

# 21CCLC Request for Applications

## Application Information

**Applicant Service as Fiscal Agent (Application Agency):**

Storm Lake Community School District

County:

Buena Vista

Amount Requested: (Total for Year 1 from Form D1, Maximum of \$300,000)

\$300,000.00

**Director of Agency:**

Contact Name: (Superintendent, Principal, Executive Director, etc.)

Stacey Cole, PhD, Superintendent

Agency Name:

Storm Lake Community School District

Address: (street address)

419 Lake Avenue

City:

Storm Lake

Zip Code: (5 digit zip code)

50588

Phone: (###)-(###)-(####)

(712) 732-8060

FAX:

(712) 732-8063

Email Address:

scole@slcsd.org

Is the Grant Contact/Project Director the same contact as the Director of Agency?

YES

NO

**Grant Contact/Project Director:**

Contact Name:

Lynn Redenbaugh

Agency Name:

Storm Lake Community School District

Address:

5950 90<sup>th</sup> Avenue

City:

Storm Lake

Zip Code:

50588

Phone:

(712) 213-2110, x3121

FAX:

(712) 213-2114

Email Address:

lredenbaugh@slcsd.org

**Unique Entity Identifier Number: LDVNJCNPFL29**

**Data Collection and Evaluation Contact**

Contact Name:

Jennifer Wilson

Address:

5950 90<sup>th</sup> Avenue

City:

Storm Lake

Zip Code:

50588

Phone:

(712) 221-9787

FAX

NA

Email Address:

woody3483@hotmail.com

**Fiscal Contact (your school or organization’s Chief Financial Officer/Business Manager)**

Contact Name:

Trudy Pedersen

Address:

419 Lake Avenue

City:

Storm Lake

Zip Code:

50588

Phone:

(712) 732-8060

FAX

(712) 732-8063

Email Address:

tpedersen@slcsd.org

**Are you a past grantee?      YES       NO**

**Only past grantees are required to fill out this section.**

**Please respond to the following questions.**

Essa 4203(14) describes how the State educational agency will evaluate the effectiveness of programs and activities carried out under this part. ESSA 4204.2 (E) a description of how the activities will meet the measures of effectiveness described in section 2305(b); ESSA 4205(1) IN GENERAL. – For a program or activity developed pursuant to this part to meet the measures of effectiveness, monitored by the State educational agency as described in section 4203(a)(14).

Have you ever been in non-compliance (received a letter notice from Iowa Department of Education stating non-compliance) with 21CCLC rules and regulations in the past three years?

YES

NO

Did you meet your attendance goals for the past two years? (21CCLC funded sites are required to meet their attendance goals at a rate of 70% in year one and 80% by year three)

YES

NO

Please provide your enrollment numbers for the last three years of your previous 21CCLC grant

2019-2020 school year: SLES - 161	SLMS - 195	
2020-2021 school year: SLES - 133	SLMS - 83	(impacted by COVID-19 pandemic)
2021-2022 school year: SLES - 104	SLMS - 146	(impacted by COVID-19 pandemic)
2022-2023 school year: SLES - 160	SLMS - 144	

Please provide your average daily attendance for the last three years of your previous 21CCLC grant.

2019-2020 school year: SLES - 110	SLMS - 103	
2020-2021 school year: SLES - 82	SLMS - 38	(impacted by COVID-19 pandemic)
2021-2022 school year: SLES - 90	SLMS - 58	(impacted by COVID-19 pandemic)
2022-2023 school year: SLES - 113	SLMS - 98	

Did you meet your academic goals for the past two years?

YES

NO

How many of your local evaluation goals did you meet over the past two years?

Over 75% (100%)    Over 50%    Less than 50%    None

Have much have office referrals been reduced over the past five years of your grant?

Over 75%    Over 50%    Less than 50%    None

Have you provided children with the required snack?

YES

NO

Have you exceeded the snack requirement, by providing a full meal?

YES

NO

How many parent engagement meetings did you have in the last year of your most recent 21CCLC grant?

10 (5 for each building/grant)

How many field trips did you provide in the last year of your most recent 21CCLC grant?

0

Are you charging program fees to families?

YES

NO (no fees are charged to 21CCLC program attendants)

After 5 years, how many community partners for sustainability have been recruited?

More than 50    More than 25    More than 10 (23)    Less than 10

Have you participated in required committee work in the last year? Attended:

All Meetings    Some meetings (3-5)    Rarely participated (1-2)    None

Have you attended required Professional Development in the last year? Attended:

All Meetings    Some meetings (5-9)    Rarely participated (1-4)    None

*These questions provide data on the effectiveness of an existing program. Monitored as required by ESSA and the Iowa Grant Agreement Performance Monitoring section.*

How have you provided notice to the community of your intent to apply?

Examples: public school board meeting, public webpage notice, public advisory board meeting.

Our intent to apply was an informational item on the December 2023 Storm Lake Community School District public school board meeting.

## 21CCLC Request for Applications

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## Forms

### Legal Status of Applicant\*

Please download the “Legal Status of Applicant” document, fill out the form, and upload the complete form using the button below.

*Supported formats: Word or PDF*

**Document name:** *Legal Status of Applicant\_SLCSO.pdf*

### Request for Competitive Priority\*

It is the responsibility of the applicant to request and provide documentation of competitive priority in scoring of applications. In the downloadable form, 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.

Please download the “Request for Competitive Priority” document, fill out the form, and upload the complete form using the button below.

*Supported formats: Word or PDF*

**Document name:** *Request for Competitive Priority\_SLCSO.pdf* (includes documentation)

### Minority Impact Statement\*

Please download the “Minority Impact Statement” document, fill out the form, and upload the complete form using the button below.

*Supported formats: Word or PDF*

**Document name:** *Minority Impact Statement\_SLCSO.pdf*

### Private School Consultation Meeting Log\*

Please download the “Private School Consultation Meeting Log” document, fill out the form, and upload the complete form using the button below.

*Supported formats: Word or PDF*

**Document name:** *Private School Consultation Meeting Log\_SLCSO.pdf*

### Sustainability Planning Template and Previous Sustainability Form\* Sustainability Plan\*

Please download the “Sustainability Plan Form” document, fill out the form, and upload the complete form using the button below.

*Supported formats: Word or PDF*

**Document name:** *Sustainability Plan Template\_SLCSO.pdf*

### **Past Grantee Sustainability Form**

Existing 21CCLC programs are required to document efforts of sustainability according to federal law. This template serves as an opportunity for existing 21CCLC 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 could be considered supplanting.

*Supported formats: Word or PDF. Only submit if you are a past grantee.*

**Document name:** *Previous Sustainability Form\_SLCSO.pdf*

### **Community Partner Official Notice**

Districts that are eligible for a community partner to apply in a high need urban area MUST provide the Iowa Department of Education with official notice of who that partner will be and a partnership and how it will benefit at-risk children in the community.

Failure to provide this official notice will result in ONLY the district application being accepted for grant review. The Community Partner application will not be read but will have the option of re-applying the following year.

**Required for community-based organizations only.**

*Supported formats: Word or PDF*

**Not applicable**

### **Assurances & Agreements Required of All Applicants\***

Please download the "Assurances & Agreements" document, fill out the form, and upload the complete form using the button below.

*Supported formats: Word or PDF*

**Document name:** *Assurances & Agreements\_SLCSO.pdf*

### **Collaborative Signatures \***

Please download the "Collaborative Signatures" document, fill out the form, and upload the complete form using the button below.

*Supported formats: Word or PDF*

**Document name:** *Collaborative Signatures\_SLCSO.pdf*

### **MOU Template\***

Please download the "MOU Template" document, fill out the form, and upload each completed form using the button below. Please upload at least 5 and up to 10 MOUs. If you have more than 10 MOUs, please cite the total number of MOUs in your narrative.

*Supported formats: Word or PDF*

**Document name:** *MOU\_CommEd\_SLCSD.pdf*

**Document name:** *MOU\_ICCC\_SLCSD.pdf*

**Document name:** *MOU\_STARS\_SLCSD.pdf*

**Document name:** *MOU\_Iowa PBS\_SLCSD.pdf*

**Document name:** *MOU\_ISU Extension\_SLCSD.pdf*



## Site Information

### 2022-2025 Site Profile

**School/Agency Name:**

### Target Schools\*

*School Name (can apply for up to 3 sites)    School-Wide Information    # of Youth Served*

	Grades	Total Enrollment	Free and Reduced Lunch Rate	Grades Served by Program	BS	AS	SUM
Storm Lake Elementary School	2 <sup>nd</sup> -5 <sup>th</sup>	814	76.0%	2 <sup>nd</sup> -5 <sup>th</sup>	25	100	0
Storm Lake Middle School	6 <sup>th</sup> -8 <sup>th</sup>	787	68.6%	6 <sup>th</sup> -8 <sup>th</sup>	25	100	0
Total					<u>50</u>	<u>200</u>	<u>0</u>

### Before School (BS) Site Operations\*

Please mark each field NA if it does not apply to your site

**Estimated Start Date:**

August 26, 2024

**Estimated End Date:**

May 30, 2025

**Total Number of Service Days:**

165

**Start Time:** 7:15am

**End Time:** 8:15am

**Days of the Week:** Monday – Friday (5 days per week)

**Total hours of Before School Services per typical week:** 5

## Afterschool (AS) Site Operations\*

Please mark each field NA if it does not apply to your site

Estimated Start Date:

August 26, 2024

Estimated End Date:

May 30, 2025

Total Number of Service Days:

165

Start Time: 3:00pm

End Time: 5:45pm

Days of the Week: Monday – Friday (5 days per week)

Total hours of After School Services per typical week: 13.75

## Summer (SUM) Site Operations\*

Please mark each field NA if it does not apply to your site

Estimated Start Date:

NA

Estimated End Date:

NA

Total Number of Service Days:

NA

Start Time: NA

End Time: NA

Days of the Week: NA

Total hours of Summer Services per typical week: NA

## Family Engagement\*

All 21CCLC programs are required to host a minimum of four family-centered events each year. A general rule of thumb is one per quarter. Examples of events include back to school celebrations, literacy nights, family game nights, recreational events, guest speakers, and so on.

Describe Frequency, Duration, and Dosage:

Family events will be held at least four times per year in partnership with SLES & SLMS, providing activities for Tornado Club families as well as meeting district Title I requirements. Planned events will include open houses during registration, back-to-school days, and/or parent/teacher conferences to provide general information for families. There will also be

evening events with a fun and academic focus on school and family topics. SLES staff, SLMS staff, Tornado Club staff, and partners will provide sessions for parents such as computer access, working at home with children in reading and math, making healthy snack and meal choices, and promoting easy physical activities.

School Name	Total Number of Family Events	Estimated Total Number of Adult Family Members Served
Storm Lake Elementary School	4	300
Storm Lake Middle School	4	300

## Financials

### Coordination of Funds

The SEA monitors the coordination of federal, state, and local funds used in this program. Use of a combination of funding sources should be reflected in your application budget, local evaluation, and in the CASA claims reporting system.

### Funding Estimator

The Funding Estimator is provided as an Excel document and is designed to be a tool to determine the amount of funding needed to implement a successful program. The funding estimator does not need to be uploaded. It is just a resource. This tool is designed to assist you in determining an appropriate budget request. Your partner contributions should be documented and deducted from your accounting for an accurate estimation of request.

## Form D1: 21CCLC Application Funding Request Summary

### 21CCLC Total Funding Request\*

(Before and/or Afterschool and Summer Program Funds)

Number of Program Sites included in Application:

2

Total number of students being served (all sites for one year):

250

Total first-year funding request (all sites):

\$300,000.00

Copy the year one funding request into year two and three. In years four and five funding is reduced to 75 percent.

## 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.

## School Year

Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3 year total)	Number of students served per site per year.
Storm Lake Elementary School	\$150,000	\$150,000	\$150,000	\$450,000	125
Storm Lake Middle School	\$150,000	\$150,000	\$150,000	\$450,000	125

## Summer School

Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3 year total)	Number of students served per site per year.
NA					

## Form D2

Please submit a single spreadsheet with all your D2 forms tabulated. You must complete a form for each site you will operate under your 21CCLC grant.

**Document name:** *Form D1-D2\_Site Budgets\_SLCSO.pdf*

(Website & application name this Form D2; Vic Jaras emailed to applicants as Form D1)

## Form D3

Please submit a single spreadsheet with all your D3 forms tabulated. This form is new this year and provides a summary of your 21CCLC expenditures and partner contributions. You are only required to submit Year 1 of this form. The other tabs in the spreadsheet are provided for your information.

**Document name:** *Form D2-D3\_Program Budget Year 1\_SLCSO.pdf*

(Website & application name this Form D3; Vic Jaras emailed to applicants as Form D2)

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 student. The average daily attendance shows how many attend on a regular basis.

The Grant Application requires you to service 70% of the D1 number by the end of the year 1. The Grant Application requires you to serve 80% of the 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 engagement activities and you develop positive relationships with the students, you should have no trouble with increasing regular attendance.

If you are having trouble with meeting your goals, you are responsible to contact the SEA for help. There are many options that can help increase enrollment, attendance and decrease referrals in this program.

Failure to meet your attendance goals can result in reduction in your federal funding. You award for the following year may be reduced due to insufficient attendance this year.

## **Form D4: 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. Please indicate if you are a public entity or a private/non-profit by checking the appropriate box below and then use the text box at the bottom of the page to answer the questions regarding fiscal resources for start-up costs and operational costs.

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).

Check this box if you are a private nonprofit organization, private for profit organization, community-based organization, or Tribal Council.

In the textbox below, please describe your funding sources that can be used to start up and operate the program for up to three months. For example, public entities should include their budget line item number, account numbers, or any other applicable references. Private organizations should describe cash, lines of credit, emergency loans, etc. 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.

Storm Lake Community School District general funds will be used to start up and operated the 21CCLC Tornado Club program at Storm Lake Elementary School and Storm Lake Middle School for the first three months.

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

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### Basic Service Components

If location for the program is different from the school where children attend, list both below:

School or Site/Building Name: Storm Lake Elementary School

School or Site/Building Name: Storm Lake Middle School

School or Site/Building Name: \_\_\_\_\_

Do you plan to provide any of the following to meet the nutrition/food access needs of students? (Check or highlight all that apply):

- Full meal (best practice)
- Backpack program (<https://www.foodbankiowa.org/backpack>)
- Snack (required by federal statute)

Do you plan to follow best practices?

Yes, we will provide a free program to at-risk students in poverty as outlined in the guidance and consistent with the priority description in the application. All students on FRPL will attend for free. Only parents who can afford the program will pay a fee. Best Practice is that applicants serve a minimum of 50% of FRPL children at each school in the application to receive the bonus points.

No, we propose to charge parents fees. Note: According to Federal rules, program fees are considered income and must be disclosed and deducted from costs on the quarterly claim form. See Financial Guidance for details. Programs that charge fees must submit their enrollment forms on an annual basis to the SEA for an equity review.

## 21CCLC Request for Applications

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### Proposal Narrative

We STRONGLY encourage you to save the narrative sections of this application in a Word Document since you cannot save your grant progress and come back to it later. Character limits are noted for each section (4,000 characters is the equivalent to one page of text in Arial size 12 font).

#### Abstract (Not scored)

The abstract should include summaries of each of the narrative sections and provide documentation of competitive priority status, if being requested.

The number of students served:                   250                  

The total amount requested per year:           \$300,000          

The total amount per student:                   \$1,200                  

*(total amount requested divided by total number of students served)*



*Character limit: 8,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks are unavailable.*

[Grab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

**\*\*Section too large for text box. See below:**

Storm Lake Community School District (SLCSD) and Community Education are jointly submitting this grant application to serve a total of 250 students - 125 second through fifth grade students at Storm Lake Elementary School (SLES) and 125 sixth through eighth grade students at Storm Lake Middle School (SLMS). SLCSD will serve as lead agency and fiscal agent.

We request Competitive Priority as a jointly submitted application to serve schools designated as “Comprehensive” (SLES) or “Targeted” (SLMS).

Tornado Club is Storm Lake Community School District’s before and after school program, currently providing opportunities for preK-8<sup>th</sup> grade students at four district buildings – East Early Childhood Center (EECC), Storm Lake Early Elementary School (EES), Storm Lake Elementary School (SLES), and Storm Lake Middle School (SLMS). These programs are currently funded with grant funds, district funds, and attendance fees at non-21CCLC sites.

~~ EECC (PreK) – district funds and attendance fees

~~ EES (K-1<sup>st</sup>) – 21CCLC grant began July 2023

~~ SLES (2<sup>nd</sup>-5<sup>th</sup>) – district funds & attendance fees (21CCLC grant ended June 2023)

~~ SLMS (6<sup>th</sup>-8<sup>th</sup>) – 21CCLC grant ending June 2024

No fees will be charged to 21CCLC program attendees at SLES or SLMS if new 21CCLC funding is awarded to SLCSD.

**Student Need** – Academic, Supervision & Transportation, Family Resources

Storm Lake Community School District (SLCSD) has a K-12 enrollment of 2,693. Students are below state averages for math and reading proficiencies on state assessments. Students who qualify for FRPL and ELL students are trailing even farther behind their peers.

Storm Lake does not have a recreation center, YMCA, or childcare facility. Parents begin work before school starts, and/or work later than the regular school day. Many are single parents, or both parents are working, with some working multiple jobs. More than 40% of families take advantage of transportation provided by SLCSD.

Family members of students need skills to support their children’s educational success based on a survey of district families. SLCSD has a transient and migrant population with more than 150 new students enrolling each school year at SLES & SLMS.

### **Project**

Local goal and activities to impact Academic Needs – Provide high quality activities to help students meet and/or exceed proficiency goals in reading & math, with additional supports for ELL and FRPL students to close achievement gaps.

- ~~ Small group reading and math activities provided by certified teachers and school day staff
- ~~ *Imagine Learning* online program for ELL and struggling readers
- ~~ STEM project-based activities provided by partners

Local goal and program components to impact Supervision and Transportation Needs – Provide a safe and constructive use of leisure time to help youth acquire new skills, hobbies and interests that improve academic performance and peer relations.

