

**Application Cover Page  
21<sup>st</sup> Century Community Learning Centers**

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

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**APPLICATION INFORMATION**

Applicant Serving as Fiscal Agent (Applicant Agency)  
Starmont Community School District

County: Fayette		Amount Requested: \$ 102,000 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Troy Heller, Superintendent		Grant Contact/Project Director:  Sandy Klaus, Elementary Principal	
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## LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number: _____ <i>OR</i> Enter School District Code _____ 4175 _____
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(If applicable) Enter Child Care License #: _____
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## REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

- 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: MOU with Upper Iowa University  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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## **Abstract:**

Starmont STARS Project in partnership with Starmont Community Schools, Upper Iowa University, Keystone Area Education Agency, Iowa Public Television and Northeast Iowa Community College will implement STARS Community Learning Center. The project will serve up to 283 students (Starmont Elementary enrollment) and is designed to address three areas 1) Academic Achievement, 2) Educational Enrichment and 3) Family Literacy. The program will be led by a project manager who will coordinate the teachers, paraprofessionals, volunteers and multiple service agency staff to deliver the project services. The Stars program will operate five days per week from 3:25 until 6:00 pm for 36 weeks during the school year. Summer school will be provided for 6 weeks from 8:00 until 12:00 for five days each week. The family literacy activities will take place during the evenings. Starmont Elementary will be the primary location for program activities additionally there will be field trips. All of the activities are designed to increase student proficiency, especially those students with low academic performance.

At Starmont Elementary, the free and reduced priced lunch count is currently 43.4%. This percentage indicates a steady increase in SES population (40.1% in fall of 2003). Within in our communities, on average on average 44% of our parents are laborers and drive at least 30 minutes for employment. Families who live in poverty struggle with transportation and financial issues and often cannot provide academic and emotional support to their children. Our students in Low-SES consistently score below our Non Low-SES students. In addition our students with special needs consistently score 33% to 67% lower than regular education students on state and local assessments. We are a Title I building, with 13% of our students receiving specially designed instruction and 53% of our first graders receiving Reading Recovery. These percentages indicate we have many students that could benefit from supplemental instructional programming. In addition, statistics from Fayette County Substance Council and results from Iowa Youth survey indicate a need for our students to have opportunities to develop healthy life habits. By providing a safe environment and enrichment activities students can develop interests and habits that may have not been available to them. Developing relationships with parents and providing them with skills and materials to assist children with academic skills is a major need in our community. The relationship survey and Iowa Youth survey indicate students need to have the safe environment and our parents need to feel welcome within the school.

Overall, Starmont's overarching goal is to increase student achievement in reading and math. To obtain that goal there are many objectives and performance indicators to allow us to monitor our progress. The academic goal is to have 90% of our students proficient in reading and math. The activities to meet this goal will be 1) continue to offer reading, math and science opportunities in the after/summer school programs. 2) Instructors will meet regularly to plan instruction and analyze data, 3) Students consistently below proficiency will be provided remedial services during after/summer school programs. The outcomes will be 1) Narrow the achievement gap between Low- SES/non-SES students and IEP /Non-IEP students, 2) Increase the percentage of students proficient in reading and math, 3) Decrease the number of students participating in

reading and math interventions. Performance will be measured by; daily attendance, Iowa Assessment, FAST benchmark assessments, MAP test results, progress monitoring of interventions through the assessment wall, and collaboration surveys.

The Enrichment Goals is for students to increase knowledge of healthy life style and develop ability to make healthy choices. The activities to assist to meet this goal include 1)STEM and fine arts activities offered through our grant partners and staff, 2) Fitness/ Recreation and Food/Nutrition activities conducted every day, 3) Continue implementation of PBIS program and activities to promote citizenship. The outcomes will be 1)students will demonstrate an awareness of science concepts, 2) students will be able to express themselves through various forms of art, 3) Increase knowledge of good nutrition and exercise, 4) Fewer class disruptions reported, 5) Decrease in the percentage of students that report being teased or feeling left out. Performance indicators will be; activity and attendance logs; relationship survey; review and student reflections of completed projects from art and music; interest surveys; and fitness level tests.

The Family Literacy Goal is for parents to feel welcome in our district and be active participants in their child/children's education. The activities that will be utilized to meet this goal are 1) Family literacy activities, 2) Family Math activities, and 3) Increased communication with teachers. The outcomes will be 1) Increase parents their understanding of how to assist their child's learning at home, and 2) Parents will feel welcome in the program and will be aware of what their child are learning in the program. Performance indicators will be: attendance logs at literacy and math events; attendance at afterschool field trips; parent surveys and reflections at the end of literacy and math events.



## Student Needs Assessment

### **2.1 Evidence utilizing objective data, resources available, Title program data, achievement gaps data, other data, and how proposed project addresses these needs.**

#### **Academic Need:**

The Starmont Community School District is comprised of 616 students with class average of 47 pupils per grade level. It serves the rural communities of Strawberry Point, Arlington, and Lamont, in a four county area. According to the US Census, our district serves 956 households of which 73.2 (7.8%) households are living below the poverty line. In addition, 24% of their households are living at or just above the poverty line. As a result, Starmont Elementary has had a steady increase in students who qualify for free and reduced-price lunches. (40.1% in fall of 2003, 44% in 2011, and 53.02% in 2015). This is significantly higher compared to the State of Iowa rate of 41.02% according to a report issued by the Iowa Department of Education Bureau of Information and Analysis. Free and reduced-priced lunch rates are a leading indicator of poverty in a school. Students living in poverty are a greater risk for poor academic achievement, lower graduation rates, and fewer higher education opportunities compared to their peers who don't live in poverty (Perie et al., 2005; Swanson, 2004; and Carey, 2005). As demonstrated in the following chart, our Low SES students continue to achieve at a lower level than our non-SES students. Despite showing improvement overall, the gap remains substantial between the two sub-groups.

Grade Level	2014-15 Starmont Reading Percent Proficient		2015-2016 Starmont Reading Percent Proficient	
	Low SES	Not Low SES	Low SES	Not Low SES
Grade 2	68.0%	86.7%	58.8%	87%
Grade 3	87.5%	95.2%	80%	93.7%
Grade 4	66.6%	89.5%	82.6%	90.5%
Grade 5	77.8%	87.5%	66.7%	81%

In grade 5 only 74.4% of our students were proficient in reading and 74.4% were proficient in Math on the Iowa Assessments. Con-currently, our special education population continues to consistently score below the proficient level on the Iowa Assessments. It is our goal to close the achievement gap for this subgroup of students. The following data demonstrates a need for continued and on-going support for these students beyond the school day.

Grade	Reading Proficiency						Math Proficiency					
	2013-2014		2014-2015		2015-2016		2013-2014		2014-2015		2015-2016	
	IEP	Non-IEP	IEP	Non-IEP	IEP	Non-IEP	IEP	Non-IEP	IEP	Non-IEP	IEP	Non-IEP
2ND	66.7%	100%	16.7%	85.3%	25%	80.5	0%	90.2%	33.3%	85.3%	25%	88.9%
3RD	NA	NA	50%	95.1%	50%	93.9%	NA	NA	50%	95.1%	62.5%	87.9%
4TH	50%	77.2%	16.7%	90.4%	33.3%	90.2%	66.6%	95.4%	33.3%	93.6%	33.3%	100%
5TH	NA	NA	33.3%	88.9%	33.3%	81.8%	NA	NA	66.7%	93.4%	16.7%	84.8%

The Formative Assessment System for Teachers (FAST) literacy assessment was administered to our K-5 children in the fall of 2016. Our goal is that at least 90 % of students be proficient on the FAST assessment. This table shows proficiency levels for Starmont students.

Grade Level	Percent Proficient	Minimum Expected Percent Proficient
Kindergarten	74.6%	90%
Grade 1	84.4%	90%
Grade 2	75.0%	90%
Grade 3	60.9%	90%
Grade 4	54.3%	90%
Grade 5	66.6%	90%

The Measures of Academic Progress Tests are given to Starmont students in grades 3-5 each fall and spring. The table below shows percent proficient at each grade level in the fall of 2016. Once again, our goal is to be at 90% proficient. This table shows proficiency levels for Starmont students. These scores indicate a continued need to provide extended reading and math assistance.

