

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

**Iowa Department of Education
Grimes State Office Building
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Des Moines, Iowa 50319**

Mail Applications to:

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APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)
Central Decatur Community School District

County: Decatur		Amount Requested: \$ 300,000 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Chris Coffelt, Superintendent		Grant Contact/Project Director: Amy Whittington, PK-6 Principal	
Agency Name: Central Decatur Community School District		Agency Name: Central Decatur Community School District	
Address: 1201 NE Poplar		Address: 1203 NE Poplar	
City: Leon	Zip: 50144	City: Leon	Zip: 50144
Phone: (641) 446-4819	FAX: (641) 446-7990	Phone: (641) 446-4452	FAX:
Email: chris.coffelt@centraldecatur.org		Email: amy.whittington@centraldecatur.org	
DUNS Number: 42-6038012			
Data Collection and Evaluation Contact: Michele Dickey-Kotz		Fiscal Contact: Becky Broich, School Business Official	
Address: Graceland University, 1 University Place		Address: 1201 NE Poplar	
City: Lamoni	Zip: 50140	City: Leon	Zip: 50144
Phone: (641) 784-5000	FAX: (641) 784-5033	Phone: (641) 446-4819	FAX: (641) 446-7990
Email: dickey@graceland.edu		Email: becky.broich@centraldecatur.org	

BEFORE YOU APPLY

These steps should be completed **before** you begin writing your application. Please submit this form with your application.

- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: <https://www.educateiowa.gov/documents/building-level/2015/12/2015-16-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated December 31, 2015, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):

- Site/Building Name: South Elementary
 - Free and Reduced Lunch Rate Percentage: 66%
- Site/Building Name: North Elementary
 - Free and Reduced Lunch Rate Percentage: 67%
- Site/Building Name: Lamoni Elementary
 - Free and Reduced Lunch Rate Percentage: 61%
- Site/Building Name: Mormon Trail Elementary
 - Free and Reduced Lunch Rate Percentage: 56%

- **When will the program run?** (Check or highlight applicable option(s) below):

- Summer School Only
- Afterschool Only
- Before and Afterschool
- Before and Afterschool and Summer School
- Afterschool and Summer School

- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY17 Request for Applications):

- 143 number of children x 180 days x \$10.00 either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$257,400 (total funding request for before and afterschool programs)

Summer School Formula

- 142 children x 30 of days = (minimum 30 days) x \$10.00 = \$42,600
- Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.

Funding Request for Year One: \$300,000

Funding Request total for Three Years: \$900,000

Number of Children Served in Year One: 285

Number of Children Served in Three Years: 855

LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number: <div style="text-align: center; font-size: 1.2em;">42-6038012</div> OR Enter School District Code _____
(If applicable) Enter Child Care License #: _____

REQUEST FOR COMPETITIVE PRIORITY

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

- Application proposes to serve children and youth in ***schools designated "Priority" or "Needs Improvement" on the Iowa School Report Card. 5 additional points awarded***

Documentation: As measured by the Iowa Department of Education, 2016 results from the Iowa School Report Card identify two of the four sites to be served by the Decatur County Cares Coalition as Needs Improvement, including North Elementary (Central Decatur) and Lamoni Elementary (Lamoni). Mormon Trail Elementary, a third site, was rated "Acceptable". The fourth site, South Elementary (Central Decatur) was not able to be rated.

Example of documentation: Look up your school on the Iowa School Report Card online at <http://reports.educateiowa.gov/schoolreportcard>.

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

Documentation: The Decatur County Cares Coalition (DC3) has been developed and organized to include all school districts that serve students and families in Decatur County, including Central Decatur Community School District, Lamoni Community School District and Mormon Trail Community School District. Each of these school districts is a school-wide Title I District. Funshine Learning Center is a community-based organization centered in Lamoni that serves families in Decatur County. DC3 has developed a Memorandum that has been signed by each District and Funshine.

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

**Decatur County Cares Coalition (DC3)
FY 2018 - FY 2020 Proposal**

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PROPOSAL ABSTRACT

Title of Program: Decatur County Cares Coalition (DC3) Before/After/Summer School Program

Applicant Agency: Central Decatur (CD) Community School District

Total Award Requested: \$300,000/year; \$900,000 during first three years

Total Amount per Student: \$9.53

Schools to be Served: Four (4) elementary school sites and all elementary students in Decatur County: K-2nd students at CD South Elementary, 3rd-6th students at CD North Elementary, K-5th students at Lamoni Elementary, K-5 students at Mormon Trail Elementary

Number of Students to be Served: School year: 143 students Summer 142 students= 285 Total

Documentation of Competitive Priority Status: Included in Appendix

Program Description: The Central Decatur, Lamoni and Mormon Trail community school districts and collaborative partners (see MOUs) seek to narrow the achievement gaps for students at CD North Elementary, CD South Elementary, Lamoni Elementary, and Mormon Trail Elementary. The schools are applying together as a joint collaborative to be referred thereafter as the Decatur County Cares Coalition (DC3). This joint collaborative will allow us to maximize resources, partnerships, and opportunities in rural Decatur county, and serve all elementary students of Decatur County. Central Decatur and Mormon Trail have utilized 21st century grant funds awarded since 2012 to successfully operate a before/after and summer school program, and this application will expand the scope of service to include all of Decatur county elementary students by adding an additional site in the Lamoni school district.

Student Need: Under the leadership of the District administration and School Advisory Councils, priority needs for at-risk families in our target schools have been identified using objective school and community data.

Need 1: At-risk students at the 4 school sites need early and ongoing academic assistance to meet and/or maintain reading proficiency.

Need 2: At risk students at the 4 school sites need quality enrichment activities that decrease the number of students with chronic absenteeism and promote positive youth development.

Need 3: Parents of at-risk students at the 4 school sites need access to programs, opportunities and services that support family success.

Project: Our before, after-school and summer programs will do the following:

- (1) Provide access to high-quality academic recovery and enrichment programs.
- (2) Work to close achievement gaps between low-SES and non-low-SES students.
- (3) Give students access to engaging activities that promote positive youth development.
- (4) Promote community ownership by linking a variety of community resources to the schools, children, and adults who can best benefit from those resources.
- (5) Lead to greater family awareness of the importance of literacy as the major skill development area that correlates with high success in other academic areas.

To meet priority needs, programming at four (4) school sites will be available for a minimum of 60 hours per month and 30 days per summer. CD North and South Elementary and Mormon Trail will operate from 7:00-8:00 am Monday-Friday, and 3:00-5:30pm Monday-Thursday, with an additional 5 hours on early release days. Lamoni Elementary will operate from 7:00-8:00 am

Monday-Friday, and 3:00-5:30 pm Monday-Friday, with an additional 8 hours on early release days. All sites will run a 30 day summer session primarily in June and July. Students are grouped by age/grade, rotating through 20-40 minute blocks of academic remediation and enrichment. Enrichment will capitalize on strengths of community partners and include opportunities in STEM programming, creative arts, hands-on projects, leadership and service opportunities, wellness and recreation activities. To ensure continuity of service, the 4 elementary buildings will serve as the primary locations for programming, utilize school staff, and school district transportation.

Research Base: The program structure is grounded in best practices of quality after-school programs as outlined by the Iowa Department of Education and Iowa After School Alliance. Research based materials selected for academic remediation and enrichment will coordinate and connect with school day curriculums. DC3 program sites will capitalize on the proven education methods of licensed, certified teachers, while reducing the number of students in each classroom to seven for remediation, and fifteen for enrichment.

Management, Sustainability, & Communication: Project management will include part-time Site Coordinators and staff at each school, and a DC3 grant administrator. The site coordinator at each site will oversee daily operations, including student enrollment, staffing, and activities. In order to ensure a system for continual parent, youth, and community communication and feedback, DC3 has established a nine member DC3 advisory board consisting of school administration, program staff, and community partners. Communication between all levels of operation will be coordinated by each site coordinator. Promotion and recruitment communication will utilize existing school technologies (website, texts, emails) and newsletters in order to reach a maximum of readers.

Partnerships & Evaluation: To achieve our objectives, we have established firm commitments from our partnering agencies to provide the following research-based remediation and enrichment activities:

Reading Remediation: Provided by certified teachers and para-educators from Central Decatur CSD, Lamoni CSD, Mormon Trail CSD and/or Graceland University staff.

Homework Assistance: Provided by certified teachers and para-educators from the Central Decatur CSD, Lamoni CSD, Mormon Trail CSD and/or Graceland University and adult mentors.

Academic Enrichment Activities: Provided by certified teachers and para-educators from the Central Decatur CSD, Lamoni CSD, Mormon Trail CSD and/or Graceland University, Decatur County Conservation, ISU Extension, and Leon, Lamoni and/or Humeston Public Libraries.

Substance Abuse and Violence Prevention Activities: Provided by prevention specialists from Community Health Centers of Southern Iowa and the Decatur County Sheriff's Department.

Wellness, Youth Development, and Recreation Activities: Provided by the Community Health Centers of Southern Iowa, Decatur County Conservation, ISU Extension & Graceland University

Family Literacy Activities: Provided by Central Decatur CSD, Lamoni CSD, Mormon Trail CSD, Graceland University and/or Southwestern Community College staff.

Budget: The request for funding from 21st CCLC is the maximum allowable, \$300,000/year for three years for before/after and summer school program at 4 elementary sites in Decatur County.

2.1 Evidence of Student Need

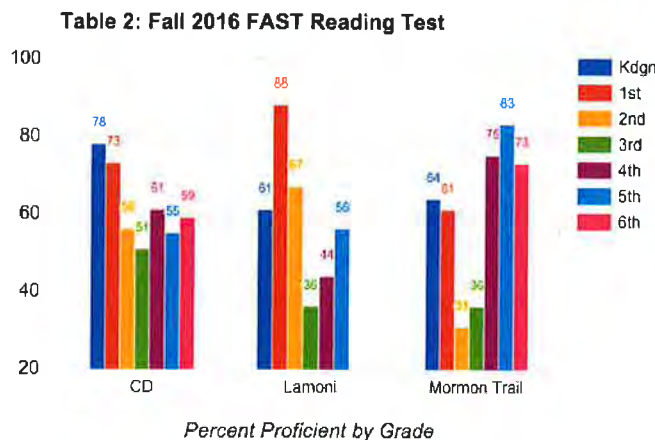
Need 1: At-risk students at the four (4) school sites need early and ongoing academic assistance to meet and/or maintain reading proficiency.

Schools in Need of Assistance: Each building to be served in the Decatur County Cares Coalition (DC3) has been designated as a school in need of assistance in recent years. Current status as of the 2015-2016 school year, (per IDoE for ESSA transition) is included with building enrollments and expected school year (SY) & summer program sizes below:

	Free/Reduced Rate	Total Student Enrollment	# of Students served (SY+summer)	Ethnicity	SINA Reading	SINA Math	Iowa School Report Card Rating
CD North	67%	228	25+25	96% white	SINA-4	SINA-2	Needs Improvement
CD South	66%	204	55+50	96% white	SINA 1	SINA 1	Not Able to Rate
Lamoni	61%	173	50+45	91% white	SINA-2	SINA-2	Needs Improvement
Mormon Trail	56%	143	13+22	97% white	SINA-5	SINA-6	Acceptable

Poverty Data: An average of 63% of students served in the four buildings qualify for free and reduced lunch, and would be labeled as living in poverty, 16% higher than the state average of 47%. The ETS Center for Research on Human Capital and Education, 2013, addressed the issue of poverty: "While education has been envisioned as the great equalizer, this promise has been more myth than reality. Today, the achievement gap between the poor and the non-poor is twice as large as the achievement gap between Black and White students. These differences undoubtedly contribute to the increasing stratification in who attends and graduates from college, limiting economic and social mobility and serving to perpetuate the gap between rich and poor."

