM activities, and other student after school programming strategies. Licensed staff will also be expected to attend all day professional development days during the school year to ensure a close tie between district professional development goals and the goals of the Leadership Institute. Professional development will use the Iowa PD model to ensure best practice.

Leadership - Andrew CSD is a very small district and has only one building administrator. Due to this, it will be the building principal's responsibility for management operations, professional development, human resource management, and resource allocation for the Leadership Institute. Our curriculum director, who also serves as our Title 1 teacher, will create the curriculum connection between the school day and the Leadership Institute. Strong management will be provided through monthly staff meetings and ongoing communication.

Senior Citizens and Other Volunteers - We currently have an outstanding volunteer relationship with the local Lions Club. Each Tuesday afternoon, members of the Lions Club come to Andrew Schools to participate in a "Leaders Read" program. Our plan is to continue the program but also find opportunities for other Lions members to participate in our Leadership Institute. We will be partnering with the Jackson County Conservation Office to provide hands on science learning opportunities. All volunteers will go through a preservice training that will include, but not limited to, the Leader in Me program. To ensure safety, all volunteers will be required to apply and undergo a background check. The district plans to recruit additional volunteers through our Hawk Herald, our monthly newsletter to community.

5.2 Accessibility in Transportation, Communications, and Facilities

The Andrew Leadership Institute will be held in a two classroom mobile unit that was constructed in 2005. This unit previously held art and music classrooms but is no longer needed due to moving these classes into the building. The mobile unit is a perfect fit for our Institute as it is fully ADA compliant, includes two bathrooms, and has a large basement for storage of materials and is a safe area during a severe storm. The mobile is located on the outside part of our building allowing for easy pick up and drop off for parents. The mobile also provides air conditioning during the warmer parts of the year, including summer learning.

Transportation will be provided to individuals that live beyond the Andrew City limits. We will provide transportation to a pick up and drop off point at two key points in the district. This will only require parents to drive a few short miles to pick students up rather than 10-15 miles pending on location of residence. The transportation will be critical to our success during the summer portion of the Leadership Institute. Our students walking home will be assisted with finding a safe route walking home that is well lit during the winter months. Andrew is a very small town so no child is forced to walk more than a half mile to get home.

5.3 Stakeholder Advisory

A strong advisory structure has been created with representation from a variety of sectors in the school and community. The advisory committee will be comprised of the following individuals: Building principal, program coordinator, elementary teacher, middle school teacher, city council member or mayor, and two parent representatives. The group will meet four times per year, and as needed, to carry out the following functions:

- Evaluation of outcomes, timelines, and alignment of ACSD standards and benchmarks
- Support and recommend leadership initiatives for community projects
- Monitor student participation/attendance
- Strategic planning and problem solving related to program implementation and management
- Developing strategies and relationships towards project sustainability

5.4 Project Sustainability

The Andrew Leadership Institute will be a sustaining effort through the following efforts:

1. Ongoing professional development will build a capacity in school staff to lead ongoing efforts beyond the grant.
2. Community partners to provide in-kind services with outside sources funding ongoing resources.
3. Andrew Booster Club continues it's annual donation to the school district with part of the funding tagged for the Leadership Institute.
4. Creation of the Andrew Schools Education Foundation to receive corporate gifts to support the Andrew Leadership Institute.
5. Resource allocation is prioritized by district administration to continue support for low SES students.

The district will re-prioritize funding to ensure sustainability of the Andrew Leadership Institute. These funds that may be used are as follows:

- Andrew CSD General Fund - The general fund will be considered if the Andrew Leadership Institute becomes a determining factor for students selecting schools.
- Federal Title 1/Iowa K-3 Funding - Providing support for students in reading and math after school and during the summer program.
- Dropout Prevention Funding - These funds can be used if we justify the Leadership Institute is an effective strategy to prevent students from dropping out, if categorized as a possible dropout student.

Communication Plan

The district plans to use various strategies to recruit students and parents interest in the Leadership Institute. In a rural district, we want to ensure multiple outlets to disseminate information to stakeholders. Our main instrument for communication is the district newsletter, the Hawk Herald. The district publishes the Hawk Herald every other month and it is sent to every post office box in the district. The district will run a two page informational insert that will bring awareness to parents on the goals and other information of the Andrew Leadership Institute.

Andrew CSD has held a 95% attendance rate during our parent/teacher conferences. We plan to communicate, answer questions, and sign students up for the institute at this Spring's conferences.

The district will make it a responsibility of the program coordinator to complete home visits of targeted at risk youth that meet our demographic for attendance at the Leadership Institute. Home visits will allow our program coordinator to build relationships with families and answer any questions regarding curriculum, activities, and/or operations.

The district will provide opportunities for parents to learn more about the Leadership Institute at the spring concert, Spring leadership day, and during school registration in the summer of 2013.

