

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

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APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency):
Helping Services for Northeast Iowa, Inc.

County: Fayette		Amount Requested: \$ 179,625 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Carson Eggland, Executive Director		Grant Contact/Project Director: Stacie M. Schroeder, Project Director	
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LEGAL STATUS OF APPLICANT

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

- City or City Agency
- County or County Agency
- State or Federal Agency
- State College or University
- Community College
- County Office of Education
- School District
- Tribal Council
- Military Installation

Enter Federal Employer ID Number: 42-0989563 OR Enter School District Code _____
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- Private Nonprofit Organization-
Number of years in operation 42
- Private For-Profit Organization
Number of years in operation _____

(If applicable) Enter Child Care License #: _____
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REQUEST FOR COMPETITIVE PRIORITY

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

- Application proposes to serve children and youth in *schools designated in need of assistance (SINA)* under Title I (Section 1116). *5 additional points awarded*

Documentation: _____

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

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

Documentation: _____

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

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PROPOSAL ABSTRACT

The North Fayette and Valley School Districts, in partnership with community-based organizations including Helping Services for Northeast Iowa and the North Fayette Valley Community Coalition (NFVCC) have agreed to collaborate with 68 committed individuals, organizations and groups to provide after school and summer school programming for 122 elementary students daily. Modeled after the existing program at the West Union Elementary, we will also call this program the TigerHawk Connections Learning Centers (TCLC) with the vision of "A caring community committed to enhancing the lives of our families, providing skills for making positive, healthy choices; and promoting lifelong learning for all." This project will address the program components of academic assistance, educational enrichment, and family literacy through quality after school and summer school programming.

The CSIP goals for the North Fayette Valley School District guide all instruction and enrichment activities within our district. These goals are: 1) increase student achievement in reading, math, and science; 2) integrate technology into core curricular areas; 3) have a safe and drug free learning environment; 4) all partners in the community, including parents and youth, have strong relationships working toward common goals. The agreed upon four goals of the School District will also be the goals of the TCLC.

Our primary need is the lack of proficiency in reading, science and math among all students at the Fayette and Valley Elementaries. We will also work to address the gap in achievement scores between low socioeconomic students and non-low socioeconomic students. Another priority is the lack of registered daycare for youth living in the District. Additionally, we will create and maintain a safe and drug-free environment for all students with the collaboration among students, youth, families and community.

All TCLC activities are based upon and connected to the needs of our students and families. Low socioeconomic students show a decrease in achievement levels as measured by the Iowa Assessments and FAST data. Low income, along with a lack of involvement by caring adults is also identified in needs assessments. These needs will be met throughout the project using various curriculums which align with the school, computers and technology in after school and summer school programs, and family literacy activities. The learning barriers of our students will be overcome through remedial education and academic enrichment activities to enhance and build students' knowledge and understanding so they will be successful in learning a challenging curriculum.

Afterschool small group tutoring will be provided by staff that have been trained in the curriculums of Reading First and Do the Math. Teachers and staff will meet regularly to assess and plan for individual student academic needs. Activities of tutoring may include re-teaching and practicing of skills and homework assistance which may be provided by para-educators, trained staff, or skilled volunteers. Homework time will be required for each student and monitored to allow for practice time on academic skills in a structured setting.

A safe and health learning environment will be held at the TCLC and all enrichment activities will be closely connected to the student needs and outcomes surrounding math and reading goals. Activities may include Character Counts, FOSS kits, book discussion club, art club, community library program, girl scouts, boy scouts, 4H Clubs, fitness and health club, conservation club, readers theatre, online math and reading games, substance abuse prevention education, and the Youth Center. Family literacy events will be held quarterly and work will address parents' involvement and engagement in their children's education.

Student Outcomes	TCLC Components	Data Source
Increase student achievement in reading and mathematics. <i>All Iowa children and youth will succeed in school.</i>	Academic Assistance Educational Enrichment Family Literacy	Iowa Assessments scores, MAPS, FAST assessments, school and TCLC attendance data
Increase skills and knowledge necessary to make safe and healthy choices. Set goals and work towards achieving them. <i>All Iowa children and youth are prepared for productive adulthood.</i>	Academic Assistance Educational Enrichment Family Literacy	Student surveys, qualitative data, focus groups, and Iowa Youth Survey
All partners in the community including parents and youth have strong working relationships and are working towards common goals. <i>All Iowa children and youth have the benefit of safe and supportive families, schools, and communities</i>	Academic Assistance Educational Enrichment Family Literacy	Qualitative surveys, focus groups, TCLC parent conferences, attendance at school events, participation on Advisory Board

Technology will be integrated into all segments of the TCLC youth have access to games and learning materials on a variety of platforms. The use of the computer lab will also bring more technology into student learning.

Interest in the TCLC is growing and with the strong communication plan, we believe even more parents, teachers, organizations, and businesses will be willing to step in and help us achieve our goals. We are excited for this opportunity and believe the enclosed MOUs and Letters of Support will show that.

STUDENT NEEDS ASSESSMENT

2.1 Objective Data Used to Determine Need, Assess Capacity, and Proposal to Address Needs

The North Fayette and Valley School Districts, referred to as North Fayette Valley (NFV), entered into a whole-grade sharing agreement in the 2013 - 2014 academic year to help address declining enrollment, budgetary reductions, and the need for improved programming. Located in Fayette County, the districts hold their individual school boards and separate elementary schools while bringing students together at the Junior High Level on the Valley campus and High School level at the North Fayette Center. The West Union Elementary was awarded a 21st Century grant starting with the 2015-2016 school year (Cohort 10). Providing the TCLC for Valley and Fayette would allow support for ALL Kindergarten through 6th grade students and their families.

Needs Assessment Data for students to be served

School	Enrollment	Eligibility As % of total student population Must meet or exceed 40%.	Number of free/reduced students	Number of students to be served
Fayette Elementary	105 (5-6)	47.6%	50	46
Valley Elementary	197 (K-6)	40.1%	79	76

Grade	Reading	Math	Science
2	91.7%	87.5%	n/a
3	81.5%	77.8%	n/a
4	76.7%	93.5%	83.9%
5	70.4%	81.5%	77.8%
6	74.2%	77.4%	74.2%

Grade	Reading	Math	Science
5	72.5%	64.7%	82.4%
6	85.5%	90.9%	92.7%

Valley Elementary has been assigned the SINA Watch status for mathematics this year due to failure to meet AYP in student growth and overall student proficiency. The math proficiency data tends to lie at or above 75% of our students being proficient. Although, the reading proficiency has shown an increase this past year it still falls well below the state’s trajectory.

In grades K-5, Valley elementary uses the Formative Assessment System for Teachers (FAST) to assess reading proficiency. This fall, students’ scores in grades K-2 fell far below the intended 90% goal. The district continues to work to analyze this data and provide students with core instruction that prepares them to become successful readers. These reports demonstrate the need for improved or additional academic programming.

Fayette Elementary student proficiency in reading has shown a slight decline in each grade level over the past two years. The Fayette building has been identified as a School In Need of Assistance (SINA) in the area of Reading and Mathematics. Student proficiency in math has declined significantly in one grade and slightly risen in the other. This failure to meet AYP has indicated the need for a stronger core of instruction and improved interventions.

Grade	Percent Proficient
5	69.09%
6	56.25%

This is the first year that the Fayette building has started using the Early Literacy Screener (FAST). The reading tests were administered in September to screen for students proficiency. It has indicated that just over half of the students are testing proficient. There is a high need to focus on improving reading strategies, fluency, and comprehension.

The 2014 Iowa Youth Survey data revealed the need for a safe environment with positive youth development activities and supervision during out-of-school hours. Only 44% of Fayette County students strongly agreed that adults in the community cared about people their age (Question G21). Additionally, 1 out of 5 parents reported in the Behavioral Risk Factors Surveillance Survey (BRFSS) a lack of support in their role as a parent, a point also made in a Parent Survey:

“My coworker and I are both single moms who have talked of the need for before & after school programming. We would be thrilled to see that come about. It is a huge struggle to afford child care. Also, it is difficult to have children that are too old to be at daycare but too young to be at home by themselves. I would love to support the program, but funding and time are two of the reasons after school programming would be necessary in the first place.”

The need for extension learning in a safe environment is evident in the report from Child Care Resource & Referral (CCR&R) Registered Providers Report. Within the Valley CSD there are no licensed daycare centers to provide before or after school care. The North Fayette CSD has 3 within their area; however our parent surveys indicate a remaining need for school aged students in outlying towns in the district. Geographically our two districts cover 300 square miles.

Further analysis also shows the needs of our communities and working families continue to change. The number of families qualifying for free and reduced lunches continues to increase as our rural areas work to rebound from the extended layoffs and job closings of many businesses and manufacturing facilities in recent years. Currently, many students walk or ride the bus to school and are often at home alone before and after school. Parents reported their concern over lack of options and frustration at leaving the children home alone so they can attend work. The TCLC would provide support to families in need by providing a safe environment after school for students to receive academic & social/behavioral support through structured and consistent activities. Furthermore, transportation remains a concern for many parents that are unable to drive their children to school or activities. The TCLC would allow those students to now receive homework help and academic enrichment activities as well as participate in clubs and organizations they may not currently have access or transportation to.

“There is a REAL NEED in our community for this type of service for children. Many, many are alone after school, some until 8 or 9 at night. It would be great to fill some of those hours with activities and movement (not sitting at a computer or iPad, please....too many of them have this type of electronic babysitter at home already. They can do that at home).” – NFV Parent Survey

2.2 Stakeholder Involvement in Needs Assessment and Project Development

The needs of the students and community resources were assessed using data from the Early Literacy Assessment FAST, Iowa Assessments, free and reduced waiver students, and the achievement towards CSIP goals. Analysis was completed by the Curriculum Director, principals and teachers and included input from parent, teacher, and student surveys. Extended data such as Iowa Youth Survey, County Health Rankings, County Census Data, and research on the effects of Adverse Childhood Experiences (ACES) was provided by Helping Services for Northeast Iowa and the North Fayette Valley Community Coalition.

A gap in achievement scores between low socioeconomic students and non-low socioeconomic students is evident in the district assessment data. Other priorities are the limited quality of family literacy development and lack of student goals to try new things and live a healthy lifestyle. It would be beneficial to create and maintain a safe and drug-free environment for all students and enhance the collaboration among students, youth, families, and community.

A district-wide survey was conducted with parents, students, and teachers with parent responses indicating 243 would participate in after school programming. Some highlights include:

- 100% of teachers and 98% of parents indicated that this type of programming would benefit our students, school & community.
- 67% of students in grades 3 - 6 indicated interest in attending the program.
- 146 families (82% of those participating in the survey) indicated interest in their child participating.

