

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

**Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319**

Mail Applications to:

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APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency):
Andrew Community School District

County: Jackson		Amount Requested: \$61,200 (Total Form D1)	
Director of Agency: Andy Crozier, SUPT		Grant Contact/Project Director: Peter Bonifas	
Agency Name: Andrew Community School District		Agency Name: Andrew Community School District	
Address: 13 S. Marion PO Box 230		Address: 13 S. Marion PO Box 230	
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Email: egronlund@mbaea.org		Email: adam.crigger@andrew.k12.ia.us	

Is this an application for a continuation grant? (Check yes or no): Yes

No

LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number: _____ OR Enter School District Code _____ 0243 _____
--

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

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

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

Documentation: (Attached is the SINA list provided by the Iowa Department of Education showing Andrew Community Schools)

Example of documentation: SINA list provided by the Iowa Department of Education available at www.educateiowa.gov.

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

Documentation: (Attached is the MOU between Andrew Community School District and the Maquoketa YMCA.)

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

85 Story	11 Heartland	0225 Ames Comm School Di	0454 Meeker Elementary School	S	MET	MET	MET	Watch	MET
85 Story	11 Heartland	0225 Ames Comm School Di	0456 Kate Mitchell Elementary School	S	MET	MET	MET	Watch	MET
85 Story	11 Heartland	0225 Ames Comm School Di	0481 Abbie Sawyer Elementary School	T	MET	MET	MET	Watch	MET
53 Jones	10 Grant Wood	0234 Anamosa Comm Schoo	0109 Anamosa High School		MET	MET	MET	Watch	MET
53 Jones	10 Grant Wood	0234 Anamosa Comm Schoo	0209 West Middle School		MET	MET	MET	SINA-2	MET
53 Jones	10 Grant Wood	0234 Anamosa Comm Schoo	0418 Strawberry Hill	T	MET	MET	MET	SINA-1	MET
49 Jackson	9 Mississippi Band	0243 Andrew Comm School I	0209 Andrew Middle School	T	MET	MET	MET	Removed	Removed
49 Jackson	9 Mississippi Band	0243 Andrew Comm School I	0409 Andrew Elementary School	T	MET	MET	MET	Watch	MET
77 Polk	11 Heartland	0261 Ankeny Comm School I	0109 Ankeny High School		MET	MET	MET	MET	MET
77 Polk	11 Heartland	0261 Ankeny Comm School I	0209 Parkview Middle School		MET	MET	MET	SINA-4	MET
77 Polk	11 Heartland	0261 Ankeny Comm School I	0218 Prairie Ridge Middle School		MET	MET	MET	Watch	Removed
77 Polk	11 Heartland	0261 Ankeny Comm School I	0405 East Elementary School	T	MET	MET	MET	SINA-6	MET
77 Polk	11 Heartland	0261 Ankeny Comm School I	0409 Northwest Elementary School	T	MET	MET	MET	MET	MET
77 Polk	11 Heartland	0261 Ankeny Comm School I	0412 Prairie Trail Elementary School		MET	MET	MET	MET	MET
77 Polk	11 Heartland	0261 Ankeny Comm School I	0418 Ashland Ridge Elementary		MET	MET	MET	MET	NA
77 Polk	11 Heartland	0261 Ankeny Comm School I	0427 Southeast Elementary School	T	MET	MET	MET	Watch	MET
77 Polk	11 Heartland	0261 Ankeny Comm School I	0436 Terrace Elementary School	T	MET	MET	MET	MET	MET
77 Polk	11 Heartland	0261 Ankeny Comm School I	0445 Westwood Elementary School		MET	MET	MET	MET	MET
77 Polk	11 Heartland	0261 Ankeny Comm School I	0447 Northeast Elementary		MET	MET	MET	MET	MET
77 Polk	11 Heartland	0261 Ankeny Comm School I	0448 Crocker Elementary School		MET	MET	MET	Removed	MET
Butler	7 AEA 267	0279 Applington-Parkersburg	0109 Applington ParkersburgHigh School		MET	MET	MET	Watch	MET
Butler	7 AEA 267	0279 Applington-Parkersburg	0172 Applington / Parkersburg Middle School		MET	MET	MET	SINA-2	MET
Butler	7 AEA 267	0279 Applington-Parkersburg	0409 Applington Elementary School	T	MET	MET	MET	MET	MET
12 Emmet	5 Prairie Lakes	0333 Armstrong-Ringsted Ce	0427 Parkersburg Elementary School	T	MET	MET	MET	Removed	MET
24 Crawford	12 Northwest	0355 Ar-We-Va Comm Schoo	0109 North Union High School		MET	MET	MET	Delay-1	MET
24 Crawford	12 Northwest	0355 Ar-We-Va Comm Schoo	0172 Westside Junior-Senior High School		MET	MET	MET	MET	MET
15 Cass	13 Green Hills	0387 Atlantic Comm School I	0427 Ar-We-Va Elementary School	T	MET	MET	MET	Watch	NA
15 Cass	13 Green Hills	0387 Atlantic Comm School I	0109 Atlantic High School		MET	MET	MET	SINA-2	MET
15 Cass	13 Green Hills	0387 Atlantic Comm School I	0209 Atlantic Middle School		MET	MET	MET	SINA-3	MET
15 Cass	13 Green Hills	0387 Atlantic Comm School I	0427 Schuler Elementary School	S	MET	MET	MET	SINA-4	MET
15 Cass	13 Green Hills	0387 Atlantic Comm School I	0445 Washington Elementary School	S	MET	MET	MET	Delay-1	MET
5 Audubon	11 Heartland	0414 Audubon Comm Schoo	0109 Audubon Middle-High School	T	MET	MET	MET	Watch	MET
5 Audubon	11 Heartland	0414 Audubon Comm Schoo	0409 Audubon Elementary School	T	MET	MET	MET	SINA-1	MET
18 Cherokee	12 Northwest	0423 Aurelia Comm School E	0251 Aurelia Middle School	T	MET	MET	MET	MET	MET
18 Cherokee	12 Northwest	0423 Aurelia Comm School E	0409 Aurelia Elementary School	T	MET	MET	MET	Watch	MET
78 Pottawat	13 Green Hills	0441 A-H-S-T Comm School I	0172 A-H-S-T High School		MET	MET	MET	Watch	MET
78 Pottawat	13 Green Hills	0441 A-H-S-T Comm School I	0409 A-H-S-T Elementary School	T	MET	MET	MET	SINA-1	MET
85 Story	11 Heartland	0472 Ballard Comm School E	0109 Ballard Community Senior High School		MET	MET	MET	MET	MET
85 Story	11 Heartland	0472 Ballard Comm School E	0209 Ballard Community Middle School	T	MET	MET	MET	Watch	MET
85 Story	11 Heartland	0472 Ballard Comm School E	0415 East Elementary	T	MET	MET	MET	SINA-1	MET
85 Story	11 Heartland	0472 Ballard Comm School E	0425 West Elementary	T	MET	MET	MET	Watch	MET
47 Ida	12 Northwest	0504 Battle Creek-Ida Grove	0109 Battle Creek-Ida Grove Senior High School		MET	MET	MET	MET	MET
47 Ida	12 Northwest	0504 Battle Creek-Ida Grove	0209 Battle Creek-Ida Grove Intermediate School		MET	MET	MET	MET	MET
47 Ida	12 Northwest	0504 Battle Creek-Ida Grove			MET	MET	MET	Watch	MET