Academic Proficiency Data & Achievement Gap:



Students at each of the four sites fail to reach state proficiency targets of 80% or greater on FAST reading screeners at almost every grade level (Table 2). In Decatur county, the **achievement gap** exists between non low-socioeconomic status and socioeconomic status students. Data from the 2015-2016 Iowa

Assessments indicates that students of low socio-economic status (SES) are less proficient than their non-SES peers as shown in Table 3. At each site, our target group (low socioeconomic status) falls below that of peers and state averages. Data collected from the Iowa School Report Card highlights the achievement gaps in Iowa Assessment proficiency rates at the sites to be served. Table 3 shows a comparison between the Iowa Average (blue bar) and each building in reading and math. In every category, the sites lag behind state averages.

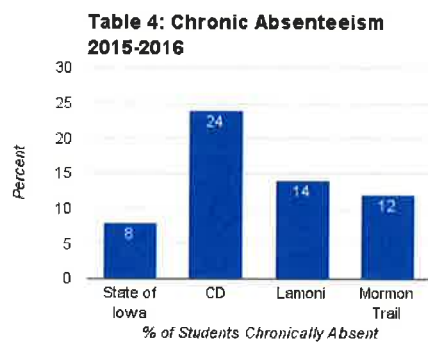
In addition, comparisons between overall proficiency and low SES students, show at least a 10% gap between groups at nearly every site.

Title 1 program data: The four elementary sites to be served by the Decatur County Cares Coalition (DC3) operate as **Title 1 Schoolwide** programs. This allows title teachers to work with all students on a revolving basis, defined by most

current data and need. North Elementary employs 1.5 FTE Title teachers, serving 119 students in reading and math. South Elementary employs 1.5 FTE Title teachers, serving 70 students in reading and/or math. Lamoni Elementary employs 2 FTE Title teachers, serving 173 students in reading and/or math. Mormon Trail Elementary employs 1 FTE Title teacher, serving 143 students in reading and/or math.

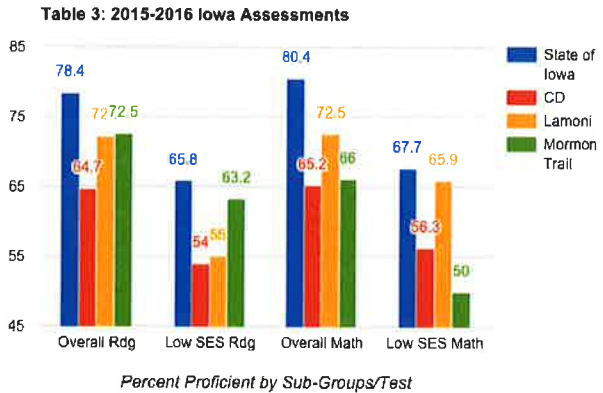
Need 2: At risk students at the four (4) school sites need quality enrichment activities that decrease the number of students with chronic absenteeism and promote positive youth development.

Chronic Absenteeism: Chronic absenteeism, recently defined by Governor’s Advisory committee, as missing 10% or more of school for any reason, is a concern within each district. Research conducted by Attendance works, a national non-profit, suggests that early patterns of attendance in preschool and lower elementary become the pattern for the rest of the student’s school career. Students who are chronically absent and lack reading proficiency by third grade are at greater risk for dropping out. Table 4 details the percent of K-12 students chronically absent by year as calculated in the state report,



Spring SRI. At Central Decatur, chronically absent students missed not just 10% (18 days) a year, but instead missed an average of 25 days in 2015-2016. This equates to a month of school time instruction and has significant negative impact on school achievement and success.

Need 3: Parents of at-risk students at the 4 school sites need access to programs, opportunities and services that support family success.



Community Risk Factors, Adult Education Data: Within the county, 8.1% of adults have completed 9th grade or less, compared to a state average of 3.6%. In addition only 84% of county residents have a high school diploma, compared to a state average of 91% as cited in the March 2016 ISU Extension & Outreach Poverty and Food Needs report.

Community Risk Factors, Family Economics & Health: 29% of the school age population live in single parent households, indicating they may be at risk due to lack of resources and stability that a dual parent household may provide. A recently completed Decatur county health report listed the per capita income as \$18,845 compared to the Iowa average \$27,027. Social and economic resources are limited in Decatur County. As a result, families must drive outside of the county to urban areas (70-80 miles) to access more comprehensive health services, most mental health services, and support organizations such as United Way and YMCA. A 2016 report by the Robert-Wood Johnson Foundation, lists overall quality of life in Decatur County as 98 of 99 counties.

Safety Needs: Child abuse is more prevalent in Decatur county as compared to neighboring districts and counties. 57% of the confirmed and founded abuse reports in Decatur county impacted children age 10 and younger, the same aged children to be served in before/after school and summer programming. Decatur County has a high abuse incidence rate of .0069 when compared to neighboring Clarke .0036, Wayne .0036, Ringgold .0043, and even Polk .0043.

Evaluate Resources: Central Decatur and Mormon Trail school districts do not have a daycare center, and home childcare providers are reluctant to take school age children. In the Lamoni school district, one daycare center is available, however, families of limited income find it difficult to pay the childcare rates. **Working families** are unable to find affordable school age child care in the communities. As a result, school age children are left unsupervised or with older siblings after school and during the summer. Unsupervised children present a health, safety and community concern. Working families face difficult choices in balancing work demands without safe and engaging school age child care opportunities. **Transportation and accessibility** for all will be provided for DC3 programs in each school district.

2.2 Evidence of External Stakeholder Involvement:

The DC3 Advisory board recognizes the value input gained from external stakeholders. Annually, information is collected through parent and community advisory groups in identifying school and community needs. Information from student, parent and community surveys was reviewed and combined with formal meetings of the School Improvement Advisory Groups in the fall of 2016. School age childcare and afterschool programming is consistently identified as a need by every group. Student focus groups expressed interest in recreation activities, hands-on projects, and time to spend with friends. Conversations with parents showed they value the academic component and homework assistance. Parents also expressed appreciation that their children have a safe and supervised place to be in out-of-school hours as well as the opportunity to develop and expand interests that parents can not afford. DC3 Advisory Board members collaborated with community organizations to explore joint goals and partnerships for enrichment opportunities. These ideas were compiled to create the structure of the after school program to include academics, recreation, and enrichment. The plan for special activities during summer and vacation days began with this input and will continue to be developed with the on-going input to the DC3 Advisory Group from all participants and partners.

3.1, 3.2, and 3.3 Academic, Enrichment & Family Literacy Activities linked to Student Need

<p>Need 1: At-risk students at the 4 school sites need early and ongoing academic assistance to meet and/or maintain reading proficiency.</p>	
<p>Goal 1 (G1): Provide at-risk students in grades K-6 at CD North Elementary, CD South Elementary, Lamoni Elementary, and Mormon Trail Elementary with early and ongoing academic assistance to meet and/or maintain reading proficiency.</p>	
<p>Objectives: After 90 days or more, in one of the Decatur County Cares Coalition (DC3) sites:</p>	<p style="text-align: center;">Activities</p> <p>Activities listed below are the core activities planned to meet the objectives. These activities will support the need identified above.</p>
<p>(3.3) Obj. G1-1: When matched by similar demographics to non-participants in their school, a higher percentage of Decatur County Cares Coalition (DC3) participants will be proficient in reading as measured by Fall and Spring FAST Assessments.</p>	<p>Additional activities will be added based on ongoing parent and student feedback and the unique needs of each school site.</p> <p><u>Reading Remediation:</u></p> <ul style="list-style-type: none"> ● Provided by District Teachers & Paraeducators ● As directed by school intervention plans ● 7:1 maximum ratio ● Targeted reading remediation aligned with Iowa Core and School textbook series: <ul style="list-style-type: none"> ○ PRESS intervention materials <p><u>Homework Assistance:</u></p> <ul style="list-style-type: none"> ● Provided by trained staff: <ul style="list-style-type: none"> ○ District Teachers & Paraeducators ○ Graceland University Students, Education majors ○ Other regular staff (trained) ● Occurs daily in small groups <ul style="list-style-type: none"> ○ 15:1 maximum ratio ● Independent reading time provided daily <p><u>Academic Enrichment:</u></p> <ul style="list-style-type: none"> ● Occurs regularly (2-4x a week) ● 15:1 maximum ratio ● Provided by: <ul style="list-style-type: none"> ○ District Teachers & Paraeducators ○ Graceland University Students, Education majors ○ Other regular staff (trained) ○ Community Partners ● Field trips to libraries, museums, historic places and musical events ● STEM- Iowa STEM hub materials
<p>(3.3) Obj. G1-2: 80% of parents will agree that their child's academics have improved and that the after school programs provide extra academic support as measured by parent surveys.</p>	
<p>(3.3) Obj. G1-3: Teachers with students enrolled in the after school programs will agree that 75% of their students have improved their academic performance as measured by teacher surveys.</p>	
<p>Need 2: At risk students at the 4 school sites need quality enrichment activities that decrease the number of student with chronic absenteeism and promote positive youth development.</p>	

<p>Goal 2 (G2): Increase overall school engagement and participation for at-risk students in grades K-6 at CD North Elementary, CD South Elementary, Lamoni Elementary, and Mormon Trail Elementary.</p>	
<p>Objectives: After 90 days or more, in each of the Decatur County Cares Coalition (DC3) sites:</p>	<p style="text-align: center;">Activities</p> <p>Activities listed below are the core activities planned to meet the objectives. These activities will support the need identified above.</p>
<p>(3.3) Obj. G2-1: 80% of after school program participants will decrease and/or maintain their school absences to less than 5 days absent per year from the regular school day as measured by program and District attendance records.</p>	<p><u>Recreation & Health:</u></p> <ul style="list-style-type: none"> ● Decatur County Conservation, Nature based opportunities ● Graceland University, ● Iowa State University: STEM education ● District and program staff: Recreational field trips, bowling, local parks, swimming, etc ● Decatur County Sheriff’s Department, Personal Safety ● Community Health Centers of Southern Iowa, Healthy Choices <p><u>Drug & Violence Prevention:</u></p> <ul style="list-style-type: none"> ● Decatur County Sheriff’s Department, Personal Safety, Substance Abuse Prevention ● Community Health Centers of Southern Iowa, Substance Abuse Prevention <p><u>Character Education:</u></p> <ul style="list-style-type: none"> ● District Staff and Paraeducators, Character Counts
<p>(3.3) Obj. G2-2: Teachers agree that 75% of their students enrolled in the after school program are more engaged in the learning process, are behaving well in class, and are getting along well with others as measured by teacher surveys and school behavior reports.</p>	

<p>Need 3: Parents of at-risk students at the 4 school sites need access to programs, opportunities and services that support family success.</p>	
<p>Goal 3 (G3): Support family literacy by providing access for parents of at-risk children at CD North Elementary, CD South Elementary, Lamoni Elementary, and Mormon Trail Elementary to literacy programs, opportunities, and services. Goal 3 focuses on family literacy activities that empower parents to take an active role in assisting their child to succeed academically.</p>	
<p>Objectives: After 90 days or more, in one of the Decatur County Cares Coalition (DC3) sites:</p>	<p style="text-align: center;">Activities</p> <p>Activities listed below are the core activities planned to meet the objectives. These activities will support the need identified above</p>
<p>Obj. G3-1: 80% of parents with students in the after school program will participate in a minimum of 2 family literacy activities/year as evidenced by event activity/participation records.</p>	<p><u>Parental Involvement/Family Literacy:</u></p> <ul style="list-style-type: none"> ● District & Program staff: Family Literacy Events <ul style="list-style-type: none"> ○ Prizes and incentives awarded to families and students who attend ● Program staff: Parent Communication via newsletters, website updates, and personal

<p>Obj. G3-2: 80% of parents attending Family Literacy events will agree that the event(s) helped them assist their child as measured by event-specific post-activity evaluations.</p>	<p>communications</p>
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3.2 Healthy Snack:

A healthy snack, meeting the USDA nutrition guidelines, will be provided every day. During summer programming, at least 1 meal meeting the USDA nutrition guidelines will be provided. School staff will be encouraged to work after school hours, and when there are competing programs, school day academic needs will be addressed first. School building sites and transportation will be utilized whenever possible to minimize transitions for students and families.