Current and future partners will be contacted by the Superintendent to discuss the goals of the Institute and possible partnerships. Relationships will be maintained and created by the Superintendent and transitioned to the program coordinator.

Partnerships

7.1 Existing Relationships and Roles

The Andrew Leadership Institute will build on existing partnerships and work to build new relationships with groups in the community. In a rural community, partnerships with community organizations can sometimes be difficult due to few resources. Andrew has always held a variety of partnerships that have benefited students in a variety of ways.

Andrew Booster Club - The Andrew Booster Club has funded many special projects for classrooms and programs for many years. The booster club has changed the entire focus of the organization to focus entirely on academics and students. The booster club volunteers time, helps secure grants, and fund raises for many different needs. The booster club is currently working on establishing an Andrew Schools Foundation to help further support needs in the school district.

Andrew Lions Club - The Andrew Lions Club is a community service organization that provides support for multiple items in the community. The Lions Club has partnered with Andrew CSD to provide reading activities, coordinated food drives, and sponsored Kids Sight services. The Lions Club has modeled servant leadership for our students and is focused on continuing these efforts with the Andrew Leadership Institute.

Jackson County Conservation - Jackson County Conservation provides Andrew School District with multiple hands on science learning opportunities throughout the year. The Conservation unit also holds camps and workshops for students in the Fall, Spring, and Summer. These workshops would be built into learning activities within the Andrew Leadership Institute. The Institute would also work with Jackson County Conservation to plan leadership opportunities for students interested in science and conservation.

City of Andrew - In small, rural town a partnership between the school district and the City has been a critical factor in our past success. The City plans to coordinate library activities, work with the administration on safe walking routes, and pledges support for the Andrew Leadership Institute.

7.2 Meaningful Engagement Over the Lifetime of the Grant

All partners will have an active voice in providing feedback and evaluation to the district on the Leadership Institute. Our in-kind contributions will provide a support structure that will energize the entire community to preserve the Leadership Institute long beyond the life of the grant. Andrew CSD will continue to seek out partnerships and coordinate after school efforts to align with goals and priorities of the Institute.

The commitment to strong partnerships will be a focus of our advisory group and will be tied to these areas:

Collaboration - All partners will work together to appropriately staff and maintain a high quality learning environment for all students. Many of our community service leaders also serve roles on the Andrew Board of Education, District Advisory Council, and/or other District Advisory Roles.

Communication - Communication of everyone's responsibilities will be a coordinated effort between administration, program coordinator, and lead partners. Our quarterly advisory meetings will allow all partners to have an active voice in curriculum and programing decisions.

Coordination - Our program coordinator will hold the responsibility to coordinate new and former partners efforts to the Andrew Leadership Institute. Our advisory meetings will strengthen coordination efforts of the program coordinator.

Evaluation

8.1 External Evaluator

The Andrew Leadership Institute will conduct a comprehensive, rigorous evaluation of the program at the local level by our external evaluator, Mississippi Bend Area Education Agency, and provide all requested program information and data to the Iowa Department of Education. This will be accomplished through three critical functions: 1) a comprehensive, broadly endorsed evaluation plan; 2) effective, efficient tools for data collection and management; and 3) strong management and human resources structure to accomplish evaluation.

1. Evaluation Plan - The evaluation plan was created in collaboration with Mississippi Bend Area Education Agency. The AEA has a wealth of experience in data collection and reporting for local school districts. Project goals and the evaluation framework provide the basis for community partnerships, program plans, and outcomes of the Andrew Leadership Institute. All partners have adopted the plan and committed to the specific project outcomes.
2. Data Tools - Andrew CSD will use our extensive data system to provide up to date academic, attendance, and behavior data to the Area Education Agency. Attendance and behavior is tracked through JMC Student Information System. Academic data is tracked from NWEA Maps, DIBELS online, and Iowa Assessments. Other data will be collected from survey developed and implemented online through local software.
3. Management and Leadership - Our program coordinator will hold the responsibility to coordinate efforts to deliver data, assist in collection, and collaborate with the AEA to help determine analysis of data.

8.2 Using Evaluation Results

The evaluation plan was created in collaboration with the Mississippi Bend Area Education Agency. These intended outcomes for participants drive project activities and partner accountability. Performance indicators assign measurable benchmarks for success in attaining these outcomes, utilizing local student data and nationally recognized assessment tools based on the following outcomes:

Andrew Leadership Institute - Program Goals	
Academic Goals	- Leadership Institute participants will show accelerated growth in reading/language arts, math, and science skills.

Andrew Leadership Institute - Program Goals	
Leadership Goals	<ul style="list-style-type: none"> - Students will model the 7 habits of highly effective people through leadership opportunities and responsibilities. - Students will increase attendance and reduce behavior referrals during the school day. - Students will set goals, monitor goals, and review goals with an adult throughout the program. - Students will participate in activities and programs that are new or not currently in their interest area.