When reviewing available programs and curriculums, many closely aligned with the goals and mandated program components. These activities can be seen below:

TCLC/NEV CSIP Goals			Activities	Mandated Program Components		
Increase student achievement in reading and math	Integrate technology into K-12 core curricular areas.	Implement high quality programming in a safe environment and encourage reciprocal involvement between the community and school.	All program activities begin and end in the school building and most occur in the school. School equipment, facilities, supplies and school staff are utilized throughout the program in addition to provision provided through the 21CCLC grant. Community partners will also lead activities. This is not an inclusive list.	Academic Assistance	Educational Enrichment	Family Literacy Services
X	X	X	Homework Assistance	X	X	
X	X	X	Small Group Tutoring	X	X	
X	X	X	Conservation Club	X	X	
X		X	Craft Activities		X	
X		X	North Fayette Valley Mentoring		X	
X		X	Fitness/health Club		X	
X		X	Art Clubs (pottery, painting, sewing)		X	
X	X	X	Community Library Program	X	X	X
X		X	Character Counts (character education)		X	X
		X	Meal Planning and Food Preparation		X	
X	X	X	Place-based/Community Visits		X	X
		X	Access to Mental Health services		X	
		X	Girl Scouts, Boy Scouts, 4H Clubs		X	
		X	Book Discussion Club		X	
	X	X	Financial Literacy	X	X	X
X	X	X	STEM Activities	X	X	
X	X	X	Everyday Math, Go Math, and Do the Math	X	X	
		X	Olweus – Bullying Curriculum		X	
		X	Substance Abuse Prevention Services		X	
X	X	X	Aleks, Ten Marks, Reading Eggs, Reading A-Z and Raz Kids curriculums	X	X	

PROJECT

3.1 Linking student needs to curriculum and academic goals

This project will provide after school and summer school for all students at the Fayette and Valley Elementaries. All TCLC activities will be based upon and connected to our needs as reflected in the Activities Chart below. Low socioeconomic students show a decline in achievement levels and tutoring, homework assistance, and academic enrichment clubs and activities will meet these needs. The chart below demonstrates the alignment between our after school activities, project goals, and required components.

3.2 Activities for academic, enrichment and family literacy and plan for daily snack

Academic Assistance - Homework and classroom work completion is identified as an area for growth in NFV schools. Implementing an after school program would allow all students to have access to an adult for homework assistance. All elementary buildings indicated a need for improved student achievement in the area of reading. A summer and after-school reading intervention program would be a part of our comprehensive program.

Educational Enrichment - Remedial education and academic enrichment activities will overcome the learning barriers of our students. The TCLC intends to build student knowledge in order to increase their success in learning a rigorous curriculum. Additional learning opportunities will be provided with a variety of clubs, events, service learning, partnerships with community organizations, field trips, and the use of technology-based curriculums.

Family Literacy Services – Family literacy activities will be held quarterly and will include a variety of topical presentations including parenting classes such as Strengthening Families and educational topics including substance abuse and bullying. Future sessions will be organized and led by consortium partners, parents, community members, and experts in planned content.

Daily, Healthy Snacks - As required, a daily, nutritious snack which meets the requirements of the USDA National School Lunch Program will be provided for all students in attendance.

3.3 For effectiveness, goals and objectives are defined

The goals and objectives for these locations will closely align with the goals for the other District elementary located in West Union. The Activities Chart below demonstrates the alignment between our program activities, project goals, and mandated program components:

Academic Goal: By June 2019, 70% students enrolled in TCLC will demonstrate proficiency in reading and mathematics.		
Activity	Objectives/Measures	Eligible Activity
<p>Individual Planning Individual student learning goals in reading and math will be developed by after school staff in collaboration with school-day teachers.</p>	<p>70% of enrolled students will demonstrate proficiency in annual literacy assessments conducted by NFV, including FAST and Iowa Assessments.</p>	<p>1. Remedial education activities and academic enrichment programs</p> <p>2. Literacy Activities</p>
<p>Literacy</p> <ul style="list-style-type: none"> Macmillan McGraw-Hill Reading Series 	<p>70% of enrolled students will demonstrate proficiency in annual math assessments conducted by</p>	<p>3. STEM activities</p> <p>6. Tutoring Services</p>

<ul style="list-style-type: none"> • 95% Group Interventions • Homework help <p>Math/Science</p> <ul style="list-style-type: none"> • ISU Extension-STEM Activities • Everyday Math • Go Math • Do the Math • Homework help 	<p>NFV, including Measure of Academic Progress and Iowa Assessments.</p> <p>Homework completion quarterly reports by teachers</p>	<p>9. Technology education programs</p> <p>10. Volunteer and community service opportunities</p>
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Enrichment Goal: By June of 2019, 75% of students will have discovered new interests and acquired the knowledge and skills necessary to make safe and healthy choices.

Activities	Objectives	Eligible Activity
<ul style="list-style-type: none"> • ISU Extension – science, health nutrition, 4H • Food and Fitness – health and fitness • Park and Rec groups – recreational activities & fitness • Exploratory Activities – LEGO league • Helping Services – prevention education and services including substance abuse, domestic violence and child abuse • Character Counts character education • Olweus bullying education • Enrichment Activities including Aleks, TenMarks, Reading Eggs, Reading A – Z, Raz Kids, Do the Math, Everyday Math, and Go Math • Fayette County Conservation – conservation and science activities 	<p>100% of enrolled students will have tried a new activity or demonstrated a new skill</p> <p>100% of enrolled students will know the concepts of nutrition, exercise, and overall health</p> <p>80% of 6th graders will report never trying alcohol, tobacco, or drugs using the Iowa Youth Survey data.</p> <p>Reduce the times classroom instruction will be stopped for behavior issues by 10% (from IYS, question B13, reported at 70% in 2012)</p>	<p>1. Academic enrichment learning programs</p> <p>3. STEM activities</p> <p>8. Recreational Activities; Physical Fitness; Healthy Lifestyle</p> <p>9. Technology education programs</p> <p>13. Drug and Violence Prevention Programs</p> <p>15. Character and Behavior education programs</p>

Family Literacy Goal: By June 2019, 100% of families will be active supporters of their child's educational growth and increase their own literacy and employment skills.

Activities	Objectives	Eligible Activity
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<ul style="list-style-type: none"> ● Family Nights with parent themes to provide resources and activities which support student learning and parental engagement ● Access to Adult Literacy and GED classes ● Topical presentations by community partners and agencies ● Weekly communications with parents and teachers including meetings, newsletters, and electronic communications 	<p>100% of parents will increase awareness of academic enrichment activities and how they can support their child(ren)'s learning at home.</p> <p>100% of parents will feel welcome in the program and know what their children are involved in at the TCLC.</p> <p>50% of parents will attend at least one family literacy event in the project period.</p>	<p>2. Literacy Activities</p> <p>7. Programs that provide activities for limited English proficient (LEP) or ESL (English as a second Language) students and their parents.</p> <p>11. Programs that promote parental involvement and family literacy.</p> <p>14. Enrichment programs and events</p>
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3.4 Relationships with school staff and alignment with CSIP goals

TCLC will be aligned with the elementary math and reading curriculum through the engagement of teachers, administration, Keystone AEA staff, and outside evaluators to ensure best practices and desired outcomes. These education personnel will provide an in depth understanding of the district standards and benchmarks. Academic Assistance and Educational Enrichment will be provided with the assistance of certified teachers and para-educators and include a variety of research based instructional strategies. As shown in the attached MOUs, teachers have agreed to partner in a variety of ways and will remain an important part of the Planning and Advisory Groups. Classroom teachers will collaborate with program staff to plan for students' academic needs. These positive relationships will be used for a seamless integration of the after school program with the school day. The program coordinator and principals will communicate weekly about the program and success of the students.

3.5 Experience Providing Educational and Related Activities

As a Cohort 10 grantee, the TCLC has gained valuable knowledge in providing educational activities that complement and support the academic performance, achievement, and positive youth development of students through extensive partnerships on curriculum, training, and access to materials. TCLC Staff have attended trainings on behavior interventions, math and reading curriculums and have worked extensively with professors from the Upper Iowa University Department of Education to learn best practices in providing educational activities. The NFV Curriculum Director is working with the Site Coordinator to observe classroom techniques and to provide ideas and interventions to align the after school program with the school day. The TCLC currently employs three school para-educators who bring a great deal of classroom knowledge with them. This knowledge is shared at bi-monthly team meetings where staff discuss successes in the program and work to brainstorm areas of improvement. Teachers continue to provide information on those things we should be working on and provide access to many of the same materials they use in the school day. Keystone AEA also provides access to materials and supplies that enhance learning. In the Valley and Fayette locations, these partnerships will continue and much of what was learned in Cohort 10 will be replicated. In addition, a certified teacher will be hired as an Educational Coordinator and Site Coordinator to provide guidance and oversight on educational initiatives and programming. It is these partnerships and access to experts that will support the TCLC staff in providing educational and related activities.

RESEARCH BASE

The TCLC has been designed using the principles of Iowa's Multi-tiered System of Supports (MTSS) which is defined by the Iowa Department of Education (2015) as a "decision-making framework of evidence-based practices in instruction and assessment that addresses the needs of all students starting in general education." Also known as Response to Intervention (RtI) and considered "an every-education process, MTSS allows educators to judge the overall health of their educational system by examining data on all students (general and special education) as well as identifying students who need additional supports. Those supports are provided in both small group and individual settings, and measured to determine if these supports are making a difference to ensure all learners demonstrate proficiency in the Iowa Core standards and leave school ready for life."

In this project, we have aligned effective day time school practices, family engagement, out of school time activities, and community-based cultural activities into our complimentary approach. To include MTSS, assessments of student achievement will be conducted three times a year and interventions will be readily adapted to address student needs. Interventions will be implemented at both the targeted and intensive levels based on individual student needs. According to a true MTSS Model, a school would aim for more than 80% of their students to fall in the proficient category. With multiple grades' proficiency scores well below 80%, the Fayette and Valley Elementaries are in need of additional programming.

Academics – All learning materials for the TCLC are being utilized by the District to provide the most appropriate academic support for our students. Learning materials have been selected using the following criteria: (1) complements the school day curriculum, (2) content has strong evidence base and (3) the project can deliver improvement in student academic performance. In the remainder of this section, we provide a brief summary of the research behind additional selected interventions:

Do the Math – According to Scholastic (2015), the foundations of research for the Do the Math "applies what is known about reaching a wide variety of students who struggle with math to achieve proficiency with arithmetic concepts and skills by incorporating eight research-based guiding principles." Researchers found that diverse populations of students were able to improve their multiplication skills with the program implemented within various intervention models, including after school programs. Students also exhibited improved math vocabulary and self-confidence as math learners. Researchers further state this curriculum supports the Iowa MTSS model and the RtI framework.

Macmillan McGraw-Hill Reading Series - Research has shown that teachers who model and explain effective comprehension strategies help students become strategic readers (Almasi, 2003; Pressley, 2002). The Treasures program from Macmillan McGraw Hill helps readers interpret and analyze what they read. This is done through conceptual knowledge, increased language skills, how titles, text and headings relate to the meaning of text, assessment, and fluency of words.

Character Counts! – The Character Counts! Program focuses on improvement in the areas of academic, social and emotional, character, and physical safety. Evidence has shown that the program improves academic performance. According to scholars Robert Williams and Rosemarye Taylor, "There is a strong sense of a community of learners and a culture that embraces the Six Pillars of Character education. This environment has resulted in fewer discipline referrals and increased achievement." (Source: Williams and Taylor, *Leading with Character to Improve Student Achievement*, 2004).

Family Engagement – Hoover Dempsey and Sandler (2005) have concluded extensive research surrounding the model of parental involvement in education. Results show that parents' engagement of specific mechanisms (encouragement, modeling, reinforcement, and instruction) and perceptions of parental involvement are positively related to students' academic outcomes.

MANAGEMENT PLAN

5.1 Staffing and Management of the TCLC

The TCLC has evidence of an effective collaborative plan for recruitment, hiring, and retention of high quality staff and volunteers, including senior volunteers and providing them with ongoing, relevant staff and volunteer development. Personnel and volunteers will be held to the Helping Services' personnel policies as well as the school employment requirements. All staff and volunteers will be subject to extensive background checks, trained in Body Safety, and held to our Risk Management policies and practices. The safety of the children we serve is our number one priority and a maximum ratio of 15 students to one staff will be strictly adhered to.