3.4 Link to School Day:

Decatur County Cares Coalition (DC3) program sites will closely connect with school day instruction. The PRESS materials used for remediation in the DC3 program sites are also used during the school day and have been reviewed by the Iowa Reading Research Center for alignment to Iowa Core and goals of the Iowa Early Literacy Initiative. Teachers and para-educators from the individual DC3 sites have also been trained in the appropriate implementation and utilization of the PRESS materials as an intervention resource. Personal involvement of teachers, Site Coordinator and school administrator will ensure a seamless connection for students and families between school day and before/after and summer programming. The Site Coordinator will keep records documenting the alignment of goals and activities with the school’s CSIP.

3.5 Experience in providing educational and related activities:

Central Decatur, Lamoni and Mormon Trail have over 20 years of experience implementing grant funded educational and related activities that support the development of our students. In 2007, Lamoni SAFE Coalition received a one year, Before/After School grant (\$81,091) from the Iowa Department of Education in partnership with Lamoni Community Schools, Graceland University, and Decatur County ISU Extension. This program demonstrated the need for after school programming in Lamoni as 65 students from grades K-5 were enrolled and attended the program regularly. Partnerships created at this time remain strong, and committed to supporting positive youth development and enrichment experiences.

In 2012, Central Decatur was one of two school districts in the state to receive federal TIF funding to support the development and implementation of a teacher leadership and performance compensation system. Teacher-Leaders work with teachers to build and improve on research-based curriculum and strategies.

In 2013, Central Decatur and Mormon Trail received a 21st Century CLC grant for K-6 programming at three sites. The DC3 Advisory Board is excited and ready to capitalize on the experiences of establishing these sites as services are now expanded to all elementary students in Decatur County.

In 2016, Central Decatur received K-3 At risk funding to support a family involvement coordinator/success coach in the primary grades. This individual is on board and ready to expand access and positive opportunities for family involvement.

RESEARCH BASE

4. Research Base: In 2013, *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for School success*, was released. This compendium of studies, reports, and commentaries was a primary source for choosing and developing structures, activities, and content for the grant application. Direct citations are referenced below as (Peterson, 2013).

Academics- Reading Remediation:

Path to Reading Excellence in School Site (PRESS) is a framework that structures literacy achievement in grades K-5 within a multi-tiered systems of support (MTSS). Comparisons between targeted (PRESS materials) and comprehensive (Non-PRESS) reading interventions show that targeted PRESS interventions resulted in greater student growth for both second- and third-grade students. PRESS materials were developed by researchers at the University of Minnesota and have been vetted by the Collaborating for Iowa Kids (C4K) workgroup and Department of Education staff. PRESS provides a sequential series of tiered intervention materials directly aligned to Iowa's Early Literacy Initiative assessment- FAST. Any additional evidence-based curriculums to be implemented will align with district and state standards.

Academics- Homework Assistance:

Research review by Natalie Lucas & Jennifer Kobrin, Co-Directors, Center for Afterschool and Expanded Learning, finds that homework support in an after school program can be an important link between the school day and after school hours (Peterson, 2013). In addition, the burden of homework completion is removed from busy families, and opens up an opportunity for communication between school, afterschool, and family life. In addition, the completion of homework increases soft skills of students, such as greater self-direction, self-discipline, organization, and independent problem solving (Peterson, 2013, Protheroe, 2009).

Academic Enrichment:

STEM Learning in Afterschool: An Analysis of Impact and Outcomes, September 2011 found that students who attended high-quality STEM afterschool programs had improved attitudes toward STEM fields and careers, increased STEM knowledge and skills; and higher likelihood of graduation. Students reported increased self-confidence in tackling science classes and projects, and gains in computer and technology skills.

Positive Youth Development: Harvard Family Research Project *After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It* (Little, Wimer, & Weiss, 2008) summarizes 10 years of research on afterschool programs reporting youth who participate in afterschool programs reap a host of positive benefits in many interrelated outcome areas—academic, social/emotional, prevention, and health and wellness. ISU Extension will partner with DC3 in professional development to assist staff in methods to include a positive youth development framework.

Family Literacy: In *The Condition of Education, 2003*, the National Center for Education Statistics (NCES) describes survey results showing that literacy activities in the home contribute to reading success. In a study of 100 parent participants in family literacy workshops, Primavera (2000) found that the participants' children reaped such benefits as increased reading time with parents, improved language skills, increased interest in books, and increased enjoyment of reading. Parents also benefited, gaining increased literacy competence and parental efficacy.

MANAGEMENT & SUSTAINABILITY

5.1 Planning to ensure effective staffing:

Recruitment, hiring and retention of highly qualified staff will be a priority for the DC3 program. Central Decatur and Mormon Trail Districts have operated three successful 21st century CLC grant sites (awarded in 2013), and are excited to add another partner site within the Lamoni School District. Many of the day to day operations have been established and monitored with existing site coordinators and building administration, easily allowing DC3 to expand service and access to all elementary students in Decatur County.

Recruitment: Job descriptions will be developed for each position. Each district will utilize word-of mouth, community and school publications, and Teach Iowa to advertise and fill before/after and summer school positions while remaining focused on the vision to increase student achievement through academic support, enrichment opportunities, and family literacy. The school district will follow typical hiring procedures to attract the right people for staff positions. Interviews will be held by building principal, the Site Coordinator, and representatives from the Advisory Board to ensure that highly qualified staff are recruited. The building administrators at each site recognize the importance of connecting school day teachers to before/after school programming, and as such, will encourage teachers and para-educators to work after school hours. Teachers and para-educators are contracted via the school district under the supervision of each school district administration, and are highly qualified and trained to work with youth. All staff and volunteers will undergo background checks prior to starting work. In addition, each district will provide an hour or more per day of in-kind secretarial support. The secretary will manage lists of student attendance, communicate this information with teachers, and include program highlights in district communications.

Retention of Highly Qualified Staff: Paid staff are offered a contract that is consistent with other employees with the same background and experience. All staff are paid a competitive rate. The positive difference they are making in the lives of Decatur County youth adds to the value program staff receive. Flexible scheduling for weeks at a time or for particular days provides all regular school staff the opportunity to earn extra pay that works within their personal schedule. District and program leadership will stress clear goals, open communication, consistent expectations, and positive relationships with students and staff. The DC3 Advisory board understands the importance of hiring the right people, for the right work, and supporting them in that work.

Professional Development: Professional development for teaching/learning strategies is currently provided at minimal or zero cost by school administrators and instructional leaders, via webinars (provided by After School Alliance) and attendance at the annual Impact After School conference. The school districts and building administrators remain committed to providing training at minimal cost and will include program staff in building level professional development focused on teaching/learning or social/behavior strategies. All staff will be informed of free webinars and a group will be invited to attend the Impact After School conference. A program handbook, developed by the Site Coordinator, will be presented to each volunteer or community partner. It explains school emergency procedures and best practices for working with youth, with other essential policies and procedures.

Strong Program Leadership: Effective leadership is critical to long term success of the after school program. The Site coordinator will be a teacher or other employee of the school whenever possible. This will ensure close connections and collaboration between the school day and the after school program. Building administrators are committed to sustaining the program and recognize the positive impact the program has on students and families. School day release time will be provided for the program director to coordinate the program, thus reducing the administrative costs of the programming. The site coordinator will have daily contact with school personnel to clarify the program, school policies, schedules, staff, curriculum, school data, and parent programs. The building principal will approve activities to ensure alignment.

Use of volunteers to support high quality programming:

The site coordinator will train volunteers in the goals and objectives of the program. Volunteers will support enrichment activities and serve as chaperones on field trips when necessary. Volunteers will support family literacy events with meal/snack preparation and help guide parents to events. The RSVP Program Director works closely with Graceland University and will be utilized to help connect senior volunteers to the activities provided through the DC3 program sites. Site coordinators will make regular contact with all volunteers to ensure they are fully supported by program/school staff.

5.2 Safe Student Transportation:

Transportation: Transportation is a potential barrier to participation for many of our students and families. Use of the elementary school building ensures that all students may walk safely down the halls to the program classrooms when school ends, or from the program to school in the morning. In addition to the community of Leon, Central Decatur serves the rural communities of Pleasanton, Decatur City, Davis City and Grand River. In addition to the city of Lamoni, students also reside in Davis City and Kellerton. Families in the Mormon Trail district also live in Humeston, Garden Grove, Derby and Leroy. Many families in these communities commute for work and are not able to coordinate schedules to pick students up when the program ends. Central Decatur, Lamoni, and Mormon Trail Community School Districts have committed to using district transportation services (vehicles and licensed drivers) to provide transportation to these outlying communities when the program ends in order to eliminate this barrier and ensure a safe and engaging environment for all students in Decatur County. Buses will utilize the same drop off/pick up sites as the regular school transportation to ensure all stops are at home or within walking distance of participant's homes. Summer school programming will also utilize district transportation services to provide transportation to and from the program.

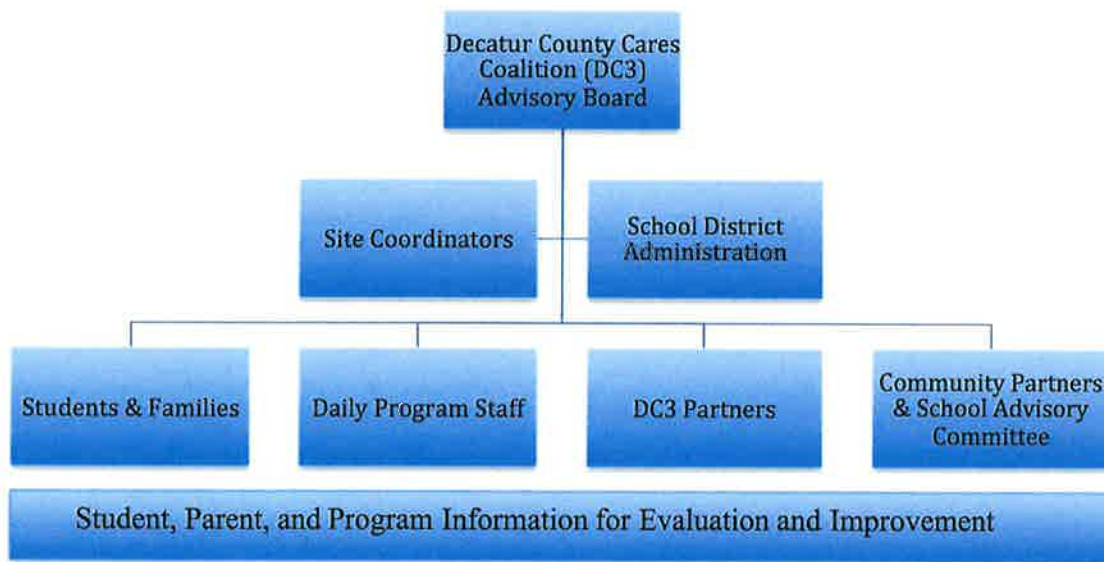
Safe Facilities & Student Disabilities: The Decatur County Cares Coalition (DC3) will operate sites in four elementary school locations. This allows for a continuity of care for students receiving services, allowing the program to capitalize on time for services as opposed to transporting to a program. Each school meets ADA standards in terms of accessibility and accommodations for students with special needs. Our maximum staff to student ratio of 1:15 ensures students needing accommodations can be fully involved in activities in a safe and meaningful way. Families are welcomed in our buildings to observe or participate in program activities. Each school has a visitor check in/out system to maintain student and staff safety. Programs at each site will ensure both a safe learning environment and use of appropriately designed and developmental indoor and outdoor educational spaces. When the students attend

events and other educational opportunities off site, the Site Coordinator will ensure the facility meets program standards for safety and accessibility in order to ensure access for all students.

Translation Services: Program sites will utilize on-line translation services when needed to provide information for students and families in their native language.

5.3 Stakeholder Advisory Board:

Organizational Leadership Structure: As the grant was developed, the School District administration identified the need for an advisory board. The DC3 Advisory Board will meet on a quarterly basis in order to monitor and assess the ongoing needs of the programs, families, and students. The DC3 advisory board, staff, parents at each program site, community agencies and county partners, will be mobilized to identify how available resources may be utilized to enrich and enhance program goals. As a result of the quarterly meetings and the formation of the coalition, each site will provide a higher level of program equity for students and services, even though sites will be in different locations and communities within the county. Each Site Coordinator will maintain a close relationship with each school district to ensure a connection to the school and the school community in order to capitalize upon and align with the instructional standards and goals of each district.



5.4 Continuous Program Improvement & Sustainability:

Continuous program improvement starts with the vested stakeholders regularly reviewing data and evaluating progress towards the various goals established. Daily Program Staff will be trained on data driven evaluation techniques by the Site Coordinator and they will meet quarterly to review data and collaborate on ways to obtain the best possible student learning outcomes. The data will then be distributed and shared with the DC3 Advisory Board for continued reflection, analysis and evaluation. Recommendations for changes for improvements will follow analysis and interpretation of reports. Student interest in the program will be determined by analyzing the attendance patterns, and student comments during program opportunities.

The needs of our students and families in poverty in Decatur County are great, and the comprehensive supports needed are expensive. Because the DC3 program is highly collaborative, we are able to coordinate resources from several district and community sources. As a county wide coalition, we are determined to effectively administer change in this area of need for the benefit of our young students.

Sustainability through Community Partners: Sustainability activities throughout the grant cycle will include collaboration with diverse partners to provide an array of high-quality activities, building community awareness of the program to establish broad community buy-in, implementing a wide range of communication methods to keep critical stakeholders up-to-date about program activities, and engaging volunteers and other diversified staff to provide programming. Sustainability is based upon establishing a series of balanced and diversified funding streams, including in-kind partner contributions; school district contributions; and local, national and private grants.

Sustainability through Advocacy: The DC3 Advisory Board will share program success and needs with the community at large. The extensive network of partnerships developed in support of this program will also enable the DC3 Advisory Board to seek out additional funding. District Administration will advocate with legislative bodies to preserve funding. Central Decatur and Lamoni have hosted multiple state and national policymakers in recent years as part of the ongoing effort to share the positive effects of multiple initiatives.

Sustainability through Media: The Site Coordinators will utilize all school and community communication streams in order to inform the public of the activities and successes of the four program sites. This will include postings to social media and more traditional newspaper/newsletter outlets. All marketing efforts will be evaluated annually for their effectiveness in procuring community support and securing additional funding streams.

Sustainability through Adaptability: Sustainability planning must be creative, flexible, and rely on strong partners and internal support. As the grant matures and ultimately ends, other funding streams will have to be pursued. Grant funding is critical to the long-term stability of the DC3 program for all students, as the largest cost in maintaining the program is in staffing. Without grant funding, the programs would become more exclusive, as some type of sliding fee scale would need to be implemented. While family/student fees will ultimately help with sustainability, the DC3 Advisory Board recognizes the impact this would have on the target population- low SES students and families. Currently 65% of our students qualify for free or reduced lunch, with the majority qualifying for free lunch, and many would be unable to afford even the smallest of fees.

Sustainability through Coordinated Resources: Each partner in this application has outlined how they will partner with program sites in the Decatur County Cares Coalition. The school district will provide space, office equipment, and custodial services. School lunch staff provide healthy snacks under the child care food assistance program. Graceland University, SWCC, and Public Library staff will work with daily program staff and the Site Coordinator to provide assistance and information for programming and family literacy needs. Partners are in full support of combining resources where possible in order to maximize the positive impact on families and best utilization of public and private funding.

COMMUNICATION PLAN

Audience	Communication Goal	Outreach Strategies and Activities	Outcomes and Impact
Youth	<ul style="list-style-type: none"> *Promotion of program to increase enrollment * Presentation / display of enrichment activities 	<ul style="list-style-type: none"> *Kid-friendly recruitment flyers (quarterly) *Visual displays and demonstrations of program activities (weekly) 	<ul style="list-style-type: none"> *Increased enrollment numbers * Increased literacy skills
Parents	<ul style="list-style-type: none"> *Strong parental participation in the program with family literacy emphasis *Make parents feel welcome and aware of different opportunities *Provide supports to working families 	<ul style="list-style-type: none"> *Pre/Post surveys to reflect on program strengths/weaknesses *Two-way communication * Family Literacy Nights * Monthly newsletters, website postings and weekly take home information 	<ul style="list-style-type: none"> *Parental involvement will enhance student achievement. *Parents will feel as connected partner in their child's participation in the program. * Increased literacy skills
Partners/ Teaching Staff	<ul style="list-style-type: none"> *A shared vision of the concepts and goals of program *Obtain full knowledge of all student needs * Effective communication practices are followed 	<ul style="list-style-type: none"> * Monthly staff meetings, regular meetings with school day teachers, view running records on a weekly basis, report cards are shared with school day staff *Monthly mandatory professional development opportunities, PBIS and MTSS training for all staff 	<ul style="list-style-type: none"> *Cohesive application of program curriculum that translates into improved academic student outcomes. *Partners and staff have close relationships with students in a trusting environment. *Everyone involved with students are on the same page and aware of changing needs.
School District Admin. & DC3 Advisory Council	<ul style="list-style-type: none"> * Recognize and advocate for the program * Part of the decision making process * Evaluate Assessment of program functioning and effectiveness 	<ul style="list-style-type: none"> * Administration, DC3 Council and External Evaluators will meet quarterly to review formative and summative assessment data for continued growth. 	<ul style="list-style-type: none"> * Site and District progress monitoring report(s) * Data will be communicated to effectively guide sustainability of programs.
Community Members	<ul style="list-style-type: none"> *Build relationships in and out of the schools. *Utilize SIAC input for program development and improvement. * Add additional supports and partners. 	<ul style="list-style-type: none"> * Program information will be included in agency newsletters and through website postings. * SIAC meetings will be held quarterly 	<ul style="list-style-type: none"> * Increase number of community partners. * Increased resolution of community needs with stakeholder input.

PARTNERSHIPS

7.1 Partnership Roles in Programming & Sustainability:

<i>DC3 Advisory Board Membership 2016-2017</i>	
Central Decatur Elementary	Amy Whittington
Lamoni Elementary	Alan Dykens
Mormon Trail Elementary	Lorna Paxson
Funshine	Jane Chaille/Heather Brunner
Graceland University	Tanya Coffelt
Library	Felicia Williams
Decatur County Conservation	Kayla Stalder
CHCSI	Brittany Miller
ISU Extension & Outreach	Karen Pattison

Each partner has agreed to a commitment of time and expertise in the implementation of DC3 programming. They have committed time, resources, and funding as listed in individual MOU's to support the before/after and summer school programs in Decatur County. The DC3 will continue to work with existing partners in developing new partnerships and services for continuing and sustaining this county wide approach to meeting the needs of youth and families. These partners are providing services without payment or at a reduced cost.

<i>Community Partnerships</i>	<i>Roles in Programming and/or Sustainability</i>
ISU Extension and Outreach	Supply newly developed literacy-focused activities to pilot. Provide resources and kits. Share best practices for youth development staff training. Serve on DC3 Advisory.
Decatur County Conservation	Provide conservation programs and activities. Supervise field experiences to nature areas. Serve on DC3 Advisory.
Community Health Centers of Southern Iowa	Presentations on wellness and drug/alcohol prevention. Free dental screenings. Participate in health fair. Sponsor snack for Family Literacy Nights. Serve on DC3 Advisory.
Graceland University	Homework assistance. Family literacy nights. Cultural, recreation, and enrichment programs and activities. Serve on DC3 Advisory.
Decatur County Sheriff's Department	Visit programs regularly. Presentations on safety, drug awareness, bullying and violence prevention, and careers.
AmeriCorps Youth Launch	Family literacy nights. 5 AmeriCorps members for educational assistance, mentoring, service-learning, and STEM.

RSVP of Southern Iowa	RSVP Volunteers for Reading/Math academic assistance.
Decatur County Public Health	Provide health educator for Pick a Better Snack and gardening unit.
Lamoni Area SAFE Community Coalition	Broad community input and support at monthly meetings. Youth center activities. Pursue additional grant opportunities.
Decatur County Development Corporation	Arrange guest speakers for career exploration. Assist with enrichment unit to teach business/economics.
SWCC	Actively participate in DC3 Advisory meetings and program activities. Provide ongoing educational opportunities for adults and families, including volunteer/tutor training.
Lamoni Public Library	Administer summer reading program and activity programs. Provide access to library resources. DC3 Advisory Board representation.
Leon Public Library	Administer summer reading program and activity programs. Provide access to library resources. DC3 Advisory Board representation.
Humeston Public Library	Administer summer reading program and activity programs. Provide access to library resources. DC3 Advisory Board representation.
Rotary Club of Decatur County	Provide volunteer/tutor support and assistance. Mobilize and utilize community resources to support program goals.
Funshine	Provide staff for before, after and summer program. Assist in development of Family Literacy Night activities. DC3 Advisory Board representation.

Engaging Partners over lifetime of the grant: Each partner has signed an MOU outlining their role in DC3 programs for the upcoming three-year cycle. The engagement of community partners is critical to the success of the DC3 program. Each site coordinator will regularly connect with partners to gather relevant feedback for future program development and refinement. Annual Focus groups will be held for partner input and support. Recognition events will be planned to provide opportunities for partners to engage with students and families and be recognized for their efforts.

Maintaining partner relationships: The site coordinators will be charged with maintaining relationships with all partners. There will be thorough communication with all partners prior to their participation in the program. After partners engage with students, the Site Coordinator will ensure they receive thank-you letters written by the students. Relationships with partners will be recognized by featuring their participation on social media, school websites, and/or by submitting articles to the local newspapers.

Recruiting new partners: The DC3 Advisory Board will continue to seek out additional community partners willing to provide programming, financial or other forms of support to the program. A realistic sustainability plan for maintaining and increasing local partner support will include: 1. Networking and collaboration among the three school districts. 2. Engaging initial partners. 3. Expanding programs and services that partners can offer. 4. Recruiting new partners.

EVALUATION

The Decatur County Cares Coalition (DC3) has implemented several evaluative assessment protocols in conjunction with experienced evaluators to ensure the success of the program in Decatur County. An advisory board has been established and charged with the oversight of the operational programming of the formative and summative assessment data.

8.1 External Evaluator: Experienced external evaluators are utilized to ensure the proper checks and balances of the program. They have completed evaluations for previous 21st CLCC programs and other community grants, and will comply with all state and federal guidance. All information will be submitted as requested to the appropriate groups.

Dr. Michele Dickey-Kotz: Dr. Dickey-Kotz's doctorate was earned from the University of Missouri - Columbia (Research I) in Educational Leadership and Policy Analysis. Her educational background coupled with her educational research interests in student development makes her involvement as an external evaluator for our DC3 program very pertinent.