Grade Level	Percent Proficient Reading	Percent Proficient Math
Grade 3	68.3%	66.0%
Grade 4	69.6%	80.0%
Grade 5	84.0%	84.0%

**Social – Behavior Needs:**

Starmont Schools is located in Fayette County in northeast Iowa. According to a report submitted on June 29, 2014 by the Fayette County Substance Abuse Coalition (FCSAC), 31% of Fayette County youth have drunk in the past 30 days. Thirteen percent of sixth graders believe it is easy/very easy to get alcohol. Fayette County remains low in health behavior rankings, #87 out of 99 counties. These behaviors include smoking and drinking. Fourteen percent of Fayette County youth have smoked marijuana. The rate of prescription drug misuse and abuse in Northeast Iowa has increased 275% in the past five years. These statistics are compounded by the results of our 2012 Iowa Youth Survey. The results indicated 61% of students agree or strongly agree that even if it is dangerous, they like to do exciting things. Forty-three percent of students spend an average of 43% of their outside-of-school time with no adult supervision. Census showed on average 44% of our parents are laborers and drive at least 30 minutes for employment. This data indicates a need to provide our students with a safe environment outside of the school day to provide academic, social, and emotional support and reduce the opportunity for our students to participate in risky behaviors.

**Additional Needs:**

Starmont Community Schools is located 6 miles from each town it serves. With so many parents working outside of the communities, it is difficult to get students to attend sessions without transportation being provided. Fuel costs make it difficult to keep the district transportation budget in check. Parents and students need this service to ensure students will be in attendance at the after school and summer school programs. One hundred percent of the parents that completed a survey wanted summer school to be offered again. Previous grant funding allowed us to offer busing to each of the towns at their local daycare. Parents were ensured their son or daughter

would be receiving quality instruction, a healthy snack and/or lunch and their concern for getting their son or daughter to school and returned to childcare was eliminated. This allowed more students to attend school regularly. During 2016 summer school we had 114 students register to attend 6 weeks of summer school. Average attendance was 74 students daily. Average attendance for afterschool averaged 30 students during the time the program was grant funded. Average attendance has dropped to 10 students now that we no longer have this grant.

Funding continues to be a concern. A 2016 Parent and Community Needs Assessment, analyzed by the School Improvement Advisory Committee indicate that 15.2% of parents see cost as a barrier to quality after school programming. Parents made comments such as, "Some parents would love to do this (after school program) but some people can't afford to pay \$5.00 per day to attend." An additional 15% of parents list transportation as an obstacle and suggest that the school, "have a bus drop kids off in Strawberry Point." Declining enrollment has resulted in smaller budgets to meet the continued needs of our students. For example, the 2013-2014 Title I allocation was \$121,236.00. It dropped to approximately \$116,000 in 2014-2015 and \$116,000.00 in 2015-2016. We will be unable to fund an afterschool or summer school program because we do not have the funding to do so either in the general fund or in Title I. Our local rural communities have few businesses able to contribute financially to our school. However, we have partners able to assist in providing programming. These partners include Upper Iowa University, Iowa Public Television, and Extension office that will provide services and educational experiences for students for limited to no cost. AEA 1 will assist in providing professional development for teachers, student teachers and paras to ensure staff can meet the needs of our students. Starmont Schools are able to provide facilities that are handicap accessible, classroom space, and facilities for physical activities like the gyms and playground equipment. Parents need support in helping their children with math and literacy skills. This grant will allow us to provide more opportunities to engage and educate parents about how to assist their students in learning to read, through literacy nights, read-ins and providing book bags. Without the continued support of this grant the gains our students have made during the last few years will be lost.

## **2.2 Stakeholder Involvement**

In winter/spring/fall 2016, our School Improvement Advisory Committee (school staff, administrators, students, AEA, parents, partners, and community members) analyzed the 2016 written school, parent, and community needs assessments (met a total of 4.5 hours) along with other data sources such as achievement scores, eligibility for Free and Reduced-Price Lunch, Positive Behavior Instructional Support (PBIS), Youth Survey, and Census data. Additionally, this group of stakeholders identified/considered the transportation, safety, and accessibility needs of our students. We specifically asked for input regarding the STARS program. Noting that parents made such comments as, "I would send my child to STARS but it is too expensive," the group identified cost as a barrier to greater participation in the program. Through an analysis of all data sources, we pinpointed the greatest needs of our students as cost-effective academic, behavioral, safety, and enrichment activities. The committee determined that our parents and community need a safe, structured, supervised place to send children after school and in the summer to meet the goals as stated in the project section of this application which were collaboratively developed with the School Improvement Advisory Committee.



**Project:** The results from the needs assessment have been used to set academic, enrichment and family literacy goals. The goals, objectives, and outcomes are measurable and aligned with each other and the activities to be implemented during the afterschool/summer school programs. After school/summer school programming is closely aligned with school day reading and math curriculum. The programs being used during the learning centers are being used during the school day by many of the instructors. A communication system (see Communication Plan) has been established to allow teachers and program staff to discuss and share student needs and progress towards goals. This will ensure we are making adjustments to meet the learning needs of the students. Academic enrichment and positive youth development sessions will be led by school staff, parents, youth and other community partners. These activities are closely aligned to our goals and listed in the following charts. Family involvement plays a vital role in a child's academic achievement. It is our intent to provide opportunities for families to participate together in a free, safe and fun event that will promote parents to be partners in their child's learning. Once again activities align with our goal and are highlighted in the appropriate chart. In addition to working toward these goals, the after school program will provide a daily nutritious snack that meets the requirements of the USDA National School Lunch Program. We will continue to provide free breakfast and lunch to our students during summer school that abides the USDA requirements, as well.

**Academic Goal:** By June 2019, 90% of our students will be proficient in reading and math.

Activities	Objectives	Eligible Activity
<p><b><u>Individual Planning</u></b> Classroom teacher and afterschool staff will collaborate to develop an individual plan for students after school that supports daytime interventions and instruction.</p> <p><b><u>Literacy</u></b> <b>Homework assistance (K-5)</b> <b>Read Naturally-</b> repeated reading intervention <b>Lexia-Core 5-</b> reading intervention (sm.grp) <b>Book Flix/Library hours-</b> access to reading materials outside of the school day (K-5) <b>IPTV –</b> technology programs; Martha Speaks, I Spy, PBS Kids Lab, Electric Company Multi-media Curriculum</p> <p><b><u>Math</u></b> <b>County Extension Offices-</b> STEM activities <b>Spacial-Temporial Math (ST Math) –</b> on-line math intervention for 30 minutes daily (K-5) <b>Do the Math-</b> small group math intervention (K-5) <b>Everyday Math Games</b> <b>Math Apps on I-Pad-</b>HoodaMath.net, First Row <b>Homework Assistance</b></p>	<p>80% of our students will be proficient on the Spring FAST assessment.</p> <p>The number of students in intervention groups will decrease by 25%.</p> <p>80% of our students will be proficient in math and reading on district assessments (MAP and IA Assessments).</p> <p>Increase the number of Low-SES students proficient in reading and math by 10% on Iowa Assessments</p> <p>50% of our IEP students will be proficient in reading and math on Iowa Assessments.</p>	<p>1.Remedial/Enrichment learning activities</p> <p>2. Literacy Activities</p> <p>6.Tutoring Services</p> <p>3.STEM Activities</p> <p>7.ELL activities</p> <p>10.Expanded library hours</p>

IPTV- PBS Kids Lab, Electric Company Multi-media Curriculum		
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**Enrichment Goal:** By June 2019, Students will increase knowledge of healthy life style and develop ability to make healthy choices.

Activities	Objectives	Eligible Activity
<p><b><u>Exploratory Activities-</u></b>  <b>County Extension offices</b> – science, health and nutrition information  <b>DNR</b> – Fishing &amp; Boating safety  <b>Opera House-</b> theatre, music, performance opportunities  <b>Wilder Museum</b>  <b>STEM Activities</b> – provided by various individuals to explore  <b>Speakers/Visitors</b> – emergency workers, firemen with truck, ambulance driver, bankers  <b>Art/Music activities</b>  <b><u>Fitness/Recreation</u></b>  <b>SPARK</b> – Guided physical fitness program  <b>Recreational Activities</b> – Dance, Fitness Trail Walk/Run Mile Club  <b>Team Activities</b> – Frisbee Golf, kickball  <b><u>Food/Nutrition</u></b>  Cooking/baking classes  Gardening  Meal preparation  <b><u>Positive Behavior Intervention and Supports</u></b>  <b>Oelweus Bully Program</b>  <b>Citizenship</b> – Can drives, Nursing home visits, Service trip to Camp Courageous  <b>Check in/Check Out</b> –Continued from the school day for individuals working on behavior goals</p>	<p>100% of students will demonstrate an awareness of science concepts and be able to express themselves through various forms of art by participating in exploratory activities.</p> <p>100% of students will demonstrate awareness of good nutrition, exercise and overall health through participation in fitness/recreation and food/nutrition activities.</p> <p>Through our relationship survey, students will report fewer class disruptions.</p> <p>The relationship survey will show a decrease in the percentage of students that report being teased or feeling left out.</p>	<p>4. Arts and Music Education</p> <p>9. Technology</p> <p>8. Recreational Activities; Physical fitness and healthy lifestyle</p> <p>14. Field Trips/camps</p> <p>5. Entrepreneurial Education Programs</p> <p>15. Character Education</p> <p>13. Drug and Violence prevention programs</p>

**Family Literacy Goal:** By June 2019, Parents will feel welcome in our district and be active participants in their child/children’s education.