December 2, 2014



Iowa Department of Education
Division of Learning and Results
Grimes State Office Building
400 E 14th Street
Des Moines, IA 50319

Memorandum of Understanding

To Whom It May Concern,

It is my pleasure to provide you with this letter of commitment from the Maquoketa Area Family YMCA to jointly partner with the Andrew Community Schools district in their 21st Century Community Learning Centers grant application. The school system in the community of Andrew is at the core of family life. As such, they are uniquely positioned to provide services through the 21st Century grant.

The Maquoketa Area Family YMCA proposes to:

- Partner with Andrew Schools to provide weekly after school programming to augment their efforts to provide meaningful before and after school programming for their children.
- Provide facility access, various recreational programs and swim lessons.
- Host several summer school events and activities in conjunction with Andrew CSD
- Provide Child Protection Background Checks for all volunteers and employees
- Supply equipment to support all sponsored activities
- Communicate information to families about opportunities for family events and programs offered by the YMCA
- Provide and or partner in weekend field trip opportunities with Andrew CSD

Andrew Community School District agrees to:


- Handle all day to day operations of carrying out the 21st CCLC requirements
- Write the 21st CCLC continuation proposals
- Provide transportation to all YMCA activities
- Complete all evaluation reports
- Provide a daily nutritious snack

Together we will work to maximize each and every dollar to the benefit of those we will serve!

Sincerely,



Scott Warren
Executive Director
Maquoketa Area Family YMCA



Pete Bonifas
Activity Coordinator/Community Liaison
Andrew Community School District

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Required Forms Attached:

Letters of Support

Form A: Site Information

Form B: Assurances & Agreements

Form C: Collaborative Signatures

Form D1: Funding Requirements

Form D2: Budget Forms

Form D3: Applicant Agency Fiscal Resource Information

Form E: Minority Impact Statement

Form F: Non-Public Consultation Documentation Template

Proposal Abstract

This proposal is an application for the 21st Century Community Learning Center, titled the Andrew L.E.A.P., which stands for *Leader Education* through *After* school *Programs*. Andrew Community School District (CSD) is a rural PK-8 district in Andrew Iowa with a certified enrollment of 218 students. Located in Jackson County, we face many challenges everyday with enrollment, poverty, and engagement of family in each child's education. Our current rate for free and reduced lunch is 47.4%.

In Andrew CSD, grades 9-12 are currently being grade-shared with Bellevue CSD and Maquoketa CSD and have not been held in Andrew since 2011. Andrew CSD has been considered a high achieving district for many years yet recently we have begun to see scores decline, and our poverty rate has continued to increase. Andrew CSD serves many subgroups including students with special needs and those living in poverty.

The Andrew L.E.A.P. will serve our students by providing: 1) Academic Intervention, 2) Enrichment and leadership activities, 3) High quality STEM programs for all students, and 4) Family Literacy activities.

Our L.E.A.P. program will have an average attendance goal of 30 students before and after school and 30 students in summer school activities. We are requesting \$61,200 each year for three years. This equates to \$1,020 per student. The L.E.A.P. program will run from 7:10am – 8:10am in the morning and from 3:30pm – 5:30pm after school. L.E.A.P. summer school will run for 30 days from 8am-12pm. A monthly field trip will also be scheduled.

The Andrew L.E.A.P. will be broken down into three 40-minute blocks. The first 40 minutes will consist of academic interventions for students with instruction provided by after school staff and classroom teachers. Academic instruction will be driven from our response to intervention (RTI) model. Students will be identified through our comprehensive system that includes data collection, analysis, and a collaborative team to select interventions, frequency, and next steps.

The second 40-minute block will focus on enrichment and leadership activities for students. Enrichment activities will be focused around student interests and ability level. Leadership activities will be modeled around our Leader in Me program, which is being implemented in grades K-8. These activities will integrate technology, art, vocal music, and other fine arts.

The last 40-minute block will be structured around recreational health. This block will include physical activity and teaching healthy habits to students. Students will focus on team games, individual play, and tracking health habits while setting goals for improvement.

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

Onsite staffing will include a program coordinator (our current Activity Coordinator/Community Liaison), three program assistants, and many community partners through in-kind support. Our partnership with the Maquoketa YMCA will also provide Andrew CSD with the use of their facilities, staff, equipment, and expertise!