Dr. Nancy Halferty: Dr. Halferty served for many years on the faculty in the school of education and was directly responsible for several facets of the assessment and accreditation process for the Higher Learning Commission and the Iowa Department of Education. The experience Dr. Halferty brings to the review and evaluative process of the DC3 program within the state of Iowa will serve the program well in its efforts to increase educational programming for students.

8.2 Evaluation for Program Improvement:

The DC3 Advisory Board utilizes information from various stakeholders to evaluate on a continual basis the operational programming of the assessment data. The members of the board will meet quarterly to discuss current programming and data points relevant to each site and overall district protocols. These data points will be reflective of the standards set forth by the Iowa Department of Education and the goals and objectives established for this program.

Data collection to assess the impact of this program will be modeled after other successful 21CCLC programs in Iowa. In this model, each site collects information on specified indicators over time. This data is then provided to each of our DC3 Advisory Board members and our external evaluators for evaluation and assessment each semester.

Data measure will include:

- Student achievement data from state mandated assessment test (ie. Smarter Balanced Assessment Program, FAST, etc.) or other appropriate district-wide assessments.
- Student level data regarding the attendance and enrollment in the regular school day program and in the after school or the before and after school program (including Saturday, summer and holiday attendance).
- Student level data on discipline referrals, suspensions, and school safety.
- School and program level data from parent, teachers, and student surveys
- Qualitative data describing implementation of the program including operational changes, staffing, and a discussion of objective attainment, as stated in the application.

Additionally, existing surveys of students, teachers, and parents will be modified to target perceived outcomes of the programming and areas in need of improvement from the perspective of the various stakeholder groups. The surveys will be complimentary to information gathered at

individual site stakeholder meetings. Stakeholder meetings of this nature may include, but are not limited to, School Improvement Advisory Committee meetings, SAFE Coalition meetings, and School Board meetings. All data collection in this evaluation effort will be aligned with program goals. The information will be used to demonstrate effectiveness or inform change.

Literacy Goals: The reading curriculum used with the students is expected to improve the literacy skills of participants. To measure this, each program participant will demonstrate growth on multiple assessment indicators for reading. These data points may come from classroom assessments, district assessments, and state-wide assessment programs. By August 2020, 75% of students participating in the program will be proficient in reading literacy.

Enrichment Goals: The enrichment activities used will increase higher-order thinking through inquiry based educational practices. The development and utilization of creative problem solving practices will be examples of the types of measures assessed by the individual site personnel. By August 2020, 75% of students participating in the program will have discovered new ways of acquiring knowledge and skills necessary for productive educational advancement.

Family Literacy Goals: The involvement of family members in the educational process has a direct correlation to the success of the child. Family literacy goals are one way to help drive this success. To measure this, we will survey parents about how comfortable and knowledgeable they feel about information presented in the school communications and during family nights (ie, GED process, topics covered with their children in the program, and supporting student learning in the home). By August 2020, 80% of families will be active supporters of their child’s educational growth and increase their own literacy and employment skills.

Summary of data collected will be shared with the DC3 Advisory Board, External Evaluators, Individual Site Leaders and other various stakeholders each semester. In addition, evaluation data will be reported annually and available to the public on each site’s individual website. The evaluation for this project will identify and document the attainment of the project objectives specified earlier in this narrative. The measures in the following tables have been selected to produce qualitative and quantitative data points to help document our success in each project goal.

LITERACY GOAL MEASURES
Iowa Assessments or Smarter Balanced Assessments - Annually FAST Assessments - Every Fall, Winter and Spring Progress Monitoring of Students by Teacher - Monthly Grade-Level Teacher Reports on Attainment of Reading Goals - Quarterly
ENRICHMENT GOAL MEASURES
Individual Site Personnel Observational Data - Collected Daily Teacher and Student Survey to Measure Satisfaction, Progress, and Identify New Activities - Annually
FAMILY LITERACY GOAL MEASURES
Activity and Attendance Logs for all Component Activities - Collected after each Activity Parent Survey to Measure how Welcome and Connected Parents Feel - Every Fall Parent Survey to Measure Satisfaction, Progress, and Identify New Activities - Every Spring

9.1 Reasonable & Justified Costs: Each Decatur County Cares Coalition (DC3) program center meets the required school year 60 hours per month of program activities and summer program 30 day minimum as detailed in the program application. A cumulative program funding summary can be evidenced in appendix table D2 and summarized below. Because the DC3 program is highly collaborative, we are able to coordinate resources from several district and community sources. As a county wide coalition we are determined to effectively administer change in this area of need for the benefit of our young students.

<i>Personnel</i>	<i>Grant Funds</i>	<i>In-Kind</i>	<i>Totals</i>
DC3 Site Program Personnel (Salaries and Benefits)	School Year: Program staff @ \$15/hour x 3 hours/day x 180 days; Summer: Program staff @ \$15/hour x 4 hours/day x 30 days= total \$703,902	\$83,326 (detailed in next line)	\$787,228
In Kind support for Personnel: Decatur County Conservation \$1000, ISU Extension & Outreach \$1000, Community Health Centers of Southern Iowa \$15,370, Local Libraries \$3,716, Graceland University \$19,570, Decatur County Sheriff's Dept. \$440, Americorps Youth Launch \$28,500, RSVP of Southern Iowa \$9000, Decatur County Public Health \$1080, Lamoni SAFE Coalition \$2750, Decatur County Economic Development \$900 = \$83,326			
Staff Mileage	\$200	\$0.55 per mile for use of school vehicles for meetings	\$200
Staff Meals & Lodging	\$1,000		\$1,000
Student Snacks	\$0	SY snack-\$22,136 Summer meals \$22705 x 3 yrs	\$134,523
Family Literacy Night Thematic Materials and Supplies	\$2,625		\$2625
Program Materials and Incentives	\$5,400 for consumable materials		\$5400
Field Trips	\$7,500		\$7500
PD for DC3 Program Staff (PBIS, State 21st CCLC Conference, Student Leadership)	\$36,000 for conference registrations for staff, Leadership development for High School student workers		\$36,000
Student Access: Transportation	\$69,660		\$69,660
Evaluation	Contract w/ Dr. Michele Dickey-Kotz & Dr. Nancy Halferty, \$2,000 per year x 3 yrs = \$6000		\$6,000
Administrative: DC3 School Site Coordinators & District Administrative & Administrative Assistants	School Year: \$20/hour x 2 hours/day x 180 day x 3 sites=\$21,600 x 3 yrs = 64,800 Summer: (Approximated, may vary by site) \$20/hour x 5 hours/day x 30 days x 3 sites= \$9,000 x 3 yrs= \$27,000 Note: \$67,713 maximum allowed by grant	Bldg Principals: 10 hours/month x 10 months x \$25/hour x 3ppl x 3 yrs= \$22,500 Administrative Assistants: 1 hour/day x 180 days x \$12.50/hour x 4 sites x 3 yrs= \$27,000	\$117,213
	Total 21st CCLC GRANT funds: \$300,000 x 3 yrs=\$900,000		21 CCLC Grant + In Kind Total= \$1,167,349

DC3 Program Personnel: \$703,902 Approximately 78% of the budget is expected to support personnel salaries and benefits to provide certified teachers and paraprofessionals at each of the program sites. Detailed calculations for personnel cost is in previous chart. The amount invested in personnel is enriched through school and community partnerships.

Staff Travel: \$1,200 Each site budget will allow for associated travel costs, including: gas, meals, lodging for conferences and professional development necessary for realizing program goals. In-kind funding will cover the cost of local travel to collaborate with community partners, meet with grant management, and attend local professional development activities.

Materials and Consumable Supplies: \$15,525 Each program site will have a developed budget that provides funding for materials and consumable supplies for before and after programming, summer programming and family nights. Each Site Coordinator will be responsible for working with the Building Principal to manage their general supply budget, ensuring all activities are adequately supported. Funds have been allocated to each site for: PRESS instructional materials; books for reading and family literacy; craft/art supplies; science lab supplies; board games; afterschool curriculum kits; curriculum software; supplies for cooking and nutrition activities; and other materials as determined by building teams. Funds have also been allocated for family literacy activities such as materials, parent involvement materials, and family activities.

Professional Development: \$36,000 Paramount to the provision of high quality services and program sustainability is the development and advancement of skills among our staff. The DC3 Advisory Board and program staff will work together to assess needs for each program site. Funds will ensure access for representatives to attend the state 21st CCLC Conference and provide other necessary opportunities.

Student Access/Transportation: \$69,660 DC3 has allotted the full and allowable 8% maximum of each site's total budget for transportation costs. Transportation to and from the program center would be a barrier if transportation were not provided for students and is increased due to the number of miles that must be traveled as a result of sparse population density and to provide service for students in satellite communities.

Evaluation: \$6000 DC3 has negotiated costs for local evaluation efforts through Graceland University. These consultants will be responsible for completing process reviews, assessing curriculum coordination, analyzing outcome data, and auditing the program. The currently contracted \$2000 cost equates to \$500 for each site's analysis.

Administrative and Indirect Costs: \$67,713 DC3 has allotted 8% of the budget for project administration and indirect costs associated with fiscal management of the project. This will cover time for each site director to collect data, prepare reports, conduct management responsibilities, administer budgets and report program progress. The Fiscal Manager will be responsible for processing program payable/receivables, accounting and audit functions.

9.2 Supplement rather than supplant: The DC3 Advisory Board will utilize funds from 21CCCLC only to supplement, not supplant, existing services and funds. Funds will create and expand afterschool programming that offers extended learning opportunities for children and their families. Funds will be used to provide intensive academic support and enrichment activities, personnel, family literacy programming, contracted community partner services for enrichment activities, and program materials that could not be provided by the district without these grant funds.

Memorandum of Understanding and Commitment

December 14, 2016

**Central Decatur Community School District
and
Central Decatur Community School District
South Elementary School and North Elementary School**

Central Decatur Community School District (CD CSD) has established this Memorandum of Understanding (MOU) for the purpose of implementing the Decatur County Cares Coalition (DC3) before, after and summer school programs at South Elementary and North Elementary, 21st Century Community Learning Center (CCLC) Sites. This MOU establishes the framework for a formal working relationship between the parties to this agreement and specifies the services and resources that each commits to the program, currently known as Cardinal Muscle.

Central Decatur CSD agrees to perform the following roles and responsibilities in the administration of the 21st CCLC during the 2018-2020 Fiscal Years:

Central Decatur CSD will be the fiscal and lead agent for partnership activities and take a primary role in developing the financial resources, program reporting and sustainability systems for the 21st CCLC programs, as well as ensuring the overall success of these activities and programs.

South and North Elementary Schools, as program center sites, are committed to the successful functioning of the 21st CCLC program and to the realization of the DC3 outcomes. South and North Elementary specific commitments to the grant include the following:

- Staff to serve on the Decatur County Cares Coalition (DC3) Advisory Board.
- Parents and appropriate representatives to serve on School Improvement Advisory Council.
- Adequate space in school buildings for activities outlined in the proposal.
- Coordination between school day staff and before, after and summer program staff.
- Program orientation for school staff on an annual basis.
- Daily snacks/meals for program participants under the USDA meal program.
- Licensed teachers and para-educators to provide academic remediation, enrichment, homework assistance and supervision in the before, after and summer school programs.
- Transportation via school busing to and from the afterschool program.
- Assist in implementing the DC3 written sustainability plan to ensure project continuation beyond the grant funding period.

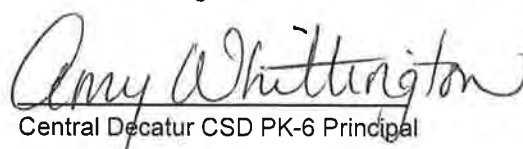
Terms of Agreement:

The terms of this MOU shall be from FY 2018-2020 and may be extended by written agreement of both parties. Either party, upon 30 day written notice to the other party, may terminate this agreement.

