

**Cardinal Community School District
Before/After School and Summer School Program**

Table of Contents

Cover Page	1-3
Table of Contents	4
Proposal Abstract	5-6
Needs Assessment	7-9
Project	10-12
Research	13
Management Plan	14-17
Communication	18
Existing and Growing Partnerships	19-20
Evaluation	21-22
Budget Narrative	23-24
Memoranda of Understanding (MOU) or Letters of Support	Inserted
Appendix A: Required Forms	25-33
Form A: Site Information	26
Form B: Assurances and Agreements	27-29
Form C: Collaborative Signatures	30-31
Form D1: Funding Requirements	32
Form D2: Budget Forms	33
Form D3: Applicant Agency Fiscal Resource Information	34
Form E: Minority Impact Statement	35
Form F: Non-Public Consultation Documentation	36

Proposed Abstract:

Prioritized Need	Priority Type	Instrument/Process	Stakeholder Analysis
1.Literacy/Reading	Academic: Cognitive	CCSD Data: aReading assessment from October and March administrations and Iowa Assessments	School leaders, Reading Corp, Literacy Coaches, Curriculum Director, BLT Members
2. Math	Academic: Cognitive	CCSD Data: Everyday Math and Iowa Assessments	School leaders, Instructional Coaches, Curriculum Director, BLT Members
3. Supervision	Family- Whole Child	Family Needs Assessment (FNA)	Building Leaders, CBASP Director and Supervisor, Teachers, School Programming Staff
4. Nutrition	Family- Whole Child	Family Needs Assessment, State Reports for Free/Reduced Lunch	Building Leaders, Food Service, CBASP staff, State Inspectors
5. Transportation	Family- Whole Child	Family Needs Assessment	Building Leaders, Transportation Director, CBASP staff
6. Social/Emotional	Family- Whole Child	CCSD Data, Family Needs Assessment	Building Leaders, CBASP staff, AEA Staff, Local Therapy Providers, Mental Health Facilities
7. STEM Enrichment	Academic	2017 Laborshed Report for Wapello County	CCSD Admin., CBASP Leaders, ISU Extension Office, Indian Hills, Clover Kids 4H Leaders

Cardinal Community School District's Data collection includes the analysis of summative academic data which includes:

1. Grades kept online in our Power School System.
2. State report card results kept on Educate Iowa.

Programing Curriculum for After School Program and Summer Programming:

- **Literacy Interventions:** Press Intervention Lesson, Lexia lesson intervention, Reading Corp tutoring, Benchmark Advance,
- **Math Interventions:** Everyday Math games, Fact Fluency lessons
- **Family Needs:** Supervision on site M-F, Nutrition, Transportation provided
- **Enrichment:** STEM / STEAM activities
- **Social Emotional Learning:** Attendance records kept in SWISS SUITE online database.
- Attendance and office referral records are kept in SWISS SUITE online database. Also our whole building PBIS (positive behavioral intervention of support) data and reports for our three Tiered levels of support.
- Student behavior data from PBIS Check in- check out system records kept online in SWISS SUITE online database.

Research to Support After School Program and Summer Programming:

We refer to Hattie's *Effect Sizes* based off of John Hattie's (2011, 2015) work on the influences and effect sizes on student achievement to a variety of factors. Originally, Hattie studied six areas that contribute to learning: the student, the home, the school, the curricula, the teacher, and teaching and learning approaches. He later updated his list of 138 effects to 150 effects in *Visible Learning for Teachers*, and more recently to a list of 195 effects in *The Applicability of Visible Learning to*

Higher Education.

- Literacy and Math Instruction: Hattie's effect size for small group learning .47 effect size, Instructional best practice resources: Benchmark Advance Intervention, PRESS, McGraw Hill Everyday Math, Phonics instruction has an effect size of .70
- STEM: Enrichment activities and programs has an effect size of .53 and metacognitive strategies has a .60 effect size. More than 70% of students in STEM programs express more interest in knowledge about careers in science (AfterSchool Alliance, 2018)
- Quantity of Instruction: Hattie's effect size for quality of instruction is .59
- Quality Afterschool Programs: Afterschool Alliance (2018) students develop strong social skills, excited about learning, improve work habits, 1 to 2 students improve their math and reading grades.
- Quality Summer School Programs: Hattie's effect size for summer programming is .23, Summer Vacation has a negative effect size of -.09
- Social Emotional / Mental Health: There was an increased students' academic performance by 11 percentile points, as compared to students who did not participate in such SEL programs (Durlak et al., 2011) Student focus on Improved Self Awareness, Situational awareness, Self Management and Relationships Skills and Decision Making <https://www.edutopia.org/sel-research-learning-outcomes>.

In addition, we researched the CDC-Kaiser Permanente Adverse Childhood Experiences (ACE) study. This study is one of the largest educational investigations regarding how a child's early years in life attribute to their adult lifestyle, health, and well-being. The ACE score is a total sum of the different categories as reported by the participants. In conclusion, the data found a strong relationship between exposure to abuse or household dysfunction during childhood and multiple health risk factors later in life.

Management/Sustainability:

- **CBASP and Summer School Program:** Partnership Collaborators, 2 Staff, 2 parents, CCSD Board Member. Team will meet quarterly throughout school year.
- **Transportation:** Summer Program transportation to school and transportation to field trips will be supervised and monitored by our Transportation Director.
- **Staffing:** All positions will be posted and compensated. Director and supervisor evaluates staff.
- **Sustainability:** Programming goals and program structure will be reviewed annually
- **Communication:** Monthly newsletter outlining program activities, Program training for all summer school and after school program staff on monthly basis.

Evaluation:

- Evaluated by Professor Liz Hollingworth, PhD, Director of the Center for Evaluation and Assessment at the University of Iowa, in compliance with state and federal requirements using CCSD evaluation/assessment instruments.

Budget Narrative:

- Budget meets the ICCLC grant guidelines
- Program is coordinated to meet long term planning and sustainability.

Student Needs Assessment

2.1 Student/Family/Community Needs Assessment

Impacts of Poverty: CCSD is a small district located in Eldon, Iowa. Within the district we have Cardinal Elementary School, that serves preschool through 4th grade students. We have a secondary building, Cardinal Middle/High School that serves 5th through 12th grade students. We currently serve approximately 1,005 students total. According to our 2018 Fall data, the elementary School's Free and Reduced Lunch eligibility percentage was 67.9%. We refer to this data as proxy, because not all families who register can qualify for the program. Research shows that children in poverty are more likely to have varying levels of brain development delays and also may experience: exposure to toxins, chronic stress, have sub-standard cognitive skills, and undergo impaired emotional-social relationships (http://thesciencenetwork.org/docs/BrainsRUs/Effetcs%20of%20Poverty_Jensen.pdf).

In our small rural district setting, students have limited access to recreational facilities,

eateries, resources, and/or daycare facilities. It is difficult in the summer months for students with working parents to experience summer programs or activities. Instead of having our students spend time alone, an Elementary Summer Program and After School Program will give students an opportunity to grow academically/socially and provide a safe environment where they can form positive relationships (Afterschool Alliance, 2007). CCSD also seeks to further partner with outside entities within the county to help provide services within the CBASP and Summer School Program. These partnerships, once started, will be sustainable after the grant. The overall well-being of students identified in poverty (both their social and emotional state, as well as their academic development) is the primary motivator for a high-quality program within our community.

Program Needs: Our school district submitted data to the state of Iowa and then we reviewed our state report card on <http://reports.educateiowa.gov/schoolreportcard> and we broke down our performance distributions by percentage. We found that 5% of our students are *Priority*, 17% are *Needs Improvement*, and 37% make up our *Acceptable* bracket. This leaves 41% as *Commendable*, *High-Performing*, and *Exceptional*. We believe that by strengthening our program we will be able to reach the students who are categorized as “at-risk”. We are in a rural locational setting with less than 2,499 citizens. There is a program need to serve our area, as we are not close to other facilities or with a vast variety of opportunities. In addition to our at-risk population and our rural setting, we also serve Wapello county which has a high poverty rate of 22%. Child Poverty measures the number and percentage of children age 0-17 who live below the poverty level during the year. Source: United States Census Bureau (2016).

(https://www.cfpciowa.org/documents/filelibrary/kids_count/2016_data/2016_KCCP_0B0ECD1FC15F2.pdf). These 7 goals will further support our student needs and provide a safe environment for learning:

(#1-#2 Reading and Math) With an enhanced After School Program and Summer School Program, literacy and math achievement will improve by supplementing research-based interventions. We will judge growth based on state assessments, aReading scores, and Everyday Math assessments. **(#3 Supervision)** Supervision will be provided to ensure each student is safe and secure after school while also having opportunities with homework help and academic support. According to First Children's Finance, parents repeatedly referenced issues related to affordable daycare. Over the last 5 years, Wapello County has lost 32 child care providers and 302 spaces. There are an estimated 5,666 children ages 0-12 living in Wapello County. Based on the percentages of families that have working parents, approximately 4,007 children have all parents working. With only 1,402 spaces in DHS-regulated programs, there is an estimated deficit of quality child care in Wapello County. **(#4 Nutrition)** Provide a healthy meal in the summer; as well as an after school snack to ease financial burden and further healthy brain development. **(#5 Transportation)** Provide transportation to and from summer school and field trips. **(#6 Social Emotional)** Both After School Program and Summer School programming will provide social and emotional development for students. **(#7 STEM)** Enrichment opportunities and partnerships with outside organizations will provide STEM, hands-on learning to enhance critical thinking and metacognitive strategies. We will use classroom formative assessments to judge this growth.

Students are screened three times per year using the FAST aReading literacy state screener data highlights our Fall data: Kindergarten (Early Reading) 44% proficient, 1st grade 51%, 2nd grade 53%, 3rd grade 74%, 4th grade 83%. Our teachers track and record math data from classroom formative assessments in unison with Everyday Math curriculum. Our data shows that we still have an achievement gap that needs to diminish, and our school day does not provide enough time or resources to help further close that gap. Currently, our daycare program does not offer intensive academic support, nor do we have the financial backing to implement a quality summer program to help serve our students who are in poverty or students that are below proficiency. According to our 2017 Iowa School Report Card that rates eight educational measures, our Elementary School went from 68.8, identified as a “commendable school” to 66.8 an “Acceptable” ranking. According to our 2017-2018 Iowa Assessments, student that are eligible for Free and Reduced Lunch display a large gap in proficiency among students that are not identified as Iowa SES in reading and math. The data below shows students that are eligible for Free and Reduced Lunch that are not meeting proficiency on Iowa Assessment:

2017-2018 IA Assessment	% of students NOT proficient in Reading	% of students NOT proficient in Math
2nd grade	45%	40%
3rd grade	31%	28%
4th grade	39%	32%

Cardinal's kindergarten through 3rd graders ranked 8th in the state with a 12.9% proficiency gain over three years according to the state's FAST literacy assessment. Our staff works hard to close the achievement gap and collaborate together to provide interventions and supports. The Iowa Assessment data reflects that we have a lot of room to grow, and Summer and After School Programs are needed to improve each student's academic growth and to offer supports to working families. Attendance and participation in the Summer Program (35 days) will decrease student regression in reading and math over the summer. Our low SES students especially benefit from educational field trip opportunities, extra enrichment activities to strengthen their academics, and practice to sharpen their social/emotional skills. Elementary students attending the After School Program will have access to homework assistance from a licensed teacher, have a healthy snack, and take part in centers geared toward their interest. By providing after school and summer school programming, we will further expose our students to the quality research-based curriculum and instructional resources as stated in our student needs assessment.

The district is going through the ESSA-SAMI model to further build strategic plans that focus on high impact instructional strategies, data-driven decision making, evaluation practices that align with our Iowa Core curriculum, and infrastructures to support each student's instructional plan in math, literacy, and social/emotional health. The district teachers also take part in professional learning communities that meet weekly to create a multi-tiered system of support for each student based on diagnostic data for literacy and math.

Cardinal also partnered with the Iowa Reading Corp to provide 1:1 tutoring for K-3rd grade students on a daily basis. Their research-based tutoring services will be included in all of our programming.

2.2 Stakeholder Engagement in Our Needs Assessment

The Building Leadership Team meets to analyze PBIS data. From our findings: social/emotional development, stress management, and supporting students with several ACES is top priority for our students in early education. Data from our SWISS Behavior Management System indicates that students struggle with disruptive behaviors, physical aggression and/or fighting. Our at-risk referral data also shows that 15 families have sought out and requested informational resources to better support their child's social/emotional needs. These students have worked closely with our At-Risk Coordinator and community counselors such as Mid-Iowa Family Therapy, Optima, and Southern Iowa Mental Health.

2017-2018 School Year data shows that there were 187 incidents of physical aggression/fighting and 265 incidents of disruptive behavior within the classroom that were referred to the elementary office. According to our PBIS data from 2015-2018, students that are deemed at-risk or have several ACES display more negative behaviors than their non at-risk peers. The other primary areas of concern and how we propose to support are:

- Student Behaviors: PBIS goals, office referral data, At-Risk services data used to create PBIS lessons for After-School and Summer School programming.
- Food Insecurity: Collaboration with "Backpack Blessings", an organization that provides meals over the weekend to meet the nutritional needs of families.
- Medical Checkup and Maintenance: Dental and annual well child check ups provided during summer school programming
- Academic Supports: Structured centers and intervention focused on their instructional needs. Reading Corp Tutors, licensed teachers, and trained associates will meet with small groups to provide research based lessons.

The building principal gathered informal data from teachers regarding an After-School Program and Summer Program. When asked how many students would benefit from extended school day tutoring or summer programming that provided intensive support, teachers stated that 101 students K-4 would benefit from extra instruction to aid in meeting grade level standards in reading and math.

Youth- Our 1st through 4th grade students were surveyed in November of 2018 to gather activities for a summer program. Students suggested field trips, computer programs, and science hands on activities. 4th grade students stated they enjoy, “Lego building, online games and physical exercise.” **Community partners-** Input from community partnerships has been a challenge, as we are located in a very rural setting with limited resources. We are approximately 18 miles from neighboring towns (Fairfield and Ottumwa). We have collaborated and have letters of support from our Iowa State Extension Office, United Way, Reading Corp, local AEA agency, an Emotional Intelligence trainer, and Living Hope Church. These community partners will be part of our programming to provide experiences, help with nutritional meals, and STEM lessons.

Parent- When surveying parents, one of the the largest concerns is daycare costs and quality availability in Wapello County. We currently have an after school daycare program that supports nearly 50 students after school. The service is provided for preschool through 5th grade students and is not structured as an after-school program focused on academic support, enrichment, nor does it include social-emotional lessons.

Project

3.1 Link to Student Need

The Need: The Cardinal Student Needs Assessment shows that academic achievement, a high percentage of students identified as low socioeconomic status, and the lack of programs to support student needs make the 21st Century Community Learning Center’s grant essential to our future academic growth and achievement. *Our Program:* All programing will be aligned to current student and family needs. Effective teaching will target students who are at-risk, academically below the proficiency level, and who have other risk factors affecting achievement. Our main goal is to provide a healthy, challenging, and safe learning environment for our youth to flourish. We believe that through this program we will strengthen our community by being a pillar of stability for our young students.