- ~~ Tornado Club 21CCLC program hours for early drop off and after school care
- ~~ Enrichment activities that are appropriate for ages, grade levels, and current skills make learning fun so students want to attend. These include recreation time to promote physical fitness; hands-on activities and clubs to promote a variety of interests and learning styles; and game time with a focus to promote social interaction while reinforcing the Social Emotional Learning (SEL) programs at each building.
- ~~ School bus and driver to safely transport students home

Local goal and opportunities to impact Family Resource Needs – Provide engaging opportunities for parents to acquire literacy tools and skills, and parent/child relationship building experiences that will support their children’s academic success.

- ~~ Family events at least four times each year in collaboration with SLES & SLMS staff and supported by community partners
- ~~ HSED, ESL and Adult Basic Education courses through Iowa Central Community College
- ~~ Information and access to local services through SLES & SLMS family resource staff

### **Research Base**

The Tornado Club director, site coordinators, evaluation team, SLES/SLMS leadership team, instructional strategists, and/or classroom teachers will research all activities to be implemented and confirm their alignment with state, national and Common Core standards. When possible, research-based activities will be chosen. Curriculum and materials will complement what is used during the school day and include *American Reading Company*, *My Perspectives*, *Imagine Math*, *Imagine Math Facts*, *Illustrative Mathematics*, *Imagine Learning*, FIRST® LEGO® League, PBS Kids Lab, After School Adventures-Operation: Math in Action, and Let’s Play Sports.

### **Management and Sustainability Plan**

Tornado Club will be staffed to provide the greatest benefit for our students and their families. The current program director has more than 20 years of professional experience in out of school time programming in SLCSO. All project staff leading academic activities will be certified teachers or meet Title 1 guidelines for paraprofessionals. The director and site coordinators will receive guidance from an advisory committee composed of parents, teachers, building administration, and representatives from each of our collaborative partners.

Sustainability and continuous improvement of the Tornado Club program is guided by the comprehensive evaluation plan and communication plan, dedication of our partners, and commitment of staff and administration. We will leverage existing school and community resources to provide diverse opportunities for our students and their families.

### **Partnerships**

SLCSD will use 21CCLC funding and contributions of partners to offer a wide range of services and programs to SLES & SLMS students and their families. We will build upon existing collaborations and connect existing programs to avoid duplication of services. Tornado Club partners include Community Education, Iowa PBS, Iowa Central Community College, STARS Mentoring Program, Iowa State University Extension, Storm Lake Public Library, Buena Vista University, and Buena Vista Regional Medical Center.

### **Evaluation**

Throughout the year we will complete a comprehensive and rigorous evaluation of our 21CCLC program that provides both process and outcome evaluation results. Monitoring data will be collected to identify challenges and celebrate successes, while recording efforts and methods used. All requested data and program information will be provided to the Iowa Department of Education as required.

### **Student Needs Assessments (20 possible points)**

This section describes in detail the needs assessment, objective data, and resources available as well as a description of how these conclusions were reached. This section should include:

- Strong evidence utilizing objective data that very clearly defines the student need for a before and/or after school program (may include weekends, holiday, and summer).
- An evaluation of school and community resources available (including other accessible before and after school programming), and convincingly documents how proposed program will address student needs (including needs of students with working families).
- Evidence of how stakeholders (youth, parents, and partners) were identified and the results of those discussions that led to your decision to apply for funds and program development. Example: survey, focus groups, interviews.
- A description of the impact you are going to make with the youth to be served.
- Title program data.
- Achievement gap information.
- Total student population and the number you plan to serve from each school/site.
- A summary of transportation, safety, and accessibility components.

NOTE: The 21CCLC program puts forth sound measures of effectiveness to guide local grantees. All programs must indicate how each program activity satisfies the Measures of Effectiveness described in the law. For a program or activity to be compliant with this component of the law, monitored by the SEA as described in section 4203(a)(14), such program or activity shall –

1. Be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities;
2. Be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
3. If appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards;

4. Ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures;
5. And collect the data necessary for the measures of student success described in (D).

*Character limit: 12,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks are unavailable.*

[Grab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

**\*\*Section too large for text box. See below:**

## **2.1 Objective data; resources; Title programs data; transportation, safety, accessibility**

This grant application is jointly submitted by Storm Lake Community School District (SLCSD) and Community Education to provide before and after school activities for 250 students. By the end of the third year with 21CCLC grant funding, we propose to serve a daily average of 125 second through fifth graders at Storm Lake Elementary School (SLES) and 125 sixth through eighth graders at Storm Lake Middle School (SLMS).

SLCSD has a K-12 enrollment of 2,693. Beginning with the 2024-2025 school year, SLES will serve 2<sup>nd</sup>-5<sup>th</sup> grades (previously 1<sup>st</sup>-4<sup>th</sup>) and SLMS will serve 6<sup>th</sup>-8<sup>th</sup> grades (previously 5<sup>th</sup>-8<sup>th</sup>). In summer 2024, SLCSD plans to complete the first grade wing of a new building that will ultimately serve pre-K through first graders. The kindergarten wing opened in January 2022. The new building and relocation of grade levels was approved by voters to address growing district enrollment and limited building space.

Historical data provided here is for 1<sup>st</sup>-4<sup>th</sup> grade students at SLES and 5<sup>th</sup>-8<sup>th</sup> grade students at SLMS since these are the grade level data reported to the Iowa Department of Education for these buildings in 2021-2022 and 2022-2023.

### **Academic Need**

2023 Title I data: 54.5% of SLES students and 30.6% of SLMS students are English Language Learners (ELL); 76.0% (SLES) & 68.6% (SLMS) qualify for free or reduced price lunch (FRPL); and 89.2% (SLES) & 85.8% (SLMS) are part of our significant minority population.

SLES has a 2023 ESSA support performance status of *Comprehensive Year 2*, with a Targeted Status of *Not-Met*. Overall score was 41.62 compared to the state average of 54.81 and overall performance was *Priority*.

SLMS has a 2023 ESSA support performance status of *Extended Targeted Year 2*, with a Targeted Status of *Targeted*. Overall score was 48.16 compared to the state average of 54.81 and overall performance was *Needs Improvement*.

2023 State Assessment data: SLES & SLMS students are below state averages for math and reading proficiencies on state assessments. Students who qualify for FRPL and ELL students are trailing even farther behind their peers. English Language Arts – 43.07% of all SLES students and 52.51% of all SLMS students are proficient (state average is 71.4%); 39.51% (SLES) & 47.35% (SLMS) of FRPL students are

proficient; and only 18.89% (SLES) & 12.44% (SLMS) of ELL students are proficient. Mathematics – 41.58% of all SLES students and 46.51% of all SLMS students are proficient (state average is 69.5%); 35.87% (SLES) & 41.86% (SLMS) of FRPL students are proficient; and, 23.89% (SLES) & 20.9% (SLMS) of ELL students are proficient.

Tornado Club has positively impacted both English and math scores through our current and previous 21CCLC grant programs. Local evaluations for the past two school years show that 4<sup>th</sup>-8<sup>th</sup> grade regular 21CCLC program participants improved by 79.7% and 86.2% in English scores (GPRA Measure 1A), while math scores improved by 75.4% and 82.9% (GPRA Measure 1B).

Tornado Club at SLES & SLMS will address reading & math needs with small group activities designed for identified students. Certified teachers & school day staff will facilitate groups using supplemental materials and online programs for curriculum utilized during the school day – *American Reading Company* (2<sup>nd</sup>-6<sup>th</sup>), *My Perspectives* (7<sup>th</sup>-8<sup>th</sup>), *Imagine Math* (2<sup>nd</sup>-5<sup>th</sup>), *Imagine Math Facts* (2<sup>nd</sup>-5<sup>th</sup>), and *Illustrative Mathematics* (6<sup>th</sup>-8<sup>th</sup>). Tornado Club will recruit new students by reviewing data for FRPL & ELL students scoring below proficient or with achievement gaps. Identified students will be invited via letter, in English & Spanish, or phone call from a teacher as appropriate. We will provide access to *Imagine Learning* and *ARC* for ELL students and struggling readers. Our program will give them more practice time and trained staff to help. Other academic activities will reinforce school day learning for math, reading and science. Activities may include STEM and reading enrichment activities, Iowa PBS supplements (*After School Adventures-Operation: Math in Action*, [pbskids.org/lab](http://pbskids.org/lab)), book clubs, robotics club, and career & technical exploration.

#### Supervision and Transportation Needs

Our families need an accessible program offering activities before and after school, in a safe facility with transportation. Data from 2023 fall surveys show 85% of parents report safe supervision and transportation home or to a babysitter as top priorities.

Storm Lake does not have a recreation center, YMCA, or childcare facility. Parents begin work before school starts, and/or work later than the regular school day. Many are single parents, or both parents are working, with some working multiple jobs.

SLES & SLMS are on the edge of town and few students are able to walk home after Tornado Club. More than 40% of families take advantage of transportation provided by SLCSO. The school bus currently provided by SLCSO for transportation home after Tornado Club will be beyond capacity when we increase the number of students from these two buildings. Transportation costs for an additional bus (driver salary & fuel expense) is being requested in this application.

Total program time will exceed the 60 hours per month required by the grant. One-hour morning programs will serve 25 SLES & 25 SLMS students. Students will complete homework, play games with friends, participate in a walking program, or ELL, math and reading activities before breakfast. We request 21CCLC funds for two staff at each building to support a minimum 1-to-15 staff/student ratio.

Afternoons will begin right after school with a healthy snack which meets USDA nutrition guidelines, homework completion, and recreation time. Academic and enrichment activities will follow. Planned activities are in the Project section. A school bus will provide safe transportation home, parents will pick students up at school, or students will walk home only with prior parent permission. We will serve 100

2<sup>nd</sup>-5<sup>th</sup> grade students at SLES & 100 6<sup>th</sup>-8<sup>th</sup> grade students at SLMS for 2.75 hours each afternoon, and request funding for ten staff at each building to support a 1-to-10 average staff/student ratio. Staff schedules and ratios will vary depending on the activity. See the Management section for details.

SLCSD provides facilities, funding for online registration and attendance software, and 50% of Tornado Club site coordinator & director salaries. Our community partners are committed to provide activities to support students and their families.

Our before and after school programs and family events are held at SLES & SLMS. These are the buildings that public school students attend during the regular school day. Both buildings are single-level facilities, handicap accessible, safe and accommodating to all students and their families.

#### Family Resource Need

Family members of SLCSD students need skills to support their children's education success. More than 25% of parents struggle to help with homework or read with their children based on a survey of district families.

Almost 30% of SLCSD families need interpreters at school events and meetings based on school registration data. The most commonly requested language is Spanish. Like their children, parents do not have English as their primary language. Many of these have not completed their high school education and express interest in Adult Basic Education opportunities. Iowa Central Community College, located in Storm Lake, offers English Second Language (ESL) classes, High School Equivalency Diploma (HSED) completion, and Adult Basic Education (ABE) classes. We will make sure our families know of these opportunities and track the number of 21CCLC families utilizing them.

Family events will be held at least four times per year in partnership with SLES & SLMS, providing activities for Tornado Club families as well as meeting district Title 1 requirements. SLES staff, SLMS staff, Tornado Club staff and partners provide sessions for parents such as computer access, working at home with children in reading and math, making healthy snack and meal choices, and promoting easy physical activities.

SLCSD has a transient and migrant population. In 2022-2023, more than 150 new students enrolled in SLES & SLMS. New families need information about community services. Each district school building has a Facilitator of Student/Family Resources on staff. School staff identify and refer families for medical, dental, vision, mental health, warm coats, and food pantry services.

Interpreters will be available when needed for all activities, and all written communication sent home to parents is translated into Spanish.

In order for the 21CCLC program and planned activities to succeed, many resources will be utilized:

- ~~ Storm Lake CSD - space & utilities; professional development for Tornado Club staff; program, student & staff support from SLES & SLMS principals; evaluation & programming support from the SLES & SLMS instructional strategists
- ~~ Community Education – coordination of facilities use, program registration and attendance tracking software
- ~~ Iowa State University Extension – STEM programming
- ~~ Storm Lake Public Library – Family Creative Learning activities, book clubs
- ~~ STARS Mentoring Program – SEL student support & relationships

- ~~ Iowa PBS – multi-media math and reading supplements and staff training
- ~~ Lunchtime Solutions – selection of snacks meeting USDA nutrition guidelines
- ~~ Iowa Central Community College – Adult Basic Education, ESL, and HSED classes
- ~~ Community volunteers

## **2.2 Stakeholders engaged in identification of needs and development of program**

As an on-going part of our current Tornado Club programs, students identify interesting activities through focus groups, surveys and one-on-one conversations with staff. Choices are reflected in some of the activities described in this proposal. Through brainstorming sessions and daily choices, students decide some recreation, service learning, art, and computer activities.

The Tornado Club director or building site coordinator attends school parent meetings, family events, and is available during parent/teacher conferences. We also rely on surveys and one-on-one communication between parents and staff during the after school program. Parents share information about what they would like to see added, removed or continued in Tornado Club, and discuss the reasons their children need our program. Our advisory committee includes parents representing each of our grade levels and the diversity of our students. During Tornado Club and at all meetings, bilingual staff or parents are available so that everyone can be understood and share ideas. Parents were, and will continue to be actively involved in identification of needs, development and evaluation of the program.

In addition to youth and parents, stakeholders in the before and after school program include Storm Lake CSD administrators, Community Education, ICCC, STARS Mentoring Program, Storm Lake Public Library, Iowa PBS, Lunchtime Solutions, and ISU Extension. Each partnership represents an established relationship between the community organization and the before and after school program or school district. The Tornado Club director met with partners during the identification of student, program and family needs, and development of the grant application.

Our most recent in-person meetings and surveys of parents, students, and stakeholders took place this fall in preparation for this grant application. 100% of district administrators & community partners agree that 2<sup>nd</sup>-8<sup>th</sup> grade students and families need this program, and they are willing to continue actively supporting Tornado Club. Students report they like hanging out with friends at Tornado Club most, followed closely by the activities, the teachers, and feeling safe. 100% of parents agree that their child looks forward to and feels safe at Tornado Club.

### **Project (24 possible points)**

This section describes in detail the program that is proposed to meet the needs reported in the previous section. This section should include:

- Your organization’s expertise in providing out-of-school time programming. Your organization’s ability to impact academics, enrichment, and overall youth development practices for the larger benefit of youth enrolled in your program.
- The proposed academic, enrichment, and family literacy/enrichment activities with links to your Student Needs Assessment, how they fit with the 14 eligible federal activities

and what curricula you plan to use. Please note that the 21CCLC grant has a strong emphasis on literacy and math; these should be specifically addressed. Family literacy events should positively impact the students' families/students themselves and should align with the needs assessment.

- The days and hours of operation. Note that programs planning to serve youth in summer are expected to have a minimum of 30 days of service.
- Your plan to provide a snack (minimum) or full meal (preferred) for youth daily that meets USDA nutrition guidelines.
- Detail reasonable goals and objectives.
- Align with school day instruction through relationships with school day staff and/or state or national standards.

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### **3.1 Activities and curriculum linked to needs**

#### Scope of Operation

We are requesting 21CCLC funding to support a total of 250 students – 125 2<sup>nd</sup>-5<sup>th</sup> grade students at SLES & 125 6<sup>th</sup>-8<sup>th</sup> grade students at SLMS – on 165 days during the school year. We will offer one hour before school and 2.75 hours after school, Monday through Friday, which exceeds the 60 hours minimum contact time each month. We choose to focus our efforts during the school year, as we would be unable to meet required 21CCLC student attendance and minimum days during the summer.

The lists below offer comprehensive evidence of how Tornado Club proposed activities are linked to identified student needs. Activities, components, and opportunities are chosen and designed to positively impact academic achievement and social outcomes for SLCS D students.

#### Activities to impact Academic Needs

- ~~ Small group reading & math activities and homework help supporting school-day curriculum, chosen by instructional strategists and provided by certified teachers and school day staff
- ~~ *Imagine Learning* online program and *ARC* for ELL and struggling readers
- ~~ STEM project-based activities provided by partners

#### Program components to impact Supervision and Transportation Needs

- ~~ Tornado Club 21CCLC program hours for early drop off and after school care



- ~~ Enrichment activities that are appropriate for ages, grade levels, and current skills make learning fun so students want to attend. These include recreation time to promote physical fitness; hands-on activities and clubs to promote a variety of interests and learning styles; and game time with a focus to promote social interaction while reinforcing the Social Emotional Learning (SEL) programs at each building.
- ~~ School bus and driver to safely transport students home

#### Opportunities to impact Family Resource Needs

- ~~ Family events at least four times each year in collaboration with SLES & SLMS staff and supported by community partners
- ~~ HSED, ESL and Adult Basic Education courses through Iowa Central Community College
- ~~ Information and access to local services through SLES & SLMS family resource staff

Curriculum, materials and activities used during Tornado Club math and reading small groups will complement what is used during the school day. This provides connections to positively affect student needs and reach academic goals. Based on data compiled for our 21CCLC local evaluation, last year more than 85% of regular participants improved their English scores and almost 83% improved math scores on state assessments. Academic supports include *American Reading Company (ARC)* which is “designed to accelerate learning, dramatically improving outcomes for both students and teachers” (<https://www.americanreading.com>), and *My Perspectives*, an online language arts curriculum that “develops college competencies and encourages social collaboration in a student-centered learning environment” (<https://www.savvas.com/solutions/literacy>). *Imagine Math* and *Imagine Math Facts* “strive for instilling math confidence in every child” (<https://www.imaginelearning.com/products/math>), while *Illustrative Mathematics* is a “problem-based core curriculum designed to address content and practice standards to foster learning for all” (<https://www.illustrativemathematics.org/math-curriculum>). *Imagine Learning* is a research-based, instructionally differentiated language and literacy software program. It provides interactive activities, videos, songs and games for ELL students and struggling readers (<https://www.imaginelearning.com/products/ela>). A discussion of research behind each of these products is in the Research section.