Signing this MOU implies this document has been read and the Partners agree to the terms wherein.


Central Decatur CSD Board President

Date: 12-14-16


Central Decatur CSD PK-6 Principal

Date:

12-14-16

Memorandum of Understanding and Commitment

December 8, 2016

**Central Decatur Community School District
and
Lamoni Community School District
Lamoni Elementary School**

Central Decatur Community School District (CD CSD) and Lamoni Community School District enter into this Memorandum of Understanding (MOU) for the purpose of implementing the Decatur County Cares Coalition (DC3) before, after and summer school programs at Lamoni Elementary School, a 21st Century Community Learning Center (CCLC) Site. This MOU establishes the framework for a formal working relationship between the parties to this agreement and specifies the services and resources that each commits to the program.

Central Decatur CSD agrees to perform the following roles and responsibilities in the administration of the 21st CCLC during the 2018-2020 Fiscal Years:

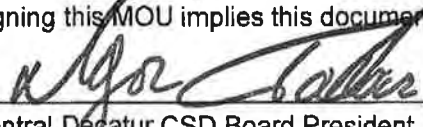
Central Decatur CSD will be the fiscal and lead agent for partnership activities and take a primary role in developing the financial resources, program reporting and sustainability systems for the 21st CCLC programs, as well as ensuring the overall success of these activities and programs.

Lamoni Elementary School, as a program center site, is committed to the successful functioning of the 21st CCLC program and to the realization of the DC3 outcomes. Lamoni Elementary specific commitments to the grant include the following:

- Staff to serve on the Decatur County Cares Coalition (DC3) Advisory Board.
- Parents and appropriate representatives to serve on School Improvement Advisory Council.
- Adequate space in school buildings for activities outlined in the proposal.
- Coordination between school day staff and before, after and summer program staff.
- Program orientation for school staff on an annual basis.
- Daily snacks/meals for program participants under the USDA meal program.
- Licensed teachers and para-educators to provide academic remediation, enrichment, homework assistance and supervision in the before, after and summer school programs.
- Transportation via school busing to and from the afterschool program.
- Assist in implementing the DC3 written sustainability plan to ensure project continuation beyond the grant funding period.

Terms of Agreement:

The terms of this MOU shall be from FY 2018-2020 and may be extended by written agreement of both parties. Either party, upon 30 day written notice to the other party, may terminate this agreement. Signing this MOU implies this document has been read and the Partners agree to the terms wherein.


Central Decatur CSD Board President
Date: 12/15/2016


Lamoni CSD Board President
Date: 12/15/2016

Memorandum of Understanding and Commitment

December 14, 2016

**Central Decatur Community School District
and
Mormon Trail Community School District
Mormon Trail Elementary School**

Central Decatur Community School District (CD CSD) and Mormon Trail Community School District enter into this Memorandum of Understanding (MOU) for the purpose of implementing the Decatur County Cares Coalition (DC3) before, after and summer school programs at Mormon Trail Elementary School, a 21st Century Community Learning Center (CCLC) Site. This MOU establishes the framework for a formal working relationship between the parties to this agreement and specifies the services and resources that each commits to the program.

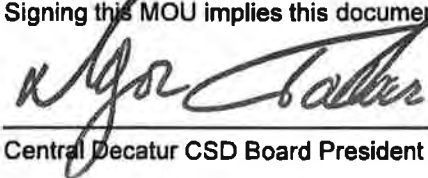
Central Decatur CSD agrees to perform the following roles and responsibilities in the administration of the 21st CCLC during the 2018-2020 Fiscal Years. Central Decatur CSD will be the fiscal and lead agent for partnership activities and take a primary role in developing the financial resources, program reporting and sustainability systems for the 21st CCLC programs, as well as ensuring the overall success of these activities and programs.

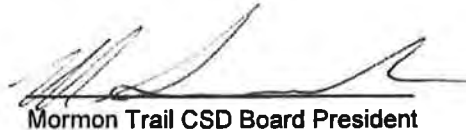
Mormon Trail Elementary School, as a program center site, is committed to the successful functioning of the 21st CCLC program and to the realization of the DC3 outcomes. Mormon Trail Elementary specific commitments to the grant include the following:

- Staff to serve on the Decatur County Cares Coalition (DC3) Advisory Board.
- Parents and appropriate representatives to serve on School Improvement Advisory Council.
- Adequate space in school buildings for activities outlined in the proposal.
- Coordination between school day staff and before, after and summer program staff.
- Program orientation for school staff on an annual basis.
- Daily snacks/meals for program participants under the USDA meal program.
- Licensed teachers and para-educators to provide academic remediation, enrichment, homework assistance and supervision in the before, after and summer school programs.
- Transportation via school busing to and from the afterschool program.
- Assist in implementing the DC3 written sustainability plan to ensure project continuation beyond the grant funding period.

Terms of Agreement:

The terms of this MOU shall be from FY 2018-2020 and may be extended by written agreement of both parties. Either party, upon 30 day written notice to the other party, may terminate this agreement. Signing this MOU implies this document has been read and the Partners agree to the terms wherein.


Central Decatur CSD Board President


Mormon Trail CSD Board President

Date: 12/15/2016

Date: 12-14-16

Memorandum of Understanding and Commitment
December 8, 2016

**Central Decatur Community School District
and
Funshine Learning Center**

Central Decatur Community School District (CD CSD) and Funshine Learning Center enter into this Memorandum of Understanding (MOU) for the purpose of implementing the Decatur County Cares Coalition (DC3) before, after and summer school programs at Lamoni Elementary School, a 21st Century Community Learning Center (CCLC) Site. This MOU establishes the framework for a formal working relationship between the parties to this agreement and specifies the services and resources that each commits to the program.

Central Decatur CSD agrees to perform the following roles and responsibilities in the administration of the 21st CCLC during the 2018-2020 Fiscal Years:

Central Decatur CSD will be the fiscal and lead agent for partnership activities and take a primary role in developing the financial resources, program reporting and sustainability systems for the 21st CCLC programs, as well as ensuring the overall success of these activities and programs.

Funshine Learning Center will act as a program partner at Lamoni Elementary School, a program center site, and is committed to the successful functioning of the 21st CCLC program and to the realization of the DC3 outcomes. Funshine Learning Center specific commitments to the grant include the following:

- Staff to serve on the Decatur County Cares Coalition (DC3) Advisory Board.
- Partner to provide high quality programming and enrichment literacy, math and science activities.
- Provide support for family engagement and literacy nights throughout the year.
- Provide enrichment programming for students when school is not in session.
- Recruit, hire and train staff members that support the DC3 goals and provide enrichment, homework assistance and supervision in the before, after and summer programs.
- Coordination between Funshine and Lamoni Community School staff.
- Provide a site coordinator for the before, after and summer program.
- Assist in implementing the DC3 written sustainability plan to ensure project continuation beyond the grant funding period.

Terms of Agreement:

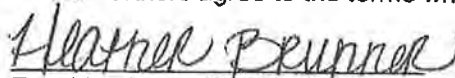
The terms of this MOU shall be from FY 2018-2020 and may be extended by written agreement of both parties. Either party, upon 30 day written notice to the other party, may terminate this agreement.

Signing this MOU implies this document has been read and the Partners agree to the terms wherein.



Central Decatur CSD Board President

Date: 12/14/2016



Funshine Board President

Date: 12-14-16

Memorandum of Understanding

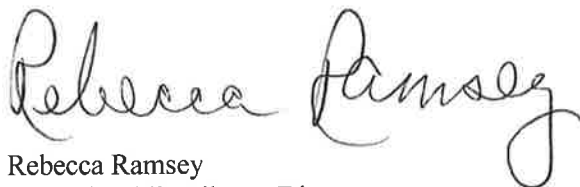
Lamoni Public Library

The Lamoni Public Library exists to support the love of reading, the joy of learning, and the search for information. In order to achieve this vision, the library provides users from the Lamoni community and surrounding areas with the means to meet their recreational reading interests; assists them in finding, evaluating, and using information; and encourages a lifetime of learning from preschool through adulthood. We find the goals of Decatur County Cares Coalition (DC3) to be compatible with the goals of the library, and look forward to collaborating with DC3 to help meet the reading and learning needs of children in the area. We believe that programs and resources that the library provides free of charge to everyone in the area can be appropriately used by DC3 to benefit its participants.

Specifically, the library can offer the following to DC3 participants:

1. Summer reading program of reading logs and incentives to build reading skills and provide practice opportunities. Staff time to monitor program (2 hours per day x 24 days per month x 3 months of June, July, and August = 144 hours valued at \$10 / hr = \$1440 in-kind contribution; plus incentive prizes – toys, coupons, books – valued at \$15 per student, for 100 students = \$1500 in-kind contribution. Total value of reading log program is \$2950.
2. Summer reading activity programs with music, stories, puppets, games, and crafts, offered one morning per week for one month. The purpose of these programs is to build interest in reading and encourage children to enjoy visiting the library. Cost of program estimated at \$125 per session. In-kind contribution of \$525.
3. Show movies at the library to complement literacy units and special book studies. Cost of annual public performance license is \$175. In-kind contribution.
4. Provide access to check out books on the topic areas being studied, and fiction books to promote enjoyment of reading. The library has recently purchased over \$1000 worth of junior nonfiction and junior fiction books that will be available to DC3 participants. In-kind contribution.
5. Provide a librarian to serve on the DC3 advisory committee. In-kind contribution of \$16.50 per hour.

The Lamoni Public Library strongly supports the DC3 21st Century Learning Programs and will work with them in any way possible to enrich and strengthen the school community partnership of the program.



Rebecca Ramsey
Lamoni Public Library Director

IOWA STATE UNIVERSITY
Extension and Outreach

December 4, 2016

Memorandum of Understanding

Between Iowa State University Extension & Outreach – 4-H Youth Development
and DC3 – Decatur County Cares Coalition

Through DC3 – Decatur County Cares Coalition's 21st Century Learning Program, Iowa State University Extension & Outreach's 4-H Youth Development Program will work with Decatur County Schools through:

- Providing resources, kits, and materials to enhance educational efforts through the after-school and summer programming.
- Supplying newly developed literacy-focused educational lessons/activities for K-3 youth through a STEM lens (through collaboration with the Iowa 4-H Program and Iowa State University. The schools will pilot and evaluate the activities as part of this partnership.
- Working with local site coordinator(s) to share best practices for youth development and models for summer day camp programming – including design and development, implementation, risk management, and evaluation.
- Serving as a member/resource on the Decatur County Cares Coalition.
- Sharing research-based, experiential learning curricula available through 4-H and Extension.
- ISU Extension & Outreach's commitment to this effort is approximately \$1,020 in in-kind support (based on \$30/hour professional staff time).

The Iowa 4-H mission is to: *Empower youth to reach their full potential through youth-adult partnerships and research-based experiences.* By supporting the schools' adult volunteers, educators, and site coordinators involved in this project, we will be working towards our mission of youth-adult partnerships and highlighting curricula and resources so Decatur County youth have research-based educational experiences.

On behalf of Iowa 4-H and Iowa State University Extension & Outreach, I look forward to supporting and partnering with the Decatur County Cares Coalition's application for the Iowa Department of Education's 21st Century Community Learning Centers Program.