3.2 Program Variety

Overview of Program Structure: Our proposed program will be open 36 weeks during the academic school year and 8 weeks in the summer for a total of 215 days. At our site, 70 students will be served in our before/after school program, and summer school will serve 80 students.

Prioritized Need	Priority Type	Time Spent	Materials/ Data Collection/ Programs in Use	Program Components Methods	Collaborator
1.Literacy/ Reading	Academic: Cognitive	25%	CCSD data from Benchmark Advance, aReading, FAST assessments, Iowa assessments, Title I reading data, Reading Corp, Press, Lexia, HD Word, Blast online literacy resources: Reading A-Z, Bookflix	Research-based reading interventions, curriculum, enrichment, direct instruction, homework help	Reading Corp, literacy coaches, Curriculum Director, BLT members, Public Libraries, community volunteers as readers, certified teachers, TLC leaders, Scholastic literacy partners
2. Math/ STEM/ STEAM Enrichment	Academic: Cognitive	35%	CCSD data from Iowa Assessments, Everyday Math, Fact Fluency, Science FOSS Kits, 2017 Laborshed Report for Wapello County, ISU	Enrichment, intervention, STEM supplementation, tutoring, hands on exploratory activities with focus on life skills,	Curriculum Director, BLT Members, certified teachers, 4H Clover Kids, ISU Extension Office, CCSD

			Extension STEM themed day, STEAM lessons online resources: Everyday Math, Prodigy	non-fiction literature, and unique experiences	Administration, CBASP Leaders, ISU Extension Office, Indian Hills, Clover Kids 4H leaders, employers in Wapello County, GPAEA, Children's Museum
3. Supervision	Family-Whole Child	10%	Family Needs Assessment (FNA), CCSD Powerschool attendance records, Iowa Department of Education Compulsory Attendance Laws	CCSD attendance and participation in the program, decrease unsupervised time out of school, decrease risk factors	CBASP Director and Supervisor, teachers, IHCC Childcare Center, YMCA, Living Hope ministry programs for VBS/Youth Group, parents/guardians/child Care Providers, SIEDA Head Start partnership
4. Nutrition	Family-Whole Child	10%	Family Needs Assessment, USDA approved state reports for Free/Reduced Lunch, Play 360, MyPlate, Pick a Better Snack Program, Backpack Ministry Program, medical records (physical, immunizations, dental, vision)	Improved overall health and nutrition, access to food for at-risk families with resources for additional food at home	Food Service Coordinator, ISU Extension Office, Living Hope Church Leaders, Ottumwa Food Bank, The Lord's Cupboard, Blessings Soup Kitchen, Hv-Vee, SNAP/Wic, School Nurse
5. Transportation	Family-Whole Child	10%	Family Needs Assessment, routine state required maintenance and repair	Access to program sites, field trips, and alternative child care facilities	Transportation Director, CBASP Staff, YMCA transportation, SIEDA transportation, Ottumwa Transit, local field trip locations
6. Social/Emotional	Family-Whole Child	10%	CCSD summative building data from PBIS, self-management, employability via service learning, Family Needs Assessment, Adult IHCC courses, family literacy nights, Infinite Campus, EQ Emotional Intelligence training, Bully Investigation training, Steps to Respect training, Second Step Social curriculum, Super Readers Character Development curriculum, Capturing Kids Hearts program, Orange Frog Positive Psychology principles	We will build a program that supports family engagement, community support, and social/emotional regulation skills	CBASP staff, AEA staff, local therapy providers, mental health facilities, At-Risk Coordinator, ELL Teacher, Cardinal PTO, families, community partnerships (Eldon/Agency/Bata via/Ottumwa), Joel Pederson Emotional Intelligence EQ trainer, Orange Frog team, field trips, guest speakers

3.3 Goals, Objectives & Performance Measures

Academic Goal: CCSD students will achieve reading and math proficiency. **Enrichment Goal:** CCSD families and students will have increased student involvement and well being. **Community Goal:** CCSD students will have an improved internal motivation, be equipped with unique experiences, and build quality community relationships.

Prioritized Need	Program Goals	Measuring Tool
Objective One & Two	80% of all CCSD students will achieve grade level reading and math proficiency or surpass one year's growth on appropriate benchmark scales.	Formative: aReading fall, spring, and end of summer administrations to measure growth with pre and post assessments. Iowa Assessments Summative: annual proficiency ratings, FAST EoY and Everyday Math EoY assessment.
Objective Three	90% of our CCSD families from Wapello County will increase in rank of employability.	Laborshed Studies (Iowa Workforce Development), Surveys from community partners
Objective Four	All families will strengthen the relationships between school/home partnerships.	Parent Summative Evaluations/Surveys
Objective Five	CCSD grades kindergarten through 4th grade will have a decrease in overall office referrals by 20% and improvement in attendance by 5%.	PBIS CICO Data, CCSD Powerschool Office Referral Data, Powerschool Attendance Records

3.4 Alignment with CSIP (Comprehensive School Improvement Plan)

We will use curriculum resources that are foundational components along with research-based interventions to create a strong program that coincides with efficient routines and procedures. We will align our quality lessons and planning with the Iowa Common Core Standards and certified teaching staff will refer to the Formative Assessment System for Teachers (FAST) and Diagnostics.

Project Focus	Schedule
After School 3:15-5:30 p.m. (2 hours 15 minutes) 70 Students 165 Days	3:15-4:00 Snack/Attendance/Center Preparation 4:00-5:00 Risk and Protective Factors, Literacy, Math, STEM/STEAM Exploration, Social Interaction 5:00-5:30 Physical Education through Planned and Structured Activities (Outside or in the Gymnasium)
Summer School 8:00-12:30 (4.5 Hours/Day) 80 Students 35 Days	8:00-8:30 Breakfast/Social Interaction/Morning Meeting/Attendance 8:30-9:10 Reading/Literacy Instruction 9:10-9:20 Restroom/Drink/Stretch 9:20-10:00 Writing/At-Risk and Protective Factors 10:00-10:10 Restroom/Drink/Stretch 10:10-10:50 Math Instruction/STEM/STEAM 10:50-11:20 Restroom/Drink/Stretch/ Physical Activity Planned Recess 11:20-11:45 Read Aloud Literacy/Review 11:45-12:15 Lunch 12:15-12:30 Pack Up/Dismissal

3.5 Organizational Experience

CCSD has been implementing an unfunded afterschool program for more than ten years. We currently coordinate many services that includes (but not limited to): annual teacher leadership and compensation grant, state Title I, II, III funding, and a voluntary preschool grant. We also utilize the following programs that require collaboration and planning: TAG, At-Risk, ELL, Alternative Education, Special Education, and college career readiness partnerships with local

community colleges. Often times, our students are able to receive services to a variety of different services based on their individual need.

4. Research-Based Quality After School Programming & Summer School

Our district seeks to meet this need and to mitigate the typical two-month summer slide through balanced academic programming, exploratory activities, and field trips that have potential to improve student's reading comprehension and vocabulary acquisition. (CA Library Associate: The Need Summer Learning and Enrichment Activities; EduSource.org: Summer Enrichment Programs Prove Their Value.) The proposed program would rely on school staff's experience with research based materials and practices including Jan Richardson's guided reading model, Benchmark Advance reading and writing lessons, and Everyday Math Curriculum (University of Chicago School Mathematics Project). These features build continuity and alignment with school-day instruction and would also incorporate student choice, reading with accuracy, comprehension, peer interaction and adult modeling (Allington, R. Every Child, Every Day, 2012). Creating opportunities outside the school, such as field trips, service projects, and guest speakers will provide a complementary learning experiences for students. Harvard Family Research Project found that providing complimentary learning that intentionally integrates school and non school supports can aid in closing the achievement gap and provide skills needed to be successful.

AmeriCorp/Reading Corp: NORC at the University of Chicago, consisted of an outcome evaluation of the Preschool through Kindergarten program and a randomized controlled trial evaluation of the Kindergarten through 3rd grade program. Both of these evaluations found AmeriCorps members can produce significantly greater increases in student's literacy outcomes, and provides a model that is highly replicable in multiple settings. This partnership service uses research-based assessments and practices from Minnesota to monitor student progress and provides research based lessons to meet each student K-3rd grade at their instructional level (<https://minnesotareadingcorps.org/>).

Lexia literacy program: Rigorous scientific methods were followed including use of treatment and control groups, pretests/posttests, using standardized reading assessments, and appropriate statistical data analyses to build literacy skills. Lexia programs are proven to improve learning outcomes required by federal mandates under the Every Student Succeeds Act (ESSA). We have a literacy coach who is in charge of leading this team of reading specialists. We have noted great growth for our students who participate in this program.

Social Emotional Health and Wellbeing: *The Second Step®* model provides research based, direct instruction lessons and opportunities to practice skills and strategies centered around social/emotional management. Studies note that students using 2nd Step showed significant improvements in social-emotional competence and behavior. **Positive Behavior Intervention Supports** or PBIS was developed by elementary classroom teachers and school leaders (Northeast Foundation for Children, n.d.). *"Resilience theory indicates that children who have consistent access to adult guidance and support have better outcomes, such as higher education and career aspiration, and lower incidences of risk behavior (Children Aid Society)."* We utilize this program for all three tiers of our student population. We use the Check In/Check Out model for tracking student behavior, keeping data, and implementing strategies.

Management and Sustainability Plan

5.1 Effective Staffing

Staff Postings: The goal of our school's new program would be to ensure highly qualified teaching staff in all daily instruction. This would be a new position for CCSD to be fulfilled by a current teacher. The funding from this grant would allow the district to hire a strong leader to direct the before/after school program as well as our summer school program. Highly qualified teachers would administer all instruction during the program. The only exception would be partnerships with organizations providing extended enrichment opportunities such as: guest speakers, field trips, or thematic day STEM or STEAM days with the Iowa State Extension Office. Our student:staff ratio will be no more than 20:1 during free play and/or field trips. There will be intensive and intentional learning opportunities for students who have specific academic need areas. All teachers will be certified and para-professionals or associates that serve in the program will need Title I requirements and schoolwide qualifications. All staff will apply, interview, and be selected on the same criteria that our TLC leaders do. Positions will be posted locally and statewide online to our district website, Teach Iowa, and other associated hiring platforms. Priority will be given to site and feeder building staff. To retain quality teaching staff we will create a positive work environment, encourage new teaching experiences, and compensate appropriately. Position postings, hiring, and the interview process will be carried out by the grant director. Program evaluation and staff termination will be operated by the Cardinal Elementary Principal and our contracted evaluator. Staff and volunteer supervision will be done by our Cardinal Elementary Principal, grant director, and CCSD Superintendent.

Professional Development: All program staff will receive data-driven quality professional development monthly, in addition to district planned professional development opportunities. Specific training for the summer program will take place at least two days prior to the start of the program. Academic professional development training and resources will be available from the curriculum director in the following areas: Great Prairie AEA, Benchmark Advance Literacy Curriculum support, Scholastic Literacy Series support, Everyday Math support, Lexia training, and Blast resources. Social/Emotional professional development training areas will include (to various degrees): Capturing Kids Hearts training, IEP (Intentional Energetic Presence) training, EQ (Emotional Intelligence Training), Bully Investigation overview, ACES training, Orange Frog Positive Psychology training, Second Step curriculum, Super Readers Character Traits curriculum, Steps to Respect curriculum, and PBIS (Positive Behavioral Intervention Supports) Great Prairie AEA training. The grant director and elementary principal will attend trainings offered by the Iowa Afterschool Alliance. Returning staff will annually complete refresher trainings to ensure fidelity of the program. Our highly qualified teachers will have time to align the content and resources available to the Iowa Core, to collaborate interventions to support academic need, and to meet as a staff to discuss the program's goals. Program staff will be up-to-date and trained in Red Cross First Aid/CPR/AED, Mandatory Reporting, and Universal Precautions. In addition to these requirements, we will have all program staff complete the DHS criminal history background check process, have a fingerprint record on file, and complete a healthcare physical examination/be up-to-date on all immunizations. All program staff will complete the DHS Child Care Essentials pre-service training online module course. All trainings/expectations will be clearly posted and announced. Summative evaluation/programming data will be analyzed during the spring CCSD academic year to prepare, complete strategic planning, and to improve the program for the upcoming year.

Leadership: Our proposed program will have strong leadership from the management of our: district's superintendent, building principals, curriculum director, and on-site director. The on-site director will align the academic activities within the school day, lead team meetings, assist with data collection and evaluation procedures, access educational materials, recruit participants, communicate with parents, and assist the hiring/professional development planning/supervision of the teaching staff. The director will also help to develop a well-rounded and challenging program with alignment to the Iowa Core with appropriate policies and procedures to be stated in a program handbook. The site leader will also meet with community partners to coordinate a collaboration for the program. The position will be filled by a highly qualified certified teacher (K-6) . Currently, Ms. Aimee Sivak leads our daycare and has experience teaching early education, experience in leadership roles, and holds a Master's degree in Educational Leadership with certification for K-12 Principal Licensure.

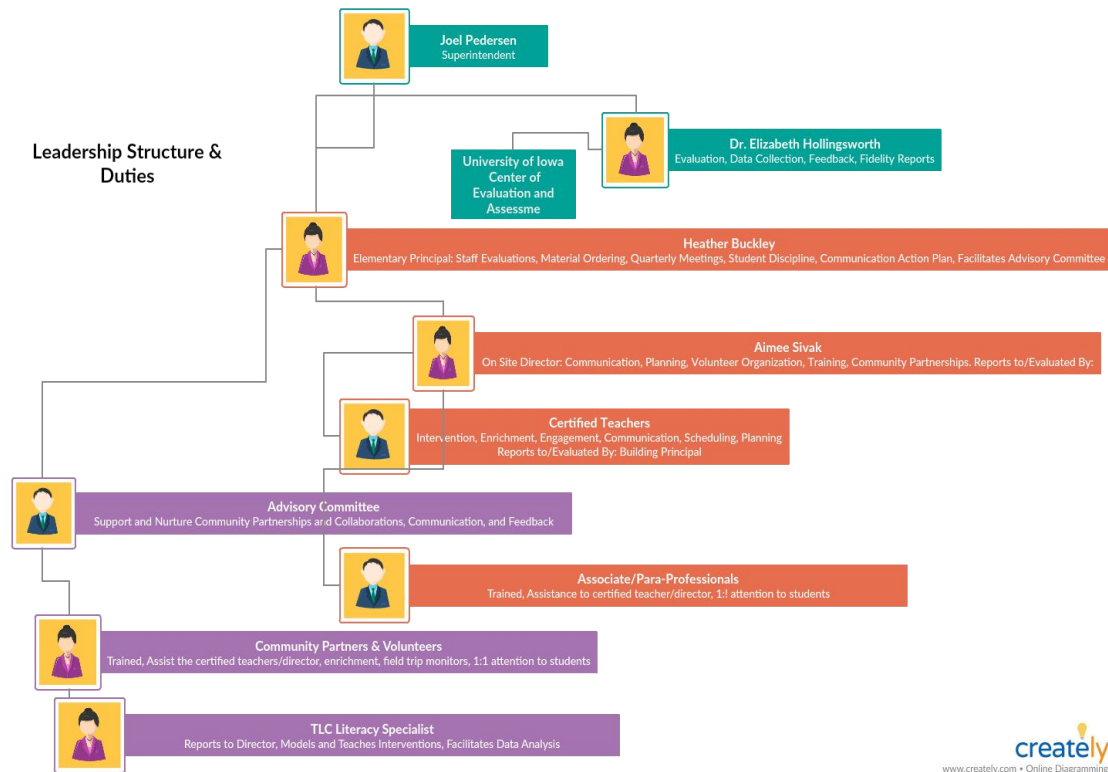
Integration of Academic Service: We are fortunate to have the opportunity to access evaluation resources from the Center of Evaluation and Assessment at the University of Iowa through the guidance of Professor Liz Hollingsworth, PhD. We will use her expertise for evaluation of the program, observation of our procedures, and data collection. Additionally, we will recruit qualified teaching staff and volunteers for our positions through the University of Iowa's College of Education, School of Social Work, and other associated University departments. Any student whose academic needs are greater than their non-identified peers will be provided supports such as: a 504 plan, IEP, ESL, and/or health care plan.