The project will employ a Project Director who will ensure both fiscal and grant administration compliance. A certified teacher will be hired as an Education Coordinator to oversee the educational initiatives and ensure consistency and success of each Center in the District. The program will also employ two site coordinators, one each for the Fayette and Valley Elementary locations.

Each location will have a combination of part-time staff and volunteers who will provide the instruction, homework help, and services of the program. The program could employ school staff as certified summer school teachers or for providing tutoring for remedial education after school. Para-educators will be hired to work as homework assistants and for leading enrichment activities. Many community members, business people, parents, and youth may lead enrichment activities as well after completing extensive background checks and center trainings. All staff will be recruited through existing community partnerships, online job boards, university career placement departments, newspaper advertising, and word of mouth. Staff will be interviewed by members of the Advisory Board and screened before being hired.

Upper Iowa University and Northeast Iowa Community College will be utilized for connections to students majoring in Education and who may be interested in a paid or volunteer position with the TCLC. Staff will be offered competitive wages in an attempt to attract and retain quality staff. It is the intention of the project to hire quality staff that enjoy their work and wish to stay with the program over the long-term. This will reduce the costs and learning curve of employee turnover. Retention will be successful due to the competitive proposed pay, dedication to valuable professional development and training, as well as the positive climate and student-centered philosophy present in the school.

Once hired, staff will be provided with program training as well as required professional development trainings. Keystone Area Education Agency will be utilized for trainings in addition to bi-monthly All-Staff meetings. As with the current TCLC Center in West Union, the North Fayette Valley District has agreed to share presentations and costs for professional development opportunities to ensure all students receive programming which extends and supports the school day.

The TCLC teams will be involved in decision making and staff meetings will be held to keep communication open for input and feedback. The Project Director and Elementary Principal through regular observation, feedback, and review of program objectives will continually monitor staff performance. The North Fayette Valley School Curriculum Director will work closely with the Education Coordinator and Site Coordinators in a supportive role to review approaches and strategies and provide development opportunities.

Northeast Iowa is home to many retired educators, many of whom will be utilized for various aspects of the TCLC. These educators have agreed to provide homework help, act as members of the Advisory Board, lead enrichment activities, and provide project evaluation. Furthermore, the retired educators group will be engaged in on-campus mentoring activities to support youth education, access field trips and off-campus learning and reinforce the Character Counts! Curriculum.

Once the program begins, whether it is the after school or summer school program, the process to ensure student safety is as follows:

1. Attendance
2. Students remain under supervision the entire length of their stay
3. Staff will never be alone in a space with a student
4. Students' parent/guardian must sign their child out before he/she may leave unless traveling by activity school bus.

The TCLC programs will be held in the Fayette and Valley Elementary locations which comply with state and federal safety codes. Each room has access to a telephone with intercom capabilities in case of emergency. First-aid supplies are available in each room. The school is handicap accessible with availability to classrooms, computer labs, gymnasiums, cafeterias, and restrooms ensuring safe facilities that are accessible to all students and families.

Monies have been budgeted to ensure access for all students, including those with disabilities. Since the center will be held in the existing elementary schools, there should be few physical barriers for the students. However, we may need additional staff or materials to meet student needs. The Project Coordinator will work closely with teachers and support staff to ensure transportation and accessibility needs are met.

5.2 Student Transportation

The TCLC will be offered in the elementary buildings and transportation will not be provided to or from the location. Upon registration for the after school program, parents/guardians will give specific written instructions as to how their student is permitted to travel home. A document is provided for parents to fill in whether their child may be picked up or ride home (designating specific people, if other than parent, who may pick up the child). If there is any deviation from this plan, a student must present written permission or telephone call from a parent to the after school staff.

Transportation will be provided for experiential learning activities including trips to the local library, historical sites, museums, parks, nursing home and assisted living facilities and other locations in which community partnership activities are held. The cost to use a school bus is \$3.25 per mile plus the cost of the driver. The monies budgeted for transportation is for travel to and from experiential learning activities that are not within walking distance.

5.3 TCLC Advisory Board and Program Leadership

The TCLC involves a diverse range of partners in our community. These members include The North Fayette Valley School District, Helping Services for Northeast Iowa, the North Fayette Valley Community Coalition, Keystone Area Education Agency, Fayette County ISU Extension, Fayette County Conservation, Northeast Iowa Food and Fitness, Palmer Lutheran Health Center, Upper Iowa University, West Union Park and Recreation, parents, business owners, community members, youth, librarians, evaluators and more.

These community partners will be invited to participate in the TCLC Advisory Board which will meet at least six times a year during the school year. The Board will include members from all TCLC communities, for a minimum of 8 members and will be recruited by the Project Director from known supporters, community contacts, and interested parties. The TCLC Advisory Board will provide counsel using data driven decision making in the development and implementation of the program. Data will include staff reports, surveys, discussions, evaluations, achievement data, and program proposals. The Advisory Board members will be in contact with the Project Director and TCLC staff to continually provide support in making decisions and evaluation of the mission, vision, and goals of the program.

5.4 Continuous program improvement and sustainability of the program

The TCLC has a strong plan to evaluate and monitor implementation of activities. A budget has been set aside to employ an evaluator who will monitor and gather all quantitative and qualitative data needed to evaluate the program. The results of the evaluation will be used to improve and strengthen the program through process assessment including input from students and parents and counts of service contacts. Input from students and parents can be used to assess the level of customer support and satisfaction. Surveys and focus groups will be used for gathering this data. With review from Staff, the TCLC Advisory Board, and the NFV Curriculum Director, changes will be made if any area of the program is not performing as intended.

The committed partners in the MOU and letters of support will assist the TCLC in developing a sustainability plan that will be effective and ensures that the project will continue beyond the grant funding period. The NFV School District, Helping Services for Northeast Iowa and the North Fayette Valley Community Coalition are strong advocates for sustaining an after school program for youth. It is understood why adult-child relationships are so important when striving for improved student achievement. Currently, the North Fayette Valley Community Coalition and Helping Services have a strong network for fundraising efforts. To sustain programs, these networks will continue to be engaged and ask for the time, resources, and money that are needed to continue programs. The Project Director will also be responsible for continued outreach, meeting with potential donors, writing supplemental grants, and informing businesses and organizations about the TCLC and needs of the program.

The policies and procedures established by the Advisory Board at the start of the West Union TCLC will be adopted for the Fayette and Valley locations and then reviewed annually. The priority will be safe students and policies and trainings will be an important piece of ensuring that safety.

COMMUNICATION PLAN

The TCLC will have weekly communications with school staff regarding students' homework and successes. The Project Director will work regularly with community partners to develop project calendars and then use this information to communicate enrichment activities with parents. Communications will utilize newsletters, press releases, flyers, calendars, and electronic communications including information websites and email and be sent to stakeholders at least monthly. Annually, conferences will be held with parents to communicate student progress and involvement. These conferences will be held mid-year. Additional reports and communications will be provided in the fall and spring for parent/teacher conferences.

To further recruit volunteers and supporters of the program, the Project Director will attend group meetings such as Fayette County Interagency, North Fayette Valley Ministerial Association, Board of Health, School Board, and community organization meetings (Lions, Rotary, Chamber, Business Professionals) regularly. At these meetings, the Director will provide an overview of the program, sharing activities and events that volunteers can become a part of. This will also be used to recruit more students.

A marketing campaign will target all parents in the North Fayette Valley District and encourage the completion of free and reduced lunch forms. Education will need to be done to address the stigma surrounding the program and the subcontracted evaluator has agreed to lead this. Families will be assured of the highest levels of confidentiality in this process.

The TCLC will have a detailed plan to make evaluation results public. These reports will be in a form and language that is easily understood and focuses on strengths and areas for growth and building community support. An annual report will be developed each year by the Project Director and will include a thorough evaluation for each of the three project goals. The evaluator will present the data surrounding the project throughout the year to community groups and organizations.

Reports will have graphs with quantitative results. Percentages will be used whenever possible. Qualitative results will use understandable terms and percentages. The NFV School website and the Helping Services for Northeast Iowa website will post evaluation results for communication and sustainability. Public service announcements will be broadcasted on partner radio and TV stations. Interview and surveys will be held annually to gather more in-depth information for additional data. The TCLC will provide information, expertise, and foster relationships between students, parents, community partners and school.

The committed partners in the MOU and letters of support will assist the TCLC in developing a communications plan using the goals highlighted at right. For this plan, the audience sectors will be defined and may include youth, parents of youth, school staff, community organization contacts, faith-based organizations, youth clubs, retired educators, and grandparents, education majors at local colleges and universities, and health care providers. These sectors will then be analyzed for what they need to hear about the project, the best venue to share this information, and the materials needed to communicate the message.

Quarterly, informal gatherings will be hosted by the TCLC to encourage parent involvement and communication. These will be used to share information on the events, goals, and programs of the Center. Parents and volunteers will also be encouraged to share items that need addressing.

Communications Planning Matrix Goals	
Overall	To increase knowledge and visibility of the Tigerhawk CLC to enhance participation by students, parents, school staff and community partners to improve educational outcomes for all NFV elementary students.
Communications	Communications will assist Tigerhawk CLC in building relationships among community members and organizations through information sharing, public education, and awareness building. Communications will also encourage public involvement and foster sustainability and cultural competency.

PARTNERSHIPS

7.1 Organizational and Programmatic Partnerships

Helping Services for Northeast Iowa, a non-profit community based organization, and the North Fayette and Valley School Districts (collectively known as North Fayette Valley) have entered into a partnership agreement to provide the TCLC as described in section 5.1.

Helping Services for Northeast Iowa is an agency working to end domestic violence and child abuse; build healthy families, friendships and relationships; and reinforce positive decision-making about alcohol, tobacco and other drug use.

North Fayette Valley Schools agree to include programs in the CSIP, integrate programming into the school culture and ensure project work remains aligned with school initiatives. NFV will nominate students for participation in the program, assist in the communication between parents, teachers, and students, provide a teacher to serve on the Advisory Board, provide safe and accessible space for the TCLC and ensure confidentiality of participants.

The North Fayette Valley Community Coalition (NFVCC) is a community-based coalition with the mission “to promote and support the health and well-being of youth in the North Fayette Valley community.” The program encompasses NFV Mentoring, North Fayette Valley SODA, the Youth Center, and the Youth Center Parent Committee. The NFVCC will provide staff time and expertise to present information on NFVCC activities and events, partner to host family literacy events, work with students interested in being a part of Students OK without Drugs and Alcohol (SODA), provide trainings on topics pertaining to the needs of parents and students, provide access for meetings and events at the Youth Center, partner on fundraising opportunities, and provide financial support for those events that align with the NFVCC mission.

Iowa State University Extension and Outreach will create and support an afterschool 4-H Club, provide staff time and lessons, provide access to 4-H and Extension check-out kits and curriculum, support periodic family events and activities, provide parenting resources, volunteer as part of the Advisory Group, provide expertise and access to contracted staff for program assessment, best practices for the management of volunteer staff and professional development.

Palmer Lutheran Health Center will provide health-related programs, including speakers, supplies, materials, and programs.

Valley Recreation Board will offer physical activities including basketball, wrestling, softball and baseball, host registration events at the TCLC and volunteer as part of the Advisory Group.