### **3.2 Variety of eligible federal activities; daily snack**

All proposed activities provided by Tornado Club staff and partners fit within eligible federal activities as shown below:

- ~~ Remedial education and academic enrichment – homework help, small group reading and math small groups, *ARC*, *My Perspectives*, *Imagine Math*, *Illustrative Mathematics*, *Imagine Learning*
- ~~ Literacy – *Imagine Learning*, *ARC*, *My Perspectives*, partner activities with Storm Lake Public Library
- ~~ STEM and Computer Science – partner activities with ISU Extension and Iowa PBS, *Imagine Math*, *Illustrative Mathematics*
- ~~ Family Engagement – partner activities with Iowa Central Community College and Storm Lake Public Library, family events, SLES & SLMS family resource staff
- ~~ Arts and Music – various enrichment activities linked to school day instruction
- ~~ LEP/ESL (ELL)– *Imagine Learning*, *ARC*, partner activities with Iowa Central Community College
- ~~ Physical Fitness – organized activities and free-play time to promote a healthy lifestyle
- ~~ Character Education – activities to reinforce and support the SEL program at each building

All certified teachers and school day staff use their knowledge of Common Core standards to guide small group activities. Practices in place during Tornado Club activities showed positive results when implemented after school. Our 2022-2023 local evaluation results show that 4<sup>th</sup>-8<sup>th</sup> grade students made greater gains (86.2% reading, 82.9% math) toward proficiency and closing gaps than those who did not attend (71.9% reading, 60.2% math). These are results we propose to replicate with new 21CCLC funding at SLES & SLMS.

Every afternoon will begin with a nutritious snack that meets USDA National School Lunch Program snack guidelines. Snacks are selected and prepared by Lunchtime Solutions, Inc., which is the food service provider for SLCSO. Tornado Club staff track and report snack counts for reimbursement utilizing the At-Risk After School Meals program through the Child and Adult Food Care program. There is no cost to Tornado Club or the 21CCLC grant for after school snacks.

### **3.3 Family engagement activities**

Tornado Club family engagement opportunities are chosen to make a positive impact to the needs of our students and their families. This is possible through partnerships with Iowa Central Community College (ICCC), Storm Lake Public Library, and SLES & SLMS family resource personnel.

ICCC offers High School Equivalency Diploma (HSED), English Second Language (ESL), and Adult Basic Education classes on the ICCO campus in Storm Lake. Family members are able to support their child's academic success with skills learned in these courses.

Storm Lake Public Library provides opportunities for parents to support their child by hosting Family Creative Learning events showcasing PBS KIDS Play & Learn app, a free, bilingual app designed specifically for parents (<https://pbskids.org/apps/pbs-parents-play-learn.html>). They will also provide information and support at family events for in-person and online library access for Tornado Club students and their families.

SLES & SLMS Tornado Club sites will host at least four family events each school year. Activities may include sessions about helping their child at home with reading and math, making healthy snack and meal choices, and promoting physical activity. SLES & SLMS family resource staff will invite local community agencies to share available resources with families at these events.

### **3.4 Goals and objectives to meet student needs**

Tornado Club will collect and report data as required for federal GPRA measures and other Annual Performance Report information.

The information below identifies logical, clear & measurable **local goals** which address identified academic, program & family engagement needs.

#### **Local Goal 1 will impact Academic Needs**

Provide high quality activities to help students meet and/or exceed proficiency goals in reading & math, with additional supports for ELL and FRPL students to close achievement gaps.

**Outcome Objective 1.1:** 80% of regular attendees (more than 30 attendance days) will exceed *expected growth*\* on reading assessments annually. Assessment tools will include FAST (3x/year), ISASP (1x/year) or other required state tests for 2<sup>nd</sup>-8<sup>th</sup> grade students.

**Outcome Objective 1.2:** 80% of regular attendees (more than 30 attendance days) will exceed *expected growth\** on math assessments annually. Assessment tools will include *Imagine Math* (on-going), *IXL Real-Time Diagnostic for Math* (on-going), ISASP (1x/year), or other required state tests for 2<sup>nd</sup>-8<sup>th</sup> grade students.

\*Growth for Goal 1 outcome objectives will be measured on individual student baseline data and *expected growth* from that starting point. All data will be disaggregated and reported based on FRPL, ELL status, regular Tornado Club attendees & non-Tornado Club students.

**Activities:** Small group activities using *ARC, My Perspectives, Imagine Math, Imagine Math Facts, and Illustrative Mathematics*; STEM project-based activities provided by partners; *Imagine Learning*.

#### Local Goal 2 will impact Supervision and Transportation Needs

Provide a safe & constructive use of leisure time to help youth acquire new skills, hobbies & interests that improve academic performance & peer relations.

**Outcome Objective 2.1:** 95% of regular attendees (more than 30 attendance days) will report learning new skills and feeling safe at school, measured by student surveys.

**Outcome Objective 2.2:** Anti-social behaviors for regular attendees (more than 30 attendance days) will decrease by 5% annually, measured by discipline referrals.

**Activities:** Before school program (homework help, computer time, games, walking, math/reading groups), enrichment time after school (recreation, SEL support, hands-on activities, clubs), school bus after program.

#### Local Goal 3 will impact Family Resource Needs

Provide engaging opportunities for parents to acquire literacy tools and skills, and parent/child relationship building experiences that will support their children's academic success.

**Outcome Objective 3.1:** SLES, SLMS, Tornado Club and grant partners will provide at least four family events each school year to promote literacy, STEM activities, family relationships, and community resources.

**Outcome Objective 3.2:** 95% of Tornado Club families will report satisfaction with family activities, measured by event and/or annual parent surveys.

**Activities:** HSED, ESL, ABE classes with ICCC; Family Creative Learning with SL Public Library; family events; coordination with SLES & SLMS family resources staff.

### **3.5 Program links to school day**

Tornado Club will employ school day staff, both certified teachers and paraprofessionals, to lead before and after school activities at SLES & SLMS. The Tornado Club director will be a member of the SLES & SLMS leadership teams which includes classroom teachers, ELL & Title teachers, principal, and instructional strategist. The teams meet to review student data, plan staff professional development, and suggest topics for staff meetings. Tornado Club site coordinators work in their school building during the school day for prompt interaction with teachers or students. Classroom teachers and instructional strategists identify Tornado Club students for small group inclusion. Parents of students are contacted and recommendations made for attending after school activities. All Tornado Club academic

activities are approved by the principal, instructional strategist, or leadership team, providing alignment with state, national and Common Core standards. On-going communication with the principal and instructional leadership team ensure alignment with the district CSIP.

Tornado Club site coordinators share information with after school staff as needed and appropriate. Staff meet daily for 10 minutes to talk about schedules, activities, and student needs. Each Tornado Club site coordinator will meet once per month, or more if needed, with staff from each grade level for about 30 minutes. This allows for guidance on program activities and discussions relating to specific students. Meeting with specific grade level staff protects the privacy of students being discussed. Separate two hour meetings are held monthly with all staff for professional development and team-building.

### **3.6 Experience with education and enrichment activities**

The Tornado Club director has more than 20 years of professional experience in out of school time programming in SLCSO. She managed two 21CCLC grants as K-4<sup>th</sup> grade site coordinator before moving into the director position in 2021 to provide oversight and support for the district's preK – 8<sup>th</sup> grade Tornado Club programs at four buildings.

SLCSO has extensive experience managing federal, state, and local grant programs benefiting our preK – 12<sup>th</sup> grade students. We have operated 21CCLC programs at our elementary and middle school with positive outcomes at both. In 2022-2023, 21CCLC 4<sup>th</sup>-8<sup>th</sup> grade Tornado Club students made greater gains (86.2% reading, 82.9% math) toward proficiency and closing gaps than those who did not attend (71.9% reading, 60.2% math). Prior years academic results were negatively impacted by the COVID pandemic for Tornado Club and non-Tornado Club students. Discipline referrals, which were already minimal, decreased between 4-8% each year; and attendance at Tornado Club continues to rebound after a few years affected by COVID-19 restrictions. These are results we propose to continue in order to positively impact the academic performance and social development of our students. SLCSO Tornado Club will use lessons learned from previous successes and challenges to guide the programs at SLES & SLMS.

### **Research Base (5 possible points)**

This section describes in detail the research performed to support the program. This section should include:

- A description of the research including citations from multiple sources justifying your program design. Local evaluation data should be used when possible. If this data is not available, an explanation is required.

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#### **4 Strong research base**

Students who participate in out-of-school programs for more days, and take part in a wide range of activities, have better attitudes, behavior and performance in school (Kauh, 2011). After school programs that follow evidence-based practices are successful in promoting young people's personal and social development (Durlak, Weissberg, & Pachan, 2010). Intensive small-group instruction or individual tutoring has been shown to be an effective approach for out-of-school time programs to positively impact academic success (Lauer et al., 2006). Data compiled for local evaluations of current and past Tornado Club programs show that 4<sup>th</sup>-8<sup>th</sup> grade regular 21CCLC program participants improved 79% & 86.2% in English scores, while math scores improved by 75.4% and 82.9%; and 100% of Tornado Club participants completing student surveys reported learning new skills and feeling safe at programs.

Research shows that SEL programs have a significant effect on students behavior when implemented effectively (Berkowitz & Bier, 2005). 72% of 21CCLC program participants showed improvement in student behavior based on office referrals.

The Tornado Club director, site coordinator, evaluation team, leadership team, instructional strategists, and/or classroom teachers will research all activities to be implemented and confirm their alignment with state, national and Common Core standards. When possible, research-based activities will be chosen. Below are some examples of after school activities and the research or evidence behind their success.

- ~~ Math and reading small groups led by certified teachers and school day staff – Materials and activities used during math and reading groups complement what is used during the school day. They include *American Reading Company (ARC)* (<https://www.americanreading.com/research-and-results/case-studies/>), *My Perspectives* (<https://www.savvas.com/resource-center/more-topics/research-and-efficacy>), *Imagine Math*, and *Imagine Math Facts* (<https://www.imaginelearning.com/research/#supplemental-intervention>), and *Illustrative Mathematics* (<https://illustrativemathematics.org/im-experience/case-studies/>). All staff use their knowledge of Common Core standards to guide small group instruction. Practices in place have shown positive results with students since being implemented at SLES & SLMS after school in 2020.
- ~~ *Imagine Learning* – A research-based, instructionally differentiated language and literacy software program. It provides interactive activities, videos, songs, and games for ELL students and struggling readers. (<https://www.imaginelearning.com/research/#supplemental-intervention>)
- ~~ FIRST® LEGO® League – introduces STEM through fun, exciting, hands-on learning. Age appropriate activities ignite students' natural curiosity and focus on fundamentals where they learn to design and code using LEGO® bricks. Older students research, problem-solve, code and engineer LEGO® robots for local, state, national, and global competitions. (<https://www.firstlegoleague.org>)

- ~~ Pbskids.org/lab – “PBS KIDS Lab is built on the belief that every new technology is an opportunity for learning. We work closely with researchers and advisers every step of the way, from building curriculum frameworks to ensure that all of our content aligns to state and national standards, to testing early prototypes with kids.” (<http://pbskids.org/lab/about/>)
- ~~ *Afterschool Adventures-Operation: Math in Action* – This Iowa PBS curriculum uses play-based hands-on activities, online or mobile games, videos, and books to help support learning. (<https://iowa.pbslearningmedia.org/resource/kids-lab-lesson-afterschool-adventure/pbs-kids-afterschool-adventure/#.WZ80WT6GNnQ>)
- ~~ *Let’s Play Sports* – A physical activity supplement researched and developed by the Iowa Parks and Recreation Department that provides grade-specific sessions in a variety of sports such as football, golf, baseball or softball, wrestling, basketball, soccer, and cheerleading.

### Management and Sustainability Plan (20 points)

This section describes in detail how your program will be managed and the steps you are taking to ensure sustainability for programming after the grant funds are complete. This section should include:

- The plan to ensure effective staffing including a description of how you plan to recruit and retain high-quality staff, your leadership development plan, how staff will ensure alignment with school day instruction, and how the program will use volunteers including senior-aged volunteers to support youth.
- The plan to provide or ensure safe and inclusive transportation, building or site security, and accessibility. Note that rural sites will be given leeway by peer reviewers regarding transportation services. It is also allowable to have parents pick up their children from programming.
- The development and engagement of a stakeholder group that meets regularly to provide input and support to program leadership.
- A continuous improvement plan.
- Sustainability planning that includes a description of how your site will engage with community partners and how resources will be leveraged to support the program. Note: Applicants are required to upload a minimum of five Memorandum of Understanding (MOU) documents providing proof of engagement with partners.
- If you are a previous grant recipient, you must also provide a description and evidence of a minimum of five years of sustainability.

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## **5.1 Effective staffing, recruitment and retention; professional development; leadership**

Tornado Club activities will be staffed to provide the greatest benefit for our students and their families. We will provide small group academics staffed at a maximum of 1-to-6 staff/student ratio. Other academic activities will have a 1-to-10 ratio. Educational enrichment activities will have a 1-to-15 ratio and a 1-to-20 ratio will be used for recreational activities. Our morning program will have a minimum 1-to-15 ratio. Staff available for family activities will be determined by the activity, with parents in attendance to assist and supervise their children.

All project staff leading academic activities will be certified teachers or meet Title I guidelines for paraprofessionals. Many Tornado Club college staff are pursuing an education degree and have child development experience. Bilingual staff members will assist in communication with students and parents. Staff will work with the same students or grade level allowing them to build relationships with students. Partners have qualified staff in place for their activities.

Certified teachers, paraprofessionals, general staff, and volunteers are recruited from SLCSO employees, substitutes, retired staff, Buena Vista University, Iowa Central Community College, and the community. Volunteers of all ages, middle and high school students, parents, and seniors, are recruited and coordinated through our volunteer program. Paid and volunteer positions are posted on the SLCSO website and in the local newspaper. Word of mouth among current staff has produced success in attracting qualified personnel. A panel reviews applications and interviews applicants. Depending on the position being filled, this panel may include the Tornado Club director, site coordinator, principal, or members of the advisory committee. Staff reviews are held once per year or as necessary, with an open-door policy in effect for staff to contact the site coordinator or director with concerns or program suggestions. Pay for all staff is comparable to similar positions within the district and community which supports retention of quality staff.

Each site coordinator will meet once per month, or more if needed, with staff from each grade level for about 30 minutes. This allows for guidance on program activities and discussions relating to specific students. Meeting with specific grade level staff protects the privacy of students being discussed. Separate two hour meetings are held monthly with all staff for professional development and team-building.

A minimum of 15 hours of training is provided per year. New staff are required to attend an additional three hours of orientation. Monthly training is available to all Tornado Club staff, volunteers and advisory committee members. Topics may include best practices in reading and math; SEL support, de-escalation techniques, and other behavioral tools; poverty, A.L.I.C.E., and growth mindset training; CPR & First Aid; bloodborne pathogens; mandatory child abuse reporting; and sexual harassment. School district, hospital, AEA staff and other qualified consultants provide these trainings and are available to provide on-going assistance and coaching throughout the year. The Iowa Professional Development Model is used to plan, implement, and evaluate professional development activities.

The current director has been with Tornado Club since a federal 21CCLC grant was received more than 20 years ago. She will devote 100% of her time to Tornado Club and the four Tornado Club sites under her direction. We are requesting 25% of the director's salary in this 21CCLC grant application. 25% of her salary is expensed to SLCSO's 21CCLC grant for Storm Lake Early Elementary School. SLCSO At-Risk funds will provide the remaining 50% of her salary as long as funds are available and appropriate. The budget

narrative provides details of the breakdown allocated to professional development, evaluation, administration and personnel. Her duties include overseeing the budget, planning and coordinating staff development and assessing progress in meeting program and grant goals. She will work closely with the instructional strategists and other district staff to provide academic activities that meet identified needs and are aligned with local, state, national and Common Core standards. She will work with district employees and community agency staff to coordinate activities with the numerous local, state and federal programs already in place. Other director duties include public relations, interaction with community partners, coordinating surveys for evaluation purposes and aggregating program data. The Tornado Club director participates on the SLES & SLMS leadership teams to support alignment with school day instruction.

A .5 FTE Tornado Club site coordinator position at each building is requested with grant funding to support the day-to-day implementation of planned academic assistance and educational enrichment activities. Current site coordinators will remain in their position and have a combined 12 years of experience operating 21CCLC before and after school programs. Both site coordinators will be full-time district employees with .5 FTE spent in Tornado Club (21CCLC grant funds) and .5 FTE spent with students during the regular school day (district funds). This provides an additional opportunity to link the school day with the 21CCLC grant program. Both site coordinators will work directly with students after school and provide program supervision at their site. They will assist with creating and maintaining a site plan, scheduling activities, recruiting participants, monitoring supplies and resources, collecting attendance data and other routine tasks associated with the successful operation of the programs. The director and both site coordinators have a high level of interaction with students, parents, and staff.

The director and site coordinators will meet weekly to review and discuss program issues. Monthly meetings with all program staff and volunteers will provide time for training and team-building. The director and site coordinators will attend SLES/SLMS staff meetings, which provides additional opportunities to blend before and after school with regular day programming.

Volunteers are utilized in a variety of ways – small group and large group enrichment activities, and family events. Tornado Club recruits and coordinates program volunteers and utilizes senior volunteers as appropriate to our activities. Parent and senior volunteers are an important resource for Tornado Club. The experience they share with our students and staff is a valuable part of our program.

Our extensive 5-year history with sustainability is discussed in section 5.4B.

## **5.2 Safe transportation and facilities; translation services; students with disabilities**

Before and after school programs and family events are held at SLES & SLMS. These are the buildings that public school students attend during the regular school day.

Transportation will be provided to our morning program and home again following our after school program by parents, or via school buses equipped with video cameras. SLCS D students use personal barcode cards to scan when they enter and leave a bus. This recently purchased software provides instant information about who is on the bus, where and when they got off the bus, and increases the safety for our students. Bus drivers are CDL certified school district employees. Bus drivers receive a list of students riding the bus each afternoon which includes the student's name, address and parent contact information. Parents receive a bus schedule that identifies drop off sites and arrival times. Fuel



costs and one bus driver salary for end of program routes will be supported by 21CCLC funds, with bus and maintenance costs contributed by the district. Students being picked up at school are released to only those persons identified for picking up the students. Parents or guardians must sign the child out each day as a means of tracking their attendance and whereabouts. Only students who have parent permission and live near SLES & SLMS are allowed to walk home.