Volunteers: We will work closely with a variety of community partners to maintain a healthy population of volunteer participants in our program. Living Hope Bible Church (Eldon, IA) will lead our volunteer efforts, especially in the area of elderly and/or retired individuals. We will also build a mentoring program for our at-risk students with the aid of our volunteers. Volunteers include: Cardinal High School students, Cardinal PTO, Iowa State Extension Office staff, members of the Eldon community (and surrounding areas), Eldon City Council member, Cardinal Community School District School Board members, among others to incorporate a variety of rich life experiences and fresh perspectives to our CCSD students. A diverse list of community partners will be involved in creating and maintaining our program. All mentors and participants will go through a process to ensure safety; to include state background check requirements.

5.2 Safe Transportation, Safe Accessible Facilities and Services

The district will provide transportation to the following areas for Cardinal Summer School Program: Eldon, Agency, and Batavia (Iowa). We will also use home pick-up if necessary to ensure that we reach the students in need. We are in a rural setting and transportation is a significant barrier for many of our families. Our transportation director will be involved with planning and implementation of all student transportation needs. All transportation associated with the program will be through CCSD, whose school bus handbook and parent guide will be followed to provide disciplinary continuity for student's safety. All school vehicles and buses are inspected annually and deemed safe for student transport. Cardinal Elementary School is a safe and accessible facility, ADA compliant, and has passed inspection by the fire marshall. We have a central air and an HVAC system to ensure safe air quality. We have an up-to-date safety plan and our evacuation routes posted in each room and in our file. Routine drills will be enacted each month.

5.3 Leadership Structure and Stakeholders



Advisory Committee: The district will develop a 21CCLC Advisory Committee consisting of: educators, parents, community members, and community partners. These people will be chosen because of the key constituent groups they represent in the community. Our district's SBO (School Business Officer) will provide budget management, funding allocation, and program oversight for financial guidance to be shared with the Advisory Committee. The charge of this influential committee is to advise the program in the area and task:

- Evaluation of outcomes and help with sustainability
- Observe and make program adjustments
- Provide feedback from the community to leaders on the effectiveness of our program
- Review data and problem solve

5.4 Sustainability/Continuous Improvement Plan

Through aligning our resources, collaboration, and working with community partners we strongly believe that we can maximize our pre-existing sources. With this grant, in unison with our multiple partners, we will be able to better serve our at-risk population and better our program's quality. the annual evaluations from the Center for Evaluation and Assessment will provide data that will allow for continuous improvement of the program. We have the support and commitment from a variety of community members. We believe that through the additional funding of this grant we will only grow our positive outcomes and potential. This grant will help us to better determine our goals, data collection points, and achievements than we are currently doing through habitual assessments and evaluations. We will rely on data collection from academic testing for baseline/growth measurement, surveys, attendance records, teacher program evaluations, volunteer logs and advisory evaluation notes. Here is how we will utilize our resource for the most effective use of funding:

Big Idea	Sustainability Actions with Existing Community Partners & Supplemental Funding
Student Access to Quality Instruction	<ul style="list-style-type: none"> -Continue to pursue a partnership with Indian Hills Community College for adult education/college readiness -Continue Title I funding for literacy -Maintain a relationship with Reading Corp for our early readers

	<ul style="list-style-type: none"> -Foster a relationship with Iowa State Extension Office for STEM/STEAM activities on site -Integrate research-based, guaranteed viable curriculum for literacy and math (Benchmark Advance/Everyday Math) -Train certified teachers with scripted reading/math interventions -Share knowledge and resources with local public libraries (Eldon, Fairfield, Ottumwa)
Nutrition	<ul style="list-style-type: none"> -Continue to grow our Backpack Ministry Program, SNAP Food service, WIC for mothers/children, Food Bank of Ottumwa, Food Drive, USDA Nutrition Program, Blessings Soup Kitchen (Ministry in Ottumwa) -Collaborate with Hy Vee Grocery Stores for continued support and funding
Transportation & Supervision	<ul style="list-style-type: none"> -Continue to pursue McKinney-Vento Grant for Homeless Students -Maintain relationship with YMCA for afterschool additional sites, transportation on YMCA bus to and from CCSD -Involve Iowa Legacy Foundation for additional funding, community partners, and advertising support -Invite support from outside partners through partner board meetings, newspaper articles, interviews, radio shows outside of our district's realms -Connect with our transportation director for communication of our plan -Collaborate with Ottumwa Transit/SIEDA Head Start for additional transportation needs for open-enrolled students
Social/Emotional Skill Development	<ul style="list-style-type: none"> -Integrate adult education into family literacy nights, with ESL incorporation (population in the elementary of approximately 10 students) -Partner with Orange Frog Positive Psychology for continued training with Shawn Achor's principles about choosing happiness -Listen to the voices from our families for input and programming changes -Coordinate family crisis resources: Living Hope Church, Blessings Soup Kitchen, Clothing Drives, Food Bank of Ottumwa, Section VIII Housing -Facilitate theme days/weeks at Living Hope Bible Church/United Methodist Church for skill development -Facilitate 4H Clover Kids, Boy Scouts, and Girl Scout Club meetings at our locations -Utilize volunteers from our community partnerships to pursue the program's vision -Integrate research-based, guaranteed viable curriculum for social/emotional skill regulation (such as Second Step, Super Readers Character Traits, and/or PBIS curriculum) -Utilize out-of-district mental health resources (Southern Iowa Mental Health, River Hills Mental Health, Optimae Mental Health, etc.) -Recruit volunteer speakers in the area of social skills/emotional regulation (EQ Emotional Intelligence, NED Talks) -ELL program development continuation

6. Communication Plan

Student Identification: All students, Kindergarten through 4th grade at Cardinal Elementary School will be invited to the after school program, however students identified through the district as at-risk programming criteria will be heavily recruited for the summer program. Students that are identified as “at-risk” by our own at-risk coordinator, district counselor, or administration will be personally invited to attend. In addition, students below proficiency on spring assessments in math, reading, and/or science, and exceed the district attendance/ tardy/ absence policy will also be personally invited. The district at-risk coordinator will 1) make contact with families 2) collaborate with the classroom teacher to ensure organized parent contact and persuasion 3) share data and research about additional academic exposure can help students achieve at higher levels (and other associated research about summer school programs) and 4) promote community partnerships/collaborations.

Expected Outcome: Increased program enrollment

Parental Communication: A program brochure will be distributed to all of our Cardinal Elementary School families in the early Spring of 2019. This information will include the summer program’s purpose/goals, hours of service, transportation available, food/snack information, and contact information. Secondly, a brochure will be sent home listing our program goals, examples of project samples/activities that students will be involved in, listed organizations/partnerships, and company roles within the program. Our school district’s “Call Em All” auto dialer phone system, district Facebook page, Class Dojo, and our Remind system will be used to increase awareness and communication for our program. Students identified as ESL will be given translations of the program outline, if needed. Student growth and progress during the summer program will be communicated to parents at the end of the summer session. This may include but is not limited to literacy accuracy/fluency, math computation, problem solving, and social interactions.

Expected Outcome: Increased parental involvement, improved adult education participation, increase in student enrollment

Outreach Strategies: A culmination of data points representing each grade level will be shared with the school board. Student success, celebrations, and field trips will be shared on the district’s social media account, district website, and within the local newspaper. A summary of the program with attendance, activities, people involved, and program highlights will also be presented to the appropriate audiences. Public communication may come in the form(s) of: powerpoints, videos, voice recordings, essays, letters, articles, speeches, public forums, advertisements, and/or radio interviews.

Expected Outcome: Increased advocacy for the program, community participation and support, and positive community perception of our district’s student programming/opportunities

7. Partnerships

Existing Partnerships: Our program will strive to serve the whole child through the work of our community and our strong partnerships. We know that our families face poverty, crisis, hunger, and extreme stress. Our efforts with these partners will aim to serve struggling families through clear, consistent, and focused collaboration. Our goal will be to improve the lives of the residents in our community through our joint efforts and collaboration.

-Cardinal PTO: Our school district's PTO has really grown and been a great asset to our students/programs. They have offered great financial support and project leadership for our school. One of the ways they can serve us is through promotion, set up, and execution of the Scholastic Book Fair initiative. This gets books into our student/teacher's hands. Our PTO has done some wonderfully successful fundraisers as well.

-United Way of Wapello County: CCSD believes that the United Way could become a key sustainability partner if our grant is funded and new programming is successful to provide additional resources to our student population.

-Elk Lodge: Located in Ottumwa, Iowa-our regional legion is a supportive partner through sponsorships, fundraising, promotions, and advertising.

-Hy-Vee South: Located in Ottumwa, Iowa-Hy-Vee has been a reliable sponsor to many of our school events and advertising.

-Eldon Fire and Rescue: Located in Eldon, Iowa- this organization comes to speak to our students about fire safety and prevention. They will be guest speakers for our summer program and can offer a location for us to visit for a field trip.

-Libertyville Savings Bank: Located in Eldon, Iowa- this establishment has pledged support by donating money to help fund the costs of our program. The administration could fund more if our evaluation data can support the benefits of our new programs for students.

-American Gothic House: Located in Eldon, Iowa-this historic American landmark site offers many educational resources, a field trip location, and sponsorships to our academic programs.

-Lord's Cupboard: Located in Ottumwa, Iowa-this food bank would be one of our resources for at-risk families needing additional nutrition/food supplies. This is one of many sources of food for our families in the Wapello County area.

-Ottumwa 8 Theatre: Located in Ottumwa, Iowa-this theatre would be a field trip location for our summer program. It is one of our goals to seek out one field trip per week.

-Iowa State Extension Office (ISE) in Wapello County: Located in Ottumwa, Iowa-they have partnered with CCSD in the past on a summer reading program and also with our Pick A Better Snack Program for elementary students. The ISE director has pledged support with the aid of STEM lessons, agricultural education and health/wellness support. One goal of the summer program with this partner is to create a community garden that the students and community members could work in unison on. We hope to use the expertise of ISE to make the garden a reality.

-Ottumwa Regional Legacy Foundation: Located in Ottumwa, Iowa-this foundation works with Ottumwa and Wapello County to improve the lives in our area. CCSD is primarily located in Wapello County. The great foundation has been a financial supporter and great supporter of our unique programs. This grant directly aligns with the goals and strategic goals of the ORLF.

-Living Hope Bible Church: Located in Eldon, Iowa this church has been a strong advocate in our school district in the aid of our at-risk population. Pastor Mark Clark leads our Backpack Ministry Program which provided bags of food to students in need weekly. They are also a great source for us to get reliable volunteers.

-Great Prairie Area Education Agency (AEA): Located in Ottumwa, Iowa-the GPAEA has been a long-term partner and supporter with CCSD on numerous school improvement issues and a great advocate for our special education efforts/services. The goal of this partnership is to strategically leverage the skill sets of their communication director, media specialist, and human resource officers. We hope to create model programs where other schools can visit to see excellence.

-Indian Hills Community College (IHCC): Located in Ottumwa, Iowa. IHCC is a long-term partners of CCSD. The proximity of the campus supports a close partnership, which will allow Cardinal to support secondary students with mentoring and career exploration. Many of our students lack the

family support when it comes to learning about college options and student financial aid. College instructors will also visit and mentor current CCSD students.

-Golden Furrow Incorporated: Located in Eldon and Agency, Iowa-GF has pledged support by donating financial support to fund the cost of field trips for the summer program. Our field trip component is vital; as many families are unable to provide these rich experience outside of our county.

Sustainability: We will use a variety of partnerships (contracted, joint collaborators, existing partners, and new partners). Our superintendent, Joel Pedersen plays a major role in establishing and maintaining these relationships. He will continue to engage and recruit new community partners throughout the life of the grant. He will continue to boost our community ties with regard to sustainability. We believe that our existing partners have been the backbone for our growth thus far in our program. This grant opportunity would elevate our need for new and additional partnerships within the community. The amount of involvement and the quality of our relationships will improve student achievement and enhance our learning opportunities. We will put great efforts into our collaboration, coordination, and communication with our partners; because we know that they bring new perspectives, connections, and experiences to our students.

8. Evaluation

8.1 Experienced Evaluator: We will contract a highly-qualified and experienced outside evaluator, Professor Liz Hollingworth, PhD, is the Director of the Center for Evaluation and Assessment (CEA) at the University of Iowa College of Education. The staff at the CEA have experience evaluating school-based educational programming like the proposed Cardinal Before and After School Program. For example, the CEA is contracted with two other school districts to provide 21st CCLC evaluation services, so they are familiar with the reporting needs for this grant program. The CEA will collaborate with Cardinal staff to create stakeholder surveys (for example for parents and partner businesses). In addition, the CEA will analyze student academic achievement data to track individual growth over time in reading and math. Changes in student attendance and behavior will also be analyzed as part of the annual report to the state. We trust her judgment in determining if we are creating a sound academic program and assessing the program's achievements with fidelity. She will refer to NWREL Out of School Time Program Evaluation Instruments.