Kaleidoscope Kids Childcare Center will partner in providing professional development which will help align both programs with school initiatives and curriculum, share equipment and materials including technology, games, and computers, collaborate monthly to determine opportunities for collaboration, provide staff to assist with after school and summer activities, parent resources and meeting space.

Elgin Public Library will work to present book talks about popular literature, offering library card sign up, book delivery and check out, read-aloud story times, homework support in the areas of literature and writing, provide site for field trips, and programming at library as needed.

Northeast Iowa Food and Fitness Initiative will provide wellness education, help with procurement of local healthy food, work with students to design spaces and experiences for growing healthy food and staying active during the day, provide staff time and countless hours of nutrition education for students and their families.

Keystone Area Education Agency will provide professional development, consultations and advisement on educational practices, provide connections to outside partner agencies, provide services for the purpose of enhancing living and learning, and work as part of the Advisory Group.

West Union Community Library will provide space and materials that would benefit the project.

Upper Iowa University and the Teacher Education Department will provide outside evaluation of curriculum, brainstorming of approaches, insight on trends, recommendations for additional partnership opportunities, ideas for family literacy, connection with Education majors to assist in tutoring and mentoring students, provide space for meetings of locations for field trips or off-site instruction, and volunteer to be part of the Advisory Group.

KDEC Radio will provide positive media attention for the program and school, provide no cost coverage for opportunities for education and classes and volunteering opportunities, field trips and opportunities to learn about broadcasting as a career.

Fayette County Conservation Board will provide a variety of environmental education, conservation, and waste management, educational walks and or hikes, recreational field trips, cross country ski clinics, support materials and supplies, staff time to present environmental education programs.

Abbe Center for Community Mental Health will provide consultations and trainings on mental health issues for school staff, students and families, school based mental health services and serving as a member of the Advisory Board.

North Fayette Valley Ministerial Association will provide in-kind resources including speakers on a wide range of topics, volunteers for homework assistance, and contributions from combined membership easily exceeding \$10,000.

7.2 Engaging and recruiting community partners

Once confirmation of grant funding is received, the program will host an event to engage parents, teachers, and the community. With an existing Center in West Union, many parents are anxiously awaiting the start of a program at the other District Elementaries. Information will be provided about the Center and the Advisory Board will be formed. Planning for the opening of the Center will start immediately. The TCLC will host an open house at the beginning of the school year as part of the back to school open houses. This event will provide parents and students an opportunity to learn more about the Center, how it is operated, and what they can expect when attending.

Parents will be encouraged to register their children for participation in the program. Family literacy events will also be used for recruitment of new students and volunteers. We will work with local media sources to share information about the Center and put out our call to action for the community. Students will learn about the center in their classes and encouraged to participate in learning and events that support their school work. Regular communications will be sent to parents to remind them of the program and encourage family participation.

Of the total 200 parents taking the interest survey, 35 indicated they would support the program with funding, 45 through volunteering/supervising, 87 families would donate supplies, 36 families felt they cannot provide any support at this time, but have need for the program. These parents will be the cornerstone of the volunteer project and encouraged to share their experiences with others that many benefit.

EVALUATION

8.1 Evaluator

Helping Services for Northeast Iowa, the North Fayette Valley School District and the TCLC understand and value the importance of program evaluation and plan to conduct a comprehensive, rigorous evaluation of the program's effectiveness. This project has reserved no more than 4% annually for the evaluation process and will contract with licensed school guidance counselor who has agreed to lead the evaluation process. This evaluator currently works in private practice and has over 40 years' experience working with youth and families. He has also worked extensively with data input and data analysis with the responsibility of data collection and Iowa Department of Education reporting for the entire North Fayette School District. His understanding of the needs of at-risk youth and families coupled with his knowledge of data sources and analysis will be instrumental in the planning and evaluation processes of the TCLC.

This evaluator will work with the School and Project Director to collect all data and analyze the progress towards stated academic, enrichment, and family literacy goals. All project data will also be analyzed for progress on NFV CSIP goals. The evaluator will also present data results to community groups and organizations such as the Lions, School Boards, and Rotary. His connections in the community and reputation as a supporter of children will enhance his relationship with youth, families, and our community.

Project Evaluator Contact Information:

Steven C. Fate, MS in ED
201 Highway 150 South, West Union, Iowa 52175
Phone: 563-380-4629
Email: stevefatellc@mchsi.com

8.2 Evaluation Plan

The results of the evaluation will be used to improve and strengthen the program through process assessment including input from students and parents and counts of service contacts. Input from students and parents can be used to assess the level of customer support and satisfaction. Surveys and focus groups will be used for this data.

Evaluation will work to determine the relationship between student attendance at the TCLC and academic achievement. We will also work to determine each child's strengths, interests and goals and their progress toward achieving those goals and trying new things.

Goals	Data Points	Data Source
<u>Academic Goal:</u> By June 2018, 70% students enrolled in TCLC will demonstrate proficiency in reading and mathematics.	Iowa Assessments scores in reading and math, FAST assessments, MAPS, student attendance during the school day and in TCLC	Ed Insight for Iowa Assessments, NWEA for MAPS testing data, Iowa Tier for FAST assessments, and student attendance data
<u>Enrichment Goal:</u> By June of 2018 75% of students will have discovered new interests and acquired the knowledge and skills necessary to make safe and healthy choices.	Age appropriate interest inventories, students goals and documented goal achievements	Student surveys, qualitative data from focus groups and Iowa Youth Survey
<u>Family Literacy Goal:</u> By June 2018, 100% of families will be	Parent attendance at TCLC activities and school events	Qualitative surveys, focus groups, TCLC conference attendance,

active supporters of their child's educational growth and increase their own literacy and employment skills.		
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In addition to those data points that will measure the TCLC goals, we will also analyze those goals required as part of the Iowa After School Report:

Evaluation measures for Academic Achievement:

- Turning in homework on time
- Completing homework to teacher satisfaction
- Academic performance
- Students class attendance and motivation to learn

Evaluation measures for Participation:

- Participation in class
- Volunteering in class
- Attending classes regularly
- Being attentive in class

Evaluation measures for Student Behavior:

- Behaving in class
- Getting along well with others

The evaluation plan will use the following required criteria/scale:

- Student did not warrant an improvement in behavior
- Student showed a decline in behavior
- Student did not show a change in behavior
- Student showed improvement in behavior

TCLC Planning and Evaluation Timeline

<input type="checkbox"/> Task	<input type="checkbox"/> Timeline
<input type="checkbox"/> Notification of grant award, order supplies, hire staff	<input type="checkbox"/> Months 1-2
<input type="checkbox"/> Extensive planning with TCLC Advisory Board	<input type="checkbox"/> Months 1 – 12
<input type="checkbox"/> Project staff will be assigned and offices arranged	<input type="checkbox"/> Months 1 – 3
<input type="checkbox"/> Establish partner services in schools	<input type="checkbox"/> Months 1 – 4
<input type="checkbox"/> Establish Advisory Board meeting and planning schedule	<input type="checkbox"/> Months 1 – 3
<input type="checkbox"/> Family Literacy and Recruitment Events	<input type="checkbox"/> Months 3,6,9,12,15,18,21,24,27,30,33,36
<input type="checkbox"/> Informational and parent feedback events	<input type="checkbox"/> Months 2,5,8,11,14,17,20,23,26,29,31,34
<input type="checkbox"/> Training in implementation and evaluation of services	<input type="checkbox"/> Months 1 – 12
<input type="checkbox"/> Data collection for evaluation, attendance, parent involvement	<input type="checkbox"/> Months 1 – 36
<input type="checkbox"/> Data collection and pre-testing	<input type="checkbox"/> Months 1 – 6
<input type="checkbox"/> Informational flyers to parents and partners, host open house event	<input type="checkbox"/> Months 3 – 6
<input type="checkbox"/> Protocols for after school and summer programs will be developed along with detailed implementation schedules	<input type="checkbox"/> Months 3 – 4
<input type="checkbox"/> Registration and implementation of TCLC	<input type="checkbox"/> Months 3 – 36
<input type="checkbox"/> Students' status according to performance indicators will be assessed	<input type="checkbox"/> Months 6, 12, 18, 24, 30, 36
<input type="checkbox"/> Parent/Youth surveys distributed and completed	<input type="checkbox"/> Months 6,12,24,30,36
<input type="checkbox"/> Student basic skills assessed using Iowa Assessments, FAST, and MAPS	<input type="checkbox"/> Months 6,9,12,18,21,24,30,33,36
<input type="checkbox"/> Data collection, analysis and post-testing	<input type="checkbox"/> Months 6,12,18,24,30,36
<input type="checkbox"/> Annual assessment and evaluation of project	<input type="checkbox"/> Months 12,24,36

BUDGET NARRATIVE

9.1 Justification for Budget Line Items

Personnel – The TCLC will utilize the existing Project Director for the overall project as funded by Cohort 10. Through this application, an Education Coordinator will be hired as well as a part-time site coordinator for both the Fayette and Valley locations. Based on the maximum ratio of 15:1, the Valley location will require five part time after school staff, 1 summer school certified teachers and 4 summer school aides. The Fayette location will require 3 after school staff, one summer school certified teacher and 2 summer school aides. Benefits are calculated at 16% of salary.

	Year 1	Year 2	Year 3
Director of Prevention Services (Project Supervision)	\$3,000	\$3,060	\$3,121
Education Coordinator .36 FTE	\$12,375	\$12,623	\$12,875
Site Coordinator (Valley) .63 FTE	\$20,631	\$21,044	\$21,465
Site Coordinator (Fayette) .5 FTE	\$16,505	\$16,835	\$17,172
After School Staff (Valley)	\$5,157	\$5,157	\$5,157
After School Staff (Valley) 175 days x 3 hours x \$9 + 48 PD	\$5,157	\$5,157	\$5,157
After School Staff (Valley)	\$5,157	\$5,157	\$5,157
After School Staff (Valley)	\$5,157	\$5,157	\$5,157
After School Staff (Valley)	\$5,157	\$5,157	\$5,157
After School Staff (Fayette)	\$5,157	\$5,157	\$5,157
After School Staff (Fayette)	\$5,157	\$5,157	\$5,157
After School Staff (Fayette)	\$5,157	\$5,157	\$5,157
Summer School Teacher (Valley) \$25 x 5 hrs x 30 days	\$3,750	\$3,750	\$3,750
Summer School Teachers (Fayette) \$25 x 5 hrs x 30 days	\$3,750	\$3,750	\$3,750
Summer School Aid(Valley) \$9 x 30 days x 3.5 hrs	\$945	\$945	\$945
Summer School Aid(Valley)	\$945	\$945	\$945
Summer School Aid(Valley)	\$945	\$945	\$945
Summer School Aid(Valley)	\$945	\$945	\$945
Summer School Aid(Fayette)	\$945	\$945	\$945
Summer School Aid(Fayette)	\$945	\$945	\$945
Total Salary	\$106,937	\$107,988	\$109,059
Benefits @ 16%	\$17,110	\$17,278	\$17,449
Total Personnel (Valley and Fayette locations)	\$124,047	\$125,266	\$126,508

Administrative/Indirect Costs - Administration of the budget is calculated at 8% of budget. Administration will include (but is not limited to) indirect costs of human resources, marketing and communications, IT, purchasing, and management. Total personnel and administration for TCLC can be seen above.