Translation for all program materials is provided by school day staff. Bilingual after school staff provide interpreting services as needed to communicate with students and parents.

Our program has sufficient adult supervision to ensure the children are kept safe. Though SLES & SLMS have multiple entrances/exits, most are locked from the outside requiring visitors to enter through main doors. Students with disabilities are encouraged to participate in program activities. The buildings are single-level facilities, handicap accessible, safe, and accommodating to all students and their families.

### **5.3 Leadership structure; engaging stakeholder group**

Tornado Club leadership structure was discussed in detail in the Management section. The director and site coordinators will receive guidance from an advisory committee composed of parents, teachers, principals, and representatives from each of our collaborative partners. The purpose of the advisory committee is to review data and suggest improvements for project activities, assist with the development of new activities, monitor student/parent participation and satisfaction, and seek continued funding for sustainability. The advisory committee is also responsible for continuously seeking input from parents, volunteers, community members, and students on how to improve the program and works to secure additional partnerships that meet needs identified by our evaluation data. Committee members use the information to improve programming and ensure that all program goals and objectives are being met. The director communicates with each partner at least monthly. A full advisory committee meeting is held quarterly, with a report made to the school board annually.

### **5.4A Sustainability plan with program improvement; combined resources**

Sustainability and continuous improvement of the Tornado Club program is guided by the comprehensive evaluation plan and communication plan, dedication of our partners, and commitment of staff and administration. We have identified four factors for sustainability:

**First**, our current partners have both human and financial resources in place and have committed to the financial responsibility of sustaining their activities. **Second**, Iowa allows local boards of education to allocate funds from property taxes if the funds will be spent on programs and services benefiting At-Risk youth and their families. Our school board will carefully consider this Modified Allowable Growth funding as a source of continued program funding. **Third**, SLCS D receives in excess of \$1 million in U.S. and Iowa Department of Education funds that are used to benefit our youth in specific developmental areas. These include Title I, Title IV (Student Support and Academic Enrichment), and Migrant funds. Our district will also consider these funding sources to continue the program. **Fourth**, private, corporate, federal and other state grants are researched and applied for. Fund-raisers are planned and carried out by parents, the advisory committee and partners. Although large amounts of money are not earned through fund-raisers, the raised awareness in the community and ownership by parents will improve the financial status of the project.

The information below details how our program leverages existing school and community resources to provide diverse opportunities for our students:

- ~~ Volunteers will assist with program activities
- ~~ SLES & SLMS administration provide program oversight and instructional support
- ~~ Community Education offers youth and adult recreation opportunities for the Storm Lake community, and support for program registration and attendance tracking
- ~~ Buena Vista Regional Medical Center distributes health and nutrition resources at family events
- ~~ Storm Lake Public Safety provides staff training and access to the school resource officer
- ~~ Iowa PBS websites contain multi-media reading and math supplement activities
- ~~ Storm Lake Public Library offers Family Creative Learning and STEM activities for families
- ~~ ISU Extension provides hands-on STEM activities for students
- ~~ STARS Mentoring Program provides SEL student support
- ~~ Iowa Central Community College provides HSED, ESL and adult classes for our community

#### **5.4B Prior sustainability for previous grantees**

Both SLES & SLMS programs are sustained through our partners' commitment to continually supporting Tornado Club with meaningful and relevant activities, and SLCSO's commitment to our families. A current 21CCLC grant at SLMS serving 5<sup>th</sup>-8<sup>th</sup> grade students will be ending in June 2024. Middle School programming is being sustained in years 4 and 5 with a 25% reduction in funding by carefully planning activities and curriculum in years 1-3 that require little on-going costs. A previous 21CCLC grant at SLES serving K-4<sup>th</sup> grade students ended in June 2023. The elementary program continues after 21CCLC funding with limited district financial support and the implementation of attendance fees to cover program expenses. The SLES program has been sustained, but in a limited capacity. Elementary attendance has dropped from more than 100 students during grant years to about 45 this year. With new 21CCLC funding, Tornado Club will be able to discontinue attendance fees at SLES and serve more students once again.

Even if new 21CCLC grant funding is awarded for SLES & SLMS, SLCSO will continue to provide At Risk or other district funds to support a portion of the director's and site coordinators salaries; facilities use; administrative and custodial support; software for program registration and attendance tracking; paid flex time for certified staff to provide academic activities; and a portion of the cost for bus transportation home after the program. SLCSO commits to continuing this support after grant funding ends.

The 21CCLC programs at SLES & SLMS began with five partners in 2018 & 2019 and Tornado Club had grown to include 23 as of March 2020 before the COVID pandemic. Many of these relationships continue now, but in a greatly limited capacity. Some partners have committed to extending or expanding their role by signing MOUs or Letters of Commitment for this application, showing their commitment to the sustainability of the Tornado Club program at SLES & SLMS after 21CCLC funding ends. We look forward to continuing our efforts of rebuilding and reconnecting with these organizations and others.

### **Communication Plan (5 possible points)**

This section describes in detail how your plan to perform your communication and outreach strategies to meet the needs of your program. This section should include:

- Your plan to share program information with the larger community including frequency of share and your potential reach. Example: Monthly newsletter to be shared via the website to a reach of 1000 people.
- Your plan to share your Local Evaluation document with the larger community.
- Your plan to communicate with individual groups, such as parents or stakeholders. Example: Weekly Program Memo to be shared with 100 parents via text message. Quarterly Meeting Agenda and Notes to be posted on the bulletin board and sent via email to 150 parents and stakeholders.

Note: Methods should include a website, social media, and online resources such as a program calendar. Please use this downloadable template to complete your communication plan.

*(Download Template)*

*(+ Upload Completed Form)*

**Document name:** *Communications Template\_SLCSO.pdf*

## Partnerships (10 possible points)

This section describes in detail how your program will access and utilized community partners to support youth and families in your program for maximum impact. This section should include:

- A description of your partners. Note: Partners can include but are not limited to: businesses, education agencies, faith-based organizations, community-based organizations, non-profit groups, for-profit groups, and volunteers. Evidence of these partnerships will be uploaded as MOUs.
- A description of existing organizational and/or programmatic partnerships and the partners' roles in programming and/or sustainability. Note: Application must distinguish between a partnership and a contractor. Contractor simply provides services for payment while a partnership provides services without payment or at a reduced cost (e.g. in-kind contributions). Peer reviewers will take into consideration that partners may be unique in rural settings.
- A description of how you plan to recruit new partners for meaningful contributions over the life of the grant as well as how you plan to maintain your existing partnerships. This should also be addressed in your Sustainability Plan in the previous section.

*Character limit: 8,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks are unavailable.*

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### **7.1 Existing partnerships; role in programming or sustainability**

SLCSD will use 21CCLC funding and contributions of partners to offer a wide range of services and programs to SLES & SLMS students and their families. We will build upon existing collaborations, connect existing programs to avoid duplication of services, and actively promote future connections to benefit our students and families.

~~ Community Education will provide coordination for use of facilities, Tornado Club online program registration and attendance tracking.

~~ STARS Mentoring Program provides mentoring connections and oversight, SEL student support and relationships.

~~ Iowa PBS will provide professional development and educational resources related to math activities using Afterschool Adventures-Operation: Math in Action and PBS KIDS resources.

~~ ICCC provides on-going ESL, HSED, and Adult Basic Education classes free of charge to the community and program families. Data, including simple attendance counts and class completion rates are provided for Tornado Club families. Future Connection – middle school career and technical exploration

~~ Storm Lake Public Library offers family activities for our community and Tornado Club families. Future

- Connection – student activities bringing library staff to schools and/or students to the library
- ~~ Iowa State University, Extension and Outreach offers educational STEM activities, including materials and staff to lead activities for area students. Future Connection – 4-H activities
  - ~~ Buena Vista Regional Medical Center brings information and resources for family events. Future Connection – middle school career and technical exploration
  - ~~ BVRMC-Fitness Center brings physical fitness activities for family events. Future Connections – student activities during program hours
  - ~~ Buena Vista University allows distribution of job descriptions and contact with college students to promote Tornado Club staff positions. Future Connection – rebuilding lost connections to on-campus student clubs including Physics, Chemistry, Students Concerned About The Environment, & Dance; middle school career and technical exploration
  - ~~ Storm Lake Public Safety offers drug and violence prevention activities and materials for Tornado Club students and family events. Future Connection – middle school career and technical exploration
  - ~~ Buena Vista County Conservation offers enrichment, family engagement, and service learning opportunities.

All agencies have a history of working with SLCSO and/or Tornado Club and are important components of our program. All partners will provide and sustain services and/or materials. Community partners have representation on the advisory committee and are active and committed stakeholders in the project.

## **7.2 Engaging partners, recruiting and maintaining relationships**

Each partner will fill a position on the Tornado Club advisory committee which meets in person quarterly to discuss the preK-8<sup>th</sup> grade program. The Tornado Club director is in contact with each partner at least monthly for coordination of activities specific to each program site. This hybrid model was developed to respect the time commitment of partners who may not provide activities or services at all program sites.

Quarterly meetings will include networking opportunities to maintain relationships and specific discussions to promote recruitment of new partners. The Tornado Club director will prepare meeting agendas and minutes, coordinate data for distribution, plan upcoming events, inform members of program needs, and contact prospective partners.

The 21CCLC programs at SLES & SLMS began with five partners in 2018 & 2019 and Tornado Club had grown to include 23 as of March 2020 before the COVID pandemic. Many of these relationships continue now, but in a greatly limited capacity. Some partners have committed to extending or expanding their role by signing MOUs or Letters of Commitment for this application, showing their commitment to the sustainability of the Tornado Club program at SLES & SLMS after 21CCLC funding ends. We look forward to continuing our efforts of rebuilding and reconnecting with these organizations and others. A Tornado Club event is being planned for spring 2024 to celebrate current partnerships, inform the community about partnership opportunities, and connect or reconnect available resources. We plan to make this an annual celebration and recruitment event.

## **Evaluation (15 possible points)**

This section should describe in detail the plan to collect and analyze data to measure the effectiveness of program goals, activities, and partnerships. This section should include:

- Your proposed goals and outcomes pertaining to literacy and math for youth.
- Your proposed goals and outcomes pertaining to additional organizational goals. Example: growth in STEM engagement or goals connected to specific enrichment activities.
- Evidence that a local evaluator is in place with information about their capacity, expertise.

Note: Best practice is five measurable goals.

*Character limit: 8,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks are unavailable.*

[Grab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

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### **8.1 Previous local evaluation results; experienced evaluator; provide data as requested**

21CCLC goals & objectives for grant programs are reviewed & amended each school year. All local objectives were met over the past two school years. SLES & SLMS regular attendees had more positive attitudes about attending school, showed a reduction in behaviors & office referrals, increased participation in classroom activities, and had a higher rate of homework completion. More than 93% of parents were very satisfied with 21CCLC programs & saw positive social & academic growth in their children. 21CCLC local evaluations are on the Tornado Club website.

[\(https://sites.google.com/slcsd.org/tornadoclub/\)](https://sites.google.com/slcsd.org/tornadoclub/)

A highly qualified team is in place to provide a comprehensive & rigorous evaluation of our program providing both process & outcome evaluation results. Members include Jennifer Wilson, evaluation team leader; Lynn Redenbaugh, Tornado Club director; instructional strategists (rotating positions); & one teacher on the SLES/SLMS leadership teams (rotating positions). School staff rotating positions provide new perspectives for program activities, goals, & objectives. These positions are held for 1-2 years each. The Tornado Club director has more than 20 years of professional experience in out of school time programming. Jennifer Wilson has provided local evaluation leadership and support for SLCS D 21CCLC programs for more than seven years.

The **process evaluation** provides data on how well an activity is implemented, allowing for precise replication of successful activities. Monitoring data is collected to identify challenges, while recording efforts & methods used.

- ~~ Basic Counts – discipline referrals, activities, attendance; used to verify attendance & activities for state & federal reporting
- ~~ Surveys – data on effectiveness of activities offered; used to identify challenges & successes, modify activities, data for state & federal reporting
- ~~ Focus Groups – data from a sample of participants; used to modify activities & celebrate successes
- ~~ One-to-One Contact – forms record conversations with students, parents, teachers, and partners; used to modify activities, and identify challenges & successes
- ~~ Observation – forms record observations of staff and activities; used to modify activities, guide staff development, celebrate successes

Our **outcome evaluation** is used to determine whether or not efforts are having a positive impact on the academic performance of students. Data is disaggregated by FRPL & ELL students, regular program attendees & non-Tornado Club students. The outcome evaluation will illustrate the effect of our program on reading & math proficiency & achievement gaps; social, physical & emotional behavior; and parents becoming active supporters of their child’s educational success. Tests will provide data for academic activities; state, federal & local reporting; & modification of activities.

- ~~ Formative Assessment System for Teachers (FAST) – reading assessment, 3 times per year; 2<sup>nd</sup>-6<sup>th</sup>
- ~~ Imagine Math – math assessment, on-going; 2<sup>nd</sup>-5<sup>th</sup>
- ~~ IXL – math assessment, on-going; 6<sup>th</sup>-8<sup>th</sup>
- ~~ Iowa Statewide Assessment of Student Progress (ISASP) – state-required reading & math assessments, once per year; 3<sup>rd</sup>-8<sup>th</sup>
- ~~ Surveys – annual student and parent surveys, surveys after family events; used to report satisfaction with program activities

At least once per year, an on-site evaluation will take place during after school activities. Team members will focus on staff and student engagement, and observance of literacy and STEM activities. The tool for these site visits is updated annually & adjusted to the needs of our students. Recorded data may include staff & student use of time, engagement of students & staff in scheduled activities, implementation from recent trainings, & observation of safety protocols. The team will meet to discuss observations, review appropriate process, outcome, or other program data, make recommendations for program improvement, & celebrate successes.

Objectives presented in the Project section will be measured using the noted indicators. Collection of data will be the responsibility of the Tornado Club director, site coordinators, program staff, evaluation team, & partners. The director will prepare data for review by the evaluation team & advisory committee, & for federal, state & local reporting.

The use of Microsoft programs & attendance software allow us to report demographics, analyze outcomes, create participant lists, prepare mailings, & evaluate activities. Appropriate data is reviewed by the Tornado Club director & site coordinators weekly, quarterly at advisory committee meetings, during parent meetings, & at least monthly by program staff at grade level staff meetings. This provides for effective review, discussion, feedback, & prompt program adjustment.

All requested data & program information will be provided to the Iowa Department of Education as required. This currently includes Summary of Expenditures (quarterly), Federal Evaluation (throughout the year), Statewide Evaluation (due in late November), Local Evaluation (due in November), & information for site visits from Department of Education (years one and three of grant). The local

evaluation will be posted on the Tornado Club website as required. All information will be provided in an acceptable format & produced in a timely manner.

### **8.2 Use of evaluation results; evaluation aligned with goals, objectives, activities; results shared**

The Tornado Club director and site coordinators will review evaluation data and make necessary changes to the implementation of programs. Weekly reviews allow for a quick & effective response to refine and improve the overall program. Relevant evaluation data will be provided at quarterly advisory committee meetings and monthly contact with partners. Advisory committee members will share needs & successes while involved in our community. The goal is to increase awareness about our program to build community support, and ultimately make connections that will increase student participants, partners, volunteers, activities, materials, and funding opportunities.

Our evaluation plan's alignment with goals, objectives and program activities is clearly shown throughout this application, and represents efforts to address the Academic, Supervision & Transportation, and Family Resource needs of our SLES & SLMS students and their families.

A number of methods will be used to make these results public. Our local evaluation will be posted on the Tornado Club website as required. A one page, easy-to-read summary will be available in English and Spanish. It will be sent home with parents, available at school registration and parent teacher conferences, posted on the Tornado Club website, and an agenda item at an advisory committee meeting. An overview of evaluation results will be shared annually with our school board.

### **8.3 previous grantee met all local objectives**

All local evaluation objectives were met over the past two years for our 21CCLC grant program at SLES which ended in June 2023 and SLMS which ends in June 2024.

*Objective 1: 75% of regular attendees will exceed expected growth on reading & math assessments annually.* Result: Participants improved by 79.7% and 86.2% in reading and 75.4% and 82.9% measured by FAST test scores/benchmarks for reading and report card data for math.

*Objective 2: Provide a safe and constructive use of leisure time to improve peer and adult relationships.* Result: 72% of 21CCLC program participants showed improvement in student behavior based on office referrals.

*Objective 3: Initiate creative connections with families during the school year.* Result: Direct daily contact between Tornado Club staff and parents increased with staff stationed at front doors to greet parents. Discussion of activities, safety protocols, and needs were one-to-one and specific to each family and student.

## **Budget Narrative (10 possible points)**

This section should describe in detail the plan to utilize funds from the grant to support your program. This section should include:

- A detailed justification for each line item from Form D2, including how each expenditure is necessary and reasonable and how each expenditure aligns with proposed activities.



- Application must describe how the program seeks to supplement, rather than supplant, current funding.
- A description of partner contributions. Add dollar amount and in-kind contributions in budget.

Note: Sustainability must be extensively documented in the budget narrative, showing the partner contributions.

*Character limit: 8,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks are unavailable.*

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**9.1 cost estimates complete, justified, align with activities; partner contributions**

Our 21CCLC funding request will serve a total of 250 students – 125 2<sup>nd</sup>-5<sup>th</sup> grade students at SLES and 125 6<sup>th</sup>-8<sup>th</sup> grade students at SLMS during the school year. No fees will be charged to 21CCLC program participants.

Required calculation using 21CCLC funding estimator formula:

250 (# of students) X \$10.00 (daily allocation for before and after school) X 165 (# of days) = \$412,500

Funding Request - \$300,000

Our program is requesting 21CCLC grant funding at the maximum level of \$300,000 which is \$1,200 per student. This calculated cost per student is comparable to expenses for our current and past 21CCLC programs at the Early Elementary School, SLES, and SLMS. In-kind partner contributions and designated district funds will enhance the Tornado Club program and provide opportunities for students and their families. Their contributions are in addition to the 21CCLC grant request of \$300,000.