The Cardinal Before and After School Program as well as the Summer Program will conduct comprehensive, rigorous evaluations of the programs at the local level. We will also partner with Great Prairie Area Education Agency to provide all requested program information and data to the Iowa Department of Education. A series of evaluation tools will be used to measure the asset outcomes for both the summer program and the after school program alike. PowerSchool software will be used to track student attendance, student grades, student office referrals, and completed assignments. The district's PBIS initiative will continue tracking office data, student behaviors, and building positive supports. The comprehensive evaluation plan below includes performance indicators using district benchmarks, assessment tools, adopted curriculum (Everyday Math/Benchmark Advance), and state/local student achievement data. All kindergarten through fourth grade participants will be measured on fall, winter, and spring reading benchmark assessments (Fountas and Pinnell). Students attending the summer program will be given the district's reading benchmark assessment to measure growth from the Spring to the end of the summer term. Iowa Assessments will be given to all 1st through 11th grade students. In the spring, students (K-5th) will take the end of the year Everyday Math assessment and scores will be compared to a similar math assessment at the end of the summer term. Student scores of those participating will be tracked for growth and compared to like demographic students not participating in the programs. The district will keep track of participating student data using a collaborative form. Interventions and data will also be added to each student's data backpack and passed on to their teacher for the next academic school year.

Academic, Enrichment, and Family Literacy Goals:

- Reading, Math, and MAP assessments (FAST, DRA, Benchmark, Iowa Assessment) will reflect less student score regression from spring to fall.
- Summer School and After School Program student attendees will show accelerated growth in literacy and math when compared to like-demographic students that did not attend a quality program. By the end of May 2021, we will increase the number of students who are proficient in their grade level for reading by 25% as scored by the aReading score.
- Students will increase attendance rates and show a decrease in behavior disruption data. By the end of May 2021, we will see a decrease in SWISS Suite office referral data by 15%. Students will demonstrate positive interpersonal relationships through caring, peaceful/conflict resolution and friendship skills. Social/Emotional regulation skills will be worked on.
- Students will demonstrate a positive view of school. By the end of May 2021, all of students in the program will have been exposed to a new skill/interest and acquired the knowledge/information to make safe and healthy choices; this will be based off of attendance data to ensure that we meet our goal.
- Students will have a sense of empowerment and control over their learning through electives/projects that fulfill their interest.
- Students and parents will report that they have been given a safe structured, and fun environment.

- Students will connect with mentors and make meaningful/genuine connections with community partners. By the end of May 2021, 90% of families will be active supporters of their child's educational growth and will increase their own literacy/employment skill set. Our goal is for parents to be involved and active in their child's educational journey and to work in collaboration with the school as an active partner.

8.2 Evaluation Results: Student achievement data will be used to modify the summer program's instructional need, assist in planning interventions, and identify a specific literacy and math focus. For the after school programs, student achievement data will be used to plan center-based activities tied to grade level objectives. The community partners will be invited to the planning sessions as the summer school and the after school programs are being developed. The partners will serve on the Advisory Council and will also analyze evaluation and attendance data at the conclusion of each program.

Student scores of those participating, will be tracked for growth and compared to like demographic students not participating in the program. Student achievement data from Iowa Assessments and district assessment will be available to partners and the public. The Executive Summary of the evaluation report from the CEA will be available to the public on the website to report to staff, parents, community partners, and other stakeholders.

Surveys will be administered to staff, parents, and community partners at the end of the school year and summer session. We will not show individual student data. Program modification and professional development will be based off of feedback and student achievement data. Results and feedback from both of the two programs will be shared with program personal, administrative staff, and our School Board. Data will also be shared in clear, easy to understand terms on the district website, in the Ottumwa Courier newspaper, online on our district's Facebook page, and through our teaching staff.

9. Budget Narrative

9.1 Justification and Alignment of Proposed Activities: The estimated budget is based on the daily cost of services to meet funding standards:

146 school days @ \$7.50/day for 70 students for \$76,650 annually

35 summer school days @ \$10.00/day for 80 students for \$28,000 annually

Annual Request amount of \$104,650; Three Year Request Amount of \$313,950

Personnel 83% (\$87,159.50/year) All staff funding is to enrich and build onto our pre-established program. We believe that a teacher's effect on student achievement is worthy of acknowledging. A quality teacher in a student's life can make great impact. We will have a director, certified teaching staff, and para-professional associates to create a well-balanced program.

Staff Travel 1% (\$1,046.50/year) Staff travel costs are based on the amount of financial support needed for staff to attend professional development and networking sessions to sharpen their skill sets. We believe that through these great professional growth opportunities, we can better serve our student population and become more efficient teachers. Funds can cover the expenses for: registration, lodging, mileage, and meals for trips to training sessions away from our district. Staff members will travel to the National ICL 4 Day Conference at approximately \$550/staff member and will cover the same expenditures as listed for the state-level conference. Leadership staff will travel to Des Moines, Iowa to attend the ICCLC Summer Institute that is held annually. Our staff will gain new skills to improve our program and to better their own teaching.

Materials 2% (\$2,093/year) The materials being funded for our program will include (but not be limited to): food, project supplies, curriculum supplements, and additional resources to deliver a high-quality program to our students. Food for the program will include USDA approved snacks/meals for after school and summer school. We will also refer to Iowa Healthy Kids standards when planning our nutrition guide. We do have a Foods Service Director, Heather Smith, already on staff for help in this food order/planning area. Project materials will include: STEM/STEAM project-based kits, science lab materials, volunteer/staff handbook printing, additional literacy materials, art supplies, and managerial resources for the program.

Professional Development 5% (\$5,232.50/year) Volunteers for the program will attend a training to communicate the goals of our program, establish responsibilities, and to clarify partnerships. This training will also cover policies, emergency procedures, our ideals for the program, social/emotional regulation strategies, social norms (through PBIS), and academic goals. All staff will participate in quarterly professional development learning sessions through Cardinal Community School District as well as outside supports. We will have trainings in the areas of: Everyday Math, Benchmark Advance, Iowa Core, MyPlate, Play360, Lexia, and other areas of associated curriculum. We use to train our staff in researched-based interventions and behavior-shaping techniques.

Student Access/Transportation 6% (\$6,279/year) All program transportation will be through Cardinal Community School District, to include before/aftercare and summer school sessions. This will include field trips and daily attendance to and from school/activities. We are in a rural area and this service greatly benefits our parents who are unable to transport students outside of normal school hours due to work constrictions or lack of personal funds. We believe that through student access to transportation, we can expose students to rich life experiences that they would otherwise not have. We serve a large at-risk population with a Free and Reduced Lunch percentage in our elementary at 67.9% in our district. Our ability to provide transportation will be a vital and essential component to our program's improvement.

Evaluation 2% (\$2,093/year) We have contracted an external evaluator, Professor Elizabeth Hollingsworth, PhD to conduct the required state and local evaluations. She will be contracted for ten full days, one after each quarter of programming in the areas of behavior, attendance, reading, and math. The contract is with the CEA at the University of Iowa. The evaluator will also write up statements based off of her data collection. We

strive to be data-drive, consistent and unbiased with our measurement tools for improvement purposes. The evaluation reporting is determined by the state. There is an annual report due at the end of November and an end of summer report. The evaluation will be used by the Advisory Team to plan, adjust, and coordinate improvements.

Administrative/Indirect Cost 1% (\$1,046.50/year) Indirect costs include general expenses required to operate programming. These costs may include such things as accounting services, janitorial services, general maintenance/repair, heating, lighting, and technology supports.

9.2 Supplement vs. Supplant: Funding awarded to Cardinal Community School District will supplement current programming that is already in place. The grant funding will be complimentary to current funding to support our families, enhance student experiences, and to boost student academic performance. We will use funding to enrich the school experience for our students to create a positive environment and program. We expect an improvement in student attendance and parental involvement through these additional funds. ICCLC supplemental funds will be used to grow our current program, reach more students, and to become more efficient. We believe that through the grant's help we can stabilize our pre-existing structure in the areas of paying highly-qualified teachers, training volunteers, implementing research-based instructional strategies, and teaching social-emotional skills.

Appendix A: Required Forms

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

Applicants are required to provide accurate and factual information. Providing false or misleading information will render the application un-fundable. A State and a sub-grantee shall keep records to show its compliance with program requirements. 20 U.S.C. 1221e-3, 3474, and 6511(a))

Application Cover Page
21st Century Community Learning Centers

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

Mail Applications to:

Jodi Bruce

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

jodi.bruce@iowa.gov

Address all questions to: vic.jaras@iowa.gov

APPLICATION INFORMATION

Applicant Serving as Fiscal Agent: (Applicant Agency)

Cardinal Community School District

County: Wapello		Amount Requested: \$104,650 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director)		Grant Contact/Project Director:	
Joel Pedersen (Superintendent)		Aimee Sivak	
Agency Name: Cardinal Community School District		Agency Name: Cardinal Community School District: Cardinal Elementary School	
Address: 4045 Ashland Road		Address: 5414 IA-16	
City: Eldon	Zip: 52554	City: Eldon	Zip: 52554
Phone: 641-652-3591 Ext 3206	FAX: 641-652-3173	Phone: 641-652-7531 Ext 4293	FAX: 641-652-3173
Email: joel.pedersen@cardinalcomet.com		Email: aimee.sivak@cardinalcomet.com	

DUNS Number: 100022557 CAGE code: 6NAU1

Data Collection and Evaluation Contact:		Fiscal Contact:	
Professor Liz Hollingworth, PHD Director, Center for Evaluation and Assessment University of Iowa College of Education		Robin Leonard (School Business Office & Finance Manager)	
Address: N491 Lindquist Center		Address: 4045 Ashland Road	
City: Iowa City	Zip: 52242	City: Eldon	Zip: 52554
Phone: 319-621-1008 (c) 319-384-3543 (w)	FAX:	Phone: 641-652-3591 Ext. 3207	FAX: 641-652-3173
Email: liz-hollingworth@uiowa.edu		Email: robin.leonard@cardinalcomet.com	

BEFORE YOU APPLY

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

- If you are in non-compliance, **STOP**. You are not eligible to apply until your non-compliance issues have been resolved. 2 CFR Ch. II 200.338 -*If a non-Federal entity fails to comply with Federal statutes, regulations or the terms and conditions of a Federal award, the Federal awarding agency or pass-through entity may impose additional conditions. (e) Withhold further Federal awards for the project or program.*
- 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://educateiowa.gov/documents/school-fnl/2018/08/2017-18-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated January 24, 2017, 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: Cardinal Elementary School
 - Free and Reduced Lunch Rate Percentage: 67.9%
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
- **Partnerships:** Application proposes to partner with a minimum of 5 community organizations as evidenced by signed Memoranda of Understanding (MOUs).
Yes ☒ No _____ (If no: the application is not complete.)
- **When will the program run?** (Check or highlight applicable option(s) below):
 - Summer School Only
 - Afterschool Only
 - Before and After School

- **Before and After School and Summer**
 - Afterschool and Summer
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY19 Request for Applications):
 - 70 number of children x 146 days x \$7.50 either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$ 76,650 (total funding request for before and afterschool programs)
- **Summer School Formula**
 - 80 children x 35 of days = (minimum 30 days) x \$10.00 = \$28,000 (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.
 - The funding formula helps to estimate a starting budget that is modified by partner and district contributions reflected in the budget narrative.

Funding Request for Year One: \$104,650

Number of Children Served in Year One: 150

Number of Children Served in Three Years: 450

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:
42602563 **AND/OR**
Enter School District Code:
0409

(If applicable) Enter Child Care License #:
We are in the process of obtaining a DHS license

COMMUNITY TYPE

Please use the U.S. Census definitions below to identify the population size of your community.

<https://www.census.gov/quickfacts/fact/table/US/PST045217>

- ☐ Urban: 50,000 or more people
- ☐ Urban cluster (suburban): between 2,500 and 49,999 people
- ☒ **Rural: 2,499 or fewer people**

REQUEST FOR COMPETITIVE PRIORITY

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

- ☐ Application proposes to serve children and youth in ***schools designated “Priority” or “Needs Improvement” on the Iowa School Report Card*** AND 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 that contributes to the program. NOTE: This collaboration cannot include vendors. *Up to 5 additional points awarded.*

Documentation (2 pieces required): This does not apply to us as we are rated currently as “Acceptable” on the listed Educate Iowa website.

Examples of documentation: 1. Original signatures of joint applicants AND MOUs recognizing joint submission. 2. Look up your school on the Iowa School Report Card online at <http://reports.educateiowa.gov/schoolreportcard>.

- ☐ Application proposes to serve **a county with more than 18% child poverty. Up to 5 additional points awarded.**

Van Buren	1,811	317	17.5%	1,671	411	24.6%	40.5%
Wapello	8,030	1,357	16.9%	7,655	1,684	22.0%	30.2%
Warren	10,571	666	6.3%	12,213	977	8.0%	27.0%
Washington	5,243	540	10.3%	5,472	777	14.2%	37.9%

Documentation: Data taken from

(https://www.cfpciowa.org/documents/filelibrary/kids_count/2016_data/2016_KCCP_0B0ECD1FC15F2.pdf) Child Poverty measures the number and percentage of children age 0-17 who live below the poverty level during the year. Source: United States Census Bureau (2016). We serve Wapello County which was at 22% child poverty rate.

Examples of documentation: Look up your county at

https://www.cfpciowa.org/documents/filelibrary/kids_count/2016_data/2016_KCCP_0B0ECD1FC15F2.pdf

- ☐ Application proposes to serve rural communities (**community with population 2,499 or below**). *Up to 5 additional points awarded.*

All Topics	Wapello County, Iowa	UNITED STATES
Population estimates, July 1, 2017, (V2017)	35,044	325,719,178
PEOPLE		
Population		
Population estimates, July 1, 2017, (V2017)	35,044	325,719,178

Documentation: Documentation: We serve students from the city of Eldon. Most recent population data shows 915 residents. We also serve the city of Batavia. Most recent population data shows 510 residents. In addition to these two cities we also serve Agency, with most recent data showing 640 residents.

Example of documentation: Look up city populations at <https://www.census.gov/quickfacts/fact/table/US/PST045217>

NOTE: Up to 5 additional points awarded for each category. When an application is received for multiple districts/buildings, the points will be determined by the number of districts/buildings that qualify for the points. If you are applying for more than one county, or community, provide data for each site in your application.

FORM A: SITE INFORMATION

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

21CCLC Site Name: Cardinal Community School District		
Site Address: 5414 HWY 16		
City, State, Zip: Eldon, Iowa 52554		
Phone: 641-652-3591		
Site Contact Person: Aimee Sivak		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program
Cardinal Elementary School	0409	150
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 21st 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 21st 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 st Century Community Learning Centers Program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I school wide eligible programs and their families. Funds will be spent under the guidelines for federal grants https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

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 from the date of submission of the final expenditure report.

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

Part M: Private and Public School Consultation

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

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

Grantees are subject to annual progress review by the Iowa Department of Education. The department may terminate a grant with a 10 day notice as a result of a non-compliance issue(s) or if federal funding is no longer available.