2.1 Objective Data Used to Determine Need

The Andrew Community School District

Student Academic Needs: Andrew Community School District (ACSD) is located in rural Jackson County and is one of the smallest school districts in Iowa. ACSD continues to be dedicated to offering our students the same access to engaging curriculum, instruction and resources that students in larger districts can access to meet the Iowa Core Standards. The 2014/2015 school year is the first year that ACSD has been designated as a SINA/DINA school (school and district in need of assistance) due to not maintaining one year's academic growth in the area of reading in the elementary school. During our root cause analysis with district and AEA support staff our student data shows that as our poverty rate has increased, our literacy scores have begun to slightly decline. We have also noticed that we have a significant gap between our free/reduced lunch (FRL) and our non-free/reduced lunch population in reading achievement data. As the needs of students has changed our instructional practices and strategies have not changed to meet the needs of our students. ACSD has a certified enrollment of 218 students 47% of students on free and reduced lunch. The FAST data collected for our kindergarten students for the fall of 2014 and the data for DIBELS for the previous two years:

2012/2013 DIBELS	End of Year Proficiency
Kindergarten	56%
1st grade	75%
2nd grade	92%
3rd grade	92%
2013/2014	End of Year Proficiency
Kindergarten	80%
1st grade	71%
2nd grade	60%
3rd grade	91%

2014 FAST Kindergarten Fall Screening	Proficiency
Composite	62.5%
Letter Sounds	75%
Onset Sounds	75%
Concepts of Print	68%

Both sets of data show that kindergarten and 1st grade students are currently not ending the year reading proficiently based on these benchmarks. Our students need more direct, explicit instruction in the area of decoding and reading comprehension strategies to master these concepts and be able to “read to learn” by 3rd grade. Many families within our district have identified that reading was difficult for them as a student as an adult and they don’t know how to support their children as they learn to read. Families are in need of access to literacy materials and education to understand the importance of reading and how to implement reading strategies at home. ACSD has implemented an after school program for the 2014/2015 to begin offering some activities that students can engage in after the school day. Currently, these programs focus on enrichment and physical activity but do not provide students with reading support. With the support of the 21st Century Learning Grant, ACSD would be able to offer students additional reading support that is differentiated based on the data that is collected during progress monitoring during the school day. The teachers would then be able to focus on and provide individualized instruction for students to close this achievement gap. The Andrew L.E.A.P. will be focused on reducing the proficiency gap in reading between FRL students and non-FRL.

Why do Andrew students need an after school program?: As the academic rigor increases for students in implementing the Iowa Core Standards our students need more support to develop strategies to become independent successful readers. In order for our students to close the achievement gap and make annual yearly progress in the area of reading we will need to extend the time we have with our students to continue to provide instructional interventions, academic study time, and enrichment opportunities that are purposeful for our students. Andrew, IA is a small, rural school that is located in a town of roughly 300 people. As in many small, rural communities the district does not have any opportunities outside of the school that engages students in positive and structured after school activities. The district continues to face enrollment challenges each year. One of the biggest factors related to students leaving our school district is the lack of after school programs in the area. Numerous parent exit surveys note the need for positive academic and social supports outside of the normal school day.

The school district has implemented an MTSS systems of support structure within the reading and math block during the school day and will be using summative and formative assessment from READY Common Core, 95% group and FAST to gather data and interpret the data during our professional learning communities during the school day. Students are then placed in a small group based on their needs. The 21st Century Grant

would allow staff and students to continue receiving direct instruction in their area of need with teachers who are trained in implementing the interventions and using effective materials to increase student achievement.

In addition, part of our focus for the after school program at Andrew, will be an increase in STEM opportunities for all students. The district has traditionally scored well on science and math on Iowa Assessment exams, but we are also noticing a decline in these areas in the past few years. We want to be able to use our after school program to provide opportunities for students to engage in hands on learning with STEM material, as well as math instruction through our MTSS process. We hope the hands on learning through STEM activities will spark motivation and enthusiasm for the science, technology, and math fields for our students in poverty. As seen in the chart below, this past year our FRL students scored 35 percentage points below our Non FRL students in science and math proficiency as measured by the Iowa Assessments.

2.2 Stakeholders Engaged in the Needs Assessment

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

Students - Student Council members met with district administration to discuss the possible activities and focus of the Andrew Leadership Institute. Students supported the idea of having more opportunities for STEM activities such as First Lego League, A World In Motion, and a technology club. Students will continue to be engaged in planning of activities each week as part of Andrew L.E.A.P.

Project

3.1 Link to Student Need:

As our free/reduced lunch percentage continues to climb, we know that in order for Andrew L.E.A.P. to be successful we must focus on students who would qualify for free and reduced lunch services. Andrew CSD will focus activities and programs within L.E.A.P. based on these data sources:

Needs Assessment	Program Component
Academic Data	-Academic interventions in reading and math as outlined in student's MTSS plan based on progress monitoring data from FAST/Iowa Tier. -Opportunities for study time and individual reading for students not needing specific intervention support.
Asset Data	-Student directed activity and leadership opportunities -Activities in fine arts (Art, Music, Band) -Community service and civic learning opportunities
Social/Behavioral	-Leader in Me activities are selected based on area of need
Parent Input	-Parent engagement and family literacy services

3.2 Academic, Enrichment, and Family Literacy Services:

Academic/Intervention Support - Andrew CSD and it's staff is committed to providing a Multi-Tiered System of Supports that offers our students differentiated instruction and interventions to make increased student achievement gains. Andrew L.E.A.P. will extend the intervention period for students to after school. After school interventions will allow for small group or individualized instruction based on the specific area of need for each student. The academic component/block will be 45 minutes in length and will involve these parts:

Small group/individualized instruction - Students needing intervention supports will receive instruction from classroom teachers directly after the school day is over. This support will be for no more than 30 minutes, three times per week.

Academic study table - Students not needing intervention support will participate in study table. Study table will be designed for students to work individually or in teams to complete homework, study for exams, and/or read silently for an extended amount of time. Students will be able to receive academic support from the staff member who is supervising study table. In partnership with the Andrew Lions Club, the district will provide tutoring services from seniors in the community..

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

Enrichment Support - Based on student interest surveys, Andrew L.E.A.P. will focus on enrichment activities that are age appropriate and researched based for improving student interest in diverse topics. Enrichment activities will focus on these areas:

a. Mathematics and Science education (STEM) activities.

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

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

Recreational activities; physical literacy: Each day during Andrew L.E.A.P. students will focus on the improvement of their individual social, emotional, mental, and physical health. Through structured play and movement, students will be active in body and spirit to maintain a healthy lifestyle. Students will be given the opportunity to participate in creating healthy snacks during the program.