Activities	Objectives	Eligible Activity
<p><b>Family Literacy Nights</b> to increase parents’ ability to support reading as well as provide materials. (twice a year)  <b>S’more Math Nights</b> opportunity for parents to experience games and activities to support math development. (twice a year)  <b>Communication</b> – Staff will collaborate with parents regularly through personal visits, newsletters, webpage, and cell phone</p>	<p>100% of parents will increase their understanding of how to assist their child’s learning at home.</p> <p>100% of parents will feel welcome in the program and will know what their children are learning in the program.</p>	<p>2. Parent Involvement and family literacy activities</p>

A comprehensive evaluation will be conducted by Starmont and UIU. Qualitative and quantitative data will be collected to evaluate the process and outcomes of our afterschool/summer school programs. Purpose of the process evaluation will allow us to determine activity implementation, identify challenges, and monitor services delivered, how often and to whom. The outcome evaluation will determine the how successful the methods were in improving academic achievement of our students. The following table details the qualitative and quantitative data to document our success in reaching each goal.

Academic Goal Measures
<ul style="list-style-type: none"> <li>• Program attendance-daily</li> <li>• Grade level teacher reports on achieving math and reading goals – quarterly</li> <li>• FAST assessment – 3 times a year</li> <li>• FAST reading progress monitoring – reviewed monthly</li> <li>• Iowa Assessments sub-tests on reading and math – February</li> <li>• Assessment wall data – documents # of students in intervention – quarterly</li> <li>• Survey of teachers and staff on the quality of collaboration – 2 times a year</li> </ul>
Enrichment Goal Measures
<ul style="list-style-type: none"> <li>• Activity and attendance logs- collected at each activity/event</li> <li>• Relationship survey – Spring</li> <li>• Review and student reflections of completed projects from art and music – at end session</li> <li>• Interest surveys – review activities and ideas for new – Spring</li> <li>• Fitness levels (BMI, weight, height, strength, cardiac) – measured twice a year</li> </ul>
Family Literacy Goals
<ul style="list-style-type: none"> <li>• Attendance at literacy and math events – quarterly</li> <li>• Attendance at afterschool field trips – after event</li> <li>• Parent survey – on relationship w/school, student and ability to assist students with learning-Spring</li> <li>• Reflections at the end of literacy and math events - quarterly</li> </ul>

Starmont Elementary has managed several different grant projects in the past that support a variety of youth and their families. Some of these include Team Nutrition and Fruit and Vegetable Program (\$23,000 budget implemented wellness activities, did daily nutritious snacks) Four-Year-Old Voluntary Preschool, technology grants, McElroy Grants, as well as the 21<sup>st</sup> Century Community Learning Centers Grant. All grants have been completed on time, met all requirement specifications and were implemented with fidelity. These successful experiences demonstrate our ability to manage educational and related activities that complement and enhance academic performance, achievement and positive youth development of the students.



## **Research Base:**

Decades of research has provided clear guidance regarding the steps schools can take to increase student achievement. In 2003, Marzano reviewed effective schools literature and identified eleven factors that have a major impact on student learning (guaranteed and viable curriculum, challenging goals and effective feedback, parent and community involvement, safe and orderly environment, collegiality and professionalism, instructional strategies, classroom management, classroom curriculum design, home atmosphere, learned intelligence and background knowledge, and motivation.) Our project has been designed to ensure alignment between these eleven effective day time school practices and out-of-school time activities. All learning materials selected for S.T.A.R.S. complement the school day program. They all have a strong evidence base and are aligned to the Iowa Core.

**LexiaCore5** is listed on the Iowa Department of Education's website as one of six literacy programs that met rigorous criteria established across internal validity, external validity, overall findings and standards alignment. LexiaCore5 has been proven effective in scientific studies published in Reading Psychology, Bilingual Research, and the Journal of Research in Reading. It has been found to accelerate the development of critical fundamental literacy skills in elementary students including English Language Learners.

**Fast ForWord** is listed on the Iowa Department of Education's website as one of six literacy programs that met rigorous criteria established across internal validity, external validity, overall findings and standards alignment. More than 250 research studies prove that Fast ForWord can build the foundational language and cognitive skills that students with special needs, struggling readers and English Language Learners need to succeed.

**Rewards** is listed on the Iowa Department of Education's website as one of six literacy programs that met rigorous criteria established across internal validity, external validity, overall findings and standards alignment. Additionally, Rewards research was summarized in the National Reading Panel Report and Reading Next as an effective literacy intervention that helps students decode multiple syllable words.

**Read Naturally** is a strategy that combines the three powerful, research-proven strategies of teacher-modeling, repeated reading, and progress monitoring to create an effective tool that individualizes instruction and improves reading proficiency. Using audio support and tracking their progress, students work with high-interest material at their skill level to improve fluency, vocabulary, and comprehension.

**ST Math** is game-based instructional software designed to boost math comprehension and proficiency through visual learning. It promotes mastery learning, improves conceptual understanding, and promotes problem solving skills.

**Positive Behavior Intervention Supports (PBIS)** is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. Sixty-six experimental and quasi-experimental studies document either improved academic performance or reductions in office discipline referrals as a result of PBIS implementation.

**The Human Centered Approach**, developed by the Harvard Family Research Project, is used by our program. The approach encourages us to develop empathy for families. We understand that some parents did not have positive school experiences when they were young. We strive to



create a culture that is warm and welcoming. We highlight the gifts and talents of their children by producing plays, artwork, projects, and programs that parents can come and enjoy. We promote family literacy through book bags that can be taken home and enjoyed by the whole family. Private compassionate conferences with families are held so positive relationships can be formed between the STARS program and families.

## **Management**

### **5.1 Plan to Ensure Effective Staffing**

STARS staff is recruited from Starmont Community Schools and Upper Iowa University (UIU) staff and students. Employment openings are posted on the window outside the Starmont Elementary and Middle School/High School offices and the doors leading into the high school. Notices and application materials are posted on the district website and made available in the high school office. Additionally, notices are posted on the TEACH Iowa website and with the Education Department at Upper Iowa University. Often, UIU students pursuing their degree in elementary education seek employment in the STARS program. For example, students may request to complete participation hours at Starmont during the day as part of their course requirements and then stay to work in the after school program. All teachers in the program are highly qualified and are licensed through the Iowa Board of Educational Examiners. All staff have completed and passed background checks. The director has a degree in a relevant area and has completed training in Child and Dependent Adult Abuse and Bloodborne Pathogen. The elementary principal has her First Aid and CPR certification. She also has a Master of Arts in Reading Education and an Advanced Studies Certificate in Administration.

Application materials are available in print copies and electronically on our district website where the STARS program has its own web page. Applicants are interviewed by the program director and site coordinator; answers are scored on a rubric ensuring that no bias enters in the decision on whom to hire.

The director will plan STARS activities. S/He will report to the building principal, superintendent, and the STARS advisory committee. The director will be the main supervisor of the STARS program. The director's duties will include, but are not limited to: 1) Liaison between school and the collaborative partners, 2) plan STARS lesson plans and projects and communicate plans weekly to the site coordinator through a face-to-face meeting, 3) assist external evaluator in accumulating and analyzing data, 4) record keeper of students involved in program, 5) maintains documentation for materials and equipment purchased with grant money, 6) maintains on-going documentation of contributions (in-kind or resources) from partnering agencies or other sources. Program director will work with the elementary principal to provide professional development and create calendar time for professional development. Elementary principal and director will give support to the certified staff, paraeducators and others involved in the program. The elementary principal and director will collaborate in writing a plan for local site visits. The site coordinator will be responsible for daily program implementation. The ratio of student to adult will be a maximum of 15/1 for activities and less for tutoring.

### **Professional development**

All staff complete orientation training provided by the director. Training includes classroom management, safe practices, curriculum, routines, and other needs identified by staff. Additional professional development will occur quarterly on topics identified as needs by staff, program director and/or site coordinator. Keystone AEA staff are willing to provide professional development in classroom management, student book clubs, online mini-field trips to state resources, museums, libraries etc., "Pitch and Win" activity to solve community problems, and on working with at risk children. Keystone will also extend the opportunity to attend any existing teacher and paraeducator professional development sponsored by the agency.

## **5.2 Plan for Student Transportation and Plan to Ensure Safe and Accessible Facilities and Services**

### **Transportation**

Starmont School buses will transport all students to and from daycare in the three towns that make up the district (Strawberry Point, Arlington and Lamont) during the STARS summer program. To encourage attendance in the after school program, parents can pick up their children on their way home from work. This ensures a smooth transition from school to home and also guarantees that an approved adult is supervising the children. It is not in the students' best interests to go home to an empty home or to be unsupervised after school. Starmont School buses will transport all STARS students to and from all field trips. All bus drivers are properly licensed. Handicapped vehicles are available to transport all students with special needs.