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
Aimee Sivak: At-Risk Coordinator	Cardinal Community School District: Cardinal Elementary

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

Joel Pedersen: District Superintendent	Cardinal Community School District: Administration Office Works with Great Prairie AEA (Ottumwa, Iowa)
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
Heather Buckley: Elementary Principal	Cardinal Community School District: Cardinal Elementary

The building principal will be provided with the D-2 form for their building, showing the number of children to be served and the budget allocated to provide services for those children. The building principal agrees to meet quarterly to discuss the effectiveness of the program in meeting the needs of the children. The building principal provides Free and Reduced Price Lunch status on individual students as needed.

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 three (3) additional pages for signatures.

Name/Signature	Agency Affiliation	
Name/Title: Priscilla Giltner; Parent & Elementary Teacher & Building Leadership Team	Agency: Cardinal Community School District	
Signature	Address: 4037 92 nd Street	
	City/Zip: Batavia, 52533	Phone: (641) 934-5480

Name/Title: Stefany Snyder Parent & Elementary Teacher & Building Leadership Team	Agency: Cardinal Community School District	
Signature	Address: 6844 20 th Street	
	City/Zip: Eldon, 52554	Phone: (641) 777-2328
Name/Title: Doug Manley: Fire Chief	Agency: Eldon Volunteer Fire and Rescue: Wapello	
Signature	Address: 101 Elm Street P.O. Box 12	
	City/Zip: Eldon, 52554	Phone: (641) 652-3411
Name/Title: Loyal Knight	Agency: Elk Lodge District #3200	
Signature	Address: 413 South Iowa Avenue	
	City/Zip: Ottumwa, 52501	Phone: (641) 84-6549
Name/Title: Dillon Murray: Manager	Agency: Hy Vee Food Store	
Signature	Address: 1025 North Quincy Avenue	
	City/Zip: Eldon, 52554	Phone: (641) 682-4516
Name/Title: Jerry Lee Potts: Mayor	Agency: Eldon City Council	
Signature	Address: 421 West Elm Street	
	City/Zip: Eldon, 52554	Phone: (641) 799-9335
Name/Title: Kim Kern: Parent & Preschool Teacher Staff Member	Agency: Cardinal Community School District & SIEDA	
Signature	Address: 138 Northview	
	City/Zip: Ottumwa, 52501	Phone: (641) 295-2395
Name/Title: Chasity Rupe: Parent & School Secretary Staff Member	Agency: Cardinal Community School District	
Signature	Address: 114 S. Hazel Street	
	City/Zip: Agency, 52530	Phone: (641) 799-7407
Name/Title: Maria Youngblut: Elementary Teacher Staff Member	Agency: Cardinal Community School District	
Signature	Address: 311 North 9 th Street	
	City/Zip: Oskaloosa, 52577	Phone: (641) 799-0858

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 three (3) additional pages for signatures.

Name/Signature	Agency Affiliation
----------------	--------------------

Name/Title: Janice Mills: Elementary Teacher Staff Member	Agency: Cardinal Community School District	
Signature	Address: 17426 Spruce Avenue	
	City/Zip: Stockport, 52651	Phone: (319) 931-9842
Name/Title: Jessie Greiner: Parent & Teacher Staff Member & Technology Leader	Agency: Cardinal Community School District	
Signature	Address: 6933 Ashland Road	
	City/Zip: Agency, 52530	Phone: (641) 777-8462
Name/Title: Stephanie Ferrell: Parent & Academic Coach Staff Member	Agency: Cardinal Community School District	
Signature	Address: 505 North Vine Street	
	City/Zip: Agency, 52530	Phone: (641) 799-3667
Name/Title: Sue Henderson (Wapello County)	Agency: Iowa State Extension Office: Reginal Director	
Signature	Address: 214 East Main	
	City/Zip: Ottumwa, 52501	Phone: (641) 682-5491
Name/Title: Dr. Matt Thompson	Agency: Indian Hills Community College: Vice Principal	
Signature	Address: 525 Grandview Avenue	
	City/Zip: Ottumwa, 52501	Phone: (641) 683-5124
Name/Title: Brad Little (President and CEO)	Agency: Ottumwa Regional Legacy Foundation	
Signature	Address: 101 South Market Street	
	City/Zip: Ottumwa, 52501	Phone: (641) 455-5260
Name/Title: Brian Fullenkamp	Agency: Golden Furrow Fertilizer Inc., Manager	
Signature	Address: 311 Elm Street	
	City/Zip: Eldon, 52524	Phone: (641) 652-3535
Name/Title: Mark Clark	Agency: Living Hope Bible Church, Pastor	
Signature	Address: 202 West Walnut Street	
	City/Zip: Eldon, 52554	Phone: (641) 652-3420
Name/Title: Ann Morgan (Leadership Dev. Coordinator)	Agency: Great Prairie Area Education Agency	
Signature	Address: 2814 North Court Street Extension 5229	
	City/Zip: Ottumwa, 52501	Phone: (641) 682-8591

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 three (3) additional pages for signatures.

Name/Signature	Agency Affiliation	
Name/Title: Shelli Blazic (School Social Worker)	Agency: Great Prairie Area Education Agency	
Signature	Address: 2814 North Court Street Extension 1133	
	City/Zip: Ottumwa, 52501	Phone: (319) 753-6561
Name/Title: Lacey Dickey (School Social Worker)	Agency: Great Prairie Area Education Agency	
Signature	Address: 2814 North Court Street Extension 5423	
	City/Zip: Ottumwa, 52501	Phone: (641) 472-3414
Name/Title: Kelley Peavey	Agency: United Methodist Church: Pastor	
Signature	Address: 611 East Elm Street	
	City/Zip: Eldon, 52554	Phone: (515) 652-3207
Name/Title: Garrett Ross	Agency: YMCA: Membership & Marketing Director	
Signature	Address: 611 North Hancock Extension 28	
	City/Zip: Ottumwa, 52501	Phone: (641) 684-6571
Name/Title: Jim Cope: Reginal Director	Agency: Great Prairie Area Education Agency	
Signature	Address: 2000 West Jackson	
	City/Zip: Fairfield, 52556	Phone: (641) 472-3414

Name/Title: Paige Davidson	Agency: Elementary Teacher Staff Member	
Signature	Address: 145 Vanness Avenue	
	City/Zip: Ottumwa, 52501	Phone: (641) 777-1566
Name/Title: Lauren Dursky	Agency: Elementary Teacher Staff Member	
Signature	Address: 5414 IA-16	
	City/Zip: Eldon, 52554	Phone: (641) 652-3591
Name/Title: Cindy Yelick: Chief Admin	Agency: Great Prairie Area Education Agency	
Signature	Address: 2814 North Court Street Extension 5423	
	City/Zip: Ottumwa, 52501	Phone: (641) 472-3414
Name/Title: Joel Pedersen: Superintendent	Agency: Cardinal Community School District	
Signature	Address: 4045 Ashland Road Extension 3206	
	City/Zip: Eldon, 52554	Phone: (641) 652-7531

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 three (3) additional pages for signatures.

Name/Signature	Agency Affiliation	
Name/Title: Robin Leonard: Business Manager/School Business Officer	Agency: Cardinal Community School District	
Signature	Address: 4045 Ashland Road Extension 3207	
	City/Zip: Eldon, 52554	Phone: (641) 652-7531
Name/Title: Jill Ruiz: PTO Leader & Parent & Teacher Associate	Agency: Cardinal Community School District	
Signature	Address: 4045 Ashland Road	
	City/Zip: Eldon, 52554	Phone: (641) 652-7531
Name/Title: Sherry VanBlaricom: Board Secretary	Agency: Cardinal Community School District	
Signature	Address: 4045 Ashland Road Extension 3201	
	City/Zip: Eldon, 52554	Phone: (641) 652-7531
Name/Title: Jamie Pedersen: School Admin. Manager	Agency: Cardinal Community School District	
Signature	Address: 4045 Ashland Road Extension 3259	
	City/Zip: Eldon, 52554	Phone: (641) 652-7531
Name/Title: Landon Miller: High School Principal	Agency: Cardinal Community School District	
Signature	Address: 4045 Ashland Road Extension 4241	
	City/Zip: Eldon, 52554	Phone: (641) 652-7531

Name/Title: Cindy Green: Middle School Principal	Agency: Cardinal Community School District	
Signature	Address: 4045 Ashland Road Extension 3214	
	City/Zip: Eldon, 52554	Phone: (641) 652-7531
Name/Title: Heather Buckley: Elementary School Principal	Agency: Cardinal Community School District	
Signature	Address: 4045 Ashland Road Extension 4242	
	City/Zip: Eldon, 52554	Phone: (641) 652-7531
Name/Title: Angela Maeder: School Nurse & CPR AED Trainor	Agency: Cardinal Community School District	
Signature	Address: 4045 Ashland Road Extension 3210	
	City/Zip: Eldon, 52554	Phone: (641) 652-7531
Name/Title: Tom Lamansky: Transportation Director	Agency: Cardinal Community School District	
Signature	Address: 4045 Ashland Road Extension 3212	
	City/Zip: Eldon, 52554	Phone: (641) 652-7531

NEW FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application: <u>1</u>	Total number of students being served (all sites for one year): 150	Total first-year funding request (all sites): <u>\$ 104,650</u>	Total three-year funding request (all sites): <u>\$313,950</u>

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(s) (Before/After School Year)	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
Cardinal Elementary	\$76,650	\$76,650	\$76,650	\$229,950	70
	\$	\$	\$	\$	
	\$	\$	\$	\$	
(Summer School Year)					
Cardinal Elementary	\$28,000	\$28,000	\$28,000	\$84,000	80

	\$	\$	\$	\$	

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

Applicant Agency: Cardinal Community School

District

Afterschool Site: Cardinal 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. Students **Served: 70 D1)** Students **Enrolled** _____

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel 83%	\$63,419.50	\$500	\$63,419.50	\$500	\$63,419.50	\$500	\$191,758.50
Staff Travel 1%	\$766.50	0	\$766.50	0	\$766.50	0	\$2,299.50
Materials 2%	\$1000	\$533	\$1000	\$533	\$1000	\$533	\$4,599
Professional Development (minimum 5% per year) 5%	\$3,832.50	0	\$3,832.50	0	\$3,832.50	0	\$11,497.50
Student Access, Transportation etc. (maximum 8% per year) 6%	\$4,599	0	\$4,599	0	\$4,599	0	\$13,797
Evaluation (maximum 4% per year) 2%	\$1,533	0	\$1,533	0	\$1,533	0	\$4,599

Administrative/ Indirect Costs (maximum 8% per year) 1%	\$766.50	0	\$766.50	0	\$766.50	0	\$2,299.50
Totals	\$75,917	\$1,033	\$75,917	\$1,033	\$75,917	\$1,033	\$229,950

Required: **One form D2 per site**. Please reproduce this page for **each** site included in the application. Reproduce a page for **each Summer school** site. NOTE: This is a projected budget and you can make line item adjustments when approved by IDOE. See the budget guide for more information. You are required to provide documentation of enrollment to the IDOE upon request.

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

**Applicant Agency: Cardinal Community School
District**

Summer School Site: Cardinal 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. Students **Served: 80 D1)** Students **Enrolled** _____

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel 83%	\$23,240	0	\$23,240	0	\$23,240	0	\$69,720
Staff Travel 1%	\$280	0	\$280	0	\$280	0	\$840
Materials 2%	\$460	\$100	\$460	\$100	\$460	\$100	\$1,680
Professional Development (minimum 5% per year) 5%	\$1,400	0	\$1,400	0	\$1,400	0	\$4,200
Student Access, Transportation etc. (maximum 8% per year) 6%	\$1,680	0	\$1,680	0	\$1,680	0	\$5,040
Evaluation (maximum 4% per year) 2%	\$560	0	\$560	0	\$560	0	\$1,680
Administrative/ Indirect Costs (maximum 8% per year) 1%	\$280	0	\$280	0	\$280	0	\$840

Totals	\$27,900	\$100	\$27,900	\$100	\$27,900	\$100	\$84,000
--------	----------	-------	----------	-------	----------	-------	----------

Required: **One form D2 per site**. Please reproduce this page for **each** site included in the application. Reproduce this page for **each Summer school** site. NOTE: This is a projected budget and you can make line item adjustments when approved by IDOE. See the budget guide for more information. You are required to provide documentation of enrollment to the IDOE upon request.

2 CFR 200.331(b) requires states to conduct a risk assessment- Each Quarter your claim is reviewed for the amount (over or below quarterly average) and for restricted categories (like PD). **We are adding a quarterly attendance check.** **Your D1 number is the number of students you proposed to serve and are receiving federal funds for.** The Enrollment number is the actual number of students you currently serve.

The Grant Application requires you to serve 70% of the D1 number by the end of year 1.

The Grant Application requires you to serve 80% of the D1 number by the end of year 3.

If your recruiting methods are effective and you maintain a student leadership group and engage them with telling other students about the activities offered in afterschool, you should have no trouble meeting this goal.

If your program provides engaging activities and you develop positive relationships with the students, you should have no trouble with increasing regular attendance (even with a history of chronic absenteeism).

If you are having trouble with meeting your goals, you are responsible to contact the SEA for help. (email: vic.jaras@iowa.gov). There are many options that can help increase enrollment, attendance and decrease referrals in this program.

Failure to meet your attendance goals may ultimately result in a reduction in your federal funding.

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.

- ☒ X 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.

Title I A, Title ID, Title IIA, Title IXA

Youth Foundation

STEM Scale Up Funding

ELI Early Literacy Intervention Initiative

At Risk, Drop Out Funding

Teacher Quality/Iowa Core

ESSA Every Student Succeeds Act

PBIS Positive Behavior Intervention Support

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

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

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

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

Form E: Minority Impact Statement

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

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

- ☐ The proposed grant project programs or policies could have a disproportionate or unique **positive** impact on minority persons.

Describe the positive impact expected from this project

Indicate which group is impacted:

- ___ Women
__X_ Persons with a Disability
___ Blacks
___ Latinos
___ Asians
___ Pacific Islanders
___ American Indians
___ Alaskan Native Americans
__X_ Other: At-Risk Student Population and/or Students in the Poverty Bracket

Describe the positive impact expected from this project: We hope to reach students who are lacking in rich life experiences, exposure to resources, and unique opportunities. We will use this program to benefit all students in our school district with a focus on those students who are at-risk, in need of additional support, and our students with disabilities (or with unique need).

- ☐ 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:

- ☐ Women
- ☐ Persons with a Disability
- ☐ Blacks
- ☐ Latinos
- ☐ Asians
- ☐ Pacific Islanders
- ☐ American Indians
- ☐ Alaskan Native Americans
- ☐ Other

☐ The proposed grant project programs or policies are **not expected to have** a disproportionate or unique impact on minority persons.

Present the rationale for determining no impact.

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

Title: **Superintendent**

Definitions

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

“Disability”, as defined in Iowa Code Section 15.102, subsection 5, paragraph “b”, subparagraph (1):

b. As used in this subsection:

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

major life activities of the individual, or being regarded as an individual with a physical or mental impairment that substantially limits one or more of the major life activities of the individual.