Assessment tools include:

K-8 Literacy: Iowa Assessment (3-8), NWEA Map Test, DIBELS (K-6)

K-8 Math: Iowa Assessment (3-8), NWEA Map Test

3-8 Science: Iowa Assessment

DIBELS and Map assessments are performed three times per year (Fall, Winter, Spring)

K-8 Attendance & Behavior: JMC Student Information System

All data collected and analyzed will be shared with school district staff and Andrew Leadership Institute staff. The evaluation results are also part of the communication plan for the community at large.

Budget Narrative

The Andrew Leadership Institute will be a completely new initiative for our district and an opportunity to start an after school program that would not be possible without an initial grant. The Leadership Institute is something that will be creating new opportunities for students not replacing existing after school programs. Administrators will continue to review and determine future funding opportunities within the current budget at Andrew CSD. It is understood that some changes may be requested as the continuous improvement process reveals expenditures that do not produce intended outcomes or that identify the need for a different focus.

Personnel (76%) - Our proposal calls for intensive interventions with reading, math, and science. Andrew Leadership Institute will need to employ experienced staff to supply support services for students before/after school and during summer learning. Our program coordinator will be a new position established for an individual to have complete focus on programing and development of the Andrew Leadership Institute. Summer learning will consist of licensed teachers to ensure academic instruction is completed by highly qualified individuals.

Access (8%) - Our rural district will require the need for school transportation to ensure access for all students. We will be providing transportation services after school and during summer learning. Our transportation budget also includes trips to local resource

centers, such as the Maquoketa YMCA, Hurtsville Interpretive Center (Jackson County Conservation), and other academic/recreational locations.

Professional Development (6%) - Professional development will be a major component to capacity building of our Leadership staff. Staff will take part in Department of Education trainings, statewide conferences, and local training centered around the Leader in Me. Staff will take 16 hours of professional development at the beginning of the school year and also participate with school staff during full day professional development.

Administrative Costs (5%) - The administrative costs will include the costs for the responsibilities assumed by the Curriculum Director for oversight and management of the Leadership Institute. The administrative costs of 5% (\$5,000) will support the extended contract of our curriculum director. The management costs assumed by the Superintendent and/or Principal will be an in-kind expense. It will be the responsibility of the Curriculum Director to communicate budget management to the Superintendent.

Materials (6%) - Grant funds will be used to leverage additional contributions from local funders and identified businesses affiliated with the Leadership Institute. Materials include, but are not limited to, academic materials, tools and resources for family engagement, and recreational events.

Evaluation (4%) - Evaluation will be provided on a contract basis with Mississippi Bend Area Education Agency. The costs will be no less than 4% of the required total budget of the grant.

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
1	135	\$ 112,000	\$ 336,000

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION

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

Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served
Andrew Leadership Institute (Andrew Elementary)	\$ 112,000	\$ 112,000	\$ 112,000	\$ 336,000	135
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

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

Applicant Agency: Andrew Community School District **Site:** Andrew Elementary (Andrew Leadership Institute)

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

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions. **Number of Students Served:** 135

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	69,520	10,000	69,520	10,000	69,520	10,000	238,560
Staff Travel							
Materials	4,000	2,720	4,000	2,720	4,000	2,720	20,160
Professional Development (minimum 4% per year)	5,600		5,600		5,600		16,800
Student Access, Transportation etc. (maximum 8% per year)	8,960		8,960		8,960		26,880
Evaluation (recommended 4% per year)	5,600		5,600		5,600		16,800
Administrative/ Indirect Costs (maximum 8% per year)	5,600		5,600		5,600		16,800
Totals	99,280	12,720	99,280	12,720	99,280	12,720	336,000

*Required: **One form D2 per site.** Please reproduce this page for each site included in the application. CONTINUATION GRANTEES MUST ALSO SUBMIT FORM D4. SEE THE APPENDIX ON CONTINUATION GRANTS FOR THE FORM.*

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

We are a local education agency.

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

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

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

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

FORM E: MINORITY IMPACT STATEMENT

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

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

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

Indicate which group is impacted:

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

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

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

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

Indicate which group is impacted:

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

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

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

Name: Andy Crozier

Title: Superintendent

Definitions

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

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

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

"Disability" does not include any of the following:

- (a) Homosexuality or bisexuality.

- (b) Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.
 - (c) Compulsive gambling, kleptomania, or pyromania.
 - (d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.
- “State Agency”, as defined in Iowa Code Section 8.11, means a department, board, bureau, commission, or other agency or authority of the State of Iowa.

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG TEMPLATE

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

Type of meeting:

Attendees: (Attach attendance sign-in sheet)

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

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

Other Information

Resource persons:	
Special notes:	

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