Throughout this application, we provided details for proposed activities which will positively impact student, program and family needs. Every item below has been budgeted to provide these activities for students and their families in order to reach our program goals and objectives.

Program Expenses – 81.82% of budget

**21CCLC Personnel - \$218,954**

All calculations for personnel include hourly wage and benefits (FICA, IPERS, etc.) based on position. Salaries are appropriate for duties performed and set in accordance with district policies. Certified and non-certified staff will implement academic, enrichment and family activities to meet and exceed academic, program, and family engagement goals and objectives. At each site, we expect to serve 25 students before school and 100 students after school. We plan four staff (2 at each site) during the morning programs for a minimum 1-to-15 staff/student ratio (\$11,592). Twenty staff (ten at each site)

after school will provide an *average* 1-to-10 staff/student ratio and the ability to offer small group activities for the greatest impact to academic achievement (\$167,599). Two .5 FTE site coordinators (one at each site) will be onsite each afternoon to oversee the program (\$38,753), with .25 FTE expensed to the 21CCLC grant for the Tornado Club program director. A portion of the program director's 21CCLC salary is expensed here (\$1,010), with portions also expensed in the Professional Development, Evaluation and Administrative sections based on job duties.

*In-Kind Partner Contribution: \$31,084 - Partners will provide staff for their student and family activities, with no costs to the 21CCLC Tornado Club program. SLCSO Tornado Club used \$31.80 as the basis for in-kind value of a volunteer hour. This is the current amount reported by the Independent Sector on April 19, 2023. Volunteer time is a valuable service contributed by our partners. SLCSO is contributing an additional \$79,137 for 50% of salaries for the director and two site coordinators.*

### **21CCLC Materials & Supplies - \$26,519**

Reading and STEM materials and/or software will be purchased to provide maximum academic benefit for our small groups and ELL support. 21CCLC Tornado Club materials will support and compliment *American Reading Company, My Perspectives, Imagine Math, Imagine Math Facts, Illustrative Mathematics, and Imagine Learning* products used during the school day. We have also budgeted for general project materials at \$75 per student. These may include books for family engagement and reading, physical recreation materials, LEGO® and robotics items, board games, craft supplies, other enrichment activity materials, office supplies, paper, etc. One computer for each site coordinator is expensed to the grant for administrative, evaluation, and APR data entry.

After school snacks are provided through the Iowa Child Nutrition Program at no cost to the 21CCLC program.

*In-Kind Partner Contribution: \$7,000 - Partners will provide materials for their activities, with no costs to the 21CCLC Tornado Club program.*

Professional Development Expenses – 5.27% of budget

### **21CCLC Personnel - \$8,810**

Non-certified staff will participate in a minimum of 15 PD hours (\$5,269); certified staff will have a minimum of 5 hours expensed to the grant (\$1,522) with an additional 10 hours provided by SLCSO. Topics may include best practices in reading and math; SEL support, de-escalation techniques, and other behavioral tools; poverty, A.L.I.C.E., and growth mindset training; CPR & First Aid; bloodborne pathogens; mandatory child abuse reporting; and sexual harassment. A part of the Tornado Club program director's salary is budgeted here since a portion of her duties involve staff training (\$2,019).

*In-Kind Partner Contributions: \$191 – Iowa PBS will provide staff training to implement activities for maximum positive impact for students.*

### **21CCLC Contracted Services - \$4,000**

Program staff will attend all grant trainings as required. The budget for in-state trainings includes meals, lodging, mileage, and registration costs for four staff. Site coordinators will represent their grant sites at trainings and other 21CCLC Tornado Club staff or partners will be invited as appropriate. Expenses for the director will be shared between current grants.

**21CCLC Materials & Supplies - \$3,000**

Materials for professional development may include online or hands-on resources for the training opportunities listed above.

Professional Development costs exceed the 5% minimum required.

Student Access Expenses – 5.04% of budget

**21CCLC Transportation - \$15,114**

Budgeted funds will be used to provide bus transportation after our program. SLCS D transportation department has offered a qualified bus driver for 165 days during our school year (\$8,114). Estimated fuel costs are consistent with expenses for the past two years (\$7,000). Transportation in the morning, buses, and maintenance will be provided in-kind by SLCS D.

Transportation costs are less than the 8% maximum amount allowed.

Evaluation Expenses – 2.82% of budget

**21CCLC Contracted Services - \$6,440**

We will provide \$1,000 stipends to each SLCS D district employee on the 21CCLC Tornado Club evaluation team (not including the program director), with \$1,500 expensed for the local evaluation team leader. Appropriate FICA, IPERS, and other benefits are expensed here as required for district personnel.

**21CCLC Other - \$2,019**

A portion of the Tornado Club program director’s salary is budgeted here since her duties include program evaluation.

Budgeted evaluation expenses do not exceed the 4% maximum.

Other Admin Costs Expenses – 5.05% of budget

**21CCLC Other Admin Costs - \$15,144**

A portion of the Tornado Club program director’s salary is budgeted for administrative duties which include overseeing the site budget, staff supervision, interaction with agency staff and public relations.

Other administrative costs – payroll, accounts payable, fiscal oversight by the district’s business manager, etc. – are provided in-kind by SLCS D.

Administrative costs are less than the 8% maximum allowed by the grant.

**9.2 supplement vs. supplant**

21CCLC funds will not supplant any existing funding.

SLCS D At Risk (50%) and 21CCLC funds for our Early Elementary School program (25%) will continue to be used for 75% of the Tornado Club director’s salary to provide oversight for the current Tornado Club programs. The remaining 25% had been expensed to the middle 21CCLC grant which ends in June 2024.

SLCS D will continue to contribute 50% of each 21CCLC site coordinator position. The 21CCLC grant which currently supports the other 50% for the SLMS site coordinator will end in June 2024. Attendance fees

currently support the other 50% for the SLES site coordinator. If new 21CCLC grant funding is awarded, we will discontinue charging fees for program attendance at SLES. Fees are not charged at current 21CCLC sites.

Partners contribute staff and materials for their activities and will continue as long as funds are available.

## Supplemental Materials

Applicants are allowed to upload supplemental materials to support your application, Examples of acceptable supplemental materials include: charts, graphs, infographics, pictures, flow charts, and other similar materials. Applicants are asked to scan all documents into a single file and are limited to 2 pages.

*(+ Upload Supplemental Materials)*

**Document name:** *Supplemental Materials\_SLCSO.pdf*

## Legal Status of Applicant

### Eligibility

State Education Agencies (SEAs)

#### Who May Apply (specifically):

Awards are made to SEAs. Local education agencies (LEAs) and nonprofit organization may apply to states for subgrants. For profit organizations are not included.

<https://www2.ed.gov/programs/21stcclc/eligibility.html>

### 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
  - Nonprofit Organization-
- Number of years in operation

Enter Federal Employer ID Number: **OR**

Enter School District Code: **6219**

*(If applicable)* Enter Child Care 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

**ATTACHMENT A**

**MINORITY IMPACT STATEMENT – SLCSO Tornado Club**

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
- \_\_\_\_\_ Persons with a Disability
- African Americans
- Latinos
- Asians
- Pacific Islanders
- \_\_\_\_\_ American Indians
- \_\_\_\_\_ Alaskan Native Americans
- \_\_\_\_\_ Other

Storm Lake CSD is 86% non-Caucasian. Based on our percentage of population in the groups indicated and planned activities, our 21CCLC before and after school program will positively impact social behavior and increase test scores for second through eighth grade students.

- 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
- \_\_\_\_\_ African Americans
- \_\_\_\_\_ 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:

Stacey R Cole  
Signature of Executive Officer

Superintendent, SLCSD  
Title

01/16/2024  
Date

### Definitions

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

"Disability", as defined in Iowa Code Section 15.102, subsection 12, paragraph "b", subparagraph (1). As used in this subsection:

"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.

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.). If you have questions or grievances related to this policy, please contact the Legal Consultant, Department of Education, Grimes State Office Building, Des Moines, Iowa 50319-0146, 515/281-5295.

## **Assurances & Agreements Required of All Applicants - SLCSD**

### **Part A: Nondiscrimination**

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

### **Part B: Use of Funds**

As the designated applicant agency representative, I certify that the 21<sup>st</sup> Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I school wide eligible programs and their families. Funds will be spent under the guidelines for federal grants (EDGAR).

<https://www2.ed.gov/about/offices/list/osdfs/edgar2008.pdf>

### **Part C: Supplement, not Supplant**

As the designated applicant agency representative, I certify that funds from 21<sup>st</sup> 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 21<sup>st</sup> 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. 4) Follow the financial rules for this program as outlines in IDOE guidance provided.

### **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). You are required to meet 70% of your attendance goals in year one of funding and 80% by year three. Failure to meet your attendance goals could result in a reduction of funding.

### **Part G: Evaluation and Data Collection**

As the designated applicant agency representative, I certify that the 21<sup>st</sup> Century Community Learning Centers Program agrees to collect additional data that will be necessary for the evaluation of the 21<sup>st</sup> 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 21<sup>st</sup> Century Community Learning Centers Program will take place in a safe and easily accessible facility. The program site selected is either an elementary or secondary school-site setting or another location that is at least as available and accessible as the school site.

### **Part I: Collaboration with Schools**

As the designated applicant agency representative, I certify that the 21<sup>st</sup> 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 21<sup>st</sup> Century Community Learning Centers Program was given prior notice of this applicant's intent to submit an application.

### **Part K: Public Review of the Application**

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

### **Part L: Parent Consent**

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

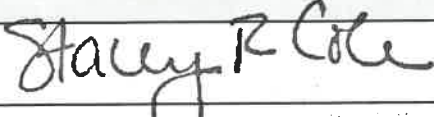
### **Part M: Private and Public School Consultation**

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

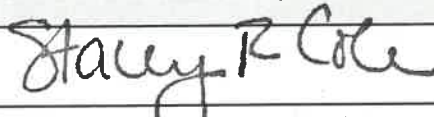
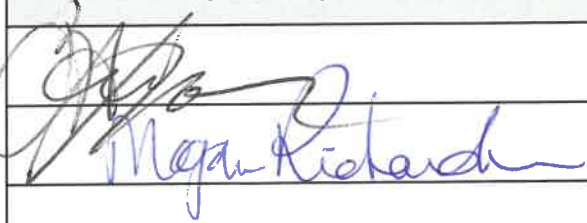
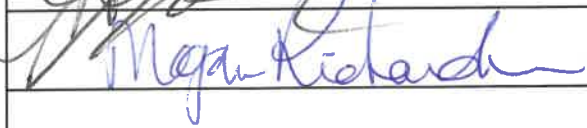
### **Part N: Grant Termination (Additional conditions in Appendix C)**

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
	Storm Lake Community School District Stacey Cole, Superintendent
<i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812</i>	

**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
	Storm Lake Community School District Stacey Cole, Superintendent
<i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812</i>	
Signature of Site Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name
	Storm Lake Elementary School Barb Lange, Principal
	Storm Lake Middle School Megan Richardson, Principal
<i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of</i>	





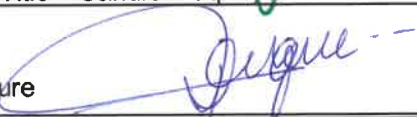




*the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812*

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 referrals to the program and Free and Reduced Price Lunch status on individual students as needed.

## Collaborative Signatures – SLCSO Tornado Club

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. The signatures provided here are partners you do not have an MOU with.

**Applications only allowed up to one (1) additional page for signatures.**

Name/Signature	Agency Affiliation	
Name/Title – Karla Molina; parent (2 <sup>nd</sup> ,3 <sup>rd</sup> ,6 <sup>th</sup> ,8 <sup>th</sup> )	Agency – SLCSO Tornado Club at SLES & SLMS	
Signature 	Address – PO Box 638	
	City/Zip – Storm Lake, 50588	Phone – 712.213.2110
Name/Title – Olivia Castro-Torres; 3 <sup>rd</sup> grade student	Agency – SLCSO Tornado Club at SLES	
Signature 	Address – PO Box 638, 1810 Hyland Drive	
	City/Zip – Storm Lake, 50588	Phone – 712.732.8074
Name/Title – Kareena Singh; 5 <sup>th</sup> grade student	Agency – SLCSO Tornado Club at SLMS	
Signature 	Address – PO Box 638, 1811 Hyland Drive	
	City/Zip – Storm Lake, 50588	Phone – 712.732.8080
Name/Title – Rachael Sitzman; art teacher parent (K)	Agency – Storm Lake Middle School	
Signature 	Address – PO Box 638, 1811 Hyland Drive	
	City/Zip – Storm Lake, 50588	Phone – 712.732.8080
Name/Title – Sandra Duque; ELL teacher	Agency – Storm Lake Middle School	
Signature 	Address – PO Box 638, 1811 Hyland Drive	
	City/Zip – Storm Lake, 50588	Phone – 712.732.8080
Name/Title – Kristine Brandenberger; parent (3 <sup>rd</sup> ) Facilitator of Family & Student Services	Agency – Storm Lake Elementary School	
Signature 	Address – PO Box 638, 1810 Hyland Drive	
	City/Zip – Storm Lake, 50588	Phone – 712.732.8074
Name/Title – Jon Millea; School Counselor parent (PK, 1 <sup>st</sup> )	Agency – Storm Lake Middle School	
Signature 	Address – PO Box 638, 1811 Hyland Drive	
	City/Zip – Storm Lake, 50588	Phone – 712.732.8080
Name/Title – Lisa Mellmann; parent (K, 4 <sup>th</sup> , 6 <sup>th</sup> ) Professor of Chemistry & Biomedical Science	Agency – Buena Vista University	
Signature 	Address – 610 West 4 <sup>th</sup> Street	
	City/Zip – Storm Lake, 50588	Phone – 712.369.1142
Name/Title – Elizabeth Huff, Library Director	Agency – Storm Lake Public Library	
Signature 	Address – 609 Cayuga Street	
	City/Zip – Storm Lake, 50588	Phone – 712.732.8026

## 21CCLC Communications – SLCSO Tornado Club

Outreach strategy	Frequency	Method	Target Audience and Proposed Impact	Notes
Local newspaper articles	3x per year	Hard copy newspapers & online subscriptions	Storm Lake community 3,500	Articles and pictures submitted for inclusion in newspaper; invitations for newspaper staff to attend program and family events
Local radio stations	3x per year	Radio news articles	Storm Lake community 5,000	Newspaper articles reported on radio
District website	Always accessible	Electronic via website	Stakeholders 300	Articles, program information & evaluation results on district's school building pages
Tornado Club website	Always accessible	Electronic via website	Stakeholders 300	Link on SLCSO website with program information, including calendar & evaluation results
Facebook	Always accessible	Electronic	Stakeholders 300	Facebook page will be created and maintained by the Tornado Club director
School registration	Yearly in July and August	In person & online program registration	Parents of enrolled youth 300	Sharing program and registration information in English & Spanish
Parent/Teacher conferences	1.5 days in October or November & March	In person	Parents of enrolled youth 300	Sharing program and registration information in English & Spanish
Parent notices	Monthly	Electronic & paper copies sent home with students	Parents of enrolled youth 300	Enrollment information, upcoming family events, activities, evaluation results; in English & Spanish
School Board	Annually	In person	Stakeholders 100	Annual report about program and evaluation results
Email	As needed	Electronic via email	Parents of enrolled youth,	Parents/staff communicate about attendance

			partners, school day staff  350	or program questions; partners share meeting agendas & minutes, data & evaluation results
Telephone	As needed	Phone calls & text messages communication	Parents of enrolled youth, partners, staff  350	Communication about day-to-day program
Advisory Meetings	Quarterly	In person or via zoom	Stakeholders  30	Agendas to include: current data, evaluation results, program needs; networking
Students	Monthly	In person	Students enrolled in program  250+	Formal monthly focus groups about activities; daily informal discussions take place as needed
<b>(Required) Website where your local evaluation will be posted (reminder: each year's evaluation should be found here)</b>				
<a href="https://sites.google.com/slcsd.org/tornadoclub">https://sites.google.com/slcsd.org/tornadoclub</a>				
<b>Social media links for your school/site/program:</b>				
www.facebook.com/slcsd				

## Previous Sustainability Form – SLCSO Tornado Club

Existing 21<sup>st</sup> Century Community Learning Center programs are required to document efforts at sustainability according to federal law. This template serves as an opportunity for existing 21<sup>st</sup> 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 21<sup>st</sup> Century Grantees MUST fill out this form. If you had 21<sup>st</sup> 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).

How many years of funding did you receive?  10 years  5 years

*SLCSO has received 2 five-year 21CCLC grants for Storm Lake Elementary School. The current grant ended in June 2023. SLCSO has received 2 five-year 21CCLC grants for Storm Lake Middle School. The current grant will end in June 2024.*

Did you have a gap in funding before this application?  Yes  No

*We are currently in our first year without 21CCLC funding for SLES, and are in our final year of 21CCLC funding for SLMS.*

If there was a gap in funding did you maintain your program for the children-

At the same level  At a reduced level  The program ended

*The current after school program at SLES is serving fewer students than when supported by a 21CCLC grant. Current funding comes from continued programming support from partners, attendance fees, and limited district funds. Attendance fees will be discontinued if new 21CCLC funds are received. The district will continue to provide funds for Tornado Club as long as they are available.*

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

The SLES & SLMS 21CCLC programs successfully provide activities and opportunities for 1<sup>st</sup>-4<sup>th</sup> and 5<sup>th</sup>-8<sup>th</sup> grade students and their families to address local needs. Small group reading and math tutoring, help completing homework, *Imagine Learning* computer support for ELL and struggling readers, and project-

based STEM activities are provided by 21CCLC staff and program partners to impact students' academic needs. Enrichment activities before and after school offer supervision in a safe place. Family events, activities at Storm Lake Public Library, and Iowa Central Community College Adult Education courses provide adults with skills to support student success. All program activities are led by SLCS D teachers, paraprofessionals, program staff, and partners.