### **Safety and Accessibility:**

The STARS program will be held at the PK-12 Starmont Community School. Starmont is a one-level building and is entirely handicapped accessible. According to the Center for Youth Program Quality Assessment completed by Upper Iowa University, Starmont scored 5/5 on all areas of safe environment including but not limited to:

- The emotional climate is predominantly positive
- There is no evidence of bias; rather there is mutual respect for and inclusion of others of a different religion, ethnicity, class, gender, ability, appearance or sexual orientation.
- The program space is free of health and safety hazards and is clean and sanitary.
- Ventilation and lighting are adequate and the temperature is comfortable.
- Appropriate emergency procedures and supplies are present.
- Program space and furniture accommodate the activities.
- Healthy food and drinks are provided.
- Staff provides a welcoming atmosphere.

This assessment is completed four times per year (fall, winter, spring and summer). Starmont meets all fire codes established by the Fire Marshall Only parents/guardians and those identified by parents/guardians are allowed to pick up children from STARS. Fire, tornado, and crisis plans have been articulated and are posted in each room.

### **Students with disabilities:**

ALL students, including children with disabilities, are welcome and are encouraged to participate in STARS. Individualized Education Plans (IEP's) and Section 504 Plans will be communicated between the school day program and STARS. All IEP's and 504 Plans will be honored including paraeducator assistance and all needed accommodations and modifications. Paraeducators that work with special education students during the day will also work with special education children in the STARS program ensuring alignment between school day and after school/summer learning.

## **5.3 Strong program leadership**

<b>Position</b>	<b>Qualifications and Position Description</b>
STARS Director	Degree and experience in relevant area. Recruit students, teachers, and other staff, coordinate with the building principal, provide oversight and coordination of the entire program, evaluate staff, maintain data of overall program, maintain

	project attendance data, facilitate quarterly advisory meetings, and coordinate staff development.
Business Manager	Degree in relevant area. Responsible for organizing and housing financial records for submission to the DE.
Activity Leaders	ParaEducators and UIU students. Supervise/facilitate snacks, homework help, enrichment activities and academic support.
Activity Assistants	Starmont MS/HS students. Assist with snacks, homework help, enrichment activities and academic support.
Advisory	UIU staff, Starmont elementary principal, parents, teachers, students. Responsible for monitoring program progress and ensuring we work toward goals/fulfill vision. Compiles annual report.
Teachers	Degree in elementary education. Provide on-site tutoring and actively recruit students
Translator	Starmont High School Spanish Teacher. Translates for Spanish-speaking families.
Collaborative Partners	Provide academic, enrichment and family literacy activities.

Our goals and vision are aligned with the elementary goals of improving student achievement in literacy and math; increasing knowledge of a healthy life style and develop ability to make healthy choices; and that parents feel welcome in our district and be active participants in their child/children’s education. A wider variety of STEM and fine arts activities offered through our grant partners and staff also support our vision. Students will choose from various enrichment activities that engage them. STARS curriculum is closely aligned with the school day curriculum because both are taught primarily by school personnel who have in-depth understanding of the district’s academic and behavioral/social expectations. There is a seamless connection and constant conversation about student needs. Some of the same curriculum materials will be used during the school day and during the STARS program.

**How program will use volunteers, specifically seniors, to support high-quality programming**

Senior citizens will be a valuable part of the STARS team. Retired teachers, paraeducators and community people will be invited to share their interests and expertise with STARS students. Retired teachers will bring into the program a wealth of curriculum knowledge and familiarity with instructional strategies as well as strong interest in student success. Community seniors are also valuable and welcome. For example, a senior gentleman invited our students to fish on his pond. Utilizing fishing equipment from the DNR, our students and staff found it to be a very successful experience. Retired volunteer firemen have been and will continue to be asked to give presentations on fire safety to our students. Senior citizens work in our local libraries where we will transport our students to get library cards. Our students visit the local nursing home and present programs and engage the residents in music. All of these activities with seniors develop respect and appreciation for an older generation and deepen our students’ background knowledge of events experienced first-hand by an older generation. Participation by seniors also increases the sustainability of our after school and summer school program. Other volunteer participation will be pursued. Community volunteers with particular expertise (woodworking, dance, robots etc.) will be invited to participate.



#### **5.4 Continuous Improvement and Sustainability Plan**

Ongoing auditing of program scheduling, the Youth Program Quality Assessment, participant surveys, staff observation, and measurable student outcomes will all be used to develop a continuous cycle of improvement that is analyzed four times each year by the STARS Advisory Committee. This collaborative team will identify strengths and challenges and develop a plan for improvement. This plan will be shared with staff, school administration, the SIAC, and School Board. All plans for improvement will directly align with program goals as identified by the student needs assessment.

Private, corporate, federal and other state grants will be researched and applications submitted. Starmont CSD has received over one million in grants over the last fifteen years. The superintendent has stated that “the district will...carefully consider district monies as a continued funding source.” These monies include Title I, local option sales tax, and at-risk funding. In-kind donations by community partners will continue and increase. The project partners, including Starmont Schools, are committed to providing administrative support, program space, equipment, custodial services, supervision, and screening and referral services. The STARS director and elementary principal will reach out to local businesses for monetary support. The BDF Empowerment organization is willing to provide financial support based on their funding from the Department of Human Services. If necessary a minimal fee could be charged to participating families although no family will be prohibited from participation due to its financial situation. Finally, if still available, a 21 Century Community Learning Grant will be written as this grant expires. We pledge to faithfully and effectively utilize the public funds awarded our program.

### **Communication Plan**

The STARS program will work with Starmont Elementary School and the STARS Advisory Committee to develop a quarterly progress report that will explain all acronyms, use easy-to-understand tables and charts, and have narrative explanations that summarize not only the data but also progress monitoring goals. This report will be available to all stakeholders and will be published in the school's newsletter which is published on the school's website and mailed to those who do not have access to electronic means. The report will be communicated annually to the School Improvement Advisory Committee (SIAC) and Starmont Board of Education. Summaries of project goals and progress will be published in local newspapers (The Lamont Leader and the Press Journal). The program director and elementary principal with the assistance of interested parents and students will make presentations to community organizations both to encourage participation and to share successes and project goals.

The STARS program will continue to utilize its Facebook page to communicate with parents, teachers, and community. Application materials, announcements, contact information, contracts, newsletters and monthly calendars, schedule of activities, and staff schedule are included on the Facebook page and school website. The STARS program will continually inform parents of Adult Education and Literacy programs offered through Northeast Iowa Community College and will provide any assistance necessary to help STARS parents enroll.

A STARS cell phone is utilized to provide immediate contact with parents/guardians, partners, and the broader community. Emergency contact information will be readily available to STARS staff. Paper copies of parent communication will be printed for any parent not having access to electronic mean of obtaining the information.

Communication between teachers and STARS staff occurs at least weekly through an ongoing Google Doc. Teachers specify skills that need review in the program. Additionally, homework needs are communicated through a student agenda from classroom to STARS program. The elementary principal serves on the STARS Advisory Committee that meets quarterly. Because the STARS program is located next to the Starmont elementary office, almost daily face-to-face communication is enjoyed by STARS staff, director and principal.

Starmont Schools utilize a Check In/Check Out program during the school day to help students focus on the pillars of Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Students are rated with a smiley face, straight face or frown in regard to their achievement of these pillars. This same program will be used in the STARS program for students who need this level of support. Paper copies of progress will be provided to parents on a daily basis.

We estimate this communication plan with families, school, community, and partners will have substantial benefits to our program and cannot be underestimated. Communication strengthens relationships which enhances understanding, support, and sustainability. Our local school, parents, and community all strive toward common goals and a vision that includes increasing student achievement, helping parents feel welcome and be active participants in their children's education, and helping students make healthy life choices.

## **Partnerships**

### **7.1 Existing Partnerships**

Dr. Maureen Busta, Professor of Mathematics, and Dr. Gail Moorman Behrens, Dean of the Andres College of Education an Assistant Professor, will evaluate the STARS program four times per year (fall, winter, spring and summer) using the Youth Program Quality Assessment. They will assist in the analysis of all evaluation data (academic assessments, attendance, parent and student surveys, office discipline referrals, and Youth Program Quality Assessment) and will collaborate in creating a plan for improvement. UIU agrees to participate in quarterly STARS Advisory Committee meetings. The Starmont STARS program will provide employment opportunities for UIU students during STARS time and will provide on-site supervision of students during STARS. This is a continuing strong partnership, having been in existence for the past five years. It is impactful in that it helps us identify the strengths and weaknesses of our program and will assist us in creating and implementing a plan for improvement.

Northeast Iowa Community College agrees to partner with the Starmont STARS program to provide Adult Education and Literacy program classes to any adult, age 16 or older, who is not enrolled or required to be enrolled in school. The classes provide basic skills instruction in math, reading, writing and listening on an ongoing basis. Classes are open to parents of children enrolled in the Starmont STARS Program and are free of charge. Options include Adult Basic Education (ABE) which teaches skills necessary for daily life, consumer needs, and workforce development; and English for Speakers of Other Languages (ESOL) which helps people with limited English skills to improve in listening, reading, speaking, and writing for their daily life and work in the United States. Additionally, the Adult Secondary Education (ASE) program allows individuals who did not finish high school to receive a High School Equivalency Diploma (HSED) from the State of Iowa. The diploma shows that an individual has a level of educational development similar to a high-school graduate. The Starmont STARS program agrees to continually inform parents of these Adult Education and Literacy programs and will provide any assistance necessary to help Starmont STARS program parents to enroll. This is a newly formed partnership.

A second newly formed partnership is with Iowa Public Television. Shane Straka has visited with our elementary principal and STARS site coordinator in describing the materials and services that can be provided both during school time and in the after school and summer school project. The Electric Company Extended Learning Program, Space Racers Parent and Educator Toolkit, Math Adventures, iPad Lab/PBS Kids Lab, The Odd Squad, Virtual PreK Ready for Math Kits, and Martha Speaks Reading Buddies are all examples of materials that will be available during STARS. Additionally, IPTV will provide professional development to our staff in regard to using new programs.

We are now formally solidifying our agreement with Keystone AEA in specific ways including access to all Keystone materials and resources both online and van delivered. access to all existing Keystone teacher and para professional development, PBIS mini-sessions, classroom management professional development, literacy activities that involve music and movement, book talks – how to involve children in book talks/online reviews, help in working with at-risk children, creating videos with smartphones, using the green screen to make videos, access to online literacy and math games as well as creative apps, a review of Keystone resources such as

robots, kits, puppet theaters, programming apps, creative play, fitness equipment and how they support learning, professional development on how to host a student book club, professional development on how to connect in an online mini-field trip to state resources, museums, libraries etc., professional development on how to do a “Pitch and Win” activity to solve community problems, easy hands-on science activities, and connections to online experts in kayaking, biking, drone pilot, artist, architect, etc. These activities will provide intervention, enrichment and motivation that greatly impact the knowledge, achievement, confidence, health, and skills of our students. These services will also help us sustain our grant. STARS staff and students will be able to participate free of charge. Keystone AEA will provide staff with the necessary expertise to facilitate these special activities -- expertise that our STARS staff does not possess. Our program would simply be much less effective without Keystone AEA’s help.

Starmont Community Schools will continue to partner with STARS. Starmont Schools will provide a safe and accessible space for the project. Starmont will provide donate heat, water, electrical, and air conditioning. STARS will be covered under Starmont insurance and under all Starmont Board policies.

### **7.2 Plan for Engaging Partners**

The Advisory Committee, which meets quarterly, will have representatives from each of the partners. The partners will be key members of the data collection and reporting efforts. We have already developed relationships with our partners and have regular contact with them via email, phone, and face-to-face conversations. We have a good understanding of each agency’s goals and how they fit into the STARS program plan. We know we are all working toward a common vision. The collaborative partners have committed to long-term participation and this support along with the dedication of our certified teachers and support staff will greatly contribute to sustainability. The STARS program plans to engage new partners in our endeavor. Local businesses in our small community already provide monetary support by sponsoring field trips and through monetary donations. We will extend our offer of partnership to agencies that are outside of our local area knowing that there are groups whose mission it is to support children and youth in safe environments (United Way, ISU Extension, Building Directions for Families, Clayton County Substance Abuse). Additionally, we will pursue grant opportunities to help fund this project.



## **Evaluation**

### **8.1 Experienced Evaluator**

Our partner and external evaluator, Upper Iowa University (UIU), will conduct a comprehensive and rigorous evaluation of the STARS program at Starmont Elementary School. Starmont has partnered with UIU for the past five years in regard to this critical component of our STARS program. UIU Professor of Mathematics Dr. Maureen Busta and Dr. Gail Moorman Behrens, Dean of the Andres School of Education and Assistant Professor of Education, have conducted the evaluation all five years and will continue to provide evaluation services as we move forward.

The evaluation utilized by UIU is called the Youth Program Quality Assessment developed by High/Scope Education Research Foundation. Dr. Busta and Dr. Moorman Behrens participated in six hours of Youth Program Quality Assessment Basics followed by a two-day Youth Program Quality Assessment External Assessment Training. Both trainings were provided by Community/Youth Concepts.

Contact Information for Dr. Moorman Behrens is [BEHRENSG@UIU.edu](mailto:BEHRENSG@UIU.edu) and [bustam@uiu.edu](mailto:bustam@uiu.edu) for Dr. Busta.

### **8.2 Using Evaluation Results**

The STARS program uses a continuous improvement cycle. We will begin by assessing our needs. Tools such as the Youth Program Quality Assessment, Formative Assessment System for Teachers (FAST), Iowa Assessments, Measures of Academic Progress (MAP), Developmental Reading Assessment (DRA), Office Referral Data, and School/Parent/Community Needs assessments will be analyzed by the Advisory Committee four times each year. Advisory membership includes partner Upper Iowa University, parents, students, STARS director, STARS staff, elementary principal and teachers. Strengths and challenges will be identified and a plan for program improvement (the second step in the cycle) will be developed by this collaborative team. The plan will be implemented which is the third step of the cycle. Progress will be determined by progress monitoring assessments (FAST, DRA, Office Referral Data, and Youth Program Quality Assessment) during each evaluation cycle (the fourth step in the cycle). All plans for improvement will directly align with program goals as identified by the student needs assessment. The improvement cycle will be repeated in a continuous loop.

Additionally, average daily attendance will be collected through the Student Information System called PowerSchool. Teacher, student, and parent surveys will provide more subjective pre- and post-data regarding the student program and family literacy activities.

All data requested by the both the federal and state Departments of Education will be reported as requested. Surveys and reports will be completed by the STARS director and submitted to the DE in a timely manner meeting all deadlines. Information includes program data such as enrollment, demographic, attendance, and activity information; surveys from parents, students, teachers, and staff at the end of each school year; and school records data including student grades, test scores, school attendance, and disciplinary actions at the end of each school year. The STARS director and appropriate staff/partners will attend any required 21<sup>st</sup> Century Community Learning Center events, including the DE on-site monitoring visit.

The STARS program director and elementary principal recognize our responsibility to communicate the impacts of the 21<sup>st</sup> Century Community Learning Center program to our community in a language that is easily understood. We will post our evaluation results on our Starmont Community Schools District website. Additionally, we will post the following information on our website:

- Iowa Assessment Results
- Attendance Data
- Enrollment in STARS
- Data Regarding Discipline Referrals, Suspensions and School Safety
- Parent, Teacher and Student Survey Summaries
- Operational Changes and Staffing
- Progress on Goals

Postings to the website will be reviewed by the STARS Advisory Committee for readability. All above information will also be shared with the Starmont Schools Board of Education and the Starmont Schools School Advisory Committee (SIAC).

## Budget Narrative

### 9.1 Basis for Cost Estimates – Personnel (87% of budget)

Personnel costs account for the largest percentage of the total budget request. The STARS program will employ one .5 time director. The director will be required to have a degree in a relevant area, experience working with various groups, and excellent communication skills. The director's duties will include but are not limited to: 1) facilitation of the program, 2) consultant for STARS projects, 3) assist external evaluator in accumulating and analyzing data and assisting in creating a plan for improvement, 4) record keeper of students involved in the program, 5) orientation of new staff, 6) participant on the STARS Advisory Committee, and 7) support for certified and support staff, volunteers and others involved in the program. The director will be responsible for submitting all reports required by the grant. As many as three certified teachers will be employed in the after school and summer program. Duties include tutoring and planning/teaching academic and enrichment lessons. Duties of activity leaders and assistants include reinforcing lessons taught, supervising homework, assisting teachers, and providing support to special education students. Bus drivers are licensed appropriately and will provide safe transportation to and from STARS and on field trips. The STARS program will pay benefits including FICA and IPERS. The program operates for 2.5 hours after school for 180 days and four hours per day for 30 days in the summer.

Position	FTE/Hours	Salary/Benefits	Number Employed	Total Budgeted
STARS Director (degree in relevant area)	4 hours per day 180 days 5 hours per day 35 days	\$40.00/hour	One	\$35,800
Activity Leaders (school paraeducators)	2.5 hours after school 180 days 4 hours summer school 30 days	\$15.00/hour	Three	\$18,900
Activity Assistants (college and high school students)	4 hours during summer 30 days	\$12.00/hour	Three	\$4320
Teachers (elementary certified)	.5 hours after school 135 days 3 hours summer school 32 days	\$35.00/hour	Two  Three	\$14,805
Translator (HS Spanish Teacher)	4 hours per year	\$30.00/hour	One	\$120.00
Bus Drivers (CDL licensed)	Field Trips 18 hours 360 miles	\$10.00 per hour plus \$2.80 per mile	Two	\$3096
Mileage		50 cents/mile	Two	
FICA/IPERS				\$12,270

**Staff Travel (2% of budget)**

\$1800.00 has been budgeted for staff travel to and from professional development conducted by the Department of Education, Iowa Afterschool Alliance, and Keystone AEA. Staff travel is necessary to attend learning opportunities which allows for the continuous improvement of our STARS program.

**Materials (3% of budget)**

\$2993.00 has been budgeted for nutritious snacks, academic review, enrichment and recreational supplies that are aligned with our grant goals. Curriculum related items for family literacy activities as well as meals and child care at these events are also included.

**Reserved funds for evaluation (In-Kind)**

Upper Iowa University is a partner with STARS and the MOU confirms their guarantee of providing evaluation as an in-kind donation. The program will be overseen by the elementary principal as an in-kind donation.

**Access & Transportation (3% of budget)**

Partner Starmont Schools guarantees access to the school grounds as an in-kind donation. Transportation costs are \$3,098 for both the student program and Family Literacy. Mileage is 50 cents per mile. It is 7 miles between Starmont Schools and each of the three communities.

**Administration (<1% of budget)**

Starmont School will be the fiscal agent and the business manager will maintain fiscal records as an in-kind donation. Cell phone expenses will be taken from this category. Total budgeted is \$720.

**Professional Development (4% of budget)**

Professional development will be provided by the director, Partner IPTV, and Partner Keystone AEA as an in-kind contribution. Additional professional development will include speakers possessing expertise in literacy, math and STEM. A total of \$4,100 has been budgeted for professional development.

**Evaluation (In-Kind)**

Upper Iowa University will be conducting the evaluation of the program as an in-kind donation. Most evaluation instruments and materials will be provided by Starmont Schools as an in-kind donation. Budget allows for any incidental expenses that may occur.

**9.2 Supplement and Not Supplant**

Starmont Schools and the STARS program guarantee that funds from the 21<sup>st</sup> Century Community Learners Center grant will not be used to supplant any other funding sources. After/Summer schools are not mandated programs at this time, thus are not funded through any other funding source. All expenses will be paid through grant funding and in-kind donations.



## Memorandum of Understanding Iowa Public Television

Iowa Public Television will partner with the Starmont Community School District to make technology-based educational resources available and to provide staff development opportunities in support of the Starmont STARS 21st Century Community Learning Center Project.


The resources and activities that Iowa Public Television will make available to the Starmont Community School District 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.

Through the Starmont STARS 21st Century Community Learning Center Project, Iowa Public Television will work with Starmont STARS Program with:


- The Electric Company Extended Learning Program
  - The Extended Learning Program is designed for after-school programs and other out of school time settings. The content supports the curriculum of all 52 Electric Company episodes, including decoding, vocabulary, connected text, motivation, and math words and concepts.
- Space Racers Parent and Educator Toolkit
  - Engaging lessons for educators to use with preschool students to explore themes presented in Space Racers.
- Math Adventures
  - *A Math Engagement Program* is based on the Iowa Core Standards for Grades K-2.
- iPad Lab/ PBS Kids Lab
  - PBS KIDS Lab is built on the belief that every new technology is an opportunity for learning. PBS Kids Lab content aligns to state and national standards.
- The Odd Squad Online Afterschool Resources
  - Odd Squad needs your help! With these activities, kids help Olive and Otto make sense of odd happenings, restore order, and put things right before it's too late.
- Virtual PreK Ready for Math Kits
  - A hands-on learning resource for preschool teachers, parents and their children. Demonstrates concepts and skills taught in a preschool classroom and offers ways to extend them at home and out in the community.

- Martha Speaks Reading Buddies

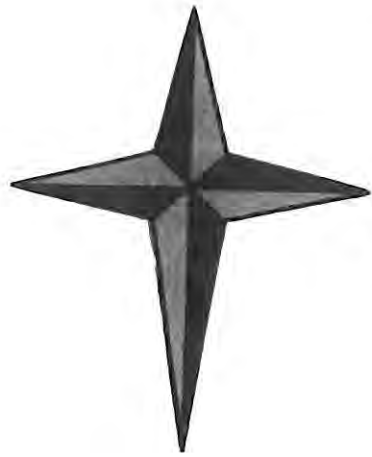
- The *Reading Buddies* program is a cross-age, innovative way for kindergarten and upper-level elementary students to increase their vocabulary, develop their self-esteem and social skills, and enhance their love of reading books.

  
Kenneth R. Harrison  
Director of Educational Services

12/2/16  
Date

  
Sandy Klaus  
STARS Program Administrator

12/2/16  
Date



# Starmont Community School District

STrawberry Point • ARLington • LaMONT  
3202 40<sup>th</sup> Street • Arlington, Iowa 50606-8199

**Superintendent**  
(563) 933-4598

**Middle/High School**  
(563) 933-2218


**Elementary School**  
(563) 933-2238

**District Fax**  
(563) 933-2134

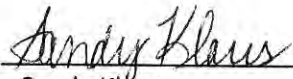
## Memorandum of Understanding Starmont Community Schools

Through the Starmont STARS 21<sup>st</sup> Century Community Learning Center Project, Starmont Community Schools will work with Starmont STARS Program with:

- Provide free electrical, heat, air conditioning, water
- A safe and accessible space to hold activities both indoors and outdoors
- Insurance through Starmont Schools
- Policies under Starmont Board of Education
- Access to professional development held during the school day

  
\_\_\_\_\_  
Troy Heller  
Starmont Superintendent

12/1/16  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Sandy Klaus  
STARS Program Administrator

12/1/16  
\_\_\_\_\_  
Date

The Starmont Community School District does not intentionally discriminate on the basis of sex, race and color, national origin, religion and creed, age, marital/parental status, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, or socioeconomic status or familial status in its educational programs, activities, or employment practices, or as otherwise prohibited by statute or regulation. If you believe such discrimination has occurred and want to receive more information about the grievance procedure, please contact the Superintendent/Equity Coordinator at 3202 40th Street, Arlington, Iowa 50606 or call (563) 933-4598.

"IN PURSUIT OF EXCELLENCE IN EDUCATION"







December 2, 2016

Iowa Department of Education  
Grimes State Office Building  
400 East 14th Street  
Des Moines, IA 50319-0146

To Whom It May Concern:

It is my pleasure to provide you with this letter of commitment from Iowa Public Television in regard to the Starmont Community School District's grant application to provide additional funding and support for their 21<sup>st</sup> Century Community After-School Program.

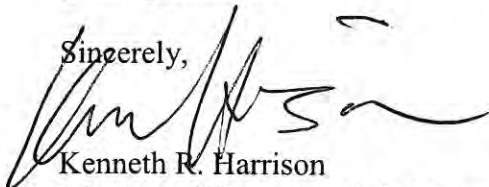
Iowa Public Television will partner with the Starmont STARS program to implement innovative educational media initiatives designed to enhance literacy and math skills. Our Ready for School and PBS LearningMedia initiatives have a strong history of helping teachers and students use technology to increase learning motivation. This will include professional development opportunities for staff.

Iowa Public Television has partnered with the Starmont Community School District in the past to enhance the learning experiences of children participating in after-school and summer school programs.

The resources and activities that Iowa Public Television makes available to the Starmont STARS program 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.

In conclusion, Iowa Public Television fully supports the efforts of the Starmont Community School District to build a vital after-school 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 21<sup>st</sup> Century Community After-School grant application.

Sincerely,



Kenneth R. Harrison  
Director of Educational Services

**FORM A: SITE INFORMATION**

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

**21CCLC Site Name: Starmont STARS Project**

**Site Address: 3202 40<sup>th</sup> Street**

**City, State, Zip: Arlington, Iowa 50606**

**Phone: 563-933-2238**

**Site Contact Person: Sandy Klaus, Elementary Principal**

Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
Starmont Elementary School	6175	283

**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 <sup>st</sup> 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 21 <sup>st</sup> 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 21 <sup>st</sup> Century Community Learning Centers Program

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

**BEFORE YOU APPLY**

These steps should be completed **before** you begin writing your application. Please submit this form with your application (see Appendix A).