Character education programs: Andrew L.E.A.P. will focus on extending the academic program of the Leader in Me program that is currently implemented at Andrew CSD. In conjunction with the school day, each week L.E.A.P. will focus on one of the 7 habits that are part of the Leader In Me program. Activities, projects, and literacy will all focus around that habit to continue emphasizing the importance of becoming a leader through the 7 habits.

3.3 Goal, objectives, and performance measures

Andrew L.E.A.P. will be measured on the strategic goals and priorities that are aligned to the SINA/DINA assurances and the school/district wide goals. The broad goal of Andrew L.E.A.P. is to provide students with opportunities to make academic process that will close the achievement gap and provide access to activities where *youth will be positive leaders for themselves, their peers, and the community in which they serve and represent*. To fulfill our goal, we have set two sets of goals to drive programming: 1) academic goals and 2) leadership goals. Each of these goals have measurable data to help identify and measure impact of Andrew L.E.A.P.

3.4 Alignment with the school day and district C Plan:

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

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

The program also aligns to the district C Plan by acting as the delivery agent for action plan items, including: academic achievement, experiential learning, background knowledge, parent and community engagement, and family literacy programming. The district will also include the mandatory participation of the Superintendent, Board of Directors, and other key staff to ensure connections are present between the Leadership Institute and the school goals.

3.5 Organizational Experience

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

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

4.0 Research Base

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

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

According to John Hopkin's University Center for Summer Learning, summer programming is particularly important with the following research conclusion: All students experience some form of learning loss when they do not engage in educational activities during the summer. On average, students lose 2.6 months of grade level equivalency in math computation skills over the summer months. More than half of the achievement gap between lower and higher income youth can be explained by unequal access to summer learning opportunities. Our summer learning program intends to focus on low SES families to ensure that these characteristics are targeted to improve academic performance.

Management Plan

5.1 Staffing, Professional Development, Leadership, and Volunteerism

Staffing - Andrew CSD will use the newly created position of Activity Coordinator /Community Liaison to lead the 21st Century Community Learning Center and will also hire high quality staff to ensure a student: staff ration of 15:1 or lower at all times during the Andrew L.E.A.P. As part of our RTI system, it will be critical that current staff or classroom teachers of individual students are providing interventions. The district will hire a L.E.A.P. Leader based of the qualifications of internal and external candidates. The administrative functions of the Andrew L.E.A.P. will be assumed by the Activity Coordinator / Community Liaison to ensure a tight connection with the school day instruction and the after school activities and instruction. The Principal/Curriculum Director will be responsible for hiring staff and providing leadership and vision for the Institute. All paraprofessionals that would serve as program assistants will meet Title 1 requirements.

Professional Development - Professional development will be ongoing and focused on activity areas for our student needs. The district will incorporate 16 hours of up front professional development at the beginning of the school year for all Andrew L.E.A.P. staff. We will include 8 hours for all L.E.A.P. staff members in January as well as 8 hours in May, prior to summer school activities. The professional development will include training on the Leader in Me program and the 7 Habits of Highly Effective People, applicable STEM activities, and other after school program strategies. Licensed staff will be required to attend all 32 hours of professional development, which will use the Iowa PD model to ensure best practices.

Leadership – Andrew CSD is a very small district and has only one building administrator. Due to this, it will be the building Principal’s responsibility for management operations, professional development, human resource management, and resource allocation for the Andrew L.E.A.P. Our Curriculum Director will create the curriculum connection between the school day and the L.E.A.P. Strong management will be provided through monthly staff meetings and ongoing communication.

Senior Citizens & Other Volunteers – We are currently implementing an outstanding volunteer relationship with the local Lions Club of Andrew. Each month on a Friday afternoon, members of the Lions Club come to Andrew CSD to participate in a Leaders Read program. Our goal is to continue that, but also find opportunities for other Lions members to participate in Andrew L.E.A.P. Andrew CSD also plans to recruit additional volunteers through our Hawk Herald monthly newsletter to the community, and through our website and social media such as our school’s Facebook page. All volunteers will go through a pre-service training that will include, but not be limited to, the Leader in Me program.

5.2 Accessibility in Transportation, Communications, and Facilities

The Andrew L.E.A.P. will be held in a two classroom mobile unit that was constructed in 2005. This unit previously held art and music classrooms but is no longer needed due to our whole grade sharing agreements with Bellevue CSD and Maquoketa CSD. The mobile classrooms are ADA accessible and include 2 bathrooms and a large basement for storage of materials and would also be a safe area during a severe weather event. The mobile classroom is conveniently located adjacent to our only school building and can provide air conditioning during the warmest parts of our summer learning activities.

Transportation will be provided to individuals that live beyond the Andrew city limits. Andrew is a very small town, as no child would need to walk greater than a half-mile to get home in the city limits. We will provide transportation to a pick up and drop off point at two key points in the district. This will only require parents to drive a few short miles to pick up students, rather than 10-15 miles depending on the location of their residence. Transportation will be critical to our success during the summer portion of the Andrew L.E.A.P.

5.3 Stakeholder Advisory Group

A strong advisory structure has been created with representation from a variety of sectors in the school and community. The advisory committee will be comprised of the following individuals: Building Principal / Curriculum Director, Activity Coordinator/Community Liaison, an elementary teacher, a middle school teacher, a city council member or mayor, and two parent representatives. This group will meet four times per year, and as needed to carry out the following objectives:

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

5.4 Project Sustainability

The Andrew L.E.A.P. will be a sustaining effort through the following efforts:

1. Ongoing professional development will build a capacity in school staff to lead ongoing efforts beyond the term of the grant.
2. Community partners to provide in-kind services with outside sources funding ongoing resources
3. Andrew Booster Club continues its annual donation to the school district with part of the funding tagged for the Andrew L.E.A.P.
4. Creation of the Andrew Schools Education Foundation to receive corporate gifts to support the Andrew L.E.A.P.

5. Resource allocation is prioritized by district administration to continue support for low SES students.

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

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

Communication Plan

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

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

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

The district will provide opportunities for parents to learn more about Andrew L.E.A.P. at the spring concert, Spring leadership day, and during school registration in the summer of 2014.