Sincerely,



Karen Pattison
Youth Program Specialist
4-H South Field Supervisor
Iowa State University Extension & Outreach
641.342.3316
kpatti@iastate.edu



*Community Health Centers
of Southern Iowa*

an iowa *health+* center

**Memorandum of Understanding Between Decatur County Cares Coalition (DC3) and
Community Health Centers of Southern Iowa, Inc.**

Decatur County Cares Coalition (DC3) will utilize 21st Century funding received to provide before/after school and summer programs for kindergarten through sixth grade students in the Central Decatur, Lamoni, and Mormon Trail School Districts. Community Health Centers of Southern Iowa, Inc. will partner with DC3 in their efforts, by providing the following support:

- A minimum of one educational presentation per school district pertaining to health, nutrition, wellness, drug and alcohol use prevention, and/or other health related topics as identified by the school district (approximately \$200 in-kind value for staff time and materials per event);
- Free dental screenings for program participants which will be provided onsite for any students available during the designated block of time in each of the school district (approximately \$90 in-kind value per participant);
- Participation in DC3's health fair (approximately \$300 in-kind value for staff time and materials);
- One representative to serve on the advisory board/committee (approximately \$25 in-kind value for staff time per meeting);
- Sponsorship of healthy snacks for family literacy events (\$500 per school district).

Sincerely,

Samantha Cannon, CEO/CFO
Community Health Centers of Southern Iowa, Inc.
December 7, 2016



GRACELAND
UNIVERSITY

OFFICE OF THE PRESIDENT

Memorandum of Understanding and Commitment
December 15, 2016

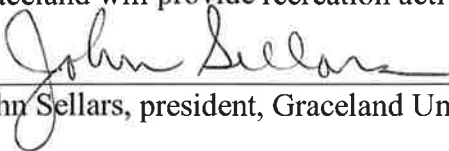
Graceland University
and
Central Decatur School District

Graceland University, in partnership with AmeriCorps and the Dekko Foundation, administers programs that foster youth development across southern Iowa. We work closely with the Lamoni, Central Decatur School, and Mormon Trail districts in mentoring, tutoring, and after-school and summer rec programs. The thrust of those programs has been toward middle school.

We strongly support Decatur County Cares to expand the range of our literacy efforts to K-5 students in before-school, after-school, and summer recreation efforts. In addition to programs with direct reading, language arts, and/or STEM content, Graceland can provide a range of activities that could be cultural enrichment or “rewards” for student achievement.

Therefore, to the 21st Century initiative, Graceland University will commit the following resources:

- *A Graceland representative will serve on the DC3 advisory/board. (\$240)
 - *Graceland students will provide homework assistance in reading and language arts as requested by participating schools. (\$2,610)
 - *Graceland students and staff will provide family engagement/literacy programs throughout the school year. (\$400)
 - *Graceland students and staff will provide experienced instructors and staff to support enrichment programs that explore physical fitness, physical/social/emotional health, and recreational activities. (\$4,320)
 - *Graceland will provide summer enrichment activities including summer camps in the art, science and sports. (\$10,000)
 - *Graceland will provide cultural activities on campus for DC3 participants and families. (\$1,000)
 - *Graceland will provide recreation activities on campus for DC3 participants and families. (\$1,000)
- TOTAL \$19,570

s/ 
John Sellars, president, Graceland University



Graceland University
AmeriCorps Youth Launch
Developing Youth in South Central Iowa

Graceland University AmeriCorps Youth Launch

MEMORANDUM OF UNDERSTANDING

To the United States Department of Education:

This Memorandum of Understanding from Graceland University AmeriCorps Youth Launch is in regard to the Decatur County Cares 21st Century application. AmeriCorps Youth Launch is currently a strong partner with both the Lamoni and Central Decatur school districts in various capacities and plans to continue this partnership in the following ways for the three year duration of the grant award:

- During the school year, AmeriCorps Youth Launch will provide 5 AmeriCorps members at both sites to provide after school program support including but not limited to educational assistance, service-learning activities, mentoring relationships, STEM projects and enrichment opportunities. (2 hrs per after school session x 5 volunteers x 160 days x \$15= \$24000)
- During the summer months AmeriCorps Youth Launch will provide 5 members to provide summer enrichment and academic experiences. (2 hrs per summer session x 5 volunteers x 30 days x \$15=\$4500)
- The additional support provided by the AmeriCorps members will assist students in achieving educational success through goal setting, homework help, and relationship building.
- AmeriCorps Youth Launch members will expand out of school programming by planning additional family and community nights that coincide with the Decatur County Cares Program.

Shannon Harris

AmeriCorps Youth Launch Program Director



Graceland University

AMERICORPS YOUTH LAUNCH
RSVP OF SOUTHERN IOWA
VOLUNTEER CENTER OF SOUTHERN IOWA
YOUTH LAUNCH LEADERS
YOUTH LAUNCH OUTREACH FUND

1 University Place
Lamoni, Iowa 50140
www.graceland.edu/YLC

Memorandum of Understanding

RSVP of Southern Iowa

RSVP of Southern Iowa engages volunteers aged 55 plus to serve in Decatur County. The primary focus area of RSVP is school readiness as volunteers work with early learners to improve literacy skills. RSVP will partner with Decatur County Cares Coalition (DC3) by providing:

- *Provide at least 2 RSVP volunteers for reading/math academic assistance.
(1.5 hr per after school session x 2 volunteers x 160 days x \$15 = \$7200; 30 days summer x 2 volunteers x 2 hrs x \$15 = \$1800)

RSVP of Southern Iowa strongly supports the DC3 21st Century Learning Programs and will work with them in any way possible to enrich and strengthen the school community partnership of the program.

Kelly Everett
RSVP Program Administrator

Memorandum of Understanding

Decatur County Public Health

Decatur County Public Health provides approximately 14 programs to the citizens of Decatur County. Our BASICS Nutrition programs provides activities and support for healthy nutrition and good food choices for preschool thru 3rd grade students. We also provide activities an s support for summer gardening programs. Decatur County Public Health will partner with Decatur County Cares Coalition (DC3) by providing:

*Provide our health educator to teach Pick a Better Snack/gardening through our BASICS Nutrition programs for the summer school program. One(1) health educator at \$ 17.60/hr. (includes benefits X 50 hrs.= \$ 880.00. Supplies= \$ 200.00

Decatur County Public Health strongly supports the DC3 21st Century Learning Programs and will work with them in any way possible to enrich and strengthen the school community partnership of the program.



Shelley Bickel
Decatur County Public Health Director

Lamoni SAFE Coalition

Memorandum of Understanding

Lamoni Area SAFE Community Coalition

Lamoni SAFE Coalition has a long history of youth support in Decatur County by initiating many youth programs and activities in the community and region. Lamoni SAFE Coalition owns and operates the local youth center and has successfully managed Drug Free Communities Grants, Drug Free Mentoring Grants, After School Program Grant, State Incentive Grant, and numerous other small youth grants. Lamoni SAFE supports the Decatur County Cares Coalition (DC3) in their efforts to provide before/after school and summer programming for all youth in Decatur County.

Lamoni Area SAFE Community Coalition will:

*Broaden the community input and support for DC3 programs with the 15 SAFE Action Groups that meet monthly. (Adult/parent, Agriculture, Business, Civic Groups, Community Agencies, Education, Faith Community, Government, Health Care, Justice, Law Enforcement, Media, Senior Citizen, Treatment/Aftercare, Youth) DC3 programming will be added to the monthly agenda of SAFE Coalition for a report and input from community groups to strengthen and support the program. The Education Action Group member will be part of the DC3 Advisory Group to share all suggestions and ideas with this group.

1 hr per month x 15 members x 10 months x \$15 = \$2250

*Provide special activities for DC3 programs at the Lamoni Youth Center.

10 activities x \$50 rental fee = \$500

* Continue to seek additional grant funds to supplement the DC3 programs and help DC3 work toward sustainability.



Judy Badder

Lamoni SAFE Coalition President



Decatur County Sheriff's Office

203 North East Idaho Street
Leon, Iowa 50144
Ph. (641) 446-4111 Fax (641) 446-3089

Sheriff
Ben Boswell
27-1

Chief Deputy Chris Lane 27-2	Deputy Sheriff Sgt. Randy Arnold 27-3	Deputy Sheriff Mitch Alley 27-4	Deputy Sheriff Todd Savely 27-5	Deputy Sheriff Landon Burke 27-6
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Memorandum of Understanding

Decatur County Sheriff's Office

The Decatur County Sheriff's Office, in conjunction with the Lamoni Police Department and the Leon Police Department, work together to connect with the youth in our county schools. The Sheriff's Office will offer safety information and trainings to the youth and their families. The Decatur County Sheriff's Office will partner with the Decatur County Cares Coalition(DC3) by:

Visiting programs regularly on an informal basis to help children feel comfortable with law enforcement officers.

Providing officers to visit each DC3 program at least 4 times per year to discuss law enforcement careers, bike safety, internet safety, texting safety, social media safety, bullying prevention, drug awareness and safety and other topics.

Estimated value of services provided is 20 hours at \$22.00 per hour for an estimated total of \$440.00 per year.

Sincerely

A handwritten signature in blue ink, appearing to read "Ben Boswell".

Sheriff Ben Boswell 27-1
Decatur County Sheriff's Office



Decatur County Conservation Board

20401 NW Little River Rd.

Leon, IA 50144

December 13, 2016

Memorandum of Understanding

Between Central Decatur and Mormon Trail School Districts and Decatur County Conservation

Through the Decatur County Cares Coalition or DC3, Decatur County Conservation will be working with the Central Decatur and Mormon Trail School Districts to:

- Serve on the DC3 Advisory Committee.
- Provide enrichment conservation and environmental education programs and activities.
- Supervise field experiences to county parks/wildlife areas.

Estimated hours of services provided is 40 hours at \$25/per hour = \$1,000.

Sincerely,

A handwritten signature in blue ink that reads "Kayla Stalder".

Kayla Stalder

Naturalist

Decatur County Conservation

Office: (641) 446-7307 Email: stalder.decccb@grm.net Cell: (641) 572-0949



*Rotary Club
of
Decatur County*

**Memorandum of Understanding and Commitment
December 14, 2016
Central Decatur Community School District
And
Rotary Club of Decatur County**

Central Decatur Community School District (CSD) and the Rotary Club of Decatur County enter into this Memorandum of Understanding for the purpose of implementing the Decatur County Cares Coalition (DC3) before, after and summer school programs at South and North Elementary Schools in Central Decatur, Lamoni Elementary School in Lamoni and Mormon Trail Elementary in Humeston. This MOU establishes the framework for a formal working relationship between the parties to this agreement and specifies the services and resources each commits to the program.

Central Decatur CSD agrees to perform the following roles and responsibilities in the administration of the 21st CCLC during the 2018-2020 Fiscal Years:

Central Decatur CSD will be the fiscal and lead agent for partnership activities and take a primary role in developing the financial resources, program reporting and sustainability systems for the 21st CCLC programs, as well as ensuring the overall success of these activities and programs.

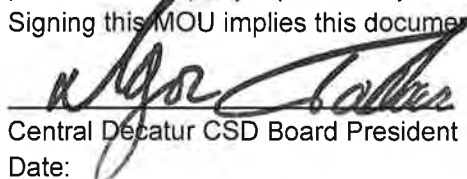
The Rotary Club of Decatur County, as community partner, is committed to the successful functioning of the 21st CCLC program and to the realization of the DC3 outcomes. Rotary Club of Decatur County specific commitments to the grant include the following:

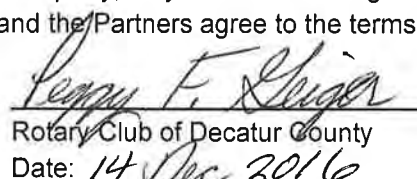
- Provide a representative to serve on the DC3 Advisory Board.
- Provide volunteer support for literacy, homework and mentor experiences.
- Partner to secure and mobilize additional community and human capital resources.

Terms of Agreement:

The terms of this MOU shall be from FY 2018-2020 and may be extended by written agreement of both parties. Either party, upon 30 day written notice to the other party, may terminate this agreement.

Signing this MOU implies this document has been read and the Partners agree to the terms wherein.