- 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: Starmont Elementary School
    - Free and Reduced Lunch Rate Percentage: 43.4%
  - Site/Building Name: \_\_\_\_\_
    - Free and Reduced Lunch Rate Percentage: \_\_\_\_\_
  - Site/Building Name: \_\_\_\_\_
    - Free and Reduced Lunch Rate Percentage: \_\_\_\_\_
- **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):
  - 50 number of children x 180 days x 7.50 either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$67,500 (total funding request for before and afterschool programs)

**Summer School Formula**

- 115 children x 30 of days = (minimum 30 days) x \$10.00 = (total funding amount for summer)
- 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: \$102,000  
 Funding Request total for Three Years: \$306,000  
 Number of Children Served in Year One: 165  
 Number of Children Served in Three Years: 495



## **FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS**

### **Part A: Nondiscrimination**

As the designated applicant agency representative, I certify that the 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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
<i>Sandy Klaus</i>	Starmont Community Schools

**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
<i>S. J. Hill</i>	Starmont Community Schools
Signature of Site Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name
<i>Sandy Klaus</i>	Starmont Elementary 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	Donna Moeller para	Agency	Starmont CSD
Signature	<i>Donna Moeller</i>	Address	3202 40th St
		City/Zip	Arlington IA Phone 563-933-2238
Name/Title	Jill Weber/Cook	Agency	Starmont CSD
Signature	<i>Jill Weber</i>	Address	3202 40th St
		City/Zip	Arlington, 52076 Phone 563-933-2238
Name/Title	Todd Walter Para	Agency	Starmont CSD
Signature	<i>Todd Walter</i>	Address	202 Commercial St
		City/Zip	Strawberry Pt. 52076 Phone (712) 299-4310
Name/Title	Kristen Ustrand/ teacher	Agency	Starmont CSD
Signature	<i>Kristen Ustrand</i>	Address	3202 40th St.
		City/Zip	Arlington, IA 52076 Phone 563-245-2765
Name/Title	Michelle Becker/Head Custodian	Agency	Starmont
Signature	<i>Michelle Becker</i>	Address	3202 40th St
		City/Zip	Arlington IA Phone 563-933-2218
Name/Title	Beth Jaeger/ teacher	Agency	Starmont
Signature	<i>Beth Jaeger</i>	Address	3202 40th St
		City/Zip	Arlington IA Phone 563-933-2218
Name/Title	Lisa Fleming/ Para	Agency	Starmont
Signature	<i>Lisa Fleming</i>	Address	3202 40th St
		City/Zip	Arlington, IA Phone 563-933-2218
Name/Title	KATHLEEN SWEET/ TEACHER	Agency	Starmont
Signature	<i>Kathleen Sweet</i>	Address	3202 40th St
		City/Zip	Arlington, 52076 Phone 563-933-2218
Name/Title	IJC coordinator	Agency	Starmont
Signature	<i>Carol Wenger</i>	Address	3202 40th St
		City/Zip	Arlington, IA Phone 563-933-2218



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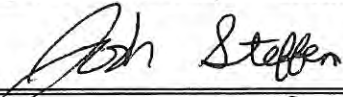
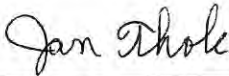


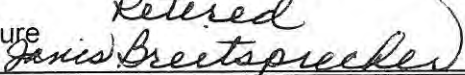
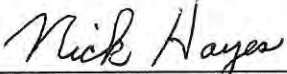
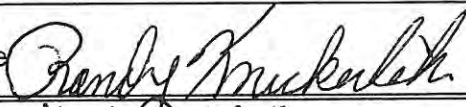


**Applications only allowed up to five (5) additional pages for signatures.**

Name/Signature		Agency Affiliation	
Name/Title	Colleen Goeden para	Agency	Starmont CSD
Signature	<i>Colleen Goeden</i>	Address	3202 40 <sup>th</sup> St
		City/Zip	Arlington Ia Phone 563-933-2238
Name/Title	Brenda Hoch Daycare	Agency	Starmont CSP
Signature	<i>Brenda Hoch</i>	Address	3202 40 <sup>th</sup> St
		City/Zip	Arlington, Ia Phone 563-933-2238
Name/Title	Allison McIntyre - teacher	Agency	Starmont CSD
Signature	<i>Allison McIntyre</i>	Address	3202 40 <sup>th</sup> St
		City/Zip	Arlington, Ia <sup>56306</sup> Phone 563-933-2238
Name/Title	Aly Budzine - teacher	Agency	Starmont CSP
Signature	<i>Alyson Budzine</i>	Address	3202 40 <sup>th</sup> St.
		City/Zip	Arlington IA <sup>56306</sup> Phone 563-933-2238
Name/Title	Janet Swanson - teacher	Agency	Starmont CSD
Signature	<i>Janet Swanson</i>	Address	3202 40 <sup>th</sup> St.
		City/Zip	Arlington IA <sup>56306</sup> Phone 563-933-2238
Name/Title	Benee Cantrell - teacher	Agency	Starmont CSD
Signature	<i>Benee A Cantrell</i>	Address	<del>563-933-2238</del> SE 3202 40 <sup>th</sup> St
		City/Zip	Arlington IA <sup>56306</sup> Phone 563-933-2238
Name/Title	Abbie Schuhmacher - teacher	Agency	Starmont CSD
Signature	<i>Abbie Schuhmacher</i>	Address	3202 40 <sup>th</sup> St
		City/Zip	Arlington, IA <sup>56306</sup> Phone 563-933-2238
Name/Title	Michelle Block - teacher	Agency	Starmont CSD
Signature	<i>Michelle S. Block</i>	Address	3202 40 <sup>th</sup> St
		City/Zip	Arlington, IA <sup>56306</sup> Phone 563-933-2238
Name/Title	Marsha Thomas - FSO	Agency	Starmont CSP
Signature	<i>Marsha Thomas</i>	Address	3202 40 <sup>th</sup> St.
		City/Zip	Arlington, IA. 56306 Phone 563-933-2238 Ext. 161

**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	Josh Steffen Teacher	Agency	Starmont
Signature		Address	3202 40th St
		City/Zip	Arlington, 50606   Phone 563-933-2238
Name/Title	Jan Thole - Sub	Agency	Starmont
Signature		Address	3202 40th
		City/Zip	Arlington 50606   Phone 563-933-2238
Name/Title	Janice Breitsprecher	Agency	
Signature	 <i>house w/f</i>	Address	
		City/Zip	Phone
Name/Title	Debbie Watson retired	Agency	Arlington Community
Signature		Address	6509 C Ave
		City/Zip	Arlington IA   Phone 563-633-3995
Name/Title	Janis Breitsprecher Retired	Agency	Arlington Community
Signature		Address	250 Main St
		City/Zip	Arlington   Phone 563-633-2545
Name/Title	Nick Hayes Farmer	Agency	
Signature		Address	7461 Eisenhower Rd.
		City/Zip	Arlington 50606   Phone 563-633-5525
Name/Title		Agency	
Signature		Address	7508 Eison Helvert R.R
		City/Zip	Arlington 50606   Phone 563-633-5865
Name/Title	Chelsea Watkins Agronomist	Agency	
Signature		Address	117 Park Avenue
		City/Zip	Arlington 50606   Phone (815) 404-7120
Name/Title	Carrie Bergin	Agency	
Signature		Address	120 W River St
		City/Zip	Wadena 52169   Phone 563-422-1288

**FORM C: COLLABORATIVE SIGNATURES**

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

Name/Signature		Agency Affiliation	
Name/Title	Nancy Oehler RN School Nurse	Agency	Starmont CSD
Signature	Nancy Oehler	Address	3202 40th St.
		City/Zip	Arlington, IA 50606 Phone 563-933-2238
Name/Title	John Brown, IT	Agency	Starmont CSD
Signature	John Brown	Address	3202 40th St.
		City/Zip	Arlington, IA 50606 Phone 563-933-2238
Name/Title	Carmen Swales / <sup>Elementary</sup> Secretary	Agency	Starmont CSD
Signature	Carmen Swales	Address	3202 40th St
		City/Zip	Arlington, IA 50606 Phone 563-933-2238
Name/Title	Joel Hayes Clerical Aide	Agency	Starmont CSD
Signature	Joel Hayes	Address	3202 40th St
		City/Zip	Arlington, IA 50606 Phone 563-933-2238
Name/Title	Kim Torson Aide	Agency	Starmont <sup>50606</sup> CSD
Signature	Kim Torson	Address	3202 40th St.
		City/Zip	Arlington, IA 50606 Phone 563-933-2238
Name/Title	Bobbi Delong - Teacher	Agency	Starmont CSD
Signature	Bobbi Delong	Address	3202 40th St
		City/Zip	Arlington, IA 50606 Phone 563-933-2238
Name/Title	Molly Augustine - Teacher	Agency	Starmont CSD
Signature	Molly Augustine	Address	3202 40th St.
		City/Zip	Arlington 50606 Phone 563-933-2238
Name/Title	Janet Hansel - aidi	Agency	Starmont CSD
Signature	Janet Hansel	Address	3202 40th St
		City/Zip	Arlington 50606 Phone 563-933-2238
Name/Title	Julie Andreae - para	Agency	Starmont CSD
Signature	Julie Andreae	Address	3202 40th St.
		City/Zip	Arlington Phone 563-933-2238