Staff Travel will be reimbursed at the state rate of \$0.39 per mile. Budgeted miles for year one is 4,000 miles for a cost of \$1,560. It is assumed that travel to Des Moines will be required and is included. Mileage will increase to \$1,170 in years 2 and 3.

Materials include office supplies, incidental office supplies, program activity supplies, summer school lunch, snacks, background checks for staff and volunteers, technology including staff laptops and printer, rent and utilities for office space, communication including IT, phone, and postage, equipment, enrichment activities, admission cost for field trips and transportation. These costs can be seen for years 1 through 3 below:

Materials Budget	Year 1	Year 2	Year 3
500 copies / mo @ 5 cents x 12 mo	\$300	\$300	\$300
Incidental office supplies	\$260	\$260	\$260
Program Activity supls @ 85 student x 175 days	\$3,917	\$4,813	\$3,546
Summer school lunch 65 students @ \$1.10 x 30 days	\$2,145	\$2,145	\$2,145
Snacks @ 57 cents x 175 days x 85 student average	\$8,479	\$8,479	\$8,479
Background checks for staff and volunteers (12 staff & 20 volunteers) x \$15	\$480	\$360	\$360
Rent and Utilities @ \$233/mo x 12 mo	\$2,796	\$2,796	\$2,796
Communication: IT, Telephone, Postage	\$1,800	\$1,300	\$1,300
HP laptop computer @ \$900 x 2 staff and printer	\$2,300	\$0	\$0
Enrichment activities charges 2 trips x 50 students yr 1, 55 yr 2, 60 yr 3 @ \$2	\$200	\$225	\$250
Totals	\$22,677	\$20,678	\$19,436

Professional Development is budgeted at 5% of the total budget and will include all staff trainings both on and off campus. The budgeted amount for professional development will be \$8,982 in years 1 through 3. Trainings will continue to be shared with the NFV Schools, Keystone, and other partner agencies.

Student Access and Transportation will include transportation costs for those enrichment activities not on campus or within walking distance and additional funds to support the safety and access of students that may require additional staff. The budgeted amount for this item is \$2,600 for each of the three years.

Evaluation will be extension and accounts for approximately 3% of the annual budget. Expenditures for evaluation will be \$5,389 in each of the three years of the program.

9.2 Plans to Avoid Supplanting

The total annual budget of \$179,625 will serve two sites – one at the North Fayette Elementary in Fayette and the other at the Valley Elementary near Elgin. These locations will best serve the needs of the majority of families and provide safe and accessible locations for all students. It is anticipated that the TCLC will serve approximately 122 students each year in the after school and summer school program.

The programs at the Fayette and Valley Elementaries will be offered in addition to the TCLC program at the West Union Elementary which was funded by Cohort 10. While the cost of the Project Director and Education Coordinator will be shared between all three sites, the staff, supplies, and materials will be specific to each location to ensure they are paid for and applied to the correct funding source.

These activities will be provided in addition to any services currently funded by the North Fayette Valley Schools and Helping Services for Northeast Iowa such as after school teacher tutoring, summer reading programs to develop grade-appropriate proficiency levels, or community mentoring programs. They are intended to supplement, not supplant, the programs and funding already being received. All efforts will be made to collaborate with existing programs but avoid duplication of services.

Memorandum of Understanding

Helping Services for Northeast Iowa, Inc. and North Fayette Valley Schools



This agreement is entered into effective July 1, 2016 through June 30, 2019 between Helping Services for Northeast Iowa's TigerHawk Connections Learning Center (TCLC) and the North Fayette Valley Schools.

North Fayette Valley Schools agree to:

- a) Ensure that the before and after school programs are included in the CSIP (Comprehensive School Improvement Plan), aligned with school initiatives, and integrated into the school culture.
- b) Identify and nominate students for participation based on need.
- c) Communicate with teachers, school staff and families to gain buy-in and support.
- d) Assist with staff recruitment and support for the TCLC.
- e) Assign a school leader(s) to serve on the 21st Century Advisory Council and serve as a liaison/advisor to the program on academic and positive behavior supports.
- f) Attend staff orientation and special events.
- g) Ensure that utilities, rooms, and adequate space (playground, gym, cafeteria, classrooms, computer labs, library, office and storage) are available for program implementation.
- h) Partner in appropriate data collection to meet the necessary reporting, compliance, and evaluation needs.
- i) Provide contracted services for transportation and bussing of participating students.
- j) Communicate academic, behavior, and social-emotional needs/challenges with the Helping Services program.
- k) Ensure confidentiality of all program participants.

Helping Services for Northeast Iowa agrees to:

- a) Write the 21st Century Community Learning Center grant application and continuation proposals.
- b) Monitor the program for grant compliance.
- c) Partner to provide training on district policies/procedures, best practices, youth development, positive behavior management, district curriculums, cultural competency, and meeting the needs of under-served and at-risk youth and families.
- d) Hire and supervise Program Director, Site Coordinators, Site Team Staff, volunteers, and community partners.
- e) Implement after school and summer school programs that are in alignment with CSIP, District and School initiatives, and integrated into the school culture to include homework help, enrichment and wellness.
- f) Serve on appropriate 21st Century and School committees, Advisory Council, and Site Council.
- g) Maintain grant records for fiscal accountability and grant reporting.
- h) Complete all evaluation reports.
- i) Use Student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy or student data.
- j) Provide all materials and supplies needed to carry out these programs.
- k) Provide family engagement activities such as literacy and math nights and family field trips.
- l) Ensure confidentiality of all program participants.
- m) Provide a daily, nutritious snack for students attending TCLC.

Carson Eggland, Executive Director
12/8/15

Carson Eggland, Executive Director
Helping Services for Northeast Iowa, Inc.

Duane Willhite, Superintendent
12-7-15

Duane Willhite, Superintendent
North Fayette Valley School District



North Fayette Valley Community Coalition

NFVCC East: 505 Larrabee Street, Clermont, Iowa

NFVCC West: 107 ½ West Elm Street, West Union, Iowa

Mailing Address: PO Box 234, Elgin, Iowa 52141

Phone: 563-423-5150

Email: nfvcommunitycoalition@gmail.com

Memorandum of Understanding

The North Fayette Valley Community Coalition (NFVCC) is friends and neighbors working together to reduce the abuse of alcohol and drugs in the NFV community. The NFVCC is a strong and vibrant coalition that offers education to parents, community members, and youth. The NFVCC provides alternatives to substance abuse such as the Youth Center, substance free activities and events, youth-led support groups like Students OK without Drugs and Alcohol (SODA) and the NFV Mentoring program. The NFVCC provides opportunities for parents and community members to get involved in creating a substance-free community. The Coalition employs five part-time staff and work with a variety of volunteers, donors, and partner organizations.

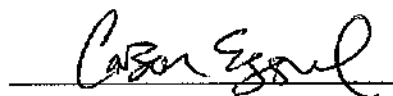
Through Helping Services for Northeast Iowa's TigerHawk Connections Learning Center, the NFVCC will:

- Provide information to students and families about mentoring opportunities and recruit for new mentors and mentees.
- Provide staff time and expertise to present information and education surrounding the NFVCC programs, opportunities, events, and activities.
- Provide meetings and connections to the Students OK without Drugs and Alcohol (SODA) group as well as opportunities to participate in SODA-sponsored events and activities.
- Work with students to encourage involvement in SODA groups and substance free activities.
- Connect with parents to provide supports and information regarding substance free activities and link them to other parents to keep youth safe.
- Provide trainings on a variety of topics pertaining to needs of parents and mentors.
- Provide financial support for activities and events that complement the mission of the North Fayette Community Coalition mission "to promote and support the health and well-being of youth in the North Fayette Valley community."
- Partner on fundraising opportunities and events and share best practices for fundraising.
- Encourage student participation in the safe and fun Youth Center events.

We encourage you to award the 21st Century Grant to the North Fayette Fayette Valley program partners. We look forward to the opportunity to connect more of our students with safe and alternative programming that they may not be otherwise able to attend. Through these partnerships and collaborations, we can provide the supports that our families and children need to stay healthy and safe. Thank you for your consideration.

Sincerely,

 12/3/2015
Allen Knox, Steering Team Chairperson Date
North Fayette Valley Community Coalition

 12/8/15
Carson Eggland, Executive Director Date
Helping Services for Northeast Iowa, Inc.

December 3, 2015

To Whom It May Concern:

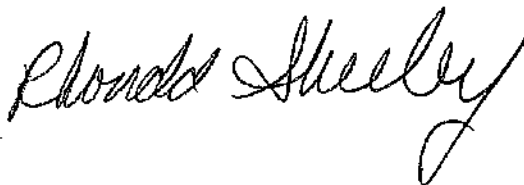
On behalf of Keystone Area Education Agency, it is my pleasure to provide you with this letter of support and commitment in regard to the North Fayette-Valley 21st Century Community Learning Center Project, which will be used to support and enhance the learning of students at North Fayette-Valley elementary schools.

Through the North Fayette-Valley 21st Century Community Learning Center Project, Keystone AEA will work with North Fayette-Valley schools and Helping Services for Northeast Iowa by supporting staff working with this after-school program. Keystone AEA routinely provides professional development for teachers and administrators, and routinely consults and advises educators who work with students within the borders of the agency. This support would be extended to leaders of the North Fayette-Valley 21st Century Community Learning Center Project. Keystone is also willing to be included in the advisory group, if that is a need that the districts have for this project.

From our organization's perspective, we believe this partnership will help students and families in the North Fayette-Valley School schools by enhancing the learning for students in the two districts. The services that Keystone currently provides are for the purpose of enhancing living and learning for all students. By consulting with the North Fayette-Valley schools on this project, we can help connect this program with multiple outside agencies that could provide direct assistance with the program.

We are happy to provide support for a program we know will greatly benefit North Fayette-Valley students and their families by connecting them with programs, support, activities, education, and events they may not otherwise have the opportunity to participate in. We appreciate your consideration of this worthwhile and important program.

Sincerely,



Rhonda Sheeley
Director of Instructional Services
Keystone Area Education Agency

RS/sjc

IOWA STATE UNIVERSITY

Extension and Outreach

Fayette County Extension Office
218 South Main Street
P. O. Box 700
Fayette, IA 52142
Phone: 563-425-3331
FAX: 563-425-3339

December 2, 2015

To Whom It May Concern:

On behalf of Iowa State University Extension and Outreach-Fayette County, it is my pleasure to provide you with this letter of support and commitment in regard to the North Fayette Valley 21st Century Community Learning Center project which will be used to support and enhance the learning of students at North Fayette Valley Elementary Schools in the communities of Elgin and Fayette.

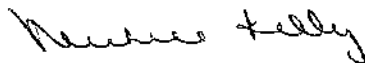
Through the North Fayette Valley 21st Century Community Learning Center Project, Iowa State University Extension and Outreach-Fayette County will work with North Fayette Valley Schools and Helping Services for Northeast Iowa through:

- Providing various educational opportunities using research based curriculum, including but not limited to "Growing in the Garden," "Where we Live," and "Ricochet" by providing materials to be used in an afterschool setting, with the same youth meeting a minimum of 6 hours.
- Participating youth will be given the opportunity to participate in county wide sponsored events and the Fayette County Fair.
- Provide access to 4-H and Extension based check-out kits and additional curriculum
- Serve as a representative/member of the Advisory Group
- Support periodic family events with activities and/or parenting resources
- Access to professional development opportunities for program staff and volunteers

The approximate value of these services is \$2000. From our organization's perspective, we believe this partnership will help students and families in the North Fayette Valley School District communities of Elgin and Fayette learn lifelong skills, learn about STEM, leadership, citizenship, communication and the arts in a safe environment with a caring adult as they work to become productive citizens, outstanding communicators, effective leaders and successful learners.