Central Decatur CSD Board President
Date:


Rotary Club of Decatur County
Date: 14 Dec 2016

Memorandum of Understanding

The Decatur County Development Corporation (DCDC) is committed to the generation of continuous growth, prosperity and the overall economic health of Decatur County. We aim to attract and retain business enterprises, cultivate entrepreneurship, support the development of a quality housing infrastructure, and promote tourism and recreation. Another focus of DCDC is to increase the workforce base in the county to support business growth. Under this agreement, DCDC will:

- *Facilitate and arrange for guest speakers from various careers to provide enrichment activities.
- *Assist with an enrichment unit to teach principles of business and economics to young people interested in starting a business.

The estimated value of this partnership is \$900 (30 hours over the course of the program x \$30/hr.).

DCDC strongly supports the DC3 21st Century Learning Programs, and is looking forward to working with them to strengthen the knowledge of business for young people in the county.



Shannon Erb
Executive Director
Decatur County Development Corporation



FORM A: SITE INFORMATION

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

21CCLC Site Name: South Elementary, Central Decatur CSD		
Site Address: 201 SE 6th Street		
City, State, Zip: Leon, IA 50144		
Phone: (641) 446-6521		
Site Contact Person: Amy Whittington, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name: North Elementary, Central Decatur CSD		
Site Address: 1203 NE Poplar Street		
City, State, Zip: Leon, IA 50144		
Phone: (641) 446-4452		
Site Contact Person: Amy Whittington, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name: Lamoni Elementary, Lamoni CSD		
Site Address: 202 N Walnut Street		
City, State, Zip: Lamoni, IA 50140		
Phone: (641) 784-3351		
Site Contact Person: Al Dykens, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name: Mormon Trail Elementary, Mormon Trail CSD		
Site Address: 403 South Front Street		
City, State, Zip: Humeston, IA 50123		
Phone: (641) 877-2521		
Site Contact Person: Becky Stripe, Principal		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

As the designated applicant agency representative, I certify that funds from 21st Century Community Learning Centers Program will supplement, not supplant, existing services and funds.

I further certify that funds under this program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

The request for applications program manager or fiscal agent is responsible to notify the Iowa Department of Education immediately any time a deviation occurs or necessity arises to alter any of the goals, program elements, budget or other sections as stated in the request for applications. Program agrees to provide a minimum of 60 hours contact time a month and 30 days of summer school (if applicable).

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

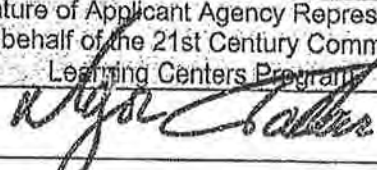
Part M: Private and Public School Consultation

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

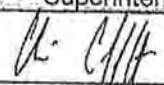
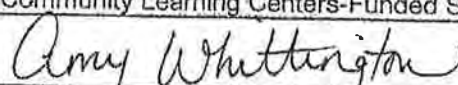
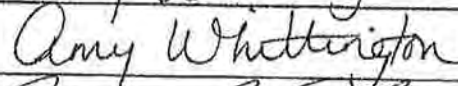
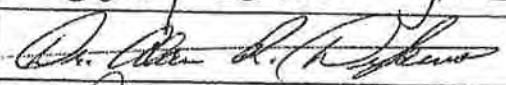
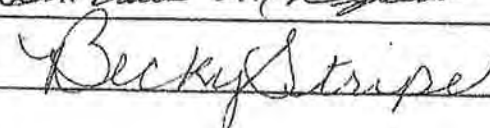
Part N: Grant Termination (Additional conditions in Appendix D)

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Central Decatur Community School District



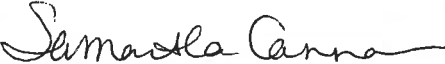

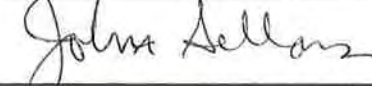



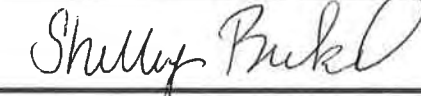
Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement 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
	Central Decatur Community School District
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	South Elementary, Central Decatur CSD
	North Elementary, Central Decatur CSD
	Lamoni Elementary, Lamoni CSD
	Mormon Trail Elementary, Mormon Trail CSD

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	Karen Pattison, Youth Development	Agency	ISU Extension and Outreach
Signature		Address	154 West Jefferson
		City/Zip	Osceola 50213 Phone 641 342 3316
Name/Title	Kayla Stalder, Naturalist	Agency	Decatur County Conservation
Signature		Address	20401 NW Little River Rd
		City/Zip	Leon 50144 Phone 641 446 7307
Name/Title	Samantha Cannon, CEO	Agency	Community Health Centers of Southern Iowa
Signature		Address	302 NE 14 th Street
		City/Zip	Leon 50144 Phone 641 446 2383
Name/Title	Rebecca Ramsey, Librarian	Agency	Lamoni Public Library
Signature		Address	301 West Main
		City/Zip	Lamoni 50140 Phone 641 784 6686
Name/Title	John Sellars, President	Agency	Graceland University
Signature		Address	1 University Place
		City/Zip	Lamoni 50140 Phone 641 784 5111
Name/Title	Ben Boswell, Sheriff	Agency	Decatur County Sheriff's Dept
Signature		Address	203 NE Idaho Street
		City/Zip	Leon 50144 Phone 641 446 4111
Name/Title	Shannon Harris, Program Director	Agency	AmeriCorps Youth Launch
Signature		Address	1 University Place
		City/Zip	Lamoni 50140 Phone 641 784 5495
Name/Title	Kelly Everett, RSVP Administrator	Agency	RSVP of Southern Iowa
Signature		Address	1 University Place
		City/Zip	Lamoni 50140 Phone 641 784 5144
Name/Title	Shelley Bickel, Administrator	Agency	Decatur County Public Health
Signature		Address	207 NE Idaho Street
		City/Zip	Leon 50144 Phone 641 446 6518

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):
Four (4)	285	\$ 300,000	\$ 900,000

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION

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

Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
South Elementary	\$ 114,000	\$ 114,000	\$ 114,000	\$ 342,000	110
North Elementary	\$ 52,500	\$ 52,500	\$ 52,500	\$ 157,500	50
Lamoni Elementary	\$ 103,500	\$ 103,500	\$ 103,500	\$ 310,500	100
Mormon Trail Elementary	\$ 30,000	\$ 30,000	\$ 30,000	\$ 90,000	26
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 285

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

Applicant Agency: Central Decatur CSD

Site: South 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: 110

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$89,165	\$600	\$89,165	\$600	\$89,165	\$600	\$269,295
Staff Travel	\$100		\$100		\$100		\$300
Materials	\$1,500	\$250	\$1,500	\$250	\$1,500	\$250	\$5,250
Professional Development (minimum 4% per year)	\$4,560		\$4,560		\$4,560		\$13,680
Student Access, Transportation etc. (maximum 8% per year)	\$9,120		\$9,120		\$9,120		\$27,360
Evaluation (about 4% per year)	\$500		\$500		\$500		\$1,500
Administrative/ Indirect Costs (maximum 8% per year)	\$8,205		\$8,205		\$8,205		\$24,615
Totals	\$113,150	\$850	\$113,150	\$850	\$113,150	\$850	

*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: Central Decatur CSD

Site: North 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: 50

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$40,464	\$400	\$40,464	\$400	\$40,464	\$400	\$122,592
Staff Travel	\$100		\$100		\$100		\$300
Materials	\$800	\$250	\$800	\$250	\$800	\$250	\$3,150
Professional Development (minimum 4% per year)	\$2,100		\$2,100		\$2,100		\$6,300
Student Access, Transportation etc. (maximum 8% per year)	\$4,200		\$4,200		\$4,200		\$12,600
Evaluation (about 4% per year)	\$500		\$500		\$500		\$1,500
Administrative/ Indirect Costs (maximum 8% per year)	\$3,686		\$3,686		\$3,686		\$11,058
Totals	\$51,850	\$650	\$51,850	\$650	\$51,850	\$650	

*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: Lamoni CSD

Site: :Lamoni 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: 50

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$80,730	\$500	\$80,730	\$500	\$80,730	\$500	\$243,690
Staff Travel	\$100		\$100		\$100		\$300
Materials	\$1,500	\$250	\$1,500	\$250	\$1,500	\$250	\$5,250
Professional Development (minimum 4% per year)	\$4,140		\$4,140		\$4,140		\$12,420
Student Access, Transportation etc. (maximum 8% per year)	\$7,500		\$7,500		\$7,500		\$22,500
Evaluation (about 4% per year)	\$500		\$500		\$500		\$1,500
Administrative/ Indirect Costs (maximum 8% per year)	\$8,280		\$8,280		\$8,280		\$24,840
Totals	\$102,750	\$750	\$102,750	\$750	\$102,750	\$750	

*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: Mormon Trail CSD

Site: Mormon Trail 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: 26

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$22,525	\$250	\$22,525	\$250	\$22,525	\$250	\$68,325
Staff Travel	\$100		\$100		\$100		\$300
Materials	\$500	\$125	\$500	\$125	\$500	\$125	\$1,875
Professional Development (minimum 4% per year)	\$1,200		\$1,200		\$1,200		\$3,600
Student Access, Transportation etc. (maximum 8% per year)	\$2,400		\$2,400		\$2,400		\$7,200
Evaluation (about 4% per year)	\$500		\$500		\$500		\$1,500
Administrative/ Indirect Costs (maximum 8% per year)	\$2,400		\$2,400		\$2,400		\$7,200
Totals	\$29,625	\$375	\$29,625	\$375	\$29,625	\$375	

*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.)*

* 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: Chris Coffelt
Title: Superintendent

Definitions

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

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

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

"Disability" does not include any of the following:

(a) Homosexuality or bisexuality.

(b) Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.

(c) Compulsive gambling, kleptomania, or pyromania.

(d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.

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

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

Equitable Participation of Private, Non-Public School Students: Students, teachers, and other educational personnel are eligible to participate in 21CCLC programs on an equitable basis, which is determined by a pre-application consultation. A public school or other public or private entity that is awarded a grant must provide equitable services to private, non-public school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both private and public school students in the area served by the grant. Given this requirement, a private school that is awarded a grant must provide equitable services to the public school students and families and vice versa.

Grantees must consult with private and non-public school officials during the design and development of the 21CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological. Consultation involves communication and discussions between LEAs and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers, and other education personnel in ESEA/ESSA programs. Consultation with non-public schools should occur within the first month of preparing an application for funding. Applications must provide a log of communications in Appendix A that includes contacts, meeting dates and times, and outcomes.

The required form included in Appendix A provides a template for outreach and documentation of consultation with non-public entities. Meaningful consultation provides a genuine opportunity for all parties to express their views, to have their views seriously considered, and to discuss viable options for ensuring equitable participation of private school students, teachers, and other education personnel. Adequate notice of such consultation is critical in ensuring meaningful consultation and the likelihood that those involved will be well prepared with the necessary information and data for decision-making. Consultations should take place in September or October.

Private schools may apply for this grant and are likewise held to the standard requirements of equitable participation and timely and meaningful consultation. Private school grantees must provide equitable access to the program for all public school students and their families who reside in the geographic area of the private school. Private schools, where applicable, must consult with public schools.

To include in Form F: contact names, phone numbers, email addresses and dates of consultation. Include more information than less.

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

Decatur County does not have a private school hosted within the county. This form is not applicable to our application.

	<p align="center">Private School Consultation Meeting Log</p> <p>Date Time Location</p>
---	---

Meeting called by:

Type of meeting:

Attendees: (Attach attendance sign-in sheet)

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

[continues on next page]

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

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

Other Information

Resource persons:	
Special notes:	

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

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