Partnerships

7.1 Existing Relationships & Roles

The Andrew L.E.A.P. will build on existing partnerships and work to build new relationships with groups in the community. In a rural community, partnerships with community organizations can be difficult due to the very limited number of organizations. Andrew CSD has always held a variety of partnerships that have benefited students in a variety of ways.

Maquoketa YMCA - The Maquoketa YMCA is partnering jointly with the Andrew CSD on this application as our community partner. The Maquoketa YMCA is conveniently located just 8 miles from Andrew. Through the Maquoketa YMCA, we will be able to provide meaningful weekly after school programming for our students. The Maquoketa YMCA will provide facility access, various recreational programs including swim lessons, host several summer school events and activities in conjunction with Andrew CSD, and provide Child Protection Background Checks for all volunteers and employees. They have also agreed to supply equipment to support all sponsored activities, and communicate information to families about opportunities for family events and programs offered by the YMCA. In addition to these services, the Maquoketa YMCA will also provide and or partner in weekend field trip opportunities with the Andrew CSD.

Jackson County Conservation – Jackson County Conservation provides Andrew CSD with multiple hands on science learning opportunities throughout the year. The Hurstville Interpretive Center also holds camps and workshops for the students in the fall, spring, and summer. With a heavy emphasis in science, environmental education programs and conservation, Jackson County Conservation is able to provide weekly after school programs and monthly field trip opportunities to the Andrew L.E.A.P.

Iowa State Extension - Through cooperation with the ISU extension director and Andrew Community School Board, Jackson County Extension will be a lead partner in offering science in the after school setting. The Iowa State Extension of Jackson County, through programs such as 4-H, and other Science/STEM youth programming will link school day learning with “hands on” educational programming.

Andrew Lions Club - The Andrew Lions Club is a community service organization that provides support for multiple items in the community. The Lions Club has partnered with Andrew CSD to provide reading activities, coordinated food drives, and sponsored Kids Sight Services. The Lions Club has committed to provide 10 volunteers for various reading programs and to help meet the volunteer staffing needs of the learning center. The Lions club has modeled servant leadership for our students and is focused on continuing these efforts with the Andre L.E.A.P.

Iowa Public Television –Iowa Public Television is partnering with the Andrew CSD by providing resources and activities to before and after school programs that are built on scientifically based reading and mathematics educational research and have been

extensively evaluated and proven effective. Resources like the *Electric Company Extended Learning Program*, *PBS Kids Lab*, *Math Adventures* and *PBS LearningMedia* have all been designed to help children develop academically and are aligned with the Common Core Standards for classroom and student achievement across math, science, reading/language arts, social studies, health/physical education, as well as world languages.

Ecumenical Church Council – The Andrew after school Christian Club is currently offered at no cost to any interested student with full sponsorship of this program supplied by the Andrew Ecumenical Church Council. Not only does this Council provide full financial funding, they have also volunteered their time generously. Over 20 adults from the community from three different church bodies regularly donate their time through hands on help. Additionally, 3 youth helpers also volunteer their time in assisting with this program. The community and church support for this faith-based initiative has been outstanding and we look to continue this partnership through the Andrew L.E.A.P.

Andrew Booster Club - The Andrew Booster Club had funded many special projects for classrooms and programs for many years. The Booster Club has changed the entire focus of the organization since the high school began grade sharing in 2012, and now focuses entirely on academics and student needs. The Booster Club volunteers time, helps secure grants, and fundraises for many different needs. The Booster Club is currently working on establishing an Andrew Schools Foundation to help further support needs in the school district.

7.2 Meaningful Engagement Over the Lifetime of the Grant

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

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

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

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

Coordination: Our program coordinator will hold the responsibility to coordinate new and former partners efforts to the Andrew L.E.A.P. Our advisory meetings will strengthen coordination efforts of the program coordinator.

Evaluation

8.1 External Evaluator

The Andrew L.E.A.P. will conduct a comprehensive, rigorous evaluation of the program at the local level by our external evaluator, Mississippi Bend Area Education Agency, and provide all requested program information and data to the Iowa Department of Education. This will be accomplished through three critical functions:

- 1) A comprehensive, broadly endorsed evaluation plan
- 2) Effective, efficient tools for data collection and management
- 3) Strong management and human resources structure to accomplish evaluation

1. Evaluation Plan – The evaluation plan was created in collaboration with Mississippi Bend Area Education Agency. The AEA has a wealth of experience in data collection and reporting for local school districts. Project goals and the evaluation framework provide the basis for community partnerships, program plans, and outcomes of the Andrew L.E.A.P. All partners have adopted the plan and committed to the specific project outcomes.

2. Data Tools – Andrew CSD will use our extensive data system to provide up to date academic, attendance, and behavior data to the AEA. Attendance and behavior is tracked through JMC Student Information System. Academic data is tracked from i-READY (READY Common Core), DIBELS online, FAST data and Iowa Assessments. Other data will be collected from survey developed and implemented online through local software.

3. Management Leadership – Our Activity Coordinator / Community Liaison will hold the responsibility to coordinate efforts to deliver data, assist in collection, and collaborate with the AEA to help determine analysis of data.

Ed Gronlund
Director of Strategic Management & Evaluation
Mississippi Bend A.E.A.
egronlund@mbaea.org

8.2 Using Evaluation Results

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

ANDREW L.E.A.P.

Academic Goals:

L.E.A.P. participants will show accelerated growth in reading/language arts, math, and science skills.

Leader Ship Goals:

Students will model the 7 Habits of Highly Effective People through leadership opportunities and responsibilities.

Students will increase attendance and reduce behavior referrals during the school day.

Students will set goals, monitor goals, and review goals with an adult throughout the program.

Students will participate in activities and programs that are new or not currently in their interest area.

Assessment Tools Include:

K-8 Literacy: Iowa Assessment (3-8), i-READY (READY Common Core), FAST

K-8 Math: Iowa Assessment (3-8), i-READY (READY Common Core)

3-8 Science: Iowa Assessment performed 3 times per year (fall, winter, spring).

K-8 Attendance & Behavior: JMC Student Information System

All data collected and analyzed will be shared with the school district staff and Andrew L.E.A.P. staff. The evaluation results are also part of the communication plan for the community at large. All evaluation results will be shared on the 21st Century Community Learning Centers section on our Andrew CSD webpage: www.andrew.k12.ia.us.

Budget Narrative

Personnel – 49% (\$30,000) Our proposal calls for intensive interventions with reading, math, and science. Andrew L.E.A.P. will need to employ experienced staff to supply support services for students before and after school and also during summer learning. Our Activity Coordinator / Community Liaison will assume the duties of the program coordinator in order to have a complete focus on programming, development, and evaluation of the Andrew L.E.A.P.

Staff Travel – 4% (\$2,500) Throughout the year, staff members and volunteers of the Andrew L.E.A.P. will have to travel to the Maquoketa YMCA as we need to meet frequently with our joint partners in this application. Staff will also travel to Bellevue (12 miles) or Maquoketa (8 miles) to purchase materials and other incidental items necessary to operate the Andrew L.E.A.P.

Materials – 21% (\$13,100) Grant funds will be used to leverage additional contributions from local funders and identified businesses affiliated with the Andrew L.E.A.P. Materials will include, but will not be limited to, academic material, tools and resources for family engagement, interactive technologies, and recreational activities.

Professional Development – 6% (\$3,500) Professional Development will be a major component of building or L.E.A.P. staff. Staff members and volunteers will take part in Department of Education trainings, statewide conference, and local training centered around the Leader in Me, as well as other applicable topics. The district will incorporate 16 hours of up front professional development at the beginning of the school year for all Andrew L.E.A.P. staff. We will include 8 hours for all L.E.A.P. staff members in January as well as 8 hours in May, prior to summer school activities

Student Access / Transportation – 8% (\$4,800) Our rural district requires the need for school transportation to ensure access for all students. We will be providing transportation services after school and during summer learning. Our transportation budget also includes trips to local resource centers such as: Maquoketa YMCA, Hurstville Interpretive Center, Bellevue State Park, National Mississippi River Museum, Niabi Zoo, and Maquoketa Caves.

Evaluation – 4% (\$2,500) Evaluation will be provided on a contract basis with Mississippi Bend Area Education Agency with an amount not to exceed \$2,500 which is 4% of the potential funding.

Administrative / Indirect Costs – 8% (\$4,800) The administrative costs will include the costs for the responsibilities assumed by the Curriculum Director for oversight and management of the Andrew L.E.A.P. The administrative costs will support the extended contract of the curriculum director. The management costs assumed by the Principal and or Superintendent will be an in-kind expense. It will be the responsibility of the Curriculum Director to communicate budget management to the Superintendent.

December 2, 2014



Iowa Department of Education
Division of Learning and Results
Grimes State Office Building
400 E 14th Street
Des Moines, IA 50319

Memorandum of Understanding

To Whom It May Concern,

It is my pleasure to provide you with this letter of commitment from the Maquoketa Area Family YMCA, to jointly partner with the Andrew Community Schools district in their 21st Century Community Learning Centers grant application. The school system in the community of Andrew is at the core of family life. As such, they are uniquely positioned to provide services through the 21st Century grant.

The Maquoketa Area Family YMCA proposes to:

- Partner with Andrew Schools to provide weekly after school programming to augment their efforts to provide meaningful before and after school programming for their children.
- Provide facility access, various recreational programs and swim lessons.
- Host several summer school events and activities in conjunction with Andrew CSD
- Provide Child Protection Background Checks for all volunteers and employees
- Supply equipment to support all sponsored activities
- Communicate information to families about opportunities for family events and programs offered by the YMCA
- Provide and or partner in weekend field trip opportunities with Andrew CSD

Andrew Community School District agrees to:

- Handle all day to day operations of carrying out the 21st CCLC requirements
- Write the 21st CCLC continuation proposals
- Provide transportation to all YMCA activities
- Complete all evaluation reports
- Provide a daily nutritious snack

Together we will work to maximize each and every dollar to the benefit of those we will serve!

Sincerely,

A handwritten signature in black ink, appearing to read 'Scott Warren', written over a horizontal line.

Scott Warren
Executive Director
Maquoketa Area Family YMCA

A handwritten signature in black ink, appearing to read 'Pete Bonifas', written over a horizontal line.

Pete Bonifas
Activity Coordinator/Community Liaison
Andrew Community School District



Administrative Office
Hurstville Interpretive Center

BOARD MEMBERS

Anne Hawks	Maquoketa	563/652-0638
Chris Cornelius	Bellevue	563/672-3590
Steve Flynn	Maquoketa	563/652-6680
Randy Bender	Bellevue	563/872-5953
Kathy Wosoba	Monmouth	563/673-4551


MEMORANDUM OF UNDERSTANDING

To Whom It May Concern:

This Memorandum of Understanding from Jackson County Conservation is in regard to the Andrew Community School District's 21st Century Community Learning Centers application. Jackson County Conservation currently partners with Andrew CSD on various programming needs and plans to continue that partnership in the following ways for the three year duration of the award:

- Jackson County Conservation employs three education staff members who will provide weekly after school environmental educational programming at Andrew CSD.
- The programs and activities provided to Andrew CSD will teach children how to learn and investigate their environment, and to make intelligent, informed decisions about how they can take care of the environment.
- Jackson County Conservation programming is aligned with Iowa Core Standards and also incorporates STEM approaches.
- Jackson County Conservation will provide guided field trips to the Hurstville Interpretive Center and other County Parks, State Parks, and other local recreational areas.
- Jackson County Conservation will provide recreational opportunities and instruction for recreational activities such as: Archery, Snowshoeing, Fishing, and GPS/Geo caching.
- Jackson County Conservation will provide information to families about opportunities for family events and other programs offered by Jackson County Conservation and the Hurstville Interpretive Center.

Sincerely,



Jessica Wagner
Naturalist, Jackson County Conservation



Pete Bonifas
Andrew Community Schools

IOWA STATE UNIVERSITY
University Extension

Jackson County
201 West Platt Street
Maquoketa, Iowa 52060
563 652-4923
FAX 563 652-6710
Email xjackson@iastate.edu

December 9, 2014

Iowa Dept. of Education
Division of Learning and Results
Grimes State Office Building
400 E. 14th St.
Des Moines, IA 50319

Iowa State University Extension and Outreach in Jackson County strongly supports the 21st Century Learning grant application for Andrew Community School District. Research shows teachers who work with out of school educators like 4-H Youth Development increase science learning for youth.

Through cooperation with the director and Andrew Community School Board, Jackson County Extension could lead science in the after school setting. With funding through the 21st Century Learning grant, youth would be able to participate in after school science activities.

Currently, 46% of students at Andrew receive free or reduced lunch. The 21st Century Learning program would benefit the youth of this school. 4-H Youth Development in Jackson County has partnered with past 21st Century Learning grant recipients when they were operating. Science/STEM youth programming was offered which linked the school day learning with "hands on" educational programming. The research indicates the workforce needs scientists and engineers which through this grant we will encourage science careers for all youth including youth from low income families and girls.

As it has been several years since our county has had a 21st Century Learning program, we look forward to once again partnering with Andrew Community Schools to provide these essential opportunities for youth.

Sincerely,



Amber Matthiesen
4-H Youth Development Specialist

ANDREW LIONS CLUB

December 1, 2014
21st Century Community Learning Center

To Whom It May Concern,

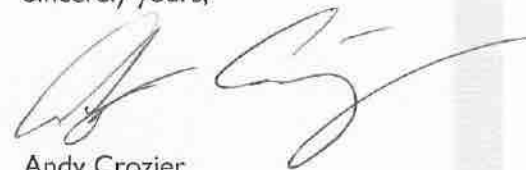
The Andrew Lions Club is honored to write this letter of support for the Andrew School District in support of their after school programming. We have been very active with the Andrew School District since our club started in the Spring of 2012. The Lions Club truly enjoys reading with students, teaching them to play thinking games (Chess), and supporting their efforts to engage parents in the community. As partners in the after school programming, our wealth of volunteers will provide mentoring and support for the students participating.

Specifically, the Lions Club will commit to providing 10 volunteers throughout the year for after school programming, evening learning events, and other items needed to make this program be successful.

As Lions Club members, we understand the value of community and providing opportunities for students to learn to be leaders. We have seen the potential in the Leader in me program at Andrew and feel the after school programming will amplify the positive results in our youth much more.

We hope Andrew Schools will be rewarded this grant for the betterment of the entire community.

Sincerely yours,



Andy Crozier
Lions Club President

December 3, 2014

Iowa Department of Education
Division of Learning and Results
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319

To Whom It May Concern,

It is my pleasure to provide you with this letter of support and commitment from Iowa Public Television in regard to the Andrew Community School District's grant application to the 21st Century Community Learning Centers program. I understand that the Maquoketa YMCA is also a collaborating partner for the purposes of this application.

Iowa Public Television works with community partners including school districts to implement innovative educational media initiatives designed to enhance literacy and math skills. Our Ready for School and PBS LearningMedia initiatives have a strong history of helping teachers and students use technology to increase learning motivation.

Iowa Public Television will partner with the Andrew Community School District and the Maquoketa YMCA to enhance the learning experiences of children participating in after-school and summer programs.

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

Specifically, here are some examples of the resources and activities designed to help the children develop academically that will be made available:

- ***Electric Company*** Extended Learning Program—Iowa Public Television will provide educational resources and training to Andrew Community School District staff and YMCA staff on effective use of the ***The Electric Company*** Extended Learning Program. This program is a series of educational activities designed to support struggling readers designed for use in after-school programs or summer learning programs.

- **PBS KIDS Lab** provides multimedia resources that support math and literacy development, designed for use in after-school programs and other out-of-school settings such as during summer and spring breaks. The resources include materials for extended learning programs of between six and eighteen weeks, including orientation materials for program facilitators, full activity plans, related video clips, and take-home activities for families.
- **Math Adventures** program—Iowa Public Television will provide professional development to the before/afterschool staff on implementation of the Math mentorship activity. This activity pairs Kindergarteners with 3rd and 4th grade students. The older students mentor the younger students on activities contained on the web-based **PBS KIDS Lab** focusing on early math skills. This program contains a parental involvement component.
- **PBS LearningMedia** online media-on-demand service developed for PreK-12 educators featuring interactives, images, video, audio files and more with lesson plans, background essays, and discussion questions. The service features a robust content library with over 85,000 digital assets designed and aligned to the Common Core State Standards for classroom and student achievement across math, science, reading/language arts, social studies, health/physical education, as well as world languages.

In Conclusion, Iowa Public Television fully supports the efforts of the Andrew Community School District and Maquoketa YMCA in building a vital program. The resources and training that Iowa Public Television provides are offered at no cost. Please let me know if you need any additional information in regard to Iowa Public Television's role as a community partner with the school for this Iowa 21st Century Community Learning Centers grant program.

Sincerely,



Terry Rinchart
Director of Educational Services

09 December 2014

To Whom It May Concern:

I am very pleased to provide my full support to the Andrew Community School district in their pursuit to be recognized as one of the 21st Century Community Learning Centers.

I give this whole-hearted support not only as a local small business owner and parent of students within this fine district, but also as a coordinator and teacher for a faith-based after school program offered to K-5th grade students at Andrew. The Andrew After-School Christian Club is offered at no cost to any interested student with full sponsorship of this program supplied by the Andrew Ecumenical Church Council. Not only does this Council provide full financial funding, they have also volunteered their time generously. Over twenty adults in the community, from three church bodies, regularly donate their time either through offering support from the Ecumenical Council or through hands-on helping at the weekly meetings. Additionally, 2-3 youth helpers also volunteer their time in assisting with this program. The community and church support for this faith-based initiative has been outstanding.

Our weekly meetings average just over twenty students with excellent weekly attendance. It has been a pleasure to build relationships with these K-5th grade students and encourage the spiritual aspect of their development. A personal objective is to expand our offerings and include a faith-based offering for our Middle School students as well. I look forward to continued partnership with Andrew Community Schools to offer this program, and developing future programming, in the years to come.

Best Regards,



Stacey A. Borrenpohl

After-School Christian Club Teacher/Coordinator
Andrew School District parent
Self employed at Woven Strong Farm
23078 Centerville Road
LaMotte, IA 52054

Appendix A: Required Forms

Forms should be reproduced, completed in full, and submitted with the application. Any redesign, alterations, changes, or modifications will warrant disqualification from the grant review process and eligibility.

FORM A: SITE INFORMATION

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

21CCLC Site Name: Andrew Community Schools		
Site Address: 13 S. Marion		
City, State, Zip: Andrew, IA 52030		
Phone: 563-672-3221		
Site Contact Person: Tara Notz		
Feeder School Name(s)	Building Number(s)	#of pupils from this school in 21CCLC program
None	N.A.	60
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

As the designated Applicant Agency, I certify that a process will be put in place to obtain parent consent from the parents of students who participate in the proposed Community Learning Center program for the purpose of transferring records between the participant students schools and the proposed program.

The Applicant agrees to meet with project staff at the Iowa Department of Education upon request.

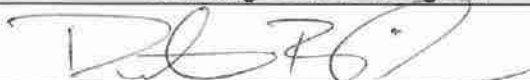
Part M: Private and Public School Consultation

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

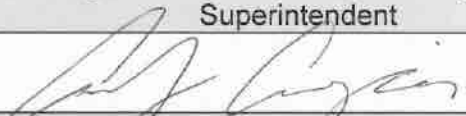
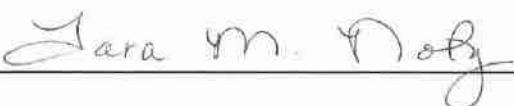
Part N: Grant Termination (Additional conditions in appendix D)

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Andrew 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
	Andrew Community School District
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Andrew Community School

FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Chris Kilburg - Kindergarten	Agency	Andrew Comm. School
Signature	Chris Kilburg	Address	13 S. Marion
		City/Zip	Andrew, IA 52030 Phone 563-672-3221
Name/Title	Wendy Casel - Title I	Agency	Andrew Comm. School
Signature	Wendy Casel	Address	13 S. Marion
		City/Zip	Andrew, IA 52030 Phone 563-672-3221
Name/Title	Jim Till - CUSTODIAN	Agency	Andrew CSD
Signature	Jim Till	Address	13 S Marion
		City/Zip	Andrew 52030 Phone 563 672 3222
Name/Title	Erhan Strathman	Agency	Andrew 8th grade student
Signature	Erhan Strathman	Address	20643 150 th Ave
		City/Zip	Maquoketa 52060 Phone 319-480-9648
Name/Title	Connie Jo Weirup	Agency	Andrew Lions Club
Signature	Connie Jo Weirup	Address	P.O. Box 115, 305 N Franklin St.
		City/Zip	Andrew 52030 Phone (563) 672-3241
Name/Title	Stacey A. Borrenpohl	Agency	Parent
Signature	Stacey A Borrenpohl	Address	23072 Centerville Rd
		City/Zip	52051 LaMotte Phone 563.773.8548
Name/Title	Ruth Irwin	Agency	Booster Club President
Signature	Ruth Irwin	Address	11729 2nd nd Ave
		City/Zip	Belle Vue 52081 Phone 563-672-3230
Name/Title	Kim Bruggenwirth	Agency	Andrew Fire Dept/EMS Coordinator
Signature	Kim Bruggenwirth	Address	13 N. Marion
		City/Zip	Andrew IA Phone 563-581-4814
Name/Title	Katie Stadtmueller Teacher	Agency	Andrew CSD - Vocal Music
Signature	Katie Stadtmueller	Address	13 S. MARION
		City/Zip	Andrew 52030 Phone 563-672-3221

FORM D1: 21CCCLC APPLICATION FUNDING REQUEST SUMMARY

21CCCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites for one year):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
1	60	\$61,200	\$ 183,600

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
Andrew	\$61,200	\$61,200	\$61,200	\$183,600	60
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: _____ 60 _____

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

Applicant Agency: Andrew Community Schools **Site:** Andrew

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: 60

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$30,000	In-Kind	\$30,000	In-Kind	\$30,000	In-Kind	\$90,000
Staff Travel	\$2,500	\$0	\$2,500	\$0	\$2,500	\$0	\$7,500
Materials	\$10,000	\$3,100	\$10,000	\$3,100	\$10,000	\$3,100	\$39,300
Professional Development (minimum 4% per year)	\$2,000	\$1,500	\$2,000	\$1,500	\$2,000	\$1,500	\$10,500
Student Access, Transportation etc. (maximum 8% per year)	\$4,800	\$0	\$4,800	\$0	\$4,800	\$0	\$14,400
Evaluation (about 4% per year)	\$2,000	\$500	\$2,000	\$500	\$2,000	\$500	\$7,500
Administrative/ Indirect Costs (maximum 8% per year)	\$3,800	\$1000	\$3,800	\$1000	\$3,800	\$1000	\$14,400
Totals	\$55,100	\$6,100	\$55,100	\$6,100	\$55,100	\$6,100	\$183,600

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

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

After School Activity Fund: 21 3200 1400 950 7002 618

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 checked="" 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: **Tara Notz**

Title: Principal, Andrew CSD

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 E: Minority Impact Statement

There are several positive impacts the 21st Century Learning Grant will provide for students with disabilities at Andrew Community Schools. This program will give students with disabilities the opportunity to access and participate in extra-curricular activities with their non-disabled peers. Students will be able to engage in activities and materials that they may not otherwise be able to access due to their disability. In addition, by providing reading interventions and strategies during the LEAP program students with academic disabilities will have more of an opportunity to close the achievement gap between themselves and their peers.

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

	<p>Private School Consultation Meeting Log</p> <p>Date:</p> <p><i><u>There are no Private Schools in the Andrew Community School District.</u></i></p>
---	---

Meeting called by:

Type of meeting:

Attendees: (Attach attendance sign-in sheet)

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

<hr/> <hr/>		
<u>Action Items:</u>	Person responsible:	Deadline:
<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>

[continues on next page]

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

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

Other Information

Resource persons:	
Special notes:	

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

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