We are happy to provide support for a program we know will greatly benefit North Fayette Valley students and their families by connecting them with programs, support, activities, education, and events they may not otherwise have the opportunity to participate in. We appreciate your consideration of this worthwhile and important program.

Sincerely,



Michele Kelly
Fayette County Youth Coordinator



UPPER IOWA UNIVERSITY
Established in 1857®

December 7, 2015

To Whom It May Concern:

On behalf of Upper Iowa University's Teacher Education Department, it is my pleasure to provide you with this letter of support and commitment in regard to the North Fayette Valley 21st Century Community Learning Center project which will be used to support and enhance the learning of students at North Fayette Valley Elementary Schools. Through the North Fayette Valley 21st Century Community Learning Center Project, the Teacher Education Department will work with North Fayette Valley Schools and Helping Services for Northeast Iowa through:

- Outside evaluation of curriculum, brainstorming of approaches, insight on trends
- Recommendations for additional partnership opportunities as they arise
- Ideas for family literacy
- Connection with Education majors to assist in tutoring and mentoring students from NFV
- Provide space for meetings or locations for field trips or off-site instruction
- Volunteer to be a part of the Advisory Group

The approximate value of these services is \$50/hour for professors and \$18/hour for Education majors. From our organization's perspective, we believe this partnership will help students and families in the North Fayette Valley School District by building a stronger relationship between these community organizations. The partnership will also help NFV students and parents plan for the future. When NFV students have opportunities to work with Education majors and visit Upper Iowa's campus for events, NFV students will see college as an opportunity.

We are happy to provide support for a program we know will greatly benefit North Fayette Valley students and their families by connecting them with programs, support, activities, education, and events they may not otherwise have the opportunity to participate in. We appreciate your consideration of this worthwhile and important program.

Sincerely,

Dr. Billie Jo Cowley
Associate Professor of Education
Chair, Teacher Education Department
Upper Iowa University



December 3, 2015

To Whom It May Concern:

On behalf of the North Fayette Valley Mentoring Program, it is my pleasure to provide you this letter of support and commitment in regard to the North Fayette Valley 21st Century Community Learning Project, which will be used to support and enhance the learning of students at the North Fayette Valley Elementary Schools.

Through the North Fayette Valley 21st Century Community Learning Project, the North Fayette Valley Mentoring Program will work with the North Fayette Valley Schools and Helping Services for Northeast Iowa by:

- Encouraging mentors to utilize the center as a safe meeting place with their mentees to explore new interests and discuss safe and healthy choices;
- Encouraging mentor and mentee matches to share their interests and skills with others at the learning center; and
- Making North Fayette Valley Mentoring stakeholders aware of opportunities to get involved at the learning center.

From our organization's perspective, we believe this partnership will help students and families in the North Fayette Valley School District by making opportunities available to youth to explore new interests and by creating an environment for youth to have conversations with caring adults about the benefits of making safe and healthy choices. These are shared values by our organization. Our mentors who will support this learning center are trained to have conversations with youth about alcohol, tobacco and other drugs as well as developing social and life skills through new experiences. We are happy to provide support for a program we know will greatly benefit North Fayette Valley students and their families by connecting them with programs, support, activities, education and events they may not otherwise have the opportunity to participate in. We appreciate your consideration of this worthwhile and important program.

Sincerely,

Karen Hertges
North Fayette Valley Mentoring Program, Steering Committee Member



To Whom It May Concern:

On behalf of Luther College and the Northeast Iowa Food and Fitness Initiative, I am privileged to write this letter of support for the North Fayette Valley Community School District's application to the 21st Century Learning Center Grant.

Northeast Iowa Food and Fitness Initiative (FFI) is committed to helping create school environments that place wellness at the heart of school culture. As part of our initiative, we have partnered with North Fayette Valley CSD to support an AmeriCorps service volunteer who provides wellness education, helps with the procurement of local healthy food and works with students to design spaces and experiences for growing healthy food and staying active during the school day. Our programs provide countless hours of nutrition education for students of all ages and offer participants the skills need to build and maintain a healthy future. This year, the AmeriCorps service member has worked directly with the TigerHawks Connections Learning Center providing after-school programming on healthy living, expanding and building on topics covered during the school day.

North Fayette Valley is a recognized leader in the region building a healthy learning environment for their students. The additional support provided by this grant allows more hands-on experiences not afforded by the confines of a typical school day. Students learn and participate in valuable life skills on a regular on-going basis, which includes learning self-sufficiency through cooking and gardening. Students are involved in growing, harvesting and preparing local healthy food within the context of the after-school program. In addition, they participate in lifelong activities, games and endeavors that keep them physically active throughout their lifetime. FFI has helped provided similar programming for the Allamakee and Oelwein Community Schools after-school programs which continue to grow in popularity and is highly valued by these communities.

Sincerely,

Emily Neal, Assistant Director, Luther College Center for Sustainable Communities
Coordinator of School Outreach, Northeast Iowa Food and Fitness.
nealem01@luther.edu
563-387-2138

Palmer Lutheran Health Center

www.PalmerLutheran.org

December 1, 2015

To Whom It May Concern:

On behalf of Gundersen Health System: Palmer Lutheran Health Center, it is my pleasure to provide you with this letter of support and commitment in regard to the North Fayette Valley 21st Century Community Learning Center project which will be used to support and enhance the learning of students at North Fayette Valley Elementary Schools.

Through the North Fayette Valley 21st Century Community Learning Center Project, Gundersen Palmer Lutheran Health Center will work with North Fayette Valley Schools and Helping Services for Northeast Iowa by partnering on health-related programs, including speakers, supplies/materials, and programs. In addition, Gundersen PLHC can assist as a local resource and support families and students by offering various education and additional programs as needed.

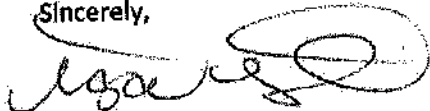
Whatever capacity we are able to help, we will be more than happy to assist as we already have a wonderful partnership with our local schools and organizations supporting their mission and goals within our community.

We are currently working on programming for the Tigerhawk Connections; providing financial assistance; and volunteering staff time to assist with the program. In addition, a Gundersen PLHC staff member sits on the NFV Community Coalition Advisory Board and the NFV Youth Center Advisory Board enhancing projects and the program.

From our organization's perspective, we believe this partnership will help students and families in the North Fayette Valley School District by providing valuable resources and support to parent and students in the school district. From health and fitness to homework help and parenting skills, this project will assist each and every family in our district.

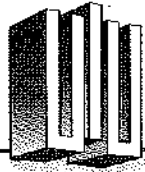
We are happy to provide support for a program we know will greatly benefit North Fayette Valley students and their families by connecting them with programs, support, activities, education, and events they may not otherwise have the opportunity to participate in. We appreciate your consideration of this worthwhile and important program.

Sincerely,



Tanya Tysland
CEO
Gundersen Palmer Lutheran Health Center

www.palmerlutheran.org
112 Jefferson Street
West Union, IA 52175
(563) 422-3811



UPPER IOWA UNIVERSITY

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December 3, 2015

To Whom It May Concern,

I am writing this letter to support the North Fayette Valley 21st Century Community Learning Center Project, which will be used to support and enhance the learning of students at North Fayette Valley Elementary Schools. The School of Education at Upper Iowa University is pleased to be a part of helping make this opportunity available to the children of the school district and looks forward to continuing to collaborate with the school district and the other partners to enhance the learning opportunities for children.

Through the North Fayette Valley 21st Century Community Learning Center Project, the School of Education at Upper Iowa University will work with North Fayette Valley Schools and Helping Services for Northeast Iowa through:

- Actively participating in the project Advisory Committee.
- Provide pre-service educators to work with students in program activities (homework help, mentoring, other aspects of the program).
- Provide space for meetings or locations for field trips or off-site instruction.

The School of Education at Upper Iowa University is committed to establishing collaborative programs with area communities and school districts. This collaboration helps build relationships that provide a foundation for both Upper Iowa University and the North Fayette Valley Schools to meet their goals. ALL students, whether at the K-12 level or within higher education, will advance their learning and skill development through the North Fayette Valley 21st Century Community Learning Center Project.

The School of Education at Upper Iowa University appreciates your consideration of funding for this worthwhile and important program.

Sincerely,

Sue Burrack
Assistant Professor
School of Education
Upper Iowa University

Fayette Campus

605 Washington Street • P.O. Box 1857 • Fayette, IA 52142 • 563-425-5200

November 16, 2015

To Whom It May Concern:

I am writing this letter in support and commitment of the North Fayette Valley 21st Century Community Learning Center Project. After serving as a school counselor in this district for the past 23 years, I see the value and importance of involving our community in the education of the "whole child."

I want to be a supportive and integral part of this project and assist it in any way I can. I will do this by collaborating with the NFV 21CLCC staff on interventions and by helping them with obtaining supplies and materials. I can also use my creativity to help them plan activities.

I look forward to watching this grant opportunity impact our community in a positive way and change the lives of the youth in this school district. Thank you for your consideration of this application.

Sincerely,

A handwritten signature in cursive script that reads "Kelly Luzum".

Kelly Luzum
K-8 School Counselor
Valley Elementary
NFV Middle School

11/17/2015

To Whom it May Concern:

I am writing this letter in support and commitment of the North Fayette Valley 21st Century Community Learning Center Project. As a Middle School Reading Language Arts Educator , I recognize the importance of involving our communities in every child's education and want to be part of a project that will be used to support and enhance the learning of students at North Fayette Valley Elementary Schools. I will do this by:

collaborating with NFV 21CCLC staff on interventions or homework support

volunteering time to assist students with homework, activities, and/or events at the Center(s)
 2 hours monthly

volunteering to chaperone field trips

providing supplies or materials

sharing a talent/leading an activity (sewing, piano lessons, arts & crafts, etc)

Sincerely,

Shirleen Reinhardt

Date: 12/2/15

To Whom it May Concern:

I am writing this letter in support and commitment of the North Fayette Valley 21st Century Community Learning Center Project. As a Special Education Teacher, I recognize the importance of involving our communities in every child's education and want to be part of a project that will be used to support and enhance the learning of students at North Fayette Valley Elementary Schools. I will do this by:

collaborating with NFV 21CCLC staff on interventions or homework support

volunteering time to assist students with homework, activities, and/or events at the Center(s)

_____ hours weekly

3 hours monthly

_____ becoming a member of the 21st Century Community Learning Center Advisory Group

_____ volunteering to chaperone field trips

_____ providing funding and financial support

_____ providing supplies or materials

_____ sharing a talent/leading an activity (sewing, piano lessons, arts & crafts, etc)

_____ other:

Based on my responses above, I will commit to this project ideas for the 21CCLC staff on interventions or homework support and volunteering time to assist students with homework, activities, and/or events at the Center(s).

Sincerely,

Brittinae Dralle



December 3, 2015

To Whom it May Concern:

I am writing this letter in support and commitment of the North Fayette Valley 21st Century Community Learning Center Project. As a former 4th grade and current 6th grade teacher I recognize the importance of involving our communities in every child's education and I want to be part of a project that will be used to support and enhance the learning of students at North Fayette and Valley Elementary Schools. I will do this by collaborating with NFV 21CCLC staff on interventions or homework support, becoming a member of the 21st Century Community Learning Center Advisory Group, and/or sharing a talent/leading an activity. I will commit to this project for the enrichment of the North Fayette and Valley Elementary students.

Sincerely,

A handwritten signature in cursive script that reads "Sharon Rich". The signature is written in black ink and is positioned below the word "Sincerely,".

Mrs.SharonRich
NFVMS Educator
23493 Canoe Rd.
Elgin, IA 52141



Abbe Center for Community Mental Health

520 Eleventh Street N.W., Cedar Rapids, Iowa 52405

Phone (319) 398-3562 Fax (319) 398-3501

December 3, 2015

To Whom It May Concern:

On behalf of Abbe Center for Community Mental Health, it is my pleasure to provide you with this letter of support in regard to the North Fayette Valley 21st Century Community Learning Center project which will be used to support and enhance the learning of students at North Fayette Valley Elementary Schools.

Through the North Fayette Valley 21st Century Community Learning Center Project, the Abbe Center for Community Mental Health would work with North Fayette Valley Schools and Helping Services for Northeast Iowa. Abbe Center would be interested in providing consultation/trainings on mental health issues for school staff, students, and families. Abbe Center would also be interested in providing school based mental health services and/or serving as a member of the Advisory Board. From our organization's perspective, we believe this partnership will help students and families in the North Fayette Valley School District by providing education about mental health issues and the provision of mental health services. We are happy to provide support for a program we know will greatly benefit North Fayette Valley students and their families by connecting them with programs, support, activities, education and events they may not otherwise have the opportunity to participate in. We appreciate your consideration of this worthwhile and important program.

Sincerely,

Kathy Koehn RN, LMSW

Associate Executive Director

Abbe Center for Community Mental Health

Valley Recreation Board
PO Box 115 Elgin, IA 52141

December 1, 2015

To Whom It May Concern:

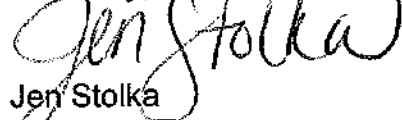
On behalf of the Valley Recreation Board, it is my pleasure to provide you with this letter of support and commitment in regards to the Fayette and Valley 21st Century Community Learning Center project which will be used to support and enhance the learning of students in the North Fayette Valley Elementary Schools.

Through the North Fayette Valley 21st Century Community Learning Center Project, the Valley Recreation Board, will work with the North Fayette Valley Schools and Helping Services for Northeast Iowa through:

- Offer activities including basketball, wrestling, softball, and baseball practice after school
- Hold Valley Recreation registration times during the after school program
- Volunteer to be a part of the Advisory Group

The approximate value of these services is \$1500. From our organization's perspective, we believe this partnership will help students and families in the North Fayette Valley School District by providing access to physical activity programs where youth can learn about the sport, build on their character and be a part of a team. We are happy to provide support for a program we know will greatly benefit North Fayette Valley students and their families by connecting youth and families with programs, resources, activities, education and events they may not otherwise have the opportunity to participate in. We appreciate your consideration of this worthwhile and important program.

Sincerely,



Jen Stolka
Secretary/Treasurer
Valley Recreation Board

December 1, 2015

Jason Nefzger

90 Sandy Lane

Clermont, IA 52135

To Whom it May Concern:

I am writing this letter in support and commitment of the North Fayette Valley 21st Century Community Learning Center Project. As a parent, I recognize the importance of involving our communities in every child's education and want to be part of a project that will be used to support and enhance the learning of students at North Fayette Valley Elementary Schools. I will do this by:

volunteering time to assist students with homework, activities, and/or events at the Center(s)

_____ hours weekly

1 hour monthly

becoming a member of the 21st Century Community Learning Center Advisory Group

providing healthy snacks

volunteering to chaperone field trips

providing funding and financial support

providing supplies or materials

sharing a talent/leading an activity

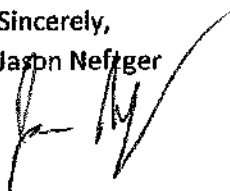
other: _____

Based on my responses above, I will commit to this project by contributing to snacks as needed in the amount of approximately \$20. I will also volunteer some time doing some exploratory Spanish lessons. I would be willing to chaperone a few trips as well.

Our family is happy to provide support for a program we know will greatly benefit North Fayette Valley students and their families by connecting them with programs, support, activities, education, and events they may not otherwise have the opportunity to participate in. We appreciate your consideration of this worthwhile and important program.

Sincerely,

Jason Nefzger



12/3/2015

To Whom it May Concern:

I am writing this letter in support and commitment of the North Fayette Valley 21st Century Community Learning Center Project. As a paraeducator , I recognize the importance of involving our communities in every child's education and want to be part of a project that will be used to support and enhance the learning of students at North Fayette Valley Elementary Schools. I will do this by:

collaborating with NFV 21CCLC staff on interventions or homework support

volunteering time to assist students with homework, activities, and/or events at the Center(s)

hours weekly

hours monthly

becoming a member of the 21st Century Community Learning Center Advisory Group

volunteering to chaperone field trips

providing funding and financial support

providing supplies or materials

sharing a talent/leading an activity (sewing, piano lessons, arts & crafts, etc)

I would happily provide mini lessons on the dangers of drugs and alcohol.

Based on my responses above, I will commit to this project.

I am happy to commit time to this project. I have seen the incredible work that has been done with the Tigerhawk Learning Center at the West Union site and am very excited that there is a possibility that the growth seen this year in those kids can happen next year at the Valley site as well.

Sincerely,

Annette Butikofer

Media Center/Guidance Aide

NFV Middle School & Valley Elementary

11-30-15

To Whom it May Concern:

I am writing this letter in support and commitment of the North Fayette Valley 21st Century Community Learning Center Project. As a teacher , I recognize the importance of involving our communities in every child's education and want to be part of a project that will be used to support and enhance the learning of students at North Fayette Valley Elementary Schools. I will do this by:

collaborating with NFV 21CCLC staff on interventions or homework support

volunteering time to assist students with homework, activities, and/or events at the Center(s)

hours weekly

hours monthly

becoming a member of the 21st Century Community Learning Center Advisory Group

volunteering to chaperone field trips

providing funding and financial support

providing supplies or materials

sharing a talent/leading an activity (sewing, piano lessons, arts & crafts, etc)

other: _____

Based on my responses above, I will commit to this project and cannot wait for the students at the Fayette Elementary to benefit from this service.

Sincerely,



Kelly Farley

North Fayette CSD

5th/6th Grade Math Teacher

November 30, 2015

To Whom it May Concern:

I am writing this letter in support and commitment of the North Fayette Valley 21st Century Community Learning Center Project. As a teacher, I recognize the importance of involving our communities in every child's education and want to be part of a project that will be used to support and enhance the learning of students at North Fayette Valley Elementary Schools. I will do this by:

- collaborating with NFV 21CCLC staff on interventions or homework support
- volunteering time to assist students with homework, activities, and/or events at the Center(s)
 - hours weekly
 - hours monthly
- becoming a member of the 21st Century Community Learning Center Advisory Group
- volunteering to chaperone field trips
- providing funding and financial support
- providing supplies or materials
- sharing a talent/leading an activity (sewing, piano lessons, arts & crafts, etc)
- other: _____

Based on my responses above, I will commit to this project by offering support. This will be a great opportunity for our students!

Sincerely,

Tina M. Halverson

5th grade Language Arts

Fayette Elementary School

Date: 11/30/15

To Whom it May Concern:

I am writing this letter in support and commitment of the North Fayette Valley 21st Century Community Learning Center Project. As the elementary principal, I recognize the importance of involving our communities in every child's education and want to be part of a project that will be used to support and enhance the learning of students at North Fayette Valley Elementary Schools. I will do this by:

collaborating with NFV 21CCLC staff on interventions or homework support

volunteering time to assist students with homework, activities, and/or events at the Center(s)

hours weekly

hours monthly

becoming a member of the 21st Century Community Learning Center Advisory Group

volunteering to chaperone field trips

providing funding and financial support

providing supplies or materials

sharing a talent/leading an activity (sewing, piano lessons, arts & crafts, etc)

other:

Based on my responses above, I will commit to this project and am truly excited that we will have this opportunity for the students at Fayette Elementary!

Sincerely,



Travis Elliott
North Fayette CSD
Elementary Principal

12/1/15

To Whom It May Concern:

I am writing this letter in support and commitment of North Fayette Valley 21st Century Community Learning Center Project. As a parent I recognize the importance of involving our communities in every child's education and strongly support the efforts that this program opportunity can provide.

Our family is or would be willing to provide:

healthy Snacks (once a month for two months)

one time monetary donation (\$100.00)

Based on my responses above, I will commit to this project. Our family is happy to provide support for the program knowing that this opportunity is advantageous to the students and families of North Fayette Valley. We appreciate your consideration of this worthwhile program.

Sincerely,

Aaron and Tracy Grimes and Aaron Grimes LLC

FORM A: SITE INFORMATION

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

21CCLC Site Name: North Fayette Elementary Fayette Center		
Site Address: 200 Volga Street		
City, State, Zip: Fayette, Iowa 52142		
Phone: 563-425-3303		
Site Contact Person: Travis Elliot, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
North Fayette Elementary – Fayette Center	409	46
21CCLC Site Name: Valley Elementary		
Site Address: 23493 Canoe Road		
City, State, Zip: Elgin, Iowa 52141		
Phone: 563-426-5891		
Site Contact Person: Micah Gearhart, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Valley Elementary	427	76

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

As the designated applicant agency representative, I certify that funds from 21st Century Community Learning Centers Program will supplement, not supplant, existing services and funds. I further certify that funds under this program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

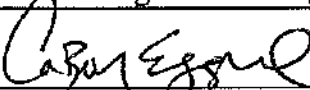
Part F: Program Accountability

The request for applications program manager or fiscal agent is responsible to notify the Iowa Department of Education immediately any time a deviation occurs or necessity arises to alter any of the goals, program Elements, budget or other sections as stated in the request for applications.

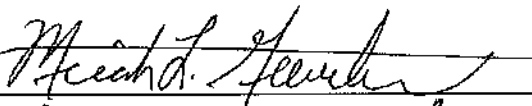
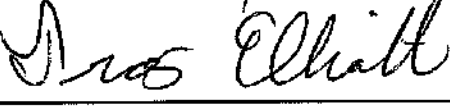

Part G: Evaluation and Data Collection

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

Part H: Program Site

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Helping Services for Northeast Iowa, Inc.

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
See attached MOU	Keystone Area Education Agency
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Micah Gearhart Valley Elementary Principal Elgin, Iowa
	Travis Elliot North Fayette Elementary Principal Fayette, Iowa
	Betsy Nefzger Curriculum Director North Fayette Valley Schools

FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Traus Elliott - Principal	Agency	NF School
Signature	<i>Traus Elliott</i>	Address	200 Volga P.O. Box 10 Fayette
		City/Zip	Fayette, IA Phone
Name/Title	Tina Halverson - Teacher	Agency	NF Elementary
Signature	<i>Tina M. Halverson</i>	Address	200 Volga
		City/Zip	Fayette, IA Phone
Name/Title	Kim Kiewe - Teacher	Agency	NF Elem.
Signature	<i>Kim Kiewe</i>	Address	200 Volga
		City/Zip	Fayette, IA Phone
Name/Title	Julie Frieden - Teacher	Agency	NF Elem
Signature	<i>Julie Frieden</i>	Address	200 Volga
		City/Zip	Fayette, IA Phone
Name/Title	Michael Weidmann - Teacher	Agency	NF Elem.
Signature	<i>Michael Weidmann</i>	Address	200 Volga
		City/Zip	Fayette 52142 Phone
Name/Title	Kelly Farley - Teacher	Agency	NF Elem.
Signature	<i>Kelly Farley</i>	Address	200 Volga
		City/Zip	Fayette 52142 Phone
Name/Title	Molly J. Hottelhaus - Teacher	Agency	
Signature	<i>Molly J. Hottelhaus</i>	Address	200 Volga
		City/Zip	Fayette 52142 Phone
Name/Title	Karen Hertges - Elem. Aides	Agency	
Signature	<i>Karen Hertges</i>	Address	NF Elem
		City/Zip	Fayette Phone 425-3303
Name/Title	Emily Nelson - Para	Agency	NF Elem
Signature	<i>Emily Nelson</i>	Address	200 Volga
		City/Zip	Fayette Phone

52142

FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Kim Ja - Teacher	Agency	Valley CSD
Signature	Kim Ja	Address	23493 Canoe Rd
		City/Zip	Elgin 52141 Phone 426 5871
Name/Title	Zetta Hart - Teacher	Agency	NEV
Signature	Zetta Hart	Address	23493 Canoe Rd
		City/Zip	Elgin, IA Phone 563 964 2581
Name/Title	Lori Carey - Title one	Agency	" "
Signature	Lori D Carey	Address	" "
		City/Zip	" Phone "
Name/Title	Julie Frieden - TAC teacher	Agency	Valley CSD
Signature	Julie Frieden	Address	23493 Canoe Rd
		City/Zip	Elgin 52141 Phone 563-426-5891
Name/Title	Martha Bastenbogen	Agency	
Signature	Martha Bastenbogen Teacher	Address	
		City/Zip	Phone
Name/Title	Royale Torkelson - SpEd teacher	Agency	Valley CSD
Signature	Royale Torkelson	Address	23493 Canoe Rd
		City/Zip	Elgin, 52141 Phone (563) 426-5891
Name/Title	Kari Wenger - Teacher	Agency	Valley CSD
Signature	Kari Wenger	Address	23493 Canoe Rd
		City/Zip	Elgin 52141 Phone 563-426-5891
Name/Title	Teri Wagner	Agency	Valley CSD
Signature	Teri Wagner	Address	23493 Canoe Rd
		City/Zip	Elgin, IA 52141 Phone 563-426-5891
Name/Title	Kris Peterson - SpEd	Agency	Valley CSD
Signature	Kris Peterson	Address	23493 Canoe Rd
		City/Zip	Elgin 52141 Phone 563-426-5891

FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature	Agency Affiliation
Name/Title Amanda Smith / 5th grade	Agency Valley Pkms. Schools
Signature <i>Amanda L. Smith</i>	Address 23493 Canoe Rd. City/Zip Elgin, IA 52141 Phone 563/422-7689
Name/Title Melissa FettKerher / Business Mgr	Agency Valley CSD
Signature <i>Melissa FettKerher</i>	Address 23493 Canoe Rd. City/Zip Elgin 52141 Phone 563/426-5501
Name/Title Kelli Hinrichs / Music	Agency Valley CSD
Signature <i>Kelli Hinrichs</i>	Address 23493 Canoe Rd. City/Zip Elgin, IA 52141 Phone 563/422-7689
Name/Title Bonnie Fisher / bus driver	Agency Valley CSD
Signature <i>Bonnie Fisher</i>	Address 23493 Canoe Rd. City/Zip Elgin, IA 52141 Phone 563-426-5891
Name/Title Annette Botkober / Para	Agency Valley CSD
Signature <i>Annette Botkober</i>	Address 23493 Canoe Rd. City/Zip Elgin, IA 52141 Phone 563-426-5891
Name/Title Carol Link / Para	Agency Valley CSD
Signature <i>Carol Link</i>	Address 24086 Aztec Rd. City/Zip Elgin 52141 Phone 563 426-5872
Name/Title Emily Kullen PreK Teacher	Agency Valley @ Preschool
Signature <i>Emily Kullen</i>	Address 23493 Canoe Rd. City/Zip Elgin 52141 Phone 563-426-5891
Name/Title Mollie Franzen / Para	Agency Valley CSD
Signature <i>Mollie Franzen</i>	Address 23493 Canoe Rd. City/Zip Elgin IA 52141 Phone 426-5891
Name/Title Kelly Luzzum	Agency Valley Community School
Signature <i>Kelly Luzzum</i>	Address 23493 Canoe Road City/Zip 52141 Phone 563 426-5551

FORM G: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Betsy Nefeger - Curr. Director	Agency	Valley CSD
Signature	<i>Betsy Nefeger</i>	Address	23493 Canoe Rd.
		City/Zip	Elgin, IA 52141 Phone 426-5891
Name/Title	Sheryl Bunkley - Admin. Asst.	Agency	Valley CSD
Signature	<i>Sheryl Bunkley</i>	Address	23493 Canoe Rd.
		City/Zip	Elgin, IA 52141 Phone 563-426-5891
Name/Title	Amber Linderbaum - Teacher	Agency	"
Signature	<i>Amber Linderbaum</i>	Address	"
		City/Zip	Phone
Name/Title	Annette Weber - Teacher	Agency	Valley CSD
Signature	<i>Annette Weber</i>	Address	23493 Canoe Rd.
		City/Zip	Elgin, IA 52141 Phone 563-426-5891
Name/Title	Brittanie Drallo - Teacher	Agency	Valley CSD
Signature	<i>Brittanie Drallo</i>	Address	23493 Canoe Rd.
		City/Zip	Elgin, IA 52141 Phone 563-426-5891
Name/Title	Susan Wenger - Teacher	Agency	Valley CSD
Signature	<i>Susan Wenger</i>	Address	23493 Canoe Rd.
		City/Zip	Elgin, IA Phone 426-5891
Name/Title	Amber Hendricks - Teacher	Agency	Valley CSD
Signature	<i>Amber Hendricks</i>	Address	P.O. Box 141
		City/Zip	Monona IA Phone 539-2210
Name/Title	Sara Reinson - Teacher	Agency	Valley CSD
Signature	<i>Sara Reinson</i>	Address	23493 Canoe Rd.
		City/Zip	Elgin, IA Phone 426-5891
Name/Title	Teressa Burrack	Agency	Valley CSD
Signature	<i>Teressa Burrack</i>	Address	23493 Canoe Rd.
		City/Zip	Elgin, IA Phone 426-5891

FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Para educator	Agency	
Signature	<i>Deborah Kapriana</i>	Address	
Name/Title	PARA EDUCATOR	City/Zip	Phone
Signature	<i>ASHLEY JOHNSON</i>	Agency	
Name/Title	Spec. Ed. Teacher	Address	
Signature	<i>Kris Wickham</i>	City/Zip	Phone
Name/Title	Music Teacher	Agency	
Signature	<i>Leslie Poppen</i>	Address	
Name/Title	Gen ed teacher	City/Zip	Phone
Signature	<i>ANISON Feldmann</i> <i>Allison Feldmann</i>	Agency	
Name/Title	Teacher	Address	
Signature	<i>Jessica White</i>	City/Zip	Phone
Name/Title	<i>Jan Grafenberg/Coordinator</i>	Agency	<i>Valley Preschool</i>
Signature	<i>Jan Grafenberg</i>	Address	<i>23493 Canoe Rd</i>
Name/Title	<i>Robyn Strong/School Music</i>	City/Zip	<i>Elgin 52141</i> Phone <i>426-5891</i>
Signature	<i>Robyn Strong</i>	Agency	<i>Valley Preschool CSD</i>
Name/Title	<i>Tech Dept</i>	Address	<i>23493 Canoe Rd</i>
Signature	<i>Jan Kish</i>	City/Zip	<i>Elgin 52141</i> Phone <i>563-426-5851</i>
Name/Title	<i>Ar del McCaffrey- AD</i>	Agency	<i>Valley CSD</i>
Signature	<i>Ar del McCaffrey</i>	Address	<i>23493 Canoe Rd</i>
Name/Title	<i>Lisa Davis, Para</i>	City/Zip	<i>Elgin 52141</i> Phone <i>563-426-5851</i>
Signature	<i>Lisa A Davis</i>	Agency	<i>Valley CSD</i>
Name/Title		Address	<i>23493 Canoe Rd</i>
		City/Zip	<i>Elgin IA 52141</i> Phone <i>426-5851</i>
Name/Title		Agency	

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

Part M: Private and Public School Consultation

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

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

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

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

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites for one year):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
2	187	\$ 179,625	\$ 538,875

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.					
Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
North Fayette Elementary – Fayette Elementary	\$66,375	\$66,375	\$66,375	\$ 199,125	66
Valley Elementary	\$113,250	\$ 113,250	\$ 113,250	\$339,750	121
	\$		\$	\$	
	\$		\$	\$	
	\$		\$	\$	
	\$		\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 187

Form D2: 21st Century Community Learning Centers Grant Program Budget

Applicant Agency: Helping Services for Northeast Iowa, Inc.

Site: North Fayette Elementary – Fayette Elementary

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 66 (46 after 20 summer)

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	45,051	324	45,468	324	45,893	324	137,384
Staff Travel	780		1,170		1,170		3,120
Materials	7,300	1,000	6,493	1,000	6,068	1,000	22,861
Professional Development (minimum 4% per year)	3,319		3,319		3,319		9,957
Student Access, Transportation etc. (maximum 8% per year)	1,300		1,300		1,300		3,900
Evaluation (about 4% per year)	1,991		1,991		1,991		5,973
Administrative/ Indirect Costs (maximum 8% per year)	5,310		5,310		5,310		15,930
Totals	65,051	1,324	65,051	1,324	65,051	1,324	199,125

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

Form D2: 21st Century Community Learning Centers Grant Program Budget

Applicant Agency: Helping Services for Northeast Iowa, Inc.

Site: Valley Elementary, Elgin

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: 121 (76 after 45 summer)

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	78,348	324	79,150	324	79,967	324	238,437
Staff Travel	780		1,170		1,170		3,120
Materials	13,377	1,000	12,185	1,000	11,368	1,000	39,930
Professional Development (minimum 4% per year)	5,663		5,663		5,663		16,989
Student Access, transportation etc. (maximum 8% per year)	1,300		1,300		1,300		3,900
Revaluation (about 4% per year)	3,398		3,398		3,398		10,194
Administrative/ Indirect Costs (maximum 8% per year)	9,060		9,060		9,060		27,180
Totals	111,926	1,324	111,926	1,324	111,926	1,324	339,750

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

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

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.)*

Fiscal Resource	Capacity	Financial Institution	Name of Account Holder
Current Assets (cash)	\$45,830	Decorah Bank and Trust	Helping Services for Northeast Iowa, Inc.
	\$888	American Trust	Helping Services for Northeast Iowa
Fund Balance	\$394,753		
Operating Loan	\$150,000	Decorah Bank and Trust	Helping Services for Northeast Iowa, Inc.
Credit Card VISA	\$25,000	Fifth Third Bank	Helping Services for Northeast Iowa, Inc.
Accounts Receivable	184,266		

* 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: Carson Eggland
Title: Executive Director

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

Not applicable to this grant application.

***** End of Application *****

**THANK YOU FOR YOUR CONSIDERATION OF THE TIGERHAWK CONNECTIONS
LEARNING CENTER!**