"Disability" does not include any of the following:

- (a) Homosexuality or bisexuality.
- (b) Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.
- (c) Compulsive gambling, kleptomania, or pyromania.
- (d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.

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

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

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

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


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

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

Contact Steve Crew with the Iowa Department of Education at steve.crew@iowa.gov with questions about non-public consultation.

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

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

	Private School Consultation Meeting Log	
	Date	*We have no private schools in our county.
	Time	
	Location	

Meeting called by:

Type of meeting:

Attendees: (Attach attendance sign-in sheet)

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

Continues on next page.

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

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

Other Information

Resource persons:	
Special notes:	

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

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

Form G: Previous Sustainability Form

Existing 21st Century Community Learning Center programs are required to document efforts at sustainability according to federal law. This template serves as an opportunity for existing 21st Century Community Learning Centers grantees to document what partners have committed to support through financial contributions, in-kind donations, volunteer time, and other goods and services. **A lack of evidence of sustainability will be considered supplanting and will not be funded.**

Please describe your existing sustainability efforts, including how existing partners are engaged, how potential sustainability partners are identified and engaged, and how your program will ensure efforts at continued partner engagement. This section should summarize your past five-year sustainability plan. This should be reflected in your narrative and budget. **YOU MUST DOCUMENT SOME LEVEL OF SUSTAINABILITY TO AVOID SUPPLANTING.**

ONLY PREVIOUSLY FUNDED 21st Century Grantees MUST fill out this form. If you had 21st CCLC funding in the past, you must complete this form.

Using the table below, **please indicate the level of sustainability** committed by partners over the past five years. Continued support from partners should be reflected in your budget and budget narrative. (Expand the form as needed to DOCUMENT your community partners from the previous grant).

Provide a summary narrative of your previous 21st Century Community Learning Centers Grant work:

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
		Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		

		In-Kind		
		Please describe the contribution being made in detail:		
		Equipment and/or Supplies		
		Please describe contribution in detail:		
		Facilities		
		Please provide description of facilities contributed:		
		Staff		
		Please describe what staff will be doing:		
		Volunteers		
		Please describe what volunteers will be doing:		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
		Total Value of Partnership		
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
		Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind		
		Please describe the contribution being made in detail:		
		Equipment and/or Supplies		
		Please describe contribution in detail:		
		Facilities		
		Please provide description of facilities contributed:		
		Staff		
		Please describe what staff will be doing:		
		Volunteers		
		Please describe what volunteers will be doing:		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
		Total Value of Partnership		
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value

		Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind		
		Please describe the contribution being made in detail:		
		Equipment and/or Supplies		
		Please describe contribution in detail:		
		Facilities		
		Please provide description of facilities contributed:		
		Staff		
		Please describe what staff will be doing:		
		Volunteers		
		Please describe what volunteers will be doing:		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
		Total Value of Partnership		
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
		Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind		
		Please describe the contribution being made in detail:		
		Equipment and/or Supplies		
		Please describe contribution in detail:		
		Facilities		
		Please provide description of facilities contributed:		
		Staff		
		Please describe what staff will be doing:		
		Volunteers		
		Please describe what volunteers will be doing:		

		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:	
		Total Value of Partnership	

What percentage of your previous grant funding were you able to sustain with community partners? _____

How many community partners did you secure in the past five years? _____

Explain any challenges you had with securing community partners.

Memoranda of Understanding/Letters of Support

Index

- Cardinal PTO
- United Way of Wapello County
- Living Hope Church
- Lord's Cupboard
- Iowa State Outreach & Extension Office
- Libertyville Savings Bank
- American Gothic House
- City of Eldon Fire and Rescue
- Hy-Vee South
- Ottumwa Legacy Foundation



Cardinal Community School District

Eldon, Iowa 52554 • 641-652-7531 • Fax: 641-652-3143

JOEL PEDERSEN, Superintendent

HEATHER BUCKLEY
Elementary Principal
Fax 641-652-3173

CINDY GREEN
Middle School Principal
Curriculum Director
Fax 641-652-3143

LANDON MILLER
High School Principal
Fax 641-652-3143

BOARD OF EDUCATION

CAROL STREEBY, President
TIM ALBERT, Vice President
ROGER DAVIS
TOM DRISH
ANDY NOE

ROBIN LEONARD, Business Manager
SHERRY VANBLARICOM, Board Secretary

11-15-18

To Whom It May Concern,

This letter serves as both a letter of support and memorandum of understanding for joint collaborators and partners for the Cardinal before/after school program and summer program, which consists of programming that focuses on social/emotional development, academic remediation, family support, and a strong STEM focus. This program builds protective citizens while assisting families who struggle with supervision, transportation, and nutritional needs. The broadest goal for CCP is that youth thrive in a safe, healthy learning environment, while contributing to the community. Our organization will continue to collaborate with school leadership to program, advise, and volunteer to serve students. Below, you will see our primary focus on involvement:

- ☐ Whole Child: Social/Emotional/Physical/Nutritional
- ☐ Cognitive Development: STEM/Literacy/Civic Leadership
- ☒ Family Engagement: Adult Education/Strong Relationships/Family Assistance

Our organization (Cardinal PTO) will be contributing as a community partner in the following ways:

- ☐ Provide classroom space (and/or other appropriate space) to accommodate or facilitate the after school/summer program;
- ☒ Communicate and collaborate with all partners;
- ☐ Recruit and refer students to the after school/summer program;
- ☐ Support the after school/summer program in developing appropriate curricula, running an effective homework/tutoring program, and establishing clear linkages with the school day;
- ☐ Establish a collaborative relationship between school day staff and after school /summer program staff including having a significant number of school based staff committed to working in the program;
- ☐ Provide access to assessment and other available data for the purposes of program evaluation;
- ☐ Participation in the evaluation of the after school/summer program at the local, state, and federal levels;
- ☒ Assist the program in developing, implementing, and making progress on its sustainability plan;
- ☐ Field Trips and/or Guest Speaker
- ☒ Participate on the Advisory Team; and/or
- ☒ Other: Book Fairs, Financial Support, and Parental Involvement.

Cardinal School District does not discriminate on the basis of race, color, age (for employment), socioeconomic status (for programs), religion, creed, national origin, marital status (for programs), sex, sexual orientation, or gender identity in its educational programs and employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or grievance related to this policy, please contact the district's equity coordinator, Cindy Green (cindy.green@cardinalcomet.com) Middle School Principal/Director of Curriculum & Instruction, Equity Coordinator. 4045 Ashland Rd. Eldon, IA 52554 (641) 652-7531

Meetings

All program revisions and major decisions will be made by the CCP Advisory at quarterly meetings (4 per year). CCP Advisory will consist of 1 joint collaborator, 1 volunteer, 1 collaborative partner, 3 staff members, 2 parents, and 1 School Board Member. The Advisory will: review data, make minor program adjustments, observe the program, problem solve, and review eligibility criteria. They will meet monthly to accommodate programming needs. School District administration will be responsible for the program oversight and management but will delegate when appropriate. Strong collaborative relationships will be the foundation upon which the Advisory operates and links school to community.

Duration

The agreement is for a period of one year and may be renewed annually for up to five years.

Procedures for Modification and Termination of Memorandum of Understanding

- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the state coordinator.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the after school program may be terminated for non-compliance with the MOU provided the other parties provide written notice clearly outlining the reasons for the termination.

Severance Clause

If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

Partner Signature: _____

Jill Ruiz and/or Katie Hedgecock

Partner Printed Name: Jill Ruiz and/or Katie Hedgecock

Position: Leaders and Planners

Organization: Cardinal PTO Elementary Sector

Date: 11-13-18

Phone (cell) 641-455-4877 (office) 641-1052-7531

Address: 5414 1a 10 Eldon, IA 52554

Email Address: Katie.hedgecock@cardinalcomet.com

Other Points of Contact: Jill Ruiz



Cardinal Community School District

Eldon, Iowa 52554 • 641-652-7531 • Fax: 641-652-3143

JOEL PEDERSEN, Superintendent

HEATHER BUCKLEY
Elementary Principal
Fax 641-652-3173

CINDY GREEN
Middle School Principal
Curriculum Director
Fax 641-652-3143

LONDON MILLER
High School Principal
Fax 641-652-3143

BOARD OF EDUCATION

CAROL STREEBY, President
TIM ALBERT, Vice President
ROGER DAVIS
TOM DRISH
ANDY NOE

ROBIN LEONARD, Business Manager
SHERRY VANBLARICOM, Board Secretary

11-15-18

To Whom It May Concern,

This letter serves as both a letter of support and memorandum of understanding for joint collaborators and partners for the Cardinal before/after school program and summer program, which consists of programming that focuses on social/emotional development, academic remediation, family support, and a strong STEM focus. This program builds protective citizens while assisting families who struggle with supervision, transportation, and nutritional needs. The broadest goal for CCP is that youth thrive in a safe, healthy learning environment, while contributing to the community. Our organization will continue to collaborate with school leadership to program, advise, and volunteer to serve students. Below, you will see our primary focus on involvement:

- ☒ Whole Child: Social/Emotional/Physical/Nutritional
- ☒ Cognitive Development: STEM/Literacy/Civic Leadership
- ☒ Family Engagement: Adult Education/Strong Relationships/Family Assistance

Our organization (United Way) will be contributing as a community partner in the following ways:

- ☒ Provide classroom space (and/or other appropriate space) to accommodate or facilitate the after school/summer program;
- ☐ Communicate and collaborate with all partners;
- ☒ Recruit and refer students to the after school program/summer program;
- ☐ Support the after school program/summer program in developing appropriate curricula, running an effective homework/tutoring program, and establishing clear linkages with the school day;
- ☒ Establish a collaborative relationship between school day staff and after school /summer program staff including having a significant number of school based staff committed to working in the program;
- ☐ Provide access to assessment and other available data for the purposes of program evaluation;
- ☐ Participation in the evaluation of the after school/summer program at the local, state, and federal levels;
- ☒ Assist the program in developing, implementing, and making progress on its sustainability plan;
- ☒ Field Trips and/or Guest Speaker
- ☐ Participate on the Advisory Team; and/or
- ☐ Other: Help to finance the Reading Corp Program.

Cardinal School District does not discriminate on the basis of race, color, age (for employment), socioeconomic status (for programs), religion, creed, national origin, marital status (for programs), sex, sexual orientation, or gender identity in its educational programs and employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or grievance related to this policy, please contact the district's equity coordinator, Cindy Green (cindy.green@cardinalcomet.com) Middle School Principal/Director of Curriculum & Instruction, Equity Coordinator, 4045 Ashland Rd. Eldon, IA 52554 (641) 652-7531

Meetings

All program revisions and major decisions will be made by the CCP Advisory at quarterly meetings (4 per year). CCP Advisory will consist of 1 joint collaborator, 1 volunteer, 1 collaborative partner, 3 staff members, 2 parents, and 1 School Board Member. The Advisory will: review data, make minor program adjustments, observe the program, problem solve, and review eligibility criteria. They will meet monthly to accommodate programming needs. School District administration will be responsible for the program oversight and management but will delegate when appropriate. Strong collaborative relationships will be the foundation upon which the Advisory operates and links school to community.

Duration

The agreement is for a period of one year and may be renewed annually for up to five years.

Procedures for Modification and Termination of Memorandum of Understanding

- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the state coordinator.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the after school program may be terminated for non-compliance with the MOU provided the other parties provide written notice clearly outlining the reasons for the termination.

Severance Clause

If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

Partner Signature: V. Wymer

Partner Printed Name: Vanessa Wymer

Position: Director

Organization: United Way

Date: 11/13/18

Phone (cell) 641-919-1999 (office) 641-682-1684

Address: 224 East 2nd St Ottumwa, Iowa

Email Address: V. Wymer@wapeuocounti.org

Other Points of Contact: Reading Corp and Related Staff of Teachers



Cardinal Community School District

Eldon, Iowa 52554 • 641-652-7531 • Fax: 641-652-3143

JOEL PEDERSEN, Superintendent

HEATHER BUCKLEY
Elementary Principal
Fax 641-652-3173

CINDY GREEN
Middle School Principal
Curriculum Director
Fax 641-652-3143

LANDON MILLER
High School Principal
Fax 641-652-3143

BOARD OF EDUCATION

CAROL STREEBY, President
TIM ALBERT, Vice President
ROGER DAVIS
TOM DRISH
ANDY NOE

ROBIN LEONARD, Business Manager
SHERRY VANBLARICOM, Board Secretary

11-24-18

To Whom It May Concern,

This letter serves as both a letter of support and memorandum of understanding for joint collaborators and partners for the Cardinal before/after school program and summer program, which consists of programming that focuses on social/emotional development, academic remediation, family support, and a strong STEM focus. This program builds protective citizens while assisting families who struggle with supervision, transportation, and nutritional needs. The broadest goal for CCP is that youth thrive in a safe, healthy learning environment, while contributing to the community. Our organization will continue to collaborate with school leadership to program, advise, and volunteer to serve students. Below, you will see our primary focus on involvement:

- ☒ Whole Child: Social/Emotional/Physical/Nutritional
- ☒ Cognitive Development: STEM/Literacy/Civic Leadership
- ☒ Family Engagement: Adult Education/Strong Relationships/Family Assistance

Our organization (Living Hope Church) will be contributing as a community partner in the following ways:

- ☐ Provide classroom space (and/or other appropriate space) to accommodate or facilitate the after school/summer program;
- ☒ Communicate and collaborate with all partners;
- ☒ Recruit and refer students to the after school program/summer program;
- ☒ Support the after school program/summer program in developing appropriate curricula, running an effective homework/tutoring program, and establishing clear linkages with the school day;
- ☒ Establish a collaborative relationship between school day staff and after school /summer program staff including having a significant number of school based staff committed to working in the program;
- ☐ Provide access to assessment and other available data for the purposes of program evaluation;
- ☐ Participation in the evaluation of the after school/summer program at the local, state, and federal levels;
- ☒ Assist the program in developing, implementing, and making progress on its sustainability plan;
- ☒ Field Trips and/or Guest Speaker
- ☒ Participate on the Advisory Team; and/or
- ☒ Other: Scholarships, Community Partnerships, Financial Support, Donations, Backpack Ministry, Summer School Program (VBS) Partnership, Clothing for At-risk Students.

Meetings

All program revisions and major decisions will be made by the CCP Advisory at quarterly meetings (4 per year). CCP Advisory will consist of 1 joint collaborator, 1 volunteer, 1 collaborative partner, 3 staff members, 2 parents, and 1 School Board Member. The Advisory will: review data, make minor program adjustments, observe the program, problem solve, and review eligibility criteria. They will meet monthly to accommodate programming needs. School District administration will be responsible for the program oversight and management but will delegate when appropriate. Strong collaborative relationships will be the foundation upon which the Advisory operates and links school to community.

Duration

The agreement is for a period of one year and may be renewed annually for up to five years.

Procedures for Modification and Termination of Memorandum of Understanding

- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the state coordinator.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the after school program may be terminated for non-compliance with the MOU provided the other parties provide written notice clearly outlining the reasons for the termination.