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
Storm Lake Community School District	lead agency	Financial			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:			
		In-Kind	Operational support	\$112,000	
		Please describe the contribution being made in detail: SLCS D contributes 50% of Tornado Club director salary; 50% of the SLES site coordinator salary; human resources, AP/AR, administrative, and custodial staff to support programming			
		Equipment and/or Supplies			
		Please describe contribution in detail:			
		Facilities	Program facility	\$75,000	
		Please provide description of facilities contributed: SLCS D offers safe and accessible facilities for before and after school programs. SLCS D does not charge Tornado Club for utilities or the use of these school district buildings.			
		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: SLCS D pays for pre-employment background checks for all Tornado Club staff and volunteers			
		Total Value of Partnership			\$187,000



Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
Community Education	More than 25 years	Financial			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:			
		In-Kind	Operational support	\$3,816.83	
		Please describe the contribution being made in detail: CE staff provide coordination for use of facilities, Tornado Club online program registration and attendance tracking			
		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			\$3,816.834
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
Iowa Central Community College	More than 25 years	Financial			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:			
		In-Kind	Adult education courses	\$4,771.04	

	Please describe the contribution being made in detail: ICCC provides on-going HSED, ESL, and Adult Basic Education classes free of charge to the community and program families.			
	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		\$4,771.04	
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
STARS Mentoring Program	More than 10 years	Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind	Agency Coordinator, mentors	\$19,084.14
		Please describe the contribution being made in detail: STARS Mentoring provides oversight of mentor/mentee matches, SEL support for students, and relationship building		
		Equipment and/or Supplies	Program materials	
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		\$19,084.1
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Iowa PBS	10 years	Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind	Training staff	\$190.84
		Please describe the contribution being made in detail: Iowa PBS provides online or in-person training for Tornado Club staff in order to implement activities with fidelity and confidence		
		Equipment and/or Supplies	Program materials	\$5,000
		Please describe contribution in detail: Multi-media materials for literacy, STEM and physical fitness enrichment activities		
		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		\$5,190.84	
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
ISU Extension	10 years	Financial			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:			
		In-Kind	Activity leadership and implementing	\$254.46	
		Please describe the contribution being made in detail: ISU Extension provides staff to lead program activities			
		Equipment and/or Supplies	Program materials	\$2,000	
		Please describe contribution in detail: Materials for STEM enrichment activities			
		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			\$2,254.46		

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

Tornado Club at SLES is in our first year without grant funding, and our current 21CCLC program at SLMS is in our fifth and final year with the usual 25% reduction in grant funds. With continued support from our community partners, Tornado Club is continuing to provide 100% of partner activities that were in place with full grant funding. All partners have pledged to continue their contributions or activities after 21CCLC funding ends.

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

Each 21CCLC program began with five partners in 2018 & 2019 and Tornado Club has grown to include 23 as of December 2023.

Explain any challenges you had with securing community partners.

While our community is not considered rural, we do not have the educational and partnership advantages of larger urban communities. Our local businesses, agencies, and organizations receive requests for support from many groups. The COVID pandemic stalled the expansion of many partnerships and continues to present challenges to reestablishing relationships.

## Sustainability Planning Template and Previous Sustainability Form

### Sustainability Plan – SLCSO Tornado Club

Please fill in the table with the information provided by the MOUs. (See Appendix G in the Instruction Packet for a sample MOU document and note that MOUs are required to complete your application)

SLCSO Tornado Club used \$31.80 as the basis for in-kind value of a volunteer hour. This is the current amount reported by the Independent Sector on April 19, 2023. Volunteer time is a valuable service contributed by our partners.

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
Community Education	1. coordination of facilities use for SLCSO buildings 2. support for program registration and attendance software	Agency staff	\$3,816.83	4 (including SLES & SLMS)
Iowa PBS	1. Multi-media materials for literacy, STEM and physical fitness enrichment activities 2. staff training	Training staff	\$5,190.84	3 (including SLES & SLMS)
Iowa Central Community College	HSED, ESL and Adult Basic Education courses for Storm Lake community	Course instructors	\$4,771.04	4 (including SLES & SLMS)
STARS Mentor Program	Tutoring, Literacy, STEM, Chess, Drug & Violence prevention	Agency coordinator, mentors	\$19,084.14	1 (SLMS)
Iowa State University Extension	STEM learning opportunities for students and families	Agency staff	\$2,254.46	3 (including SLES & SLMS)
Storm Lake Public Library	Family learning opportunities	Agency staff	\$254.46	4 (including SLES & SLMS)
Buena Vista University	Distribution of job descriptions for Tornado Club staff positions	Community relations and education departments	\$95.53	4 (including SLES & SLMS)
Buena Vista Regional Medical Center	Family Resources at family events	Agency staff	\$190.84	4 (including SLES & SLMS)
BVRMC – Fitness Center	Enrichment activities – physical fitness, family events, dance	Dance and fitness instructors	\$254.46	2 (will contact in first year of grant for SLES & SLMS support)
Buena Vista County Conservation	Enrichment, family engagement and service learning activities	Agency staff	\$190.84	2 (will contact in first year of grant for SLES & SLMS support)

Storm Lake Public Safety	Drug & violence prevention; family events	Police & fire personnel	\$572.52	2 (will contact in first year of grant for SLES & SLMS support)
BVU – Chemistry in Action	STEM & nutrition activities	Club members	\$572.52	1 (SLMS)
BVU – Dance Team	Physical fitness & dance activities; family events	Club members	\$572.52	1 (SLMS)
BVU – Physics Club	Literacy & STEM activities	Club members	\$572.52	1 (SLMS)
BVU – Pre-Health Club	Literacy, STEM & nutrition activities	Club members	\$572.52	1 (SLMS)
BVU – SCATE	Enrichment activities	Club members	\$254.46	1 (SLMS)
BVU – Science Club	Literacy & STEM activities; family events	Club members	\$572.52	1 (SLMS)
BVU – Science Department	Literacy & STEM activities; family events	Club members	\$254.46	1 (SLMS)
Center Against Abuse & Sexual Assault (CAASA)	Drug & violence prevention activities; family events	Agency staff	\$254.46	1 (SLMS)
Compass Pointe Behavioral Mental Health	Drug & violence prevention activities; family events	Agency staff	\$254.46	1 (SLMS)
Family 1 <sup>st</sup> Dental	Nutrition activities; family events	Agency staff	\$254.46	2 (SLES & SLMS)
HyVee, Storm Lake – nutritionist	Literacy, nutrition, financial literacy activities; family events	agency staff	\$254.46	2 (SLES & SLMS)
Storm Lake United (Chamber of Commerce)	Financial literacy, college & career readiness; family events	Agency staff, local businesses	\$572.52	2 (SLES & SLMS)
<b>TOTAL:</b>	<b>\$41,637.84</b>			

## Request for Competitive Priority – SLCSD Tornado Club

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. **To indicate your selection, double click the checkbox, choose “Checked” from the pop-up menu, and click “OK”.** Examples of documentation are provided. **Please compile this document and your documentation into a single file to upload.**

Application proposes to serve children and youth in ***schools designated “Comprehensive” or “Targeted” on Iowa School Performance Profiles 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. Best Practice is that applicants serve a minimum of 50% of FRPL children at each school in the application to receive the bonus points. NOTE: This collaboration cannot include vendors. *Up to 5 additional points awarded.*

Documentation (2 pieces required). Examples of documentation: 1. Original signatures of joint applicants AND MOUs recognizing joint submission. 2. Look up your school on Iowa School Performance Profiles at <https://www.iaschoolperformance.gov/ECP/Home/Index>.

Indicate your documentation sources here and compile these documents into a single file to upload.

1. **MOU for SLCSD Tornado Club and Community Education**
2. **Iowa School Performance Profiles for SLES & SLMS**

Application proposes to serve a county with more than 17% child poverty. *Up to 5 additional points awarded.*

Documentation (1 piece required per county served) Examples of documentation: Look up your count at <https://datacenter.kidscount.org/data/tables/1239-child-poverty?loc=17&loct=5#detailed/5/2715-2813/false/37,871,870,573,869,36,868,867,133,38/any/2685>

Indicate your documentation sources here by inserting your county/counties child poverty rate, secure a print-out and compile these documents into a single file to upload.

County: Child Poverty Rate:

County: Child Poverty Rate:

County: Child Poverty Rate:

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

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

Indicate your city populations here, secure a print-out and compile these documents into a single file to upload.

City to be served: Population:

City to be served: Population:

City to be served: Population:



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. The IDOE reserves the right to reduce points if schools do not meet all required criteria.

Application proposed to serve a full meal daily and provide evidence of this partnership with a school food system or local food bank. *Up to 5 additional points awarded.*

Applications serving middle school and/or high school students and who plan to implement a Career and Technical Education component with evidence of a partnership with a local college or university. *Up to 5 additional points awarded.*

# Memorandum of Understanding (MOU)

**MEMORANDUM OF UNDERSTANDING (MOU) between**  
*Storm Lake Community School District's Tornado Club*  
*and*  
*Community Education*

This is an agreement between "Program", hereinafter called **SLCSD Tornado Club** and "Partner", hereinafter called **Community Education**.

## **I. PURPOSE & SCOPE**

SLCSD Tornado Club and Community Education have come together to collaborate and to make an application for the 21<sup>st</sup> Century Community Learning Centers Program grant (21CCLC). Grant funds will be used to serve students in second through fifth grades at Storm Lake Elementary School and sixth through eighth grades at Storm Lake Middle School.

The partners have agreed that Storm Lake CSD will provide leadership for the overall Tornado Club program and will be the designated applicant in the 21CCLC application. All other agencies will be considered partners in this application. This is a true partnership, as there is no compensation provided to any partner.

The purpose of this MOU is to clearly identify the roles and responsibilities of each party. In particular, this MOU is intended to coordinate facilities use, program registration, and participant attendance tracking.

## **II. BACKGROUND**

Community Education provides youth and adult recreation opportunities for the city of Storm Lake, and coordinates the community use of facilities for Storm Lake CSD.

## **III. PROGRAM RESPONSIBILITIES UNDER THIS MOU**

SLCSD Tornado Club shall undertake the following activities:

- provide Community Education with a calendar of program dates and times, which will include requested areas of use in each building
- provide Community Education information needed to prepare and maintain website for SLCSD Tornado Club student registration and attendance tracking

## **IV. PARTNER RESPONSIBILITIES UNDER THIS MOU**

Community Education shall undertake the following activities:

- coordinate community use of Storm Lake Elementary School and Storm Lake Middle School, and when possible, allow priority of use for requested areas to SLCSO Tornado Club program
- coordinate with software vendor for maintenance of website used for SLCSO Tornado Club student registration and attendance tracking

**V. FUNDING**

This MOU is not a commitment of funds.

**VI. EFFECTIVE DATE AND SIGNATURE**

This MOU shall be effective upon the signature of *Program* and *Partner* authorized officials. It shall be in force from July 1, 2024 to June 30, 2029.

The *Program* and *Partner* indicate agreement with this MOU by their signatures.

**SLCSO Tornado Club**



1-4-24 Date

**Community Education**



January 4, 2024 Date

# Storm Lake Elementary

STORM LAKE COMM SCHOOL DISTRICT

PRAIRIE LAKES AEA

1810 Hyland Drive., Storm Lake, Iowa 50588

(712) 732-8074

[SCHOOL SUMMARY](#)[LEARNING MEASURES](#)[ADDITIONAL METRICS](#)[ACHIEVEMENT GAPS](#)[HELP](#)

## ABOUT

<b>Principal</b>	<b>Enrollment</b>	<b>Grade Levels</b>	<b>School Type</b>	<b>County</b>
Barb Lange	814	01, 02, 03, 04	Elementary	Buena Vista County

## OVERALL PERFORMANCE



**PRIORITY**

### ESSA Performance Category

Comprehensive Status: **Not-Met**

Targeted Status: **Not-Met**

English Learners (EL), Low Socio-

Economic Status (FRL), Hispanic, White

ESSA Support: **Comprehensive**

**Year 2**



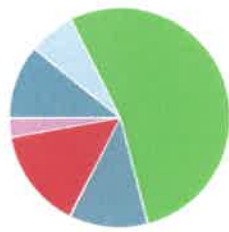
State Average: **54.81**

### Understanding Overall Performance

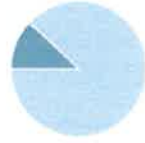
The overall performance includes both an overall score and performance rating for all Iowa schools across a number of performance measures. In addition, the Every Student Succeeds Act performance category identifies schools who are struggling or who have student groups who are underperforming. The overall score provides a single number which is the sum of the measures below. It provides a snapshot of school performance, but may not tell the entire story about performance of students in that school.

## DEMOGRAPHICS

### Student Subgroups



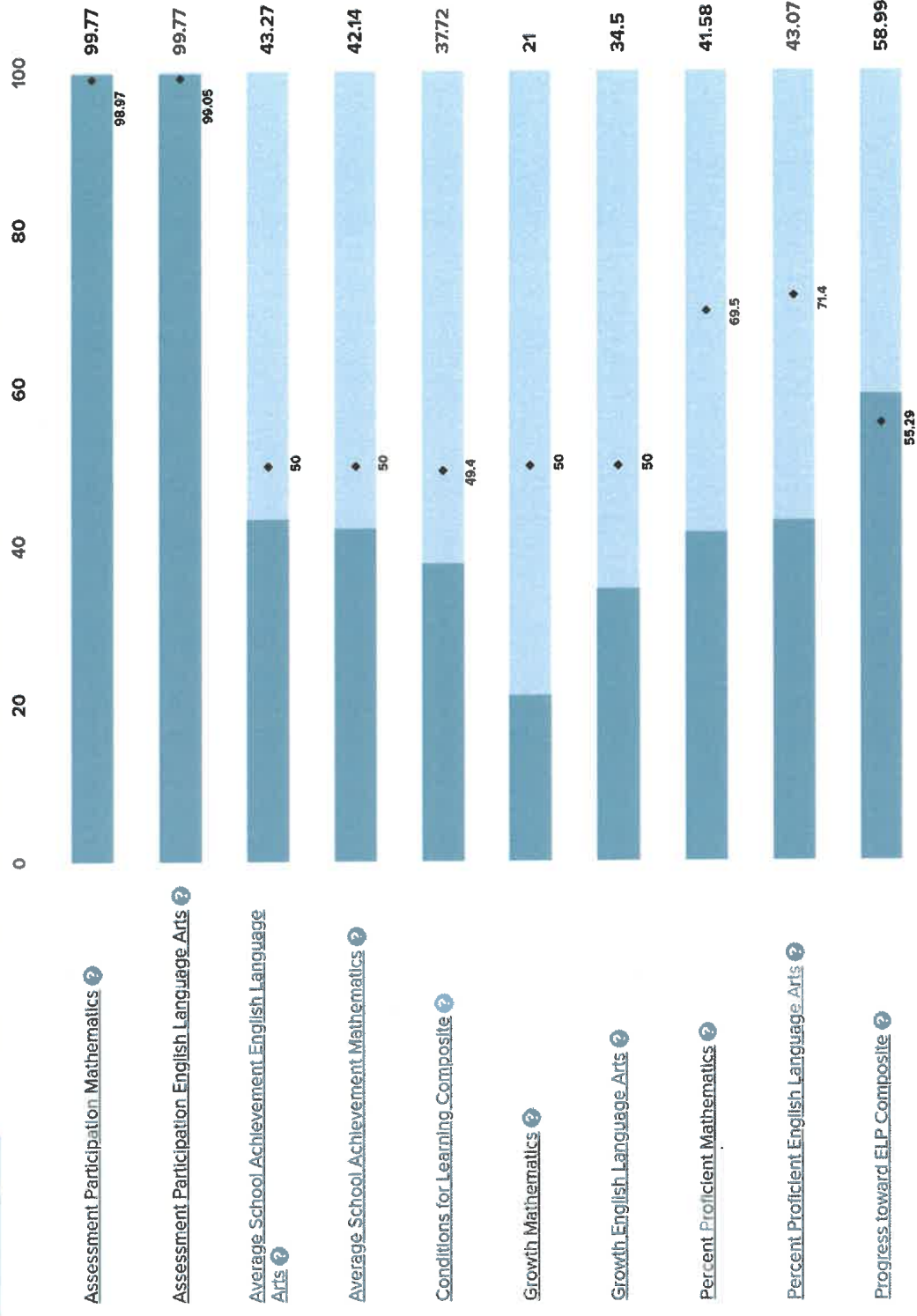
## SHOW/HIDE



## PERFORMANCE IN EACH AREA

Accountability View

**Accountability view:** This view provides information about the performance of students who are included in the accountability score (N>=20). ?



◆ State Average

## PERFORMANCE DETAIL

Measure	Raw Score <sup>?</sup>	Standard Score <sup>?</sup>	Weighting Percentage	Total Points
<a href="#">Assessment Participation Mathematics</a> <sup>?</sup>	99.77	5.00	<b>5.00</b>	5.00
<a href="#">Assessment Participation English Language Arts</a> <sup>?</sup>	99.77	5.00	<b>5.00</b>	5.00
<a href="#">Average School Achievement English Language Arts</a> <sup>?</sup>	43.27	43.27	7.00	3.03
<a href="#">Average School Achievement Mathematics</a> <sup>?</sup>	42.14	42.14	<b>7.00</b>	2.95
<a href="#">Conditions for Learning Composite</a> <sup>?</sup>	37.72	37.72	<b>18.00</b>	6.79
<a href="#">Growth Mathematics</a> <sup>?</sup>	21.00	22.99	<b>18.00</b>	4.14
<a href="#">Growth English Language Arts</a> <sup>?</sup>	34.50	33.99	<b>18.00</b>	6.12
<a href="#">Percent Proficient Mathematics</a> <sup>?</sup>	41.58	29.68	6.00	1.78
<a href="#">Percent Proficient English Language Arts</a> <sup>?</sup>	43.07	28.43	<b>6.00</b>	1.71
<a href="#">Progress toward ELP Composite</a> <sup>?</sup>	58.99	51.11	<b>10.00</b>	5.11
				<b>41.62</b>
				Total Points

<sup>?</sup>Summing the Weighting Percentage column may not equal 100 due to rounding calculations.