**FORM C: COLLABORATIVE SIGNATURES**

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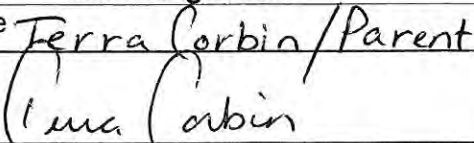
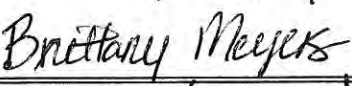
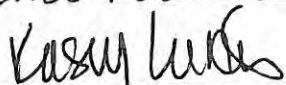
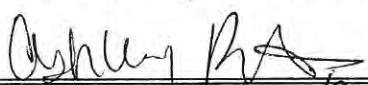
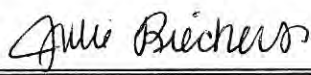
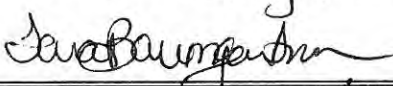
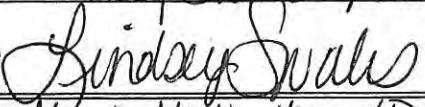

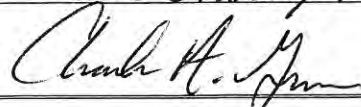
Name/Signature		Agency Affiliation	
Name/Title	Susan H. Maxson / Parent	Agency	
Signature	<i>Susan H. Maxson</i>	Address	315 W Mission
		City/Zip	SP 52076 Phone 933-4125
Name/Title	Trenia Hesselting / Parent	Agency	
Signature	<i>Trenia Hesselting</i>	Address	935 Jackson St
		City/Zip	Lamont IA Phone 563-924-2904
Name/Title	Bridget Willfong / Parent	Agency	50650
Signature	<i>Bridget Willfong</i>	Address	1063 F Ave
		City/Zip	Aurora, 50601 Phone 319-540-0368
Name/Title	Meg Gelner / parent	Agency	
Signature	<i>Meg Gelner</i>	Address	36589 Crystal Rd.
		City/Zip	Strawberry 52076 Phone
Name/Title	Katie Pope / parent	Agency	
Signature	<i>Katie Pope</i>	Address	1418 Bell Rd.
		City/Zip	Arlington, IA Phone (505) 999-1000
Name/Title	Sheryl Anderson / Teacher	Agency	
Signature	<i>Sheryl Anderson</i>	Address	5263 90th St.
		City/Zip	Arlington, IA Phone (563) 633-5084
Name/Title	Amanda Balke / parent	Agency	
Signature	<i>Amanda Balke</i>	Address	110 E mission St
		City/Zip	Strawberry Pt. Phone 563-608-9208
Name/Title	Both Bries, parent	Agency	
Signature	<i>Elizabeth A Brie</i>	Address	32876 Highway 13
		City/Zip	Strawberry Point IA Phone 563-843-8190
Name/Title	Kayla Gearhart, parent	Agency	
Signature	<i>Kayla Gearhart</i>	Address	4116 Commercial St.
		City/Zip	Strawberry Point, IA 52076 Phone 563-608-3882



**FORM C: COLLABORATIVE SIGNATURES**

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

Name/Signature		Agency Affiliation	
Name/Title	Terra Corbin / Parent	Agency	
Signature		Address	10389 Bell Road
		City/Zip	Arlington, IA Phone 563-608-4325
Name/Title	Brittany Meyers / Parent	Agency	
Signature		Address	1224 F Ave
		City/Zip	Aurora, IA Phone 563 608 1620
Name/Title	KASEY CURTIS / PARENT	Agency	
Signature		Address	P.O. BOX 1500
		City/Zip	DUNDEE, IA Phone 319-361-2859
Name/Title	Ashley Peterson / Parent	Agency	
Signature		Address	723 Liberty St
		City/Zip	Harrison 50000 Phone 319-238-9320
Name/Title	Julie Riechers / Parent	Agency	
Signature		Address	4548 30th street
		City/Zip	Lamont 50650 Phone 563-920-2712
Name/Title	Tara Baumgartner / Parent	Agency	
Signature		Address	309 W. Mission St.
		City/Zip	Strawberry Point 52074 Phone 563-933-0054
Name/Title	Lindsey Swales / Parent	Agency	
Signature		Address	515 Westwood
		City/Zip	Strawberry Pt Phone 563-1008-2425
Name/Title	Karin Martin-Hner / Parent	Agency	
Signature		Address	156 Cedar Wood Hills
		City/Zip	Strawberry Pt 52076 Phone 319-325-7539
Name/Title	Charlie Graman / Parent	Agency	
Signature		Address	35682 April Ave.
		City/Zip	St. Pt / 52076 Phone 563 920 4084

**FORM D1: 21CCCLC APPLICATION FUNDING REQUEST SUMMARY**

<b>21CCCLC TOTAL FUNDING REQUEST</b> (Before and/or After School and Summer Program Funds)		
<b>Number of program sites included in this application:</b>	<b>Total number of students being served (all sites for one year):</b>	<b>Total three-year funding request (all sites):</b>
One	200	\$306,000
	<b>Total first-year funding request (all sites):</b>	
	\$102,000	

**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
Starmont Elementary School	\$ 102,000	\$102,000	\$102,000	\$306,000	200
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

**TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 200**

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

**Applicant Agency:** \_Starmont Community Schools Site: Starmont Elementary School

**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:200

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$85,000	\$4289	\$85,000	\$4289	\$85,000	\$4289	\$267,867
Staff Travel	\$1300	\$500	\$1300	\$500	\$1300	\$500	\$5400
Materials	\$2493	\$500	\$2493	\$500	\$2493	\$500	\$8979
Professional Development (minimum 4% per year)	\$3100	\$1000	\$3100	\$1000	\$3100	\$1000	\$12,300
Student Access, Transportation etc. (maximum 8% per year)	\$2098	\$1000	\$2098	\$1000	\$2098	\$1000	\$9294
Evaluation (about 4% per year)	In kind contribution of \$4080	In kind	In kind contribution of \$4080	In kind	In kind contribution of \$4080	In kind	In kind
Administrative/ Indirect Costs (maximum 8% per year)	\$720	In kind	\$720	In kind	\$720	In kind	\$2160
<b>Totals</b>	\$94,711	\$7289	\$94,711	\$7289	\$94,711	\$7289	

**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.

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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.

The current STARS program is funded through in-kind donations from Upper Iowa University and Starmont Schools. Additionally, parent tuition is helping to fund the before and after school and summer school program. Starmont Schools is providing the transportation at no cost to the program. We will request the first three months of funding from the grant so we can implement summer school.

\* 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:

*All Starmont Elementary students are invited to participate in this project. All participates have equal opportunity to benefit from services provided. Therefore, no minority person will be disproportionately or uniquely impacted since all children are invited, welcomed and encouraged to participate.*

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

Name: **Sandy Klaus**

Title: Elementary Principal/Program Administrator

## **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**

	<p><b>Private School Consultation Meeting Log</b></p> <p><b>Date</b> <i>We do not have a private school in our district</i></p> <p><b>Time</b></p> <p><b>Location</b></p>
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**Meeting called by:**

**Type of meeting:**

**Attendees:** (Attach attendance sign-in sheet)

----- Agenda Topics -----		
<p><b>Welcome</b> [Insert Name] [Insert time allocation]</p>		
<p><u>Discussion:</u> _____</p> <p align="center"><b>We do not have a private school in our district.</b></p>		
<p><u>Conclusions:</u> <i>Sandy Klaus</i></p>		
<p><u>Action Items:</u></p> <p>_____</p> <p>—</p>	<p><u>Person responsible:</u></p> <p>_____</p> <p>—</p>	<p><u>Deadline:</u></p> <p>_____</p> <p>—</p>
<p><b>Resources for Non-Public Schools</b> [Insert Name] [Insert time allocation]</p>		
<p><u>Discussion:</u> _____</p> <p>_____</p> <p>_____</p>		
<p><u>Conclusions:</u> _____</p> <p>_____</p>		
<p><u>Action Items:</u></p> <p>_____</p> <p>—</p>	<p><u>Person responsible:</u></p> <p>_____</p> <p>—</p>	<p><u>Deadline:</u></p> <p>_____</p> <p>—</p>

*[continues on next page]*

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

**Other Information**

<b>Resource persons:</b>	
<b>Special notes:</b>	

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.