Severance Clause

If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

Partner Signature: 

Partner Printed Name: Mark Clark

Position: Senior Pastor

Organization: Living Hope Church

Date: 11/16/18

Phone: (641) 652-3481

Address: 201 W Walnut St, Eldon, IA 52554

Email Address: pastormarkclark@gmail.com

Website: <http://www.livinghopebc.com>



Cardinal Community School District

Eldon, Iowa 52554 • 641-652-7531 • Fax: 641-652-3143

JOEL PEDERSEN, Superintendent

HEATHER BUCKLEY
Elementary Principal
Fax 641-652-3173

CINDY GREEN
Middle School Principal
Curriculum Director
Fax 641-652-3143

LANDON MILLER
High School Principal
Fax 641-652-3143

BOARD OF EDUCATION

CAROL STREEBY, President
TIM ALBERT, Vice President
ROGER DAVIS
TOM DRISH
ANDY NOE

ROBIN LEONARD, Business Manager
SHERRY VANBLARICOM, Board Secretary

11-24-18

To Whom It May Concern,

This letter serves as both a letter of support and memorandum of understanding for joint collaborators and partners for the Cardinal before/after school program and summer program, which consists of programming that focuses on social/emotional development, academic remediation, family support, and a strong STEM focus. This program builds protective citizens while assisting families who struggle with supervision, transportation, and nutritional needs. The broadest goal for CCP is that youth thrive in a safe, healthy learning environment, while contributing to the community. Our organization will continue to collaborate with school leadership to program, advise, and volunteer to serve students. Below, you will see our primary focus on involvement:

- ☒ Whole Child: Social/Emotional/Physical/Nutritional
- ☐ Cognitive Development: STEM/Literacy/Civic Leadership
- ☒ Family Engagement: Adult Education/Strong Relationships/Family Assistance

Our organization (Lord's Cupboard) will be contributing as a community partner in the following ways:

- ☐ Provide classroom space (and/or other appropriate space) to accommodate or facilitate the after school/summer program;
- ☐ Communicate and collaborate with all partners;
- ☒ Recruit and refer students to the after school program/summer program;
- ☐ Support the after school program/summer program in developing appropriate curricula, running an effective homework/tutoring program, and establishing clear linkages with the school day;
- ☐ Establish a collaborative relationship between school day staff and after school /summer program staff including having a significant number of school based staff committed to working in the program;
- ☐ Provide access to assessment and other available data for the purposes of program evaluation;
- ☐ Participation in the evaluation of the after school/summer program at the local, state, and federal levels;
- ☒ Assist the program in developing, implementing, and making progress on its sustainability plan;
- ☒ Field Trips and/or Guest Speaker
- ☐ Participate on the Advisory Team; and/or
- ☐ Other: Provide resources, food/supplies, nutritional services to families in need.

Cardinal School District does not discriminate on the basis of race, color, age (for employment), socioeconomic status (for programs), religion, creed, national origin, marital status (for programs), sex, sexual orientation, or gender identity in its educational programs and employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or grievance related to this policy, please contact the district's equity coordinator, Cindy Green (cindy.green@cardinalcomet.com) Middle School Principal/Director of Curriculum & Instruction, Equity Coordinator. 4045 Ashland Rd. Eldon, IA 52554 (641) 652-7531

Meetings

All program revisions and major decisions will be made by the CCP Advisory at quarterly meetings (4 per year). CCP Advisory will consist of 1 joint collaborator, 1 volunteer, 1 collaborative partner, 3 staff members, 2 parents, and 1 School Board Member. The Advisory will: review data, make minor program adjustments, observe the program, problem solve, and review eligibility criteria. They will meet monthly to accommodate programming needs. School District administration will be responsible for the program oversight and management but will delegate when appropriate. Strong collaborative relationships will be the foundation upon which the Advisory operates and links school to community.

Duration

The agreement is for a period of one year and may be renewed annually for up to five years.

Procedures for Modification and Termination of Memorandum of Understanding

- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the state coordinator.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the after school program may be terminated for non-compliance with the MOU provided the other parties provide written notice clearly outlining the reasons for the termination.

Severance Clause

If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

Partner Signature: _____

Partner Printed Name: Jessi Milner

Position: Director

Organization: Lord's Cupboard Food Bank

Date: 11/16/18

Phone: (641) 684-8809

Address: 3202 East 4th Street, Ottumwa IA 52501

Email Address: lordscupboardottumwa@gmail.com

Website: <https://www.foodbankiowa.org/agency/lords-cupboard-ottumwa> (Ottumwa for Wapello County) or <http://www.lordscupboard.org/index.html> (Fairfield for Jefferson County)

Other Points of Contact: Blessings Soup Kitchen (Ottumwa), Backpack Ministry through Living Hope Church (Eldon), WIC/SNAP (Ottumwa), SHARE Iowa (Oskaloosa), Food Bank of Iowa (Ottumwa)

Notes:

Food Bank of Iowa
705 W. Main St.
Ottumwa, IA
52501
(641) 682-3403



Cardinal Community School District

Eldon, Iowa 52554 • 641-652-7531 • Fax: 641-652-3143

JOEL PEDERSEN, Superintendent

HEATHER BUCKLEY
Elementary Principal
Fax 641-652-3173

CINDY GREEN
Middle School Principal
Curriculum Director
Fax 641-652-3143

LONDON MILLER
High School Principal
Fax 641-652-3143

BOARD OF EDUCATION

CAROL STREEBY, President
TIM ALBERT, Vice President
ROGER DAVIS
TOM DRISH
ANDY NOE

ROBIN LEONARD, Business Manager
SHERRY VANBLARICOM, Board Secretary

11-24-18

To Whom It May Concern,

This letter serves as both a letter of support and memorandum of understanding for joint collaborators and partners for the Cardinal before/after school program and summer program, which consists of programming that focuses on social/emotional development, academic remediation, family support, and a strong STEM focus. This program builds protective citizens while assisting families who struggle with supervision, transportation, and nutritional needs. The broadest goal for CCP is that youth thrive in a safe, healthy learning environment, while contributing to the community. Our organization will continue to collaborate with school leadership to program, advise, and volunteer to serve students. Below, you will see our primary focus on involvement:

- ☒ Whole Child: Social/Emotional/Physical/Nutritional
- ☒ Cognitive Development: STEM/Literacy/Civic Leadership
- ☒ Family Engagement: Adult Education/Strong Relationships/Family Assistance

Our organization (Iowa State Extension Office) will be contributing as a community partner in the following ways:

- ☐ Provide classroom space (and/or other appropriate space) to accommodate or facilitate the after school/summer program;
- ☐ Communicate and collaborate with all partners;
- ☒ Recruit and refer students to the after school program/summer program;
- ☒ Support the after school program/summer program in developing appropriate curricula, running an effective homework/tutoring program, and establishing clear linkages with the school day;
- ☒ Establish a collaborative relationship between school day staff and after school /summer program staff including having a significant number of school based staff committed to working in the program;
- ☒ Provide access to assessment and other available data for the purposes of program evaluation;
- ☒ Participation in the evaluation of the after school/summer program at the local, state, and federal levels;
- ☒ Assist the program in developing, implementing, and making progress on its sustainability plan;
- ☒ Field Trips and/or Guest Speaker
- ☐ Participate on the Advisory Team; and/or
- ☒ Other: 4H Clover Kids, Pick a Better Snack, NEST Program, STEM Activities, STEAM Lessons

Cardinal School District does not discriminate on the basis of race, color, age (for employment), socioeconomic status (for programs), religion, creed, national origin, marital status (for programs), sex, sexual orientation, or gender identity in its educational programs and employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or grievance related to this policy, please contact the district's equity coordinator, Cindy Green (cindy.green@cardinalcomet.com) Middle School Principal/Director of Curriculum & Instruction, Equity Coordinator. 4045 Ashland Rd. Eldon, IA 52554 (641) 652-7531

Meetings

All program revisions and major decisions will be made by the CCP Advisory at quarterly meetings (4 per year). CCP Advisory will consist of 1 joint collaborator, 1 volunteer, 1 collaborative partner, 3 staff members, 2 parents, and 1 School Board Member. The Advisory will review data, make minor program adjustments, observe the program, problem solve, and review eligibility criteria. They will meet monthly to accommodate programming needs. School District administration will be responsible for the program oversight and management but will delegate when appropriate. Strong collaborative relationships will be the foundation upon which the Advisory operates and links school to community.

Duration

The agreement is for a period of one year and may be renewed annually for up to five years.

Procedures for Modification and Termination of Memorandum of Understanding

- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the state coordinator.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the after school program may be terminated for non-compliance with the MOU provided the other parties provide written notice clearly outlining the reasons for the termination.

Severance Clause

If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

Partner Signature:  Jessica Heisdrffer

Partner Printed Name: Sue Henderson

Position: Regional Extension Education Director, Region 19

Organization: Iowa State Extension Office for Lucas, Monroe, Wapello, Jefferson, Wayne, Appanoose, Davis, Van Buren

Date: 11/16/18

Phone: (641) 682-5491

Address: 13011 120th Ave, Ottumwa, IA 52501

Email Address: hendy@iowastate.edu

Website: <https://www.extension.iastate.edu/wapello/>



Cardinal Community School District

Eldon, Iowa 52554 • 641-652-7531 • Fax: 641-652-3143

JOEL PEDERSEN, Superintendent

HEATHER BUCKLEY
Elementary Principal
Fax 641-652-3173

CINDY GREEN
Middle School Principal
Curriculum Director
Fax 641-652-3143

LONDON MILLER
High School Principal
Fax 641-652-3143

BOARD OF EDUCATION

CAROL STREEBY, President
TIM ALBERT, Vice President
ROGER DAVIS
TOM DRISH
ANDY NOE

ROBIN LEONARD, Business Manager
SHERRY VANBLARICOM, Board Secretary

11-15-18

To Whom It May Concern,

This letter serves as both a letter of support and memorandum of understanding for joint collaborators and partners for the Cardinal before/after school program and summer program, which consists of programming that focuses on social/emotional development, academic remediation, family support, and a strong STEM focus. This program builds protective citizens while assisting families who struggle with supervision, transportation, and nutritional needs. The broadest goal for CCP is that youth thrive in a safe, healthy learning environment, while contributing to the community. Our organization will continue to collaborate with school leadership to program, advise, and volunteer to serve students. Below, you will see our primary focus on involvement:

- ___ Whole Child: Social/Emotional/Physical/Nutritional
- ___ Cognitive Development: STEM/Literacy/Civic Leadership
- ___x___ Family Engagement: Adult Education/Strong Relationships/Family Assistance

Our organization (Libertyville Savings Bank) will be contributing as a community partner in the following ways:

- ☐ Provide classroom space (and/or other appropriate space) to accommodate or facilitate the after school/summer program;
- ☒ Communicate and collaborate with all partners;
- ☒ Recruit and refer students to the after school program/summer program;
- ☐ Support the after school program/summer program in developing appropriate curricula, running an effective homework/tutoring program, and establishing clear linkages with the school day;
- ☒ Establish a collaborative relationship between school day staff and after school /summer program staff including having a significant number of school based staff committed to working in the program;
- ☐ Provide access to assessment and other available data for the purposes of program evaluation;
- ☐ Participation in the evaluation of the after school/summer program at the local, state, and federal levels;
- ☐ Assist the program in developing, implementing, and making progress on its sustainability plan;
- ☒ Field Trips and/or Guest Speaker
- ☐ Participate on the Advisory Team; and/or
- ☒ Other: Donations of supplies, scholarships, and community resources.

Cardinal School District does not discriminate on the basis of race, color, age (for employment), socioeconomic status (for programs), religion, creed, national origin, marital status (for programs), sex, sexual orientation, or gender identity in its educational programs and employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or grievance related to this policy, please contact the district's equity coordinator, Cindy Green (cindy.green@cardinalcount.com) Middle School Principal/Director of Curriculum & Instruction, Equity Coordinator, 4045 Ashland Rd. Eldon, IA 52554 (641) 652-7531.

Meetings

All program revisions and major decisions will be made by the CCP Advisory at quarterly meetings (4 per year). CCP Advisory will consist of 1 joint collaborator, 1 volunteer, 1 collaborative partner, 3 staff members, 2 parents, and 1 School Board Member. The Advisory will: review data, make minor program adjustments, observe the program, problem solve, and review eligibility criteria. They will meet monthly to accommodate programming needs. School District administration will be responsible for the program oversight and management but will delegate when appropriate. Strong collaborative relationships will be the foundation upon which the Advisory operates and links school to community.

Duration

The agreement is for a period of one year and may be renewed annually for up to five years.

Procedures for Modification and Termination of Memorandum of Understanding

- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the state coordinator.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the after school program may be terminated for non-compliance with the MOU provided the other parties provide written notice clearly outlining the reasons for the termination.

Severance Clause

If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

Partner Signature: _____

Sarah Ripe Hand Libby LSH

Partner Printed Name: Colby Deao

Position: Marketing / Deposit Team

Organization: Libertyville Savings Bank

Date: 11/16/18

Phone: (641) 652-7838

Address: 403 West Elm Street, Eldon IA 52554

Email Address: cdeao@libertyvillesavingsbank.com

Other Points of Contact: Lori Mitchell (641) 472-9839

Notes:



Cardinal Community School District

Eldon, Iowa 52554 • 641-652-7531 • Fax: 641-652-3143

JOEL PEDERSEN, Superintendent

HEATHER BUCKLEY
Elementary Principal
Fax 641-652-3173

CINDY GREEN
Middle School Principal
Curriculum Director
Fax 641-652-3143

LONDON MILLER
High School Principal
Fax 641-652-3143

BOARD OF EDUCATION

CAROL STREEBY, President
TIM ALBERT, Vice President
ROGER DAVIS
TOM DRISH
ANDY NOE

ROBIN LEONARD, Business Manager
SHERRY VANBLARICOM, Board Secretary

11-15-18

To Whom It May Concern,

This letter serves as both a letter of support and memorandum of understanding for joint collaborators and partners for the Cardinal before/after school program and summer program, which consists of programming that focuses on social/emotional development, academic remediation, family support, and a strong STEM focus. This program builds protective citizens while assisting families who struggle with supervision, transportation, and nutritional needs. The broadest goal for CCP is that youth thrive in a safe, healthy learning environment, while contributing to the community. Our organization will continue to collaborate with school leadership to program, advise, and volunteer to serve students. Below, you will see our primary focus on involvement:

- ☒ Whole Child: Social/Emotional/Physical/Nutritional
- ☒ Cognitive Development: STEM/Literacy/Civic Leadership
- ☒ Family Engagement: Adult Education/Strong Relationships/Family Assistance

Our organization (American Gothic House Center) will be contributing as a community partner in the following ways:

- ☐ Provide classroom space (and/or other appropriate space) to accommodate or facilitate the after school/summer program;
- ☒ Communicate and collaborate with all partners;
- ☒ Recruit and refer students to the after school program/summer program;
- ☐ Support the after school program/summer program in developing appropriate curricula, running an effective homework/tutoring program, and establishing clear linkages with the school day;
- ☒ Establish a collaborative relationship between school day staff and after school /summer program staff including having a significant number of school based staff committed to working in the program;
- ☐ Provide access to assessment and other available data for the purposes of program evaluation;
- ☐ Participation in the evaluation of the after school/summer program at the local, state, and federal levels;
- ☐ Assist the program in developing, implementing, and making progress on its sustainability plan;
- ☒ Field Trips and/or Guest Speaker
- ☐ Participate on the Advisory Team; and/or
- ☒ Other: Donations of supplies, scholarships, and community resources. In-school Programming available too.