# Storm Lake Middle School

[STORM LAKE COMM SCHOOL DISTRICT](#)

PRAIRIE LAKES AEA

[1811 Hyland Drive, Storm Lake, Iowa, 50588](#)

[\(712\) 732-8080](#)

- [SCHOOL SUMMARY](#)
- [LEARNING MEASURES](#)
- [ADDITIONAL METRICS](#)
- [ACHIEVEMENT GAPS](#)
- [HELP](#)

## ABOUT

<b>Principal</b>	<b>Enrollment</b>	<b>Grade Levels</b>	<b>School Type</b>	<b>County</b>
Megan Richardson	787	05, 06, 07, 08	Middle	Buena Vista County

## OVERALL PERFORMANCE

### NEEDS IMPROVEMENT

ESSA Performance Category

Comprehensive Status: **Met**

Targeted Status: **Targeted**

**English Learners (EL), Students with**

**Disabilities (IEP), Hawaiian/Pacific**

**Islander**

ESSA Support: **Extended Targeted**

**Year 2**



State Average: **54.81**

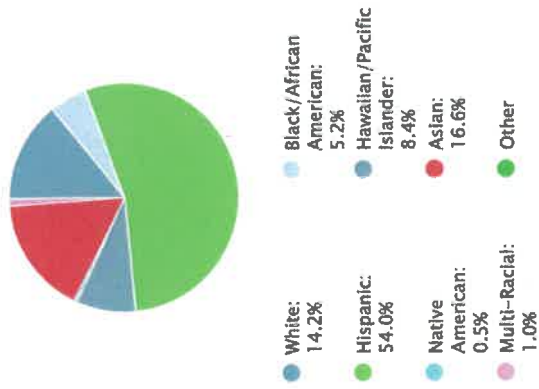
### Understanding Overall Performance

The overall performance includes both an overall score and performance rating for all Iowa schools across a number of performance measures. In addition, the Every Student Succeeds Act performance category identifies schools who are struggling or who have student groups who are underperforming. The overall score provides a single number which is the sum of the measures below. It provides a snapshot of school performance, but may not tell the entire story about performance of students in that school.



## DEMOGRAPHICS

### Student Subgroups



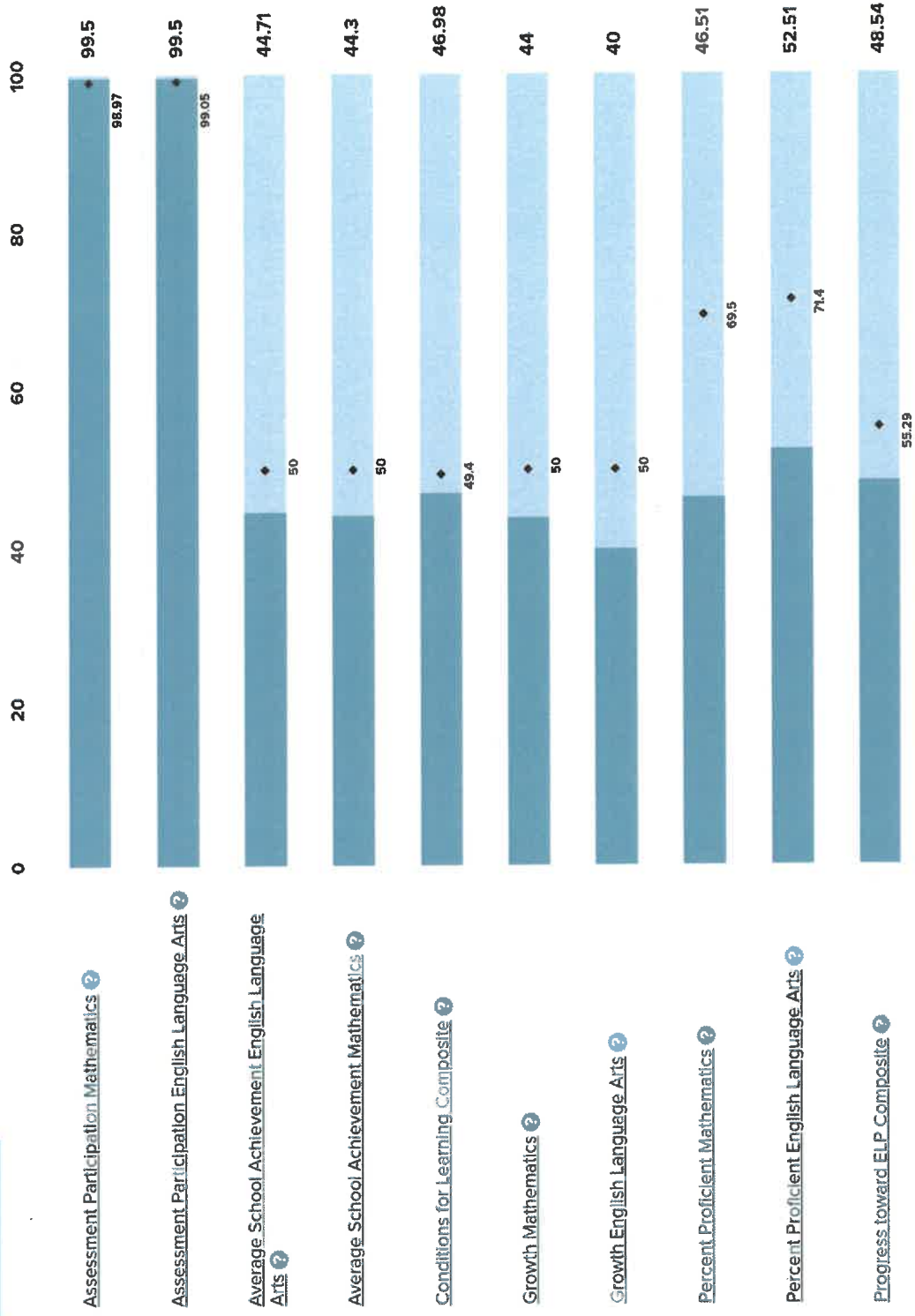
**SHOW/HIDE**



## PERFORMANCE IN EACH AREA

Accountability View

**Accountability view:** This view provides information about the performance of students who are included in the accountability score (N>=20). ?



◆ State Average

## PERFORMANCE DETAIL

Measure	Raw Score ?	Standard Score ?	Weighting Percentage	Total Points
<a href="#">Assessment Participation English Language Arts</a> ?	99.50	5.00	5.00	5.00
<a href="#">Assessment Participation Mathematics</a> ?	99.50	5.00	5.00	5.00
<a href="#">Average School Achievement English Language Arts</a> ?	44.71	44.71	7.00	3.13
<a href="#">Average School Achievement Mathematics</a> ?	44.30	44.30	7.00	3.10
<a href="#">Conditions for Learning Composite</a> ?	46.98	46.98	18.00	8.46
<a href="#">Growth English Language Arts</a> ?	40.00	39.35	18.00	7.08
<a href="#">Growth Mathematics</a> ?	44.00	43.95	18.00	7.91
<a href="#">Percent Proficient Mathematics</a> ?	46.51	33.13	6.00	1.99
<a href="#">Percent Proficient English Language Arts</a> ?	52.51	35.71	6.00	2.14
<a href="#">Progress toward ELP Composite</a> ?	48.54	43.49	10.00	4.35
				<b>48.16</b>
				Total Points

\*Summing the Weighting Percentage column may not equal 100 due to rounding calculations.

# Memorandum of Understanding (MOU)

## **MEMORANDUM OF UNDERSTANDING (MOU) between**

*Storm Lake Community School District's Tornado Club*

*and*

*Community Education*

This is an agreement between "Program", hereinafter called **SLCSD Tornado Club** and "Partner", hereinafter called **Community Education**.

### **I. PURPOSE & SCOPE**

SLCSD Tornado Club and Community Education have come together to collaborate and to make an application for the 21<sup>st</sup> Century Community Learning Centers Program grant (21CCLC). Grant funds will be used to serve students in second through fifth grades at Storm Lake Elementary School and sixth through eighth grades at Storm Lake Middle School.

The partners have agreed that Storm Lake CSD will provide leadership for the overall Tornado Club program and will be the designated applicant in the 21CCLC application. All other agencies will be considered partners in this application. This is a true partnership, as there is no compensation provided to any partner.

The purpose of this MOU is to clearly identify the roles and responsibilities of each party. In particular, this MOU is intended to coordinate facilities use, program registration, and participant attendance tracking.

### **II. BACKGROUND**

Community Education provides youth and adult recreation opportunities for the city of Storm Lake, and coordinates the community use of facilities for Storm Lake CSD.

### **III. PROGRAM RESPONSIBILITIES UNDER THIS MOU**

SLCSD Tornado Club shall undertake the following activities:

- provide Community Education with a calendar of program dates and times, which will include requested areas of use in each building
- provide Community Education information needed to prepare and maintain website for SLCSD Tornado Club student registration and attendance tracking

### **IV. PARTNER RESPONSIBILITIES UNDER THIS MOU**

Community Education shall undertake the following activities:

- coordinate community use of Storm Lake Elementary School and Storm Lake Middle School, and when possible, allow priority of use for requested areas to SLCSO Tornado Club program
- coordinate with software vendor for maintenance of website used for SLCSO Tornado Club student registration and attendance tracking

**V. FUNDING**

This MOU is not a commitment of funds.

**VI. EFFECTIVE DATE AND SIGNATURE**

This MOU shall be effective upon the signature of *Program* and *Partner* authorized officials. It shall be in force from July 1, 2024 to June 30, 2029.

The *Program* and *Partner* indicate agreement with this MOU by their signatures.

**SLCSO Tornado Club**



---

1-4-24 Date

**Community Education**



---

January 4, 2024 Date

# Memorandum of Understanding (MOU)

## **MEMORANDUM OF UNDERSTANDING (MOU) between**

*Storm Lake Community School District's Tornado Club*

*and*

*Iowa Central Community College*

This is an agreement between "Program", hereinafter called **SLCSD Tornado Club** and "Partner", hereinafter called **ICCC**.

### **I. PURPOSE & SCOPE**

SLCSD Tornado Club and ICCC have come together to collaborate and to make an application for the 21<sup>st</sup> Century Community Learning Centers Program grant (21CCLC). Grant funds will be used to serve students in second through fifth grades at Storm Lake Elementary School and sixth through eighth grades at Storm Lake Middle School.

The partners have agreed that Storm Lake CSD will provide leadership for the overall Tornado Club program and will be the designated applicant in the 21CCLC application. All other agencies will be considered partners in this application. This is a true partnership, as there is no compensation provided to any partner.

The purpose of this MOU is to clearly identify the roles and responsibilities of each party. In particular, this MOU is intended to provide adult education opportunities for families of SLCSD Tornado Club students.

### **II. BACKGROUND**

ICCC has partnered with Storm Lake CSD for many years. ICCC provides college course opportunities for local high school students, as well as providing our Storm Lake community with adult education courses including ESL (English Second Language) and HSED (High School Equivalency Diploma).

### **III. PROGRAM RESPONSIBILITIES UNDER THIS MOU**

SLCSD Tornado Club shall undertake the following activities:

- provide SLCSD Tornado Club families with class schedules and contact information for adult education courses.
- provide opportunities for ICCC staff to visit with SLCSD Tornado Club families about services.

### **IV. PARTNER RESPONSIBILITIES UNDER THIS MOU**

ICCC shall undertake the following activities:

- continue to provide adult education courses to the Storm Lake Community as funding permits.
- provide simple attendance counts and class completion rates for SLCSD Tornado Club families.

**V. FUNDING**

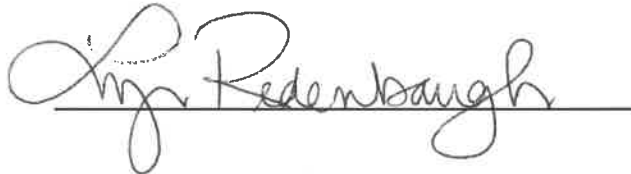
This MOU is not a commitment of funds.

**VI. EFFECTIVE DATE AND SIGNATURE**

This MOU shall be effective upon the signature of *Program* and *Partner* authorized officials. It shall be in force from July 1, 2024 to June 30, 2029.

The *Program* and *Partner* indicate agreement with this MOU by their signatures.

**SLCSD Tornado Club**



1-4-24 Date

**Iowa Central Community College**



1/4/24 Date



6450 Corporate Drive  
P.O. Box 6450  
Johnston, IA 50131  
800.532.1290 | [lowapbs.org](http://lowapbs.org)

January 4, 2024

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

### Letter of Commitment

To Whom It May Concern:

It is my pleasure to provide you with this letter of commitment from Iowa PBS in regard to the Storm Lake Community School District's (SLCSD) Tornado Club grant application to provide additional funding and support for their 21st Century Community Learning Center's Program.

Iowa PBS has been and will continue to partner with the SLCSD Tornado Club to provide professional development opportunities for SLCSD Tornado Club staff to support implementation of Iowa PBS activities with confidence and fidelity. Iowa PBS will also provide access and support for online materials and resources supporting literacy and STEM growth for second through eighth grade students.

Iowa PBS has partnered with the SLCSD Tornado Club in the past to enhance the learning experiences of children participating in after-school and summer school programs.

In conclusion, Iowa PBS fully supports the efforts of the Storm Lake Community School District's Elementary Tornado Club to serve second through eighth grade students at Storm Lake Elementary School and Storm Lake Middle School. The resources and training that Iowa PBS provides are offered at no cost. Please let me know if you need any additional information in regard to Iowa PBS's role as a community partner with the SLCSD Tornado Club for this 21st Century Community Learning Centers Program grant application.

Sincerely,

A handwritten signature in black ink, appearing to read "Ken Harrison", written in a cursive style.

Ken Harrison  
Director of Educational Services



# Memorandum of Understanding (MOU)

## **MEMORANDUM OF UNDERSTANDING (MOU) between**

*Storm Lake Community School District's Tornado Club*

*and*

*Iowa State University, Extension and Outreach (Iowa 4-H)*

This is an agreement between "Program", hereinafter called **SLCSD Tornado Club** and "Partner", hereinafter called **ISU Extension**.

### **I. PURPOSE & SCOPE**

SLCSD Tornado Club and ISU Extension have come together to collaborate and to make an application for the 21<sup>st</sup> Century Community Learning Centers Program grant (21CCLC). Grant funds will be used to serve students in second through fifth grades at Storm Lake Elementary School and sixth through eighth grades at Storm Lake Middle School.

The partners have agreed that Storm Lake CSD will provide leadership for the overall Tornado Club program and will be the designated applicant in the 21CCLC application. All other agencies will be considered partners in this application. This is a true partnership, as there is no compensation provided to any partner.

The purpose of this MOU is to clearly identify the roles and responsibilities of each party. In particular, this MOU is intended to provide educational youth development opportunities in safe spaces for SLCSD Tornado Club students.

### **II. BACKGROUND**

ISU Extension has partnered with Storm Lake CSD for many years, providing research-based education to K-12 youth.

### **III. PROGRAM RESPONSIBILITIES UNDER THIS MOU**

SLCSD Tornado Club shall undertake the following activities:

- provide safe spaces for SLCSD Tornado Club students to participate in selected ISU Extension activities.
- provide support staff to be present with the SLCSD Tornado Club student participants and guide them through program transitions.
- provide SLCSD Tornado Club families with schedules and contact information about ISU Extension activities and opportunities.

### **IV. PARTNER RESPONSIBILITIES UNDER THIS MOU**

ISU Extension shall undertake the following activities:

- select and deliver educational activities for SLCSD Tornado Club students as funding permits.
- provide staff and materials required for the activities as funding permits.

**V. FUNDING**

This MOU is not a commitment of funds.

**VI. EFFECTIVE DATE AND SIGNATURE**

This MOU shall be effective upon the signature of *Program* and *Partner* authorized officials. It shall be in force from July 1, 2024 to June 30, 2029.


The *Program* and *Partner* indicate agreement with this MOU by their signatures.

**SLCSD Tornado Club**



1/7/24 Date

**ISU Extension and Outreach (Iowa 4-H)**



01/17/2024 Date

# Memorandum of Understanding (MOU)

## **MEMORANDUM OF UNDERSTANDING (MOU) between**

*Storm Lake Community School District's Tornado Club*

*and*

*STARS Mentoring Program*

This is an agreement between "Program", hereinafter called **SLCSD Tornado Club** and "Partner", hereinafter called **STARS**.

### **I. PURPOSE & SCOPE**

SLCSD Tornado Club and STARS have come together to collaborate and to make an application for the 21<sup>st</sup> Century Community Learning Centers Program grant (21CCLC). Grant funds will be used to serve students in second through fifth grades at Storm Lake Elementary School and sixth through eighth grades at Storm Lake Middle School.

The partners have agreed that Storm Lake CSD will provide leadership for the overall Tornado Club program and will be the designated applicant in the 21CCLC application. All other agencies will be considered partners in this application. This is a true partnership, as there is no compensation provided to any partner.

The purpose of this MOU is to clearly identify the roles and responsibilities of each party. In particular, this MOU is intended to coordinate mentoring connections between caring adults and Storm Lake Middle School students attending SLCSD Tornado Club.

### **II. BACKGROUND**

STARS has partnered with SLCSD Tornado Club for many years. The roles and responsibilities listed below are already in place and in action.

### **III. PROGRAM RESPONSIBILITIES UNDER THIS MOU**

SLCSD Tornado Club shall undertake the following activities:

- provide SLCSD Tornado Club students and families with information for STARS activities and services.
- provide opportunities for STARS staff to visit with SLCSD Tornado Club students and families about services.

### **IV. PARTNER RESPONSIBILITIES UNDER THIS MOU**

STARS shall undertake the following activities:

- continue to provide activities and mentoring connection opportunities for SLCSO Tornado Club students and the community as funding permits.
- provide simple attendance counts for SLCSO Tornado Club students.

**V. FUNDING**

This MOU is not a commitment of funds.

**VI. EFFECTIVE DATE AND SIGNATURE**

This MOU shall be effective upon the signature of *Program* and *Partner* authorized officials. It shall be in force from July 1, 2024 to June 30, 2029.

The *Program* and *Partner* indicate agreement with this MOU by their signatures.