Cardinal School District does not discriminate on the basis of race, color, age (for employment), socioeconomic status (for programs), religion, creed, national origin, marital status (for programs), sex, sexual orientation, or gender identity in its educational programs and employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or grievance related to this policy, please contact the district's equity coordinator, Cindy Green (cindy.green@cardinalcomet.com) Middle School Principal/Director of Curriculum & Instruction, Equity Coordinator. 4045 Ashland Rd. Eldon, IA 52554 (641) 652-7531

Meetings

All program revisions and major decisions will be made by the CCP Advisory at quarterly meetings (4 per year). CCP Advisory will consist of 1 joint collaborator, 1 volunteer, 1 collaborative partner, 3 staff members, 2 parents, and 1 School Board Member. The Advisory will: review data, make minor program adjustments, observe the program, problem solve, and review eligibility criteria. They will meet monthly to accommodate programming needs. School District administration will be responsible for the program oversight and management but will delegate when appropriate. Strong collaborative relationships will be the foundation upon which the Advisory operates and links school to community.

Duration

The agreement is for a period of one year and may be renewed annually for up to five years.

Procedures for Modification and Termination of Memorandum of Understanding

- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the state coordinator.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the after school program may be terminated for non-compliance with the MOU provided the other parties provide written notice clearly outlining the reasons for the termination.

Severance Clause

If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

Partner Signature: Kelsy West

Partner Printed Name: Kelsy Westman or Sarah Camp (Administrators)

Organization: American Gothic House

Date: 11/16/18

Phone: (641) 652-3352

Address: 300 American Gothic Street, Eldon IA 52554

Email Address: theamericangothichouse@gmail.com

theamericangothichouse@wapellocounty.org

Other Points of Contact:

Notes: Iowa artist, Grant Wood in 1930 painted an iconic Americana painting.

<http://www.americangothichouse.net>



Cardinal Community School District

Eldon, Iowa 52554 • 641-652-7531 • Fax: 641-652-3143

JOEL PEDERSEN, Superintendent

HEATHER BUCKLEY
Elementary Principal
Fax 641-652-3173

CINDY GREEN
Middle School Principal
Curriculum Director
Fax 641-652-3143

LONDON MILLER
High School Principal
Fax 641-652-3143

BOARD OF EDUCATION

CAROL STREEBY, President
TIM ALBERT, Vice President
ROGER DAVIS
TOM DRISH
ANDY NOE

ROBIN LEONARD, Business Manager
SHERRY VANBLARICOM, Board Secretary

11-15-18

To Whom It May Concern,

This letter serves as both a letter of support and memorandum of understanding for joint collaborators and partners for the Cardinal before/after school program and summer program, which consists of programming that focuses on social/emotional development, academic remediation, family support, and a strong STEM focus. This program builds protective citizens while assisting families who struggle with supervision, transportation, and nutritional needs. The broadest goal for CCP is that youth thrive in a safe, healthy learning environment, while contributing to the community. Our organization will continue to collaborate with school leadership to program, advise, and volunteer to serve students. Below, you will see our primary focus on involvement:

- ☐ Whole Child: Social/Emotional/Physical/Nutritional
- ☐ Cognitive Development: STEM/Literacy/Civic Leadership
- ☒ Family Engagement: Adult Education/Strong Relationships/Family Assistance

Our organization (City of Eldon Fire and Rescue) will be contributing as a community partner in the following ways:

- ☒ Provide classroom space (and/or other appropriate space) to accommodate or facilitate the after school/summer program;
- ☒ Communicate and collaborate with all partners;
- ☒ Recruit and refer students to the after school program/summer program;
- ☐ Support the after school program/summer program in developing appropriate curricula, running an effective homework/tutoring program, and establishing clear linkages with the school day;
- ☐ Establish a collaborative relationship between school day staff and after school /summer program staff including having a significant number of school based staff committed to working in the program;
- ☐ Provide access to assessment and other available data for the purposes of program evaluation;
- ☒ Participation in the evaluation of the after school/summer program at the local, state, and federal levels;
- ☐ Assist the program in developing, implementing, and making progress on its sustainability plan;
- ☒ Field Trips and/or Guest Speaker
- ☐ Participate on the Advisory Team; and/or
- ☐ Other: Donations of supplies, scholarships, and community resources.

Cardinal School District does not discriminate on the basis of race, color, age (for employment), socioeconomic status (for programs), religion, creed, national origin, marital status (for programs), sex, sexual orientation, or gender identity in its educational programs and employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or grievance related to this policy, please contact the district's equity coordinator, Cindy Green (cindy.green@cardinalcomet.com) Middle School Principal/Director of Curriculum & Instruction, Equity Coordinator. 4045 Ashland Rd. Eldon, IA 52554 (641) 652-7531

Meetings

All program revisions and major decisions will be made by the CCP Advisory at quarterly meetings (4 per year). CCP Advisory will consist of 1 joint collaborator, 1 volunteer, 1 collaborative partner, 3 staff members, 2 parents, and 1 School Board Member. The Advisory will: review data, make minor program adjustments, observe the program, problem solve, and review eligibility criteria. They will meet monthly to accommodate programming needs. School District administration will be responsible for the program oversight and management but will delegate when appropriate. Strong collaborative relationships will be the foundation upon which the Advisory operates and links school to community.

Duration

The agreement is for a period of one year and may be renewed annually for up to five years.

Procedures for Modification and Termination of Memorandum of Understanding

- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the state coordinator.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the after school program may be terminated for non-compliance with the MOU provided the other parties provide written notice clearly outlining the reasons for the termination.

Severance Clause

If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

Partner Signature: _____



Partner Printed Name: ^{Linda} Doug Manley

Position: Fire Chief

Organization: Eldon Fire & Rescue

Date: 12-11

Phone (cell) 641-777-3627 (office) _____

Address: 1417 20th St, Eldon IA 52554

Email Address: manleyzoo@yahoo.com

Other Points of Contact: _____



Cardinal Community School District

Eldon, Iowa 52554 • 641-652-7531 • Fax: 641-652-3143

JOEL PEDERSEN, Superintendent

HEATHER BUCKLEY
Elementary Principal
Fax 641-652-3173

CINDY GREEN
Middle School Principal
Curriculum Director
Fax 641-652-3143

LANDON MILLER
High School Principal
Fax 641-652-3143

BOARD OF EDUCATION

CAROL STREEBY, President
TIM ALBERT, Vice President
ROGER DAVIS
TOM DRISH
ANDY NOE

ROBIN LEONARD, Business Manager
SHERRY VANBLARICOM, Board Secretary

11-15-18

To Whom It May Concern,

This letter serves as both a letter of support and memorandum of understanding for joint collaborators and partners for the Cardinal before/after school program and summer program, which consists of programming that focuses on social/emotional development, academic remediation, family support, and a strong STEM focus. This program builds protective citizens while assisting families who struggle with supervision, transportation, and nutritional needs. The broadest goal for CCP is that youth thrive in a safe, healthy learning environment, while contributing to the community. Our organization will continue to collaborate with school leadership to program, advise, and volunteer to serve students. Below, you will see our primary focus on involvement:

- ☐ Whole Child: Social/Emotional/Physical/Nutritional
- ☐ Cognitive Development: STEM/Literacy/Civic Leadership
- ☒ Family Engagement: Adult Education/Strong Relationships/Family Assistance

Our organization (Hy-Vee South) will be contributing as a community partner in the following ways:

- ☐ Provide classroom space (and/or other appropriate space) to accommodate or facilitate the after school/summer program;
- ☒ Communicate and collaborate with all partners;
- ☒ Recruit and refer students to the after school program/summer program;
- ☐ Support the after school program/summer program in developing appropriate curricula, running an effective homework/tutoring program, and establishing clear linkages with the school day;
- ☐ Establish a collaborative relationship between school day staff and after school /summer program staff including having a significant number of school based staff committed to working in the program;
- ☐ Provide access to assessment and other available data for the purposes of program evaluation;
- ☐ Participation in the evaluation of the after school/summer program at the local, state, and federal levels;
- ☐ Assist the program in developing, implementing, and making progress on its sustainability plan;
- ☒ Field Trips and/or Guest Speaker
- ☐ Participate on the Advisory Team; and/or
- ☒ Other: Donations of supplies, scholarships, and community resources.

Cardinal School District does not discriminate on the basis of race, color, age (for employment), socioeconomic status (for programs), religion, creed, national origin, marital status (for programs), sex, sexual orientation, or gender identity in its educational programs and employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or grievance related to this policy, please contact the district's equity coordinator, Cindy Green (cindy.green@cardinalcomet.com) Middle School Principal/Director of Curriculum & Instruction, Equity Coordinator. 4045 Ashland Rd. Eldon, IA 52554 (641) 652-7531

Meetings

All program revisions and major decisions will be made by the CCP Advisory at quarterly meetings (4 per year). CCP Advisory will consist of 1 joint collaborator, 1 volunteer, 1 collaborative partner, 3 staff members, 2 parents, and 1 School Board Member. The Advisory will: review data, make minor program adjustments, observe the program, problem solve, and review eligibility criteria. They will meet monthly to accommodate programming needs. School District administration will be responsible for the program oversight and management but will delegate when appropriate. Strong collaborative relationships will be the foundation upon which the Advisory operates and links school to community.

Duration

The agreement is for a period of one year and may be renewed annually for up to five years.

Procedures for Modification and Termination of Memorandum of Understanding

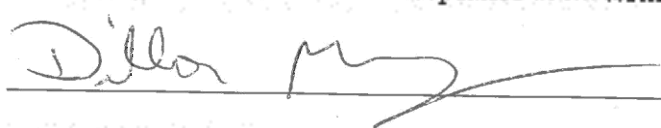
- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the state coordinator.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the after school program may be terminated for non-compliance with the MOU provided the other parties provide written notice clearly outlining the reasons for the termination.

Severance Clause

If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

Partner Signature: 

Partner Printed Name: Dillon Murray

Position: Store Director

Organization: Hy-Vee South

Date: 11/15/18

Phone (store): 641-682-4516

Address: 1025 North Quincy Avenue, Ottumwa IA 52501

Email Address: 1504director@hy-vee.com

Other Points of Contact: Human Resource Manager: Angela Handling

Notes:



Cardinal Community School District

Eldon, Iowa 52554 • 641-652-7531 • Fax: 641-652-3143

JOEL PEDERSEN, Superintendent

HEATHER BUCKLEY
Elementary Principal
Fax 641-652-3173

CINDY GREEN
Middle School Principal
Curriculum Director
Fax 641-652-3143

LANDON MILLER
High School Principal
Fax 641-652-3143

BOARD OF EDUCATION

CAROL STREEBY, President
TIM ALBERT, Vice President
ROGER DAVIS
TOM DRISH
ANDY NOE

ROBIN LEONARD, Business Manager
SHERRY VANBLARICOM, Board Secretary

11-24-18

To Whom It May Concern,

This letter serves as both a letter of support and memorandum of understanding for joint collaborators and partners for the Cardinal before/after school program and summer program, which consists of programming that focuses on social/emotional development, academic remediation, family support, and a strong STEM focus. This program builds protective citizens while assisting families who struggle with supervision, transportation, and nutritional needs. The broadest goal for CCP is that youth thrive in a safe, healthy learning environment, while contributing to the community. Our organization will continue to collaborate with school leadership to program, advise, and volunteer to serve students. Below, you will see our primary focus on involvement:

- ☐ Whole Child: Social/Emotional/Physical/Nutritional
- ☒ Cognitive Development: STEM/Literacy/Civic Leadership
- ☒ Family Engagement: Adult Education/Strong Relationships/Family Assistance

Our organization (Ottumwa Legacy Foundation) will be contributing as a community partner in the following ways:

- ☐ Provide classroom space (and/or other appropriate space) to accommodate or facilitate the after school/summer program;
- ☒ Communicate and collaborate with all partners;
- ☒ Recruit and refer students to the after school program/summer program;
- ☒ Support the after school program/summer program in developing appropriate curricula, running an effective homework/tutoring program, and establishing clear linkages with the school day;
- ☒ Establish a collaborative relationship between school day staff and after school /summer program staff including having a significant number of school based staff committed to working in the program;
- ☐ Provide access to assessment and other available data for the purposes of program evaluation;
- ☐ Participation in the evaluation of the after school/summer program at the local, state, and federal levels;
- ☐ Assist the program in developing, implementing, and making progress on its sustainability plan;
- ☐ Field Trips and/or Guest Speaker
- ☐ Participate on the Advisory Team; and/or
- ☒ Other: Scholarships, Community Partnerships, Financial Support, Donations.

Cardinal School District does not discriminate on the basis of race, color, age (for employment), socioeconomic status (for programs), religion, creed, national origin, marital status (for programs), sex, sexual orientation, or gender identity in its educational programs and employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or grievance related to this policy, please contact the district's equity coordinator, Cindy Green (cindy.green@cardinalcomet.com) Middle School Principal/Director of Curriculum & Instruction, Equity Coordinator. 4045 Ashland Rd. Eldon, IA 52554 (641) 652-7531

Meetings

All program revisions and major decisions will be made by the CCP Advisory at quarterly meetings (4 per year). CCP Advisory will consist of 1 joint collaborator, 1 volunteer, 1 collaborative partner, 3 staff members, 2 parents, and 1 School Board Member. The Advisory will: review data, make minor program adjustments, observe the program, problem solve, and review eligibility criteria. They will meet monthly to accommodate programming needs. School District administration will be responsible for the program oversight and management but will delegate when appropriate. Strong collaborative relationships will be the foundation upon which the Advisory operates and links school to community.

Duration

The agreement is for a period of one year and may be renewed annually for up to five years.

Procedures for Modification and Termination of Memorandum of Understanding

- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the state coordinator.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the after school program may be terminated for non-compliance with the MOU provided the other parties provide written notice clearly outlining the reasons for the termination.

Severance Clause

If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

Partner Signature: 

Partner Printed Name: Steve Dust

Position: President/ CEO

Organization: Ottumwa Regional Legacy Foundation

Date: 11/16/18

Phone: (641) 455-5260

Address: 111 E. Main, Ottumwa IA 52501

Email Address: sdust@orlf.org

Website: <http://www.orlf.org>