**SLCSO Tornado Club**

\_\_\_\_\_

1-4-24 Date

**STARS Mentoring Program**

\_\_\_\_\_

01-04-24 Date



**Private School Consultation Meeting Log TITLE IV B**

**Date:** December 11, 2023

**Time:** 11:11 a.m.

**Location:** declined via email

**Entities:** SLCSO Tornado Club & St. Mary's Catholic Schools

**NOTE:** SLCSO Tornado Club received confirmation from Vic Jaras, Iowa Department of Education, of our eligibility to apply for 21CCLC grant funds on the afternoon of November 29, 2023. SLCSO administration and Tornado Club administration confirmed the decision to apply on November 29, 2023. Tornado Club administration spent two working days reviewing 21CCLC grant application materials. St. Mary's school principals were emailed on December 5, 2023 to set up meeting regarding application.

**----- Email Log: Dates, Recipients, and Content -----**

Date/Time: Tuesday, 12/5/2023; 12:22 p.m.

Sent from: Lynn Redenbaugh (SLCSO Tornado Club director; lredenbaugh@slcsd.org)

Sent to: Kate Swanson (St. Mary's Catholic Schools PK-5 principal; kswanson@stmarys-storm.pvt.k12.ia.us); Ryan Berg (St. Mary's Catholic Schools 6-12 principal; rberg@stmarys-storm.pvt.k12.ia.us)

Content:

*Good afternoon Kate & Ryan,*

*Storm Lake CSD will be submitting an application to the Iowa Department of Education for grant funding to continue our second through eighth grade before and after school programs at Storm Lake Elementary School and Storm Lake Middle School. Per the application, we are required to consult with private and non-public school officials during the development of our grant program and application.*

*This is the same grant program Kate and I discussed in the fall of 2022 for kindergarteners and first graders at Storm Lake Early Elementary School. The application, along with grant requirements, limitations, and opportunities are the same as one year ago.*

*Would you have some time to meet, either by phone or in person, to discuss the application and potential opportunities for St. Mary's students? I am available before noon this Thursday or Friday, or any time next Monday or Tuesday.*

*Here is a link to the Iowa Department of Education's webpage for the [21st Century Community Learning Center](#) grants, in case you'd like information about the program and RFA.*

*I look forward to hearing from you.*

*Best regards,*

*Lynn*

Date/Time: Monday, 12/11/2023; 11:02 a.m.

Sent from: Lynn Redenbaugh

Sent to: Kate Swanson and Ryan Berg

Content:

Good morning Kate & Ryan,

I am reaching out again to see if you would like to talk about the 21CCLC grant opportunity?

I know it is a busy time, but would like to determine your participation before winter break. We were only recently made aware of our eligibility to apply. The deadline for submission has been extended from December 15 to January 19, but that still leaves very little time to complete an application this extensive.

If it is your choice, you may decline participation in the grant application via email. This Title IV-B program can be discussed with Storm Lake CSD administration each year when you meet regarding other Title programs.

Best regards,  
Lynn

Date/Time: Monday, 12/11/2023; 11:11 a.m.

Sent from: Ryan Berg

Sent to: Lynn Redenbaugh; Cc: Kate Swanson

Content:

Lynn,

Our apologies for the delay in responding. It is indeed a busy time. I just spoke with Kate about it, and we are going to decline to participate this year. We appreciate you continuing to check with us to see if it is something we would like to pursue. You may continue to reach out in future years if the option is available to us again. Perhaps there will be a time when it works out for us to participate.

Ryan

Date/Time: Monday, 12/11/2023; 11:19 a.m.

Sent from: Lynn Redenbaugh

Sent to: Ryan Berg; Cc: Kate Swanson

Content:

Ryan,

Thank you for your quick reply.

We look forward to continuing our relationship with St. Mary's School, and will reach out with any future opportunities.

Happy Holidays!  
Lynn

**Action Items:**

Participation in 21CCLC grant programs will be an agenda item at yearly Title meetings between SLCS D and St. Mary's Catholic School.

SLCS D will notify St. Mary's Catholic School about registration timeline and requirements for 21CLCC program participation.

**Person responsible:**

Lynn Redenbaugh or Stacey Cole, SLCS D superintendent

Lynn Redenbaugh

**Deadline:**

Title meetings are usually held each spring

Spring/summer

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

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.**

## SLCSD Tornado Club partners without MOU

Tornado Club relies on community partners to offer a wide range of activities & services for preK-8<sup>th</sup> grade students at all of our before and after school programs. Some partners are unable to provide an MOU for various reasons. This by no means diminishes their importance and commitment to Tornado Club students and families. Listed below are some of these local agencies.

### **Storm Lake Public Library** – *signature on Collaborative Signatures form*

Storm Lake Public Library has partnered with Tornado Club for many years both at program sites and at the library. Past activities provided for our community and Tornado Club families include Family Creative Learning activities showcasing PBS KIDS Play & Learn app which is a free, bilingual app designed specifically for parents; story time sessions; safe, no-contact book check out during the COVID-19 pandemic; and bringing Clifford the Big Red Dog and Dan Wardell to Storm Lake for a family event.

### **Buena Vista University** – *signature on Collaborative Signatures form*

BVU allows distribution of job descriptions and contact with college students to promote Tornado Club staff positions. The Tornado Club director has been invited by professors and campus clubs to speak about opportunities for education, social work, and physical education majors to gain practical experience in our schools. Campus clubs also provide volunteers for activities at Tornado Club sites.

### **Buena Vista Regional Medical Center**

BVRMC is a great supporter of SLCSD and Tornado Club programs. Staff has attended many Title I and Tornado Club family events providing fitness and nutrition activities, as well as information about services offered by the hospital.

### **Buena Vista Regional Medical Center – Fitness Center**

We will pursue a partnership to offer a variety of physical fitness activities for our students and families during the after school program and at family events. Our families could be challenged at a Zumba session during a family night.

### **Buena Vista County Conservation**

We will pursue a partnership to offer naturalist activities and programs for our students and families during the after school program and at family events. The county naturalist visits our schools during the school day, bringing activities and live animals. We would like additional opportunities for Tornado Club students to experience more programs and animals.

### **Storm Lake Public Safety**

We will pursue a partnership to offer activities for our students & families during the after school program & at family events. We will invite police officers and fire personnel to visit with Tornado Club students & families about safety, potentially bringing a fire truck for kids to see.



<b>AGENCY AND SITE NAME:</b>	SLCSD - Storm Lake Elementary School	<b>FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET</b>									
<b>SITE ADDRESS:</b>	1810 Hyland Drive, Storm Lake, IA 50588	<b>IOWA DEPARTMENT OF EDUCATION</b>									
		<b>DGET/QUARTERLY SUMMARY OF EXPENDITURES FOR 21st CCLC (Title IV-Part B, CFDA 84.287)</b>									

<b>Total YR1 21CCLC Award:</b>	<b>\$ 112,500.00</b>										
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\*\*\*COMPLETE ONE SPREADSHEET FOR EACH SITE IN GRANT - THIS SPREADSHEET TABULATED\*\*\*

<b># Students Served (unduplicated headcount):</b>	<b>125</b>										

Qtr 1 due by November 30th      Qtr 3 due by April 30th  
 Qtr 2 due by January 31st      Qtr 4 due by July 15th

A	B	C		F		G		H		I		THIS COLUMN	
		Total YR1		Quarter 1		Quarter 2		Quarter 3		Quarter 4		RESERVED FOR IDOE FINANCE	
		2021-22 Budget		July 1 - September 30		October 1 - December 31		January 1 - March 31		April 1 - June 30			
Authorized Activity Category		Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy		
<b>1 Program:</b>													
Personnel		\$ 81,750.00		\$ 16,350.00	\$ -	\$ 24,525.00	\$ -	\$ 24,525.00	\$ -	\$ 16,350.00	\$ -		
Contracted Services				-	-	-	-	-	-	-	-		
Materials & Supplies		9,621.00	500.00	1,924.00	100.00	2,886.00	150.00	2,886.00	150.00	1,925.00	100.00		
After School Snacks & Meals				-	-	-	-	-	-	-	-		
Other				-	-	-	-	-	-	-	-		
Reserved for IDOE finance			-	-	-	-	-	-	-	-	-		
<b>2 Professional Development (must be equal or greater than 5% of budget):</b>													
Personnel		\$ 3,585.00	\$ -	\$ 718.00	\$ -	\$ 1,075.00	\$ -	\$ 1,075.00	\$ -	\$ 717.00	\$ -		
Contracted Services		1,500.00	-	300.00	-	450.00	-	450.00	-	300.00	-		
Materials & Supplies		750.00	-	150.00	-	225.00	-	225.00	-	150.00	-		
Other			-	-	-	-	-	-	-	-	-		
Reserved for IDOE finance			-	-	-	-	-	-	-	-	-		
<b>3 Student Access (up to 8% of budget):</b>													
Transportation		\$ 6,057.00	\$ -	\$ 1,213.00	\$ -	\$ 1,815.00	\$ -	\$ 1,815.00	\$ -	\$ 1,214.00	\$ -		
Facility safety and accessibility			-	-	-	-	-	-	-	-	-		
Other			-	-	-	-	-	-	-	-	-		
<b>4 Evaluation (up to 4%):</b>													
Contracted Services		\$ 2,050.00		\$ 410.00		\$ 615.00		\$ 615.00		\$ 410.00			
Materials & Supplies				-		-		-		-			
Other		1,000.00		200.00		300.00		300.00		200.00			
<b>5 Other Admin Costs (Up to 8%):</b>													
Other Admin Costs		\$ 5,687.00		\$ 1,137.00		\$ 1,707.00		\$ 1,707.00		\$ 1,136.00			
Reserved for IDOE finance				-		\$ -		-		-			
Indirect Costs, Restricted*				-		-		-		-			
<b>6 Total Expenditures</b>		<b>\$ 112,500.00</b>		<b>\$ 22,502.00</b>		<b>\$ 33,748.00</b>		<b>\$ 33,748.00</b>		<b>\$ 22,502.00</b>			

\*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving

AGENCY AND SITE NAME:		SLCSD - Storm Lake Middle School		FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET									
SITE ADDRESS:		1811 Hyland Drive, Storm Lake, IA 50588		IOWA DEPARTMENT OF EDUCATION									
				BUDGET/QUARTERLY SUMMARY OF EXPENDITURES FOR 21st CCLC (Title IV-Part B, CFDA 84.287)									
Total YR1 21CCLC Award:		\$ 112,500.00											
***COMPLETE ONE SPREADSHEET FOR EACH SITE IN GRANT - THIS SPREADSHEET TABULATED***													
# Students Served (unduplicated headcount):		125						Qtr 1 due by November 30th		Qtr 3 due by April 30th			
								Qtr 2 due by January 31st		Qtr 4 due by July 15th			
A	B	C		F		G		H		I			
		Total YR1		Quarter 1		Quarter 2		Quarter 3		Quarter 4		THIS COLUMN	
		2021-22 Budget		July 1 - September 30		October 1 - December 31		January 1 - March 31		April 1 - June 30		RESERVED FOR IDOE FINANCE	
Authorized Activity Category	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy			
<b>1 Program:</b>													
Personnel	\$ 81,750.00		\$ 16,350.00	\$ -	\$ 24,525.00	\$ -	\$ 24,525.00	\$ -	\$ 16,350.00	\$ -			
Contracted Services			-	-	-	-	-	-	-	-			
Materials & Supplies	9,621.00	500.00	1,924.00	100.00	2,886.00	150.00	2,886.00	150.00	1,925.00	100.00			
After School Snacks & Meals			-	-	-	-	-	-	-	-			
Other			-	-	-	-	-	-	-	-			
Reserved for IDOE finance		-	-	-	-	-	-	-	-	-			
<b>2 Professional Development (must be equal or greater than 5% of budget):</b>													
Personnel	\$ 3,585.00	\$ -	\$ 718.00	\$ -	\$ 1,075.00	\$ -	\$ 1,075.00	\$ -	\$ 717.00	\$ -			
Contracted Services	1,500.00	-	300.00	-	450.00	-	450.00	-	300.00	-			
Materials & Supplies	750.00	-	150.00	-	225.00	-	225.00	-	150.00	-			
Other		-	-	-	-	-	-	-	-	-			
Reserved for IDOE finance		-	-	-	-	-	-	-	-	-			
<b>3 Student Access (up to 8% of budget):</b>													
Transportation	\$ 6,057.00	\$ -	\$ 1,213.00	\$ -	\$ 1,815.00	\$ -	\$ 1,815.00	\$ -	\$ 1,214.00	\$ -			
Facility safety and accessibility		-	-	-	-	-	-	-	-	-			
Other		-	-	-	-	-	-	-	-	-			
<b>4 Evaluation (up to 4%):</b>													
Contracted Services	\$ 2,050.00		\$ 410.00		\$ 615.00		\$ 615.00		\$ 410.00				
Materials & Supplies			-		-		-		-				
Other	1,000.00		200.00		300.00		300.00		200.00				
<b>5 Other Admin Costs (Up to 8%):</b>													
Other Admin Costs	\$ 5,687.00		\$ 1,137.00		\$ 1,707.00		\$ 1,707.00		\$ 1,136.00				
Reserved for IDOE finance			-		\$ -		-		-				
Indirect Costs, Restricted*			-		-		-		-				
<b>6 Total Expenditures</b>	<b>\$ 112,500.00</b>		<b>\$ 22,502.00</b>		<b>\$ 33,748.00</b>		<b>\$ 33,748.00</b>		<b>\$ 22,502.00</b>				

\*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving

<b>AGENCY:</b>	Storm Lake CSD	<b>FORM D3: CUMULATIVE PROGRAM BUDGET</b> <b>IOWA DEPARTMENT OF EDUCATION</b>  <b>TOTAL PROGRAM BUDGET INCLUDING 21CCLC FUNDS AND PARTNER CONTRIBUTIONS*</b>
<b>AGENCY ADDRESS:</b>	419 Lake Ave, Storm Lake, 50588	
<b>NUMBER OF SITES:</b>	2	
<b>Total 21CCLC Request YR 1:</b>	<b>\$ 225,000.00</b>	

\*\*\*ONLY SUBMIT YR 1 WITH GRANT APPLICATION\*\*\*  
 \*\*\*This form should be completed once with all sites included.\*\*\*

# Students Served YR1:		250							
Budget Category	Year 1 2021-2022				Total YR1	Total YR1	Totals YR1	Totals YR1	Total YR1 Program Budget
	21CCLC Student Program	Partner Student Program	21CCLC Family Literacy	Partner Family Literacy	21CCLC	Partner	Student Program	Family Literacy	
<b>Program:</b>									
Personnel	\$ 163,500.00	\$ 26,172.00		\$ 4,912.00	\$ 163,500.00	\$ 31,084.00	\$ 189,672.00	\$ 4,912.00	\$ 194,584.00
Contracted Services					\$ -	\$ -	\$ -	\$ -	\$ -
Materials & Supplies	19,242.00	7,000.00	1,000.00		\$ 20,242.00	\$ 7,000.00	\$ 26,242.00	\$ 1,000.00	\$ 27,242.00
After School Snacks & Meals					\$ -	\$ -	\$ -	\$ -	\$ -
Other					\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal - Program</b>	<b>182,742.00</b>	<b>33,172.00</b>	<b>1,000.00</b>	<b>4,912.00</b>	<b>\$ 183,742.00</b>	<b>\$ 38,084.00</b>	<b>\$ 215,914.00</b>	<b>\$ 5,912.00</b>	<b>\$ 221,826.00</b>
<b>Professional Development (min. 5% per year):</b>									
Personnel	\$ 7,170.00	\$ 191.00			\$ 7,170.00	\$ 191.00	\$ 7,361.00	\$ -	\$ 7,361.00
Contracted Services	3,000.00				\$ 3,000.00	\$ -	\$ 3,000.00	\$ -	\$ 3,000.00
Materials & Supplies	1,500.00				\$ 1,500.00	\$ -	\$ 1,500.00	\$ -	\$ 1,500.00
Other					\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal - Professional Development</b>	<b>11,670.00</b>	<b>191.00</b>	<b>-</b>	<b>-</b>	<b>\$ 11,670.00</b>	<b>\$ 191.00</b>	<b>\$ 11,861.00</b>	<b>\$ -</b>	<b>\$ 11,861.00</b>
<b>Student Access (max. 8% per year):</b>									
Transportation	\$ 12,114.00				\$ 12,114.00	\$ -	\$ 12,114.00	\$ -	\$ 12,114.00
Facility safety and accessibility					\$ -	\$ -	\$ -	\$ -	\$ -
Other					\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal - Student Access</b>	<b>12,114.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>\$ 12,114.00</b>	<b>\$ -</b>	<b>\$ 12,114.00</b>	<b>\$ -</b>	<b>\$ 12,114.00</b>
<b>Evaluation (max. 4% per year):</b>									
Contracted Services	\$ 4,100.00				\$ 4,100.00	\$ -	\$ 4,100.00		\$ 4,100.00
Materials & Supplies					\$ -	\$ -	\$ -		\$ -
Other	2,000.00				\$ 2,000.00	\$ -	\$ 2,000.00		\$ 2,000.00
<b>Subtotal - Evaluation</b>	<b>6,100.00</b>	<b>-</b>			<b>\$ 6,100.00</b>	<b>\$ -</b>	<b>\$ 6,100.00</b>		<b>\$ 6,100.00</b>
<b>Other Admin Costs (max 8% per year):</b>									
Other Admin Costs	\$ 11,374.00				\$ 11,374.00	\$ -	\$ 11,374.00		\$ 11,374.00
Indirect Costs, Restricted**					\$ -	\$ -	\$ -		\$ -
<b>Subtotal - Other Admin Costs</b>	<b>11,374.00</b>	<b>-</b>			<b>\$ 11,374.00</b>	<b>\$ -</b>	<b>\$ 11,374.00</b>		<b>\$ 11,374.00</b>
<b>Totals</b>	<b>\$ 224,000.00</b>	<b>\$ 33,363.00</b>	<b>\$ 1,000.00</b>	<b>\$ 4,912.00</b>	<b>\$ 225,000.00</b>	<b>\$ 38,275.00</b>	<b>\$ 257,363.00</b>	<b>\$ 5,912.00</b>	<b>\$ 263,275.00</b>

\*Both cash and in-kind partner contributions should be used to calculate the "Partner" amounts

\*\*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving