

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

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

**Return to:** Lisa DuBois  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14<sup>th</sup> Street  
Des Moines, Iowa 50319-0146

**APPLICATION INFORMATION**

Applicant Serving as Fiscal Agent (Applicant Agency) Oelwein Community Schools

County: Fayette		Amount Requested: \$732,300 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Steve Westerberg, Superintendent of Schools		Grant Contact/Project Director: Barb Schmitz	
Agency Name: Oelwein Community Schools		Agency Name: Oelwein Community Schools	
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City: Oelwein	Zip: 50662	City: Oelwein	Zip: 50662
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PPIC's Data Collection Contact: Barb Schmitz, Project Director		Fiscal Contact: Joan Loew	
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City: Oelwein	Zip: 50662	City: Oelwein	Zip: 50662
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Is this an application for a continuation grant? (Check yes or no):  Yes  No

## LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number:

\_\_\_\_\_42-6003001\_\_\_\_\_ **OR**

Enter School District Code

\_\_\_\_\_4869\_\_\_\_\_

(If applicable) Enter Child Care License #:

\_\_\_\_\_

## REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation: SINA list provided by the Iowa Department of Education available at [www.educateiowa.gov](http://www.educateiowa.gov).

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Example of documentation: SINA list provided by the Iowa Department of Education available at [www.educateiowa.gov](http://www.educateiowa.gov).

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

Documentation: 1) Original signatures of joint applicants 2) See letter of support from the Oelwein mayor in the Appendix

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

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## **ABSTRACT for the 21<sup>st</sup> Century Community Learning Centers Grant (Husky Adventures)**

**Number of students: 185**

**Amount requested per year: \$244,100 TOTAL - Wings Park: 143,400 - Middle School \$100,700**

**Amount per student per year: \$1319.45 TOTAL - Wings per: \$1303.64 - Middle School \$1342.66**

**Why:** Poverty is no stranger to many Oelwein students with 57% of the school population receiving food assistance. Their academic success often suffers because of time, motivation, and the lack of the inner confidence that develops with repeated success in school. Without a comprehensive out-of-school time program our non-proficient students, and in particular those living in poverty, have little chance of raising their achievement to the level of others. In particular, a high percentage of our student's reading scores are below the level of proficiency. These students have little exposure to enrichment activities that are offered as paid programs in more affluent schools. Their dreams are small and the opportunities to discover their own talents are limited. The adults in these low-income families often mention how they feel powerless, unable to cope, and depressed leaving them with little energy to assist their children.

**What:** The Oelwein Community Schools, in collaboration the City of Oelwein and with parents, community, and other educational and social service partners, have designed a program to increase the achievement of students in grades K-8. The program entitled *Husky Adventures* offers a comprehensive out-of-school time program to provide additional time for students to learn, to provide for innovative instructional strategies to motivate and teach students, and provide for collaboration between community organizations and the school. *Husky Adventures* has three main components: academic achievement, enrichment activities, and family literacy. These components serve to increase student academic competence, develop their talents and abilities, and partner with parents to meet their need to provide a safe place for their children after school and to contribute to their child's academic achievement.

**Where and When:** *Husky Adventures* will be housed at two sites: Wings Park Elementary School for K-5 students and at the Oelwein Middle School for grades 6 – 8. The school will provide transportation. Students will find the school doors open for one hour before school Monday through Friday. The school will also be open from 3:15 pm. to 5:15 p.m. Monday through Thursday with an additional hour on the two Wednesdays per month when schools are dismissed early. A six-week summer school program will be offered for four hours per day, three days per week, for K-8 students. Saturday classes will be offered for 3 hours per week for Middle School students. Each participating student will have the opportunity for a minimum of 15 additional hours of schooling per week.

**How:** The *Husky Adventures* before school program will focus on homework help with tutoring available in the academic areas of reading, math, and science. Fitness will also be a feature of the morning program with exercise stations set up in the school gym.

After school, students will begin their *Husky Adventures* with a healthy snack before moving on to a wide-range of activities. Students who need homework help will find that help available from certified teachers assisted by trained paraprofessionals. Students will also find a variety of 8-week programs, or Husky Adventure Camps. The camps will provide the kind of academic excitement that will motivate students to attend and maintain their attendance at camp. While each camp will provide content linked to the Iowa Core and to the regular school day, they will rely on different instructional strategies to motivate and instruct students. Strategies include the 1:1 technology-based instruction and project-based learning. Project-based learning will incorporate strategies from Tony Wagner's 7 Survival Skills that students will need in the 21<sup>st</sup> century: problem-solving and critical thinking, collaboration and teamwork, agility and adaptability, initiative and entrepreneurship, accessing and analyzing information, effective oral and written communication, and curiosity and imagination.

*Husky Adventures* will also provide enrichment camps that students who live in rural, poverty areas have few opportunities to experience. *Husky Adventures* options include camps that immerse students in science, math, reading, or multidisciplinary topics. Other camps might emphasize art, music, or drama. Students will also have the opportunity to suggest activities that they find interesting for future camps.

Summer school will supplement the existing summer school program and will offer two additional hours

per day for the students. Both academic and enrichment summer school camps will be held.

The program acknowledges the importance of family involvement in their child's education by offering two family nights each month. These evening *Husky Adventures* will include dinner, a family activity, and an educational component. A parent literacy component of the program will be provided working in collaboration with social service agencies.

**Who:** Making the *Husky Adventure* a successful program will take the combined efforts of many. Our school board and superintendent have strongly supported this effort. School officials, staff, parents, social service providers, and other community members have provided leadership and ideas. Staff have committed to using technology and problem-based learning and to participate in future staff development training in the 7 Survival Skills.

Our Management Plan includes the in-kind services of our administration and the employment of a Project Director with a strong commitment to students and *Husky Adventures*. This person will preferably hold a Master's Degree in Guidance or a related Social Service field and will understand the educational system. The Project Director will be assisted by two administrative assistants who will handle the daily details so the director can focus on strategies for meeting goals for academics, enrichment, and family. Classroom teachers on staff who have demonstrated interest and capability in project-based learning and instructional technology will be employed to assist students with academics. They will have the assistance of paraprofessionals and volunteers. This will help us maintain strong ties with the classroom. Student teacher ratios of no more than 15:1 will be maintained. We will also have the assistance of a *Husky Adventure* Advisory Committee whose members link to school, social service providers, parents, students, and community. Professional development for certified, non-certified and volunteer *Husky Adventure* staff will be an ongoing component of *Husky Adventures*.

**Other:** Once *Husky Adventures* has been established, the Project Director will look for additional funding streams that might include other grants, donations, in-kind support, and school resources.

Communication with all staff, parents, and community will be an ongoing activity with many types of media utilized: newspaper articles, communiqué, blogs, school web site, radio, flyers, speakers for organizations. Our communication goals are to inform families and students about opportunities for them, inform the public about the general nature of the program, to document the program successes, and to share program evaluation documents.

Our partners in *Husky Adventures* include Child Health Specialty Clinic, BDF Empowerment, RSVP, PTO, Northeast Iowa Community Action Corporation, Oelwein Public Library, Mercy Hospital, Williams Wellness Center, Williams Performing Arts Center, Oelwein Writer's League, All Families Matter, Oelwein Chamber and Area Development, Jamison/Schmitz Funeral Home, Helping Services of Northeast Iowa, Churches, Upper Iowa University, Northeast Iowa Community College, Churches, Oelwein Police Department, Local Banks, Northeast Iowa Food and Fitness, Oelwein Food and Fitness, Boy Scouts, Girl Scouts.

Two experienced evaluators, Dr. James Veale, who served as the evaluator for the Husky Hub, and Jan Mitchell, who works with other 21st Century grants in the area, will handle program evaluation.

All funding that is awarded through this grant will be used to supplement instruction. Funding may not be used to supplant existing instruction. Grant funding will only be used for the program as designed. It will not be used for other purposes.

**SECTION 2.1: STUDENT NEED**

**Explanation of impact of student poverty – Why a Before/After/Summer School is needed in Oelwein.**

Poverty is no stranger to many Oelwein students with 57% of the district’s students receiving food assistance. Their academic success often suffers because of time, motivation, and the lack of the inner confidence that develops with repeated success in school. Without an afterschool program our students have little chance of raising their achievement to the level of others. The adults in their lives have little time or energy to assist them; our low-income families often mention how they feel powerless, unable to cope, and depressed. Many students have little exposure to enrichment activities that are offered as paid programs in more affluent schools. Their dreams are small and the opportunities to discover their own talents are limited.

**OBJECTIVE DATA: ACADEMIC**

**Student Poverty:** Free and Reduced Price Lunch: Little Husky (kdgn.) at 42%, Parkside (gr. 1) at 64%, Wings Park (gr. 2–5) at 63%, and Middle School (gr. 6-8) at 53%. Source: DE website

**Student Achievement:** Source: Iowa DE website. Wings Park is a Title I School In Need of Assistance and both Wings Park and the Middle School are listed as Iowa SINA schools. The following chart shows the Iowa Assessment data describing gaps for the 2011-12 school year. Data comparing students living in poverty with

Grades	2	3	4	5	6	7	8
<b>Reading Proficiency</b> SES-Non SES							
Low SES Proficient	61%	54%	62%	61%	53%	46%	55%
Non-SES Proficient	69%	75%	91%	81%	73%	68%	77%
<b>Math Proficiency:</b> SES-Non SES							
Low SES Proficient	49%	59%	73%	59%	79%	71%	76%
Non-SES Proficient	77%	77%	79%	66%	81%	86%	94%
<b>Science Proficiency</b> SES-Non SES							
Low SES Proficient	57%	66%	84%	53%	70%	63%	90%
Non-SES Proficient	73%	83%	97%	72%	81%	73%	90%

those who do not show SES students are not able to equal the achievement of their non-SES peers. This is most noticeable in reading where in six grades, the achievement gap is 20+ points. **Student Mobility:** About 23% of our total student population moves in or out each year causing gaps in learning. Last year at Wings Park Elementary, 16 students transferred out and

21 transferred in. At the Middle School 39 students transferred out and 37 transferred in.

**Useful Before/After School time.** Because many parents/guardians leave for work well before school begins, students often wait for the school bell outside or, once the teachers arrive, inside the building. The Elementary Schools average about 60 students who wait for an hour or more for school to begin while the Middle School averages 50 or more students.

**OBJECTIVE DATA: SOCIAL/BEHAVIORAL**

**Discipline Referrals to the school offices**

Elementary	07-08	08-09	09-10	10-11	11-12
Arguing		2	2	23	35
Disruptive Behavior	4	7	9	74	33
Fighting	8	2	9	22	37
Profanity	2	4	3	22	12

Middle School	07-08	08-09	09-10	10-11	11-12
Arguing	56	56	52	80	45
Assault	9	30	17	23	10
Disruptive Behavior	278	510	311	455	403
Excessive Tardies	344	491	219	409	432
Fighting	26	33	25	50	33
Harassment	21	20	24	35	21
Not following instruct.	192	285	401	428	140
Profanity	22	59	45	66	72

**Social/Emotional Needs and**

**Relationships with Peers:** These are areas where there is significant impact on the achievement of our struggling students. Areas where discipline referrals to the school office have been on the rise are shown in the charts on the left.

While there has been improvement in a few areas, students struggle with social/emotional needs and relationships with peers. The proposed program will help students develop positive strategies for dealing with these challenges.

**School Environment** The Iowa Youth Survey shows 42% of 6th and 8th grade students feel students do not treat each other respectfully. 26% of the students

believe it would only be a little wrong to start a physical fight with someone. The need to feel safe so learning can take place is not being met for many students.

**FAMILY LITERACY: Household Environment** as reported on the Iowa Youth Survey. In answers to questions regarding whether anyone checks on the students to see if they have done the things they should, including homework, 19% of 6th graders and 25% of 8th graders responded with Never or Sometimes. 22% of 6th graders and 35% of 8th graders report they do not have positive family relationships. 27% of 6th and 36% of 8th graders report they do not have a favorable family involvement. Regardless of the reason, there is a strong need for relationship building between parents/guardians and their children. Also noted is a need for developing strategies to create a home environment where students feel they are being supported.

**OBJECTIVE DATA: HEALTH AND FITNESS**

**Health and fitness** Evidence of Need: Data from school physical education department shows 34% of the student population is overweight. This is a need for both fitness and nutrition.

**EVALUATE PRESENT SCHOOL AND COMMUNITY RESOURCES AND HOW PROGRAM WILL ADDRESS NEEDS.**

While we show a variety of human and material resources in place, our evaluation identified gaps with some types of resources available only for specific age groups. Our proposed program will develop a comprehensive K-8 plan to meet these needs and fill in the gaps in these areas and also meet the challenge of providing collaboration between groups offering services.

**Available Resources for helping all children succeed in school - School resources:** 1) The Middle School offers an after school program for homework help daily from 3:20 – 4:00 as well as a Saturday class for students who fall behind in schoolwork. 2) Volunteers for Youth provide a homework session for middle school students. 3) Summer school for academics is offered 4 weeks three times per week for 2 hours per day, K-8. 3) At the elementary level, high school students work with elementary students. These school resources have not been sufficient for increasing academic achievement. We need to break new ground and find a different path to success. In the proposed Husky Adventures, we will both increase our assistance for homework help and move beyond tutoring. We will focus on academic content where needs have been identified and will incorporate the innovative 7 Survival Skills identified by Harvard's Tony Wagner: 1) problem solving and critical thinking, 2) collaboration and teamwork, 3) agility and adaptability, 4) initiative and innovation, 5) communication skills, 6) access and analyze information, 7) curiosity and imagination. Academic assistance will be tied to the 7 Survival Skills, the Common Core standards and infused into project-based after school learning camps. Our 1:1 computer initiative will be another vehicle for innovative academic assistance. The work with students in academics will be taught by certified staff who have participated in the 7 Survival Skills staff development and innovative uses of technology in learning.

**Community Resources:** Community Resources are most helpful in establishing one-on-one relationships with students, including helping students establish successful work habits. The Retired Senior Volunteer Program (RSVP) with 50 volunteers meet one-on-one with K-6 students and the Volunteers for Youth program includes 11 community members who mentor students. This resource will be expanded to include student/mentor time in the Before/After/Saturday/Summer school program. The Oelwein Public Library offers a summer reading program. Northeast Iowa Community College (NICC) offers summer STEM programs at the Regional Academy for Math/Science RAMS center in Oelwein for grades 5 – 8. Camp Creamery is offered by Old Creamery Theater for 60 K-8 students for an enrichment program for language arts and drama. These partners work with us at present and will expand their efforts for children through our proposed program.

**Available Resources for dealing with health and fitness. School Resources:** The school and city partner to sponsor a community Food Fair. Oelwein's Vo Ag department sells fresh produce to the school lunch program. Kindergarten students participate in activities that promote working with others and being healthy during their Fitness Fridays. Fuel Up to Play 60 involves 4<sup>th</sup> grade students in fitness and nutrition while the 5<sup>th</sup> graders participate in Adventures to Fitness. Because fitness and nutrition impact achievement, these activities will be expanded to include all grades K-8.

**Community Resources:** Many resources are available, but many require fees that are unaffordable for our low-income population. The Oelwein Back Pack program partners with Waterloo Food Bank to provide food for elementary students to prepare and eat on the weekends. The Oelwein Wellness Center offers a paid After School Activity Program for students who can afford it. Bike/hike trails are to all students. We have

community sports leagues for football, volleyball, and basketball but with a substantial fee. A local dance studio is available to students who can afford it. Through this proposal, we will contract with our local Wellness Center to provide after school passes for the two days per month the school dismisses for staff development as well as provide Saturday passes. The City of Oelwein Parks and Recreation department will partner with us to design a year-long Saturday fitness program. We will also contract with the dance studio to include dance in the fitness program.

**Available Resources for helping children and youth prepare for productive adulthood.** **Community**

**Resources:** Upper Iowa (UIU) students work as mentors with 14 - 8<sup>th</sup> graders on the UIU campus; 7<sup>th</sup> graders visit NICC, UIU where they are provided with a hands on activities in such practical career areas as nursing, welding, machining, and wind turbine education. Upper Iowa University will expand their efforts and partner with us in a program called Step-by-Step which has been designed to help Middle School students become more aware of their own strengths. This program is offered on the Middle School site. Through our Chamber of Commerce, businesses will partner with us and reach out to students to provide workshops and job shadowing.

**Available Resources: Safe and supportive families, schools, and communities.** **School Resources:** At present, the school offers parent education that includes transition dinners for families of students as they move to the next grade are offered by staff, and the Call 'Em All program weekly informs parents of elementary students of school activities. In an effort to get input, parents are surveyed to help us determine what they need from us. Students in grade 2 participate in 2 x 2 Kindhearted Kids to develop habits of responsibility. Old Creamery Character Units are used in the elementary school. Through this proposal, these efforts will be coordinated and expanded to include community partners. **Community Resources:** About 30% of our students go to a home where they are without supervision after school. This program will provide a safe place for students to be before and after school. The Family component of this grant will address family needs by partnering with Buchanan, Delaware, and Fayette (BDF) Empowerment to offer classes to parents and their children. The Child Healthy Specialty Clinic will partner with us on emotional health, Mercy hospital personal on family nutrition, Fayette county extension program on Family Development.

**SECTION 2.2 EVIDENCE OF STAKEHOLDER INVOLVEMENT IN IDENTIFICATION OF NEEDS**

**Student Survey-Elementary** 288 students in grades 1 – 5 were surveyed about their level of interest in a Before/After School program. 247 students said they would attend; 71 said they would help plan activities. Number of students interested: sports 247, computer 244, swimming 243, arts and crafts 211, drama 201, music/dance 193, martial arts 176, card/board games 169, nature 165, cooking 92, homework help 78

**Middle School Students:** 49 students said they would attend an after school program with 80% citing preferences for sports 50% for arts and crafts. Other preferred activities included homework help, drama, computer, nature, cooking, martial arts, music, dance, and fitness.

**Teacher Survey:** Elementary and Middle School teachers were surveyed for their level of support for a Before/After school program with 100% of teachers in support. Their suggestions included: Reading. Math. Computer/Technology, Academic Camps, Fitness, Nutrition, Character Education, Extended library hours, Parent Education Activities with child care provided. Also Homework Helpers, Mentors, Clubs, Cooking, Woodworking, Sewing, Day Trips for students to see Iowa, Parenting Classes, Upward Bound will be included.

**Parent Input:** Wings Park PTO and the Middle School Parent Advisory committee were engaged in the project planning throughout the year and suggested more family nights for parents and their children. Strong support was found for a safe and educational place for after school activities.

**School Improvement Advisory Committee Input:** Twenty-six community members meet biannually and offered the following suggestions: Technology, iPads, 1:1 learning, cultures, mentoring by parents or older students, Fine arts, health, fitness, Parent Literacy, Parent Empowerment to help students, Parent attendance requirement, Parent involvement. SIAC discusses and makes recommendations for this plan.

**Partner Input:** Partners have collaborated with the school for many years and have established relationships going back to the 1990s when they worked together to implement the School Based Youth Services program. They attend monthly Interagency meetings. Partners met with the school and shared what this grant would mean for their future involvement with students. Because their proposed involvement is extensive, specific proposed activities of partners can be found in Section 7: Partnerships.

### SECTION 3: PROJECT 3.1, 3.2 Activities Linked to Need and Federal Activities

Husky Adventure program components were gathered from the needs assessments described in section 2. The proposed activities promote academic success and positive youth development and are based on a pyramid of intervention as defined by Oelwein’s Professional Learning Community work groups. As the professional staff determines a need for more targeted interventions, youth will be referred to partner agencies providing those services. This chart shows the connection between data, activities and federal required activities.

Needs Assessment	Program Activities Areas	Links to Federal Activities
Academic Data	Innovative instruction in reading, math, and science tied to the Common Core and 7 Survival Skills	1. Remedial Education, 2. Mathematics and science (STEM) 9. Expanded library hours 11. Assistance to truant, suspended, or expelled students
	Academic assistance in reading, math, and science	5. Tutoring, 6. ESL
	Innovative use of technology in reading, math, and science	4. Entrepreneurial education, 8. Telecommunications
	Integration of the arts in reading, math, and science	3. Arts and music education activities
Enrichment Surveys	Talent development	3. Arts and music education activities
Social/Behaviorial Data	Character education and socialization	12. Drug and violence prevention 13. Counseling programs, 14. Character Ed.
Health and Fitness Data	Fitness/nutrition education/activities	7. Recreational activities
Parent surveys interviews	Parent engagement and family literacy	10. Parental involvement and literacy

**Program Activities Details:** It is the intent that activities will be rotated throughout the year to increase the students’ motivation and interest. Partners for this grant are noted throughout the activities.

Homework Help in all areas but priority given to reading, math, and science. Assistance given by certified teachers, paraprofessional assistants, RSVP, and Upper Iowa University mentors. Daily assistance will be provided including a 30 minute block before school and a 45 minute block after school. In addition, Saturday school will be provided for Middle School students.
Husky Adventure Project-based Learning Camps. The camps will connect to the Common Core and the Seven Survival Skills, and, technology and lead to increased achievement in academics. They will be taught by certified staff with appropriate partners who have special knowledge and skills related to the Husky Adventure Camp project. They will incorporate reading into the camps as a means to raise achievement in this area.
Science and Math Camps. TEEMSS Physical, Life, Earth Science, Technology for grades 3 – 8. ALEKS, math. <i>Discovery</i> Units designed by technology and content experts. <i>Smithsonian</i> Lesson Plans for science and technology. <i>National Center for Quality Afterschool</i> lesson plans. Specific topics selected by student interest taught by certified staff.
Multi-Media Camp activities: iMovie workshop, Garage Band, Internet Safety, Internet Ethics, Newspaper publishing, co-taught by certified staff, college mentors
Life Skills Camps: Woodworking, Sewing, Stock Market Game, Fitness tracking, iMovie workshop, Internet Safety & Ethics, Newspaper publishing, Stock Market Lessons: PBS Kids, MCREL Economics Lesson Plans LEGO Camp taught by certified staff, and business partners
Fitness Camps: Fuel Up to Play 60 expansion to K-8, Materials from Dr. Ed Thomas from Iowa Association for Healthy, Physical Education, Recreation and Dance taught by certified staff
Language Arts Camps: Reading Clubs, Oelwein Writer’s League (OWL) Projects (partners), Poetry contests, Book writing and publishing, Book Reviews, Book Discussion Groups, Spanish Clubs taught by certified staff,
Visual and Performing Arts Camps, Locally developed music, drama, dance activities taught by certified staff and Steil’s Studio of Dance (partner)
Business Camps: Starting a business, Taught by certified staff and business partners
Blue Zones for Kids Camp: Community Gardens, Moai Walking Groups. Wellness Committee partner
Character Development and Leadership (Hoedel) taught by school guidance personnel

Parent Literacy: Evening programs for families will include food, nutrition education, and programs requested by parents including GED, job seeking skills, problem-solving skills, employment skills, goal setting, interpersonal skills, financial literacy, stress management. Other workshops will deal with emotional and physical barriers to parent participation including fear of school, of being judged negatively, transportation and child care barriers. Social Service partners will help families understand when, where, and how to connect with helping agencies to overcome barriers.

**Section 3.3 Goals, Objectives, Performance Measures**

Our evaluation plan in Section 8 describes the specific measures that will be used. We used the Search Institute’s 40 Development Assets as an aid in focusing our efforts on the results we expect to attain. The following charts are intended to show the connection between the needs data, the objectives, and the outcomes.

**Goal 1: Improve Academic Achievement**

<b>Student Need: Data (from Section 2)</b>	<b>Measureable Objectives</b> (discussion of specific measurements shown in Section 8 Evaluation)	<b>Anticipated Outcomes</b> – based on the Search Institute’s 40 Developmental Assets
Academic data  Social Behavioral data	By the end of each academic year, students who participate in the Husky Adventures Program at least 70% of the time will: 1) Show gains as measured on the Iowa Assessments that exceed gains shown before participating in Husky Adventures. 2) show gains school attendance as noted on school records 3) decrease detentions, truancy, suspensions, expulsions as noted on school records	Students are motivated and strive to do well in school Student is engaged in learning at school and enjoys participation Student hands in homework on time Student attends school  Student thinks about decisions Student seeks to resolve conflict nonviolently Student has empathy, sensitivity, and friendship skills

**Goal 2: Provide enrichment services that reinforce and complement the academic program.**

<b>Student Need: Data (from section 2)</b>	<b>Measureable Objectives</b> (discussion of specific measurements shown in Section 8 Evaluation)	<b>Anticipated Outcomes</b> – based on the Search Institute’s 40 Developmental Assets
Enrichment Surveys  Health and Fitness Surveys	Develop talents and abilities of students by providing enrichment services that reinforce and complement the academic program. By the end of each academic year, students participating in Husky Adventures at least 70% of the time: 1) will show gains in self-esteem built from positive accomplishments as measured by surveys and interviews 2) will have increased positive social interaction with peers and adults as measured by surveys and interviews 3) will show improved health and fitness as measured by school nurse 4) will show decrease in drug, violence, and other non-productive behaviors as measured by office referrals.	Students will develop a sense of optimism about their future  Students will be proud of the person they are and are becoming  Student will participate in co-curricular or community programs  Students will have developed a sense of their own unique talents and abilities  Students will have developed habits of fitness and nutrition that contribute positively to their overall health Student has developed positive relationships with teachers and peers Student says no to doing wrong or dangerous things

**Goal 3: Provide family literacy and related education development services.**

Student Need Data (from section 2)	Measureable Objectives (discussion of specific measurements shown in Section 8 Evaluation)	Measureable Outcomes – based on the Search Institute’s 40 Developmental Assets
Parent surveys and interviews	By the end of each academic year, parents who participate in the Husky Adventures Program will: 1) show increased involvement in their child’s educational progress as evidenced by school attendance, surveys and interviews 2) show increased involvement with Husky Adventures Program and regular school staff as evidenced by school attendance, surveys and interviews 3) increase attendance at parent teacher conferences	The family provides high levels of love and support.  Parents and child communicate effectively.  Parents and teachers expect the child to do his/her best at school and in other activities.  Parents are actively involved in appropriate way to help the child succeed in school.

**3.4 Alignment with school day.**

**Tutoring Program and Homework Help:** Teachers, who have an in-depth understanding of curriculum, students, and families will work as tutors in the before and afterschool program. If additional personnel are needed, teachers will work with paraprofessionals to ensure students are receiving the specific help they need.

**Enrichment Camps, Clubs, Field Trips:** All plans will be developed in coordination with Oelwein teachers, i.e., math teachers will work with camp teachers/providers to ensure the content presented in the camp will assist the students in meeting goals for math instruction. This will also ensure that the content is aligned with the Iowa Core and the school CSIP. School principals will approve/modify plans for the various activities to ensure alignment with state and national standards is achieved. **Family Services:** Arrangements will be made through the school Guidance Counselors to ensure the appropriate confidential and non-confidential information is used in ways to assist families and children. **Promotional Materials:** Materials will be distributed via classrooms so teachers are aware of activities, times, and dates. Promotional materials will also be posted in and round the school buildings and posted on the school web site. Staff meetings will contain reports and updates about the Husky Adventures Program and input from staff will be sought. **Logistics:** The afterschool program is limited to the gym, library media center, and specified classrooms. Coordination with the custodial staff, teachers, and office personnel will be essential.

**Section 3.5 Experience in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students.**

Oelwein has 20 years of experience in providing educational and related activities. We were a recipient of a School Based Youth Services grant which began in 1997 and continued until 2002. We also received a grant to establish Family Resource Centers in each school building. We received grant funding to help build the Wellness Center, Performing Arts, Center, Early Childhood Center, the RAMS center, a regional academy for math and science. These grants are administered through a 28E agreement between the city and school. We have received several grants for academic performance and achievement: Modern Red Schoolhouse, K-3 At Risk, Technology. Three Goals 2000 grants dealing with staff development and curriculum were awarded to provide extensive staff development in effective teaching/ learning strategies. All grants enabled us to develop strong community partnerships. All grants goals have been met and projects have been within budget guidelines. Education grants are administered through collaboration of the grant coordinator and the Central Office staff of the Oelwein Community School District. We possess the financial and human resources to fulfill the proposed project and successfully manage the budget.

## **SECTION 4: RESEARCH BASE**

**MCREL: The Effectiveness of Out-Of-School-Time Strategies in Assisting Low-Achieving Students in Reading and Mathematics: A Research Synthesis.** Key findings from this analysis of 371 studies on Out-Of-School Time research were: 1) OST strategies can have positive effects on the achievement of low-achieving or at-risk students in reading and mathematics. 2) OST strategies need not focus solely on academic activities to have positive effects on student achievement. 3) OST strategies that provide one-on-one tutoring for low-achieving or at-risk students have strong positive effects on student achievement in reading. The Husky Adventures Program is built on this research and will utilize research based materials of the school day. 1) **Peer-Assisted Learning Literacy Strategies (PALS).** The US Department of Education What Works Clearinghouse describes the positive effects when students using PALS work in pairs on reading activities to improve their reading accuracy, fluency, and comprehension. 2) **FUSION Reading.** Fusion reading was developed and field tested at the University of Kansas Center for Research on Learning. The program increases student engagement and reading outcomes of 1 to 2 years of growth during one instructional year. This highly successful program has been in use at the Middle School where students report strong positive attitudes and strong gains in reading. Additional instructional time after school will supplement the instruction they receive during the school day. 3) **ALEKS.** ALEKS is the result of research in mathematical cognitive. The core mathematical theory was created with the financial support of several National Science Foundation (NSF) grants. This software has been in use for several years in Oelwein is supported by AEA1. Students in the Husky Adventures program will be able to supplement their classroom work with additional out of school time to master mathematical concepts. 4) **Seven Survival Skills.** Harvard researcher, Tony Wagner, speaks to the important of play, passion, and purpose in preparing all students to take their place in the 21<sup>st</sup> century. The Husky Adventures camps are organized to teach the 7 Survival Skills with project-based learning activities. 5) **TEEMSS: Technology Enhanced Elementary and Middle School Science.** The US Department of Education TEEMSS research describes 15 inquiry-based instructional science units for grades 3-4, 5-6, and 7-8. Students use technology as a tool when conducting inquiry-based activities. Research conducted for grades 3-4 shows positive effects on general science achievement. Husky Adventures Program will use this program for the Husky Adventure Science Camps. 6) **Laptops.** On a smaller scale, the Journal of Technology, Learning, and Assessment describes a study of 4th grade students using lap tops daily for writing and looking up information. Even with this limited use of laptops, the students performed better in reading than those without. 7) **Character Development and Leadership,** Joseph M. Hoedel, Ph.D. This research-based curriculum uses ethical dilemmas and character movies to teach 18 character traits. Positive changes were noted in the areas of future expectations, social behaviors, ethical and practices. Decreases were noted in the area of school behavior problems, substance abuse, and anti-social behaviors. This program will be used with middle school students in our Husky Adventure Camps.

**National Institute On Out-Of-School Time (NOIST) Fact Sheet.** School attendance, engagement in learning, test scores, and school grades increased after participation in the afterschool program. Key factors are access to sustained and participation in quality programming. Students benefit from personal attention from adults, positive peer groups, and activities that hold their interest. Increased student achievement, positive attitudes, and decreased negative behaviors were noted as a result of afterschool programs. In addition to key factor of quality programming (described above), Husky Adventures, through collaboration with partners (**RSVP, Volunteers for Youth**), will increase the number of concerned and caring adults who work with students.

**Harvard Family Research Project: A Profile of the research Study of Family Participation in After-School.** Families living in poverty tell us they have problems with transportation, child care, fear coming to school, fear of teachers, fear of being judged, inability to help children with homework. The Harvard study examined family involvement in 5 of the 21st Century Community Learning Centers program. Research shows the following strategies produced the strongest effects: family activity nights and night/weekend classes, especially when performances or food were provided, chaperoning field trips, showing youth's work in academics, athletics, and performance, providing support to families such as adult education and increasing parent communication such as getting families' input. These studies validate the importance of family participation. The Family Literacy component of the Husky Adventures Program will collaborate with partners to empower families and help them develop strategies that will lead to the outcomes cited in Section 3.

## **SECTION 5: MANAGEMENT PLAN**

### **5.1 Effective Staffing: Recruitment, Retention, Professional Development Leadership, Alignment with School Day, Volunteer**

The OCSD superintendent and the elementary and middle school building principals will serve as the administrators for the Husky Adventures Camps. The Husky Adventures Program Directors, one for the elementary site at Wings Park and the second for the Middle School site, will be recruited from internal and community personnel. Administrative Assistants will be recruited from internal and the community as well. High quality teaching staff from the elementary and middle school will be hired and a student/staff ratio of 15:1 will be maintained. It is important that the intensive instruction necessary be delivered in a setting with low class size and by professionals who understand the needs of the whole child.

#### **Recruitment of Husky Adventures Program Director and Administrative Assistants**

**Process:** To begin, an awareness article will be published in our local newspaper, in our school communicate and on our web site. The OCSD regular recruitment procedures will be followed with job descriptions posted on our web site and in our buildings. Hiring will be the function of the OCSD; regular procedures will be followed. Interviews for this position will be conducted by the building principal and representatives from the Husky Adventures Advisory Committee.

**Program Director Qualifications:** Master's Degree in Guidance/Counseling or related Social Service field, cares about children and wants them to succeed, able to develop positive relationships with children and adults

**Experience:** Two years of experience in an education or human service setting

#### **Responsibilities**

- Articulate the program's vision, mission, and goals of the afterschool program to staff, administrators, students, families, and community leaders to generate support
- Communicate the program progress to the community through the newsletter and website
- Ensure afterschool program compliance and quality
- Support strong, effective partnerships between schools and community youth development providers
- Support alignment between afterschool and school day; and alignment with the school district goals
- Ensure that students receive afterschool learning experiences that support their academic and social emotional growth, health and well-being, college/career readiness, and school engagement/attendance
- Use appropriate tools, such as the Responsibility Checklist for Principals and After School Program Leaders to develop policies and procedures for the Husky Adventures Program (from The National AfterSchool Association and the National Association of Elementary School Principals Joint Statement)
- Work with administration to plan and implement appropriate staff development
- Work to ensure two-way communication with staff and to attend to staff needs for implementation of the program.

**In addition to the Program Director, other personnel will be needed.** Hiring will follow regular procedures and be handled at the building level.

An Administrative Assistant for Wings Park Elementary and another for Oelwein Middle School will handle scheduling, data collection, and other tasks assigned by the Program Director.

Teachers: Principals have explained the program, hours, and responsibilities to staff and many have already enthusiastically agreed to work with the program.

Other Paraprofessionals will be recruited from existing, trained staff members by following the same procedure as with the faculty; explaining the program, hours, and responsibilities.

Partners will assist in the hiring of personnel to conduct camps and especially for the family service component.

**Retention:** Retention of staff has two components. One is a signed contract and pay scale. The other component is closely related to intrinsic motivations. Personnel must know they are making a difference for students and their work is respected and valued. The Administrators and Program Director will be an essential leader in retention of staff by stressing clear goals, open communication, consistent expectations, and positive relationships with staff and students. Incorporating Husky Adventures into the school's Professional Learning Communities agendas will ensure the program will be an important part of our educational program. Staff will develop ownership by actively participating in the planning for additional time/strategies for student learning.

**Professional Development.** Staff training will include the 21<sup>st</sup> Century grant expectations, data and reporting requirements. To develop instructional skills of Husky Adventures personnel, the staff development program will include the following content areas: Search Institute's 40 Developmental Assets, Technology Integration, 7 Survival Skills, Children of Poverty. Social service providers and community partners will provide information about their roles in student and parent assistance and our community. A preservice orientation will be held prior to the program implementation. Staff development time will be scheduled to coincide with the regular staff development schedule of the school district.

#### **Leadership maintains alignment with school day instruction**

**Daily Contact.** The Project Director will have daily contact with school personnel. Meetings with school and non-school personnel will be arranged to clarify the Husky Adventures Program, school policies, schedules, staff, curriculum, district non-confidential data, and parent programs. The building principal will approve activities to ensure alignment with school instruction. An implementation team with a representative from each grade level will review activities to ensure they are aligned with school day instruction. This review will be part of the school's Professional Learning Communities regular agenda.

**Use of Volunteers.** Volunteers will also participate in staff development training to develop their interpersonal skills. The RSVP program recruits over 50 each year to work one-on-one with students who need academic assistance. They will also work with the Husky Adventures program to provide coordination between RSVP volunteers and those from other partner agencies. All volunteers will be screened according to district procedures.

**5.2. Student transportation.** Regular school transportation will be used to transport students to the Before/After School program, including the regular plans for accessibility for students with disabilities. Students who need bus transportation home will board the bus at Wings Elementary or the Middle School. Bus drop off points will include the regular in-town sites at the elementary buildings, Hazleton, a community two miles south of Oelwein, and Stanley, a community three miles east of Oelwein. Bus schedules will be distributed to parents and will be posted on the district web site. Oelwein has four Spanish speaking students, none of whom need translation services, however translation is provided for the parents. Two Chinese and one hearing handicapped are receiving translation services. Transportation for field trips will be arranged through the school transportation director. Students with disabilities will have the same transportation arrangements as during the regular school day.

#### **5.3 Organizational and Program Leadership Structure**

The Husky Adventures program will be served by a team of leaders who share the vision to create an environment where children and families of poverty can grow and thrive. The leadership for Husky Adventures is comprised of the superintendent and building principals, the Project Director, and the Advisory Committee. The *school administrators* are experienced in and supportive of collaborative programs. One principal serves kindergarten at the Little Husky Learning Center and grades 6, 7, 8 at the Middle School. The second principal serves two buildings, Parkside, where all first grade students attend, and Wings Park, where all grade 2 – 5 students attend. The *Project Director* will report to the building principals and will meet monthly with the Administrative Team to coordinate matters of operations, curriculum, professional development, staffing, non-public school issues, communication, and other administrative functions as they arise. While each site will serve different grades, an *Advisory Committee* will advise the entire K-8 program and be the link between staff and the community. This committee will include the building principals, representatives of school staff, including teachers, paraprofessionals, school board, representatives of major partners, parents, and youth.

- Monitor grant implementation to ensure the Husky Adventures is consistent with the plan as written.
- Evaluate outcomes, timelines, alignment with OCSD curriculum
- Provide support for project initiatives
- Monitor student and parent participation
- Monitor the overall program quality
- Develop strategies for project sustainability
- Monitor staff needs for implementation of the program
- Communicate progress with the community through articles in the school communiqué and web site.

- *Develop* in-kind services provided by partners

The Advisory Committee will meet monthly to carry out these functions.

**Scope of Operations.** The Husky Adventures Program will operate for one hour from 7:30 a.m. – 8:30 a.m. five days per week. (20 hours month) and from 3:15 p.m. – 5:15 p.m. Monday – Thursday. An additional hour will be available two Wednesdays per month to accommodate the regular early dismissal of the school (34 hours monthly). Saturday workshops will be offered for middle school students. Two family nights will be scheduled each month for 3 hours including dinner, a family activity, and an educational component (6 hours monthly). The average monthly total for the operation of the program will equal 60 hours per month. The program will run all year when school is in session. The program will be held at Wings Park Elementary and Oelwein Middle School sites except for the early dismissal days (held twice monthly) when the program will serve students at the Wellness Center and the Public Library or when field trips will be planned. Summer School will be offered for four weeks in the summer, four hours per day including lunch.

#### **5.4. Continuous program improvement and Sustainability**

**a. Continuous program improvement:** Our project design has the built in capacity to monitor and make changes for continuous program improvement through collaborative planning between administration, staff, and partners. The mechanism for this includes face-to-face meetings, email, the Advisory Committee, and Professional Learning Groups. Professional development through the school is ongoing and scheduled throughout the length of the project. In addition, enrichment and social service partners have made commitments to support the program through in-kind services and professional development. Mapping of services from enrichment and social services will encourage effective and improved coordination between service agencies and the school. Data will be collected as per our evaluation process to give us formative evaluation data for program mid-course corrections. Student surveys will be given at the completion of each Husky Adventure Camp and will be reviewed to see if changes need to be made to improve the next set of camps. Parents will also be given surveys at the completion of each set of parent activities to determine what parents found most useful and what needs to be revised for the future. Partners will use the Advisory Committee to review their data and make recommendations. The Project Director will have the responsibility for collecting and reviewing and sharing the results of data that show need for program improvement.

**b. Sustainability. A. Community Partners:** Once our program is established and success documented, it is possible to access other funding streams. We have worked with partners to maintain the sustainability of other projects: United Way, Northeast Iowa Charitable Trust, Wheaton Hospital, Churches, Fareway, Alliant Energy, Kmart, ShopCo, Community Foundation of Fayette, Co. Some school resources may be diverted to the program as its success in increasing student achievement grows. A system will be established to track donations and in-kind resources from partners and donors. Forms will be created to collect gifts and bequests. Other grants will be applied for as they become available. **B. Advocacy.** Program Director informs all interested program partners and the community at large of the need to advocate with legislative bodies to preserve funding. **C. Media.** To develop and maintain strong community support for the Husky Adventure Program we will make every effort to inform the public through local media resources of the activities and successes of the Husky Adventures programs. **D. Community Partners:** Strong community partnerships helps to ensure that community partners invest in the programs, not only from a human resource perspective but also from a financial perspective whenever possible. **E. Adaptability:** In uncertain economic times, sustainability planning must be creative, flexible, and rely on strong partners and internal support. As the grant matures and ultimately ends, other funds will have to be phased in including a fee based program with a sliding fee scale, scholarships, applications for other grants and funding streams, and shifting of some resources. It will be essential that we maintain program standards for this important part of our student's education.

All marketing efforts will be evaluated annually for their effectiveness in procuring community support.

**b. Coordinated Resources.** The school district will provide space, office equipment, and custodial services. RSVP will recruit volunteers. Title 1 programs will be coordinated with Husky Adventures Program. Elementary and Middle School will coordinate plans with the Safe and Supportive Schools at the high school. Northeast Iowa Community College (NICC) and the Oelwein Public Library will coordinate summer school activities with the Before/After/Summer school program. Federal nutrition program provides healthy snacks. Oelwein community gardens provide fresh produce to the schools.

## SECTION 6 COMMUNICATION PLAN

### Outreach Strategies or Activities:

Our communication plan is an important part of our plan to increase student achievement through a Husky Adventures Program plan.

1. **Who:** The Advisory Team, described in Section 5, includes media and technology experts who can guide our communication efforts and who can work with school personnel to publish and distribute print materials. The Site Managers, working with the Advisory Team will be responsible for preparing materials with school principals responsible for approving publications. We will train media spokespersons to deliver our messages so they convey the importance of the work being accomplished.
2. **Why:** We intend to use communication tools to strengthen our credibility and to assist us in pulling together as a team to achieve our vision. Our communications objectives are to 1) inform families of opportunities available to their children in the Husky Adventures Program, 2) to inform students of activities and options that are available to them, to answer questions about the Husky Adventures Program, 3) to inform the public about the general nature of the program so they can help us market this program to students and families in our school district, 4) keep the community and potential fund donors aware of our plan and our progress. 4) document program successes 5) share program evaluation information, particularly the impact of each activity on the achievement of students. 6) In all communications, we will strive to keep the mission visible and speak to the changes we want to see.
3. **What:** During the planning for Husky Adventures Program project, parents met with the grant team to make recommendations for activities contained within this proposal and recommended the following to increase parent involvement and communication with school. 1) a newsletter for parents of students involved containing information about activities and recruitment of parents as volunteers for special events, 2) an informational Husky Adventures Program web page contained within the Oelwein Community School district web site, 3) a telephone hot line during hours of Husky Adventures Program operation when parents are encouraged to call with questions or ideas, 4) participation in workshop for helping students with specific topics being studied in the regular classroom, 5) offer classes in using computers and in using the school web site to access program information, 6) promotion of activities for parents provided by other community groups such as the Oelwein Public Library, 7) brochures regarding the program would be prepared and distributed through the Oelwein Chamber and Development Office, 8) a regular column in the Oelwein Daily Register and the widely-read Shopper, 9) PSA announcements on the local radio station. 10) In addition, public speaking at various events and clubs by a well-prepared, enthusiastic spokesperson and would be part of the overall communication plan. 11) Use the Call 'em All technology to inform parents of weekly activities. These activities, while not a complete or all-inclusive list, provide a starting place for communication outreach.
4. **When:** Communication outreach is an ongoing activity with weekly announcements planned. A schedule for each type of communication will be developed at the Advisory Committee.
5. **Impact:** Records will be kept of the communication strategy used during each month and students and families surveyed at family events to determine which strategies are having the most impact as well as providing information to show us where adjustments need to be made.
6. **Target Audience:** Our primary target audiences are families and students who live in poverty, particularly students who are not achieving at high levels. To keep the program working for students, we also need to target our partners, school personnel, and donors,

## SECTION 7 PARTNERSHIPS

Partner's roles in programming and/or sustainability. Each partner, as described below, has agreed to a commitment of time and expertise in the implementation of Husky Adventures. They are committed to quality programming including the staffing, delivery, and full implementation of their role in Husky Adventures. The OCS D will continue to work with partners in mapping services leading to and/or continuing and sustaining this community-wide approach to meeting needs of our students and families.

Partnerships	Programming
<b>Oelwein Schools</b>	The school district will assist in hiring, provide space, administrative and custodial services, office equipment and supplies.
<b>Child Health Specialty Clinic</b>	We are fortunate to have a Child Health Specialty Clinic located in Oelwein and staffed with a former Oelwein school nurse who is now a Pediatric Nurse Practitioner. She was highly involved with our School Based Youth Services Program and very much aware of our mental health needs. Child Health Specialty Clinic is a partner with us in this grant application and will serve on our Advisory Board. They will work with us to provide health information to families for both mental and physical health, nutrition, obesity, behavioral challenges, and other mental and physical health concerns for children as requested.
<b>Buchanan, Delaware, Fayette (BDF) Empowerment Area</b>	BDF is a partner with us in this application and will focus on staff development and parenting education. They have experience in providing parent programs with a provider who is a national trainer for The Nurturing Parenting Programs. They also provide training in Parent Partners. They will provide a Poverty Simulation to help our staff understand the specific needs of families living in poverty. In addition they provide Stewards of Children training for parents and child care providers to recognize abuse including sexual abuse. The Oelwein BDF representative will serve on our Advisory Board.
<b>RSVP</b>	The RSVP program is funded through Mercy Hospital, part of the Wheaton-Franciscan Hospital System, with a local coordinator who maintains an office in the schools. She recruits senior citizen volunteers with a successful "TAG You're It" program. Volunteers work individually with students during the school day in reading and math. RSVP will expand services to include the Before/After/School program and will schedule and track volunteers.
<b>Elementary Parent Teacher Organization</b>	The elementary PTO plans family activities during the year which include an evening meal. They will partner with Husky Adventures and to increase the number of family nights and expand them to include parent education in addition to student and family activities.
<b>Northeast Iowa Community Action Corporation</b>	Northeast Iowa Community Action Corporation serves families living in poverty. They have four certified Family Development Specialists who work with families using several tools to move families into the self-sufficiency position. They also have transportation vehicles, which can be used to transport qualified families to Husky Adventure activities.
<b>Oelwein Public Library</b>	The library will offer an after school program for two Wednesdays per month that school dismisses early. They will provide camps for various genres of youth literature.
<b>Mercy Hospital</b>	The hospital nutritionist will provide a Husky Adventure Cooking camp for students, which will include nutrition information.
<b>Williams Wellness Center</b>	Currently the Wellness Center offers an After School Program from 3:30 – 5:30 for all students. They program charges a fee and serves approximately 20 students per day. The Wellness Center will expand their program to partner with the Husky Adventures Program and will offer fitness activities for Husky Adventure participants each of the two early dismissals Wednesdays per month.
<b>Williams Performing Arts Center</b>	Husky Adventure Old Creamery Camp will be held at the Williams Performing Arts Center. In this camp, students write script and perform plays and musicals. Fees are charged for this program. Free tickets are provided by the Williams Performing Arts Center for families.

	Husky Adventures will contract with Old Creamery Theater to provide scholarships for Husky Adventure participants.
<b>Oelwein Writer's League (OWLS)</b>	OWLS will partner with the Husky Adventures Program to offer Husky Adventure Writing Camps for students.
<b>All Families Matter</b>	All Families Matter is a group of Oelwein people interested in promoting acceptance of all people regardless of their differences. They will sponsor a workshop for parents to promote acceptance of differences.
<b>Oelwein Chamber and Area Development</b>	OCAD will work with the Husky Adventures Program to provide field trips to local businesses so students have a better understanding of our community and job options available locally.
<b>Jamison-Schmitz Funeral Home</b>	Jamison-Schmitz Funeral Home will partner with Husky Adventures to help students and families understand the grieving process, loss, and moving on. They also will provide hospice education for families and students.
<b>Helping Services of Northeast Iowa</b>	This partnership will include parenting programs, neighborhood networking with CPPC, substance abuse and violence prevention curriculum, counseling, parenting classes.
<b>Upper Iowa University Tutors</b>	College awareness and preparation, tutoring and supplementing instruction in basic skills, and held on campus so students become aware of what a college experience can be.
<b>Churches</b>	Churches will sponsor Husky Adventure Community Service Camps for students
<b>Oelwein Police Department</b>	OPD will offer a Husky Adventure Camp in career education for law enforcement.
<b>Local Banks</b>	Banks will offer Husky Adventure Camps in Financial Literacy, and Entrepreneurship
<b>Northeast Iowa &amp; Oelwein Food and Fitness &amp; FFA</b>	Husky Adventure Camps will focus on education and guidance in healthy food selection choices that are interesting for youth. The camps will also partner with the school lunch program and grow produce in a school garden.
<b>Boy/Girl Scouts</b>	Collaborate with and sponsor Husky Adventures Camp for youth leadership development.

In all of our work with partners, the key concepts of communication and collaboration will build trusting relationships, which will be the foundation of present and future success for Husky Adventures. Their shared leadership, through participation on Interagency Council, the School Improvement Advisory Committee, and the Husky Adventures Advisory Committee, is valued and offers diverse perspectives on the needs of students and their families.

**Engaging Partners over lifetime of grant.** Our partners have been involved in the planning and design of Husky Adventures and have taken ownership in their part of serving our children and families living in poverty. As part of their commitment to the project, partners have signed or will sign a Memorandum of Understanding (MOU) before they begin their partnership. This MOU agreement will include activities to be provided, goals to be accomplished, materials and services, and timelines for activities and services. Partnerships will be collaborative with the common mission of increasing literacy in math, reading, science, enrichment and family life. The Project Director is charged with maintaining frequent communication with all partners.

**Recruiting new partners.** As time and conditions change, new partners may develop activities that would be helpful to students and families or perhaps present partners may need to be replaced due to partnership change of focus. It will be the responsibility of the Program Director, with the assistance of the Advisory Committee, to recruit a partner who can fill gaps or provide different services due to changing families. As we celebrate the successes of Husky Adventures, we anticipate that other partners will want to join us.

**Maintaining Relationships.** Our partners have been working together for 20 years and are committed to collaboration with the school to make a difference in the lives of children and families. Over the years, they have been willing partners in School Based Youth Services, Family Resource Centers, School To Work initiatives, and others. Through their participation with the schools and in the Interagency meetings, they have built trusting relationships and are able to communicate honestly about needs, promises, and pitfalls. Based on evidence of past collaboration, partnerships with other agencies and with the schools will continue because of the commitment of all organizations to meet the needs of youth and families and because of the trusting relationships that have been built.

## **SECTION 8 EVALUATION – 2 PAGES**

### **8.1. Evidence that an experienced evaluator is in place**

Dr. James Veale, a well-known state and national statistician and evaluator, has agreed to be the evaluator for our Before/After/Summer school program. He has worked with Oelwein previously in the evaluation of the School Based Youth Services Program. Dr. Veale earned a PhD in statistics from Iowa State University. His resume includes research, evaluation, and reporting for Iowa's School-Based Youth Services Program (SBYSP), research and evaluation of the Iowa Youth Risk Behavior Survey and the Iowa Youth Survey, supported by grant with Safe and Drug Free Schools and Communities, Iowa DE (2007); instrument development, data collection, and data analysis for the rural health project in Marshalltown, Iowa; evaluation/reporting of the Community Connections Safe Schools/Healthy Students program/process (2004-2008), evaluation/reporting of Community Connections Reduce Alcohol Abuse (2008-2012) and 21st Century/Learning Center programs/processes (2008-present) in a northeast Iowa county; administering/reporting of the Iowa Youth Risk Behavior Survey and School Health Profiles, Iowa DE (1995-present).

Jan Mitchell, Experienced Program Evaluator will be in charge of the qualitative data. Allamakee (Iowa) County Community Connections: Qualitative Program Reviewer for Reducing Alcohol Abuse Grant (2008-present), 21st Century Grant (2008-present), Safe Schools, Healthy Students Grant (2004-2008) For Mid-Iowa Community Workshops—Focus Group Assessment and Analysis of: Woodbury School ACES Project (annually 1998-2010) Service Learners/World Changers Project (2002) Woodbury School After-School Project (1998, 1999) For Grinnell College/Grinnell High School—Reviewer of Community of Teachers Project (2000) For Grinnell High School—Evaluator for an interdisciplinary course supported by a National Endowment for Humanities Grant (2000)

Both evaluators are experienced working at local levels and with the Department of Education.

All requested program data will be provided to the state.

### **8.2 Evaluation Results: Results Used To Refine, Improve, And Strengthen The Program**

All data collected is intended to monitor program effectiveness and accountability. The OCSC Infinite Campus system will collect student grades, attendance, and behavior referrals. Student, teacher, and parent surveys will be used to assess outcomes. See Types of Data below for specific quantitative and qualitative measures.

Quality checklists of facilities, safety, scheduling, and consumer satisfaction will be used to monitor program implementation. All evaluation results will be regularly shared with program staff to assist in coaching and professional development and with parents, partners, and the general community, keeping in mind the need to maintain confidentiality for certain types of data.

#### **Data Collection to evaluate project goals, objectives, and activities**

**Goal 1:** By the end of each academic year, students who participate in the Husky Adventures Program at least 70% of the time will:

- show gains as measured on the Iowa Assessments that exceed gains shown before participating in the Husky Adventure Camps
- show gains in school attendance as noted on school records
- show decrease in detentions, truancy, suspensions, expulsions as noted on school records

**Goal 2:** Develop talents and abilities of students by providing enrichment services that reinforce and complement the academic program. By the end of each academic year, students who participate in the Husky Adventures Program at least 70% of the time will:

- show gains in self-esteem built from positive accomplishments as measured by surveys and interviews
- increased positive social interaction with peers and adults as measured by surveys and interviews
- improved health and fitness as measured by records from school nurse
- show decrease in drug, violence, and other non-productive behaviors as measured by office referrals.

**Goal 3:** By the end of each academic year, parents who participate in the Husky Adventures Program will:

- show increased involvement in their child's educational progress as evidenced by school attendance, surveys and interviews
- show increased involvement with Husky Adventures Program and regular school staff as evidenced by school attendance, surveys and interviews

- increase attendance at parent teacher conferences

The following data will be collected and entered into a confidential database on school premises.

1) Types of Data (at a minimum)

- a) Quantitative Data including Grades, Iowa Assessments, DIBELS, BRI, NAEP, SCASS, Attendance records, Records of suspension/expulsion, Discipline records, Health Records
- b) Qualitative Data, Interviews, Surveys, Iowa Youth Survey, Focus Groups, Collaboration Ranking Card, Levels of Linkage

2) A Specific evaluation plan for each goal area (Academic, Enrichment, Family) and for the Iowa Search Institute results will be created will be developed by the evaluators. Each plan will, at a minimum,

- a) Academic and Enrichment Goals
  - numbers and characteristics of students served (names, age, gender, grade level, and other appropriate information normally contained in school records, grades, frequency of use of services. other records are required by grant)
  - identify student needs, activities provided to meet each need, and activities used by the students
  - document changes in the student as a result of activities
    - school performance of students served (grades, standardized tests, other quantitative data as needed)
    - school attendance of students served
    - social interaction with peers and adults of students served
    - health of students served
- b) Family Literacy Goals
  - numbers and characteristics of adults served (name, age, gender, and other appropriate information, frequency of use of services. other records are required by grant)
  - identify family needs, activities provided to meet each need, and frequency of use for each activity
  - document changes in family literacy as a result of these activities
- c) Specific evaluation plan for partnership and coordination developed as a result of this program
  - between the Before/After/Summer School program and the school program
  - between the Before/After/Summer School program and partnerships
  - between the Before/After/Summer School program and families served

3) Statistical analysis:

- a) Appropriate statistical tools will be selected and used for reporting
- b) each objective will be analyzed to determine whether its effectiveness is being measured by the evaluation tools
- c) each evaluation tool will be analyzed in terms of which objectives effect which evaluation tool
- d) each objective will have multiple evaluation data from which the objective's effectiveness and success can be determined
- e) evaluation tools will be added, eliminated, or revised to align the evaluation process with the objectives

**Timelines And Strategies To Make Evaluation Reports Public In A Form And Language That Is Easily Understood:** Participants' progress will be measured at the completion of each school quarter so determination can be made of the individual student's needs and of any needs for program adjustments. These results will be shared by the Program Director with the student, the parents, and appropriate professional staff at each site.

In an effort to provide the public with an easy to understand report, the evaluation reports will contain charts and graphs to explain the data whenever it is appropriate. All acronyms will be clearly explained. Initial evaluation results will be discussed and field tested in the Husky Adventures Advisory Council. Results will be shared with all school and after school staff, the District Leadership Team, and the Keystone AEA SINA support team. These groups include students, parents, community members, and school personnel who can also give feedback in terms of clear and easily understood results. The results will be published on the OSCD website. A video will be produced featuring the after school programs which will include the evaluation results and be broadcast on our local cable channel. Student presentations will be prepared and presented.

## SECTION 9 BUDGET

The budget estimates meet the funding standard of \$7.50 and \$10.00 per student times the number of days the program will operate. The budget allows for a caring, adult staff to develop meaningful relationships with youth and their families through more instructional time, well-trained staff, low student/teacher ratios, innovative curriculum, staff development, nutritious snacks.

The budget will serve 75 elementary students in grades K-5 at the Wings Park site for before and after school and 35 students for summer school. The Elementary budget total is \$143,400 for elementary programming per year. The Middle School will serve 45 students for the before/after school program, 25 students for weekly Saturday programs for a total of 210 days per year, and 30 students for summer school. The Middle School budget total is \$101,700. Each budget has been calculated separately, but shown here as a total \$245,100 budget request.

**Personnel:** Each site will have a Husky Adventures Project Director. An Administrative Assistant will handle clerical and data collection tasks, scheduling of personnel including scheduling of partner programs and events, assignment of instructional rooms, arrange for off campus enrichment experiences, and other tasks as assigned by the director. The number of certified staff will be sufficient to have at 15:1 ratio at all times. They will be assisted by paraprofessionals who can offer 1:1 tutoring and assist in the Project Based Learning Camps.

Project Directors @ \$30 per hour as per contract plus FICA and IPERS total of 17.56% .....	\$26,231
1 Elementary Director for 500 hours per year, 1 Middle School (MS) for 250 hours per year	
2 Administrative Assistants, 1 each for the Elementary and MS .....	\$15,155
Each at the contract rate of \$12 per hour plus FICA and IPERS	
Certified Staff at contract rate of \$30 per hour plus FICA and IPERS.....	\$44,067
5 certified staff for Elementary and 2 for MS	
Paraeducators .....	\$26,460
1 certified Family Literacy staff for both Elementary and MS.....	\$2518
Insurance for 2 paraprofessionals @\$7,100.....	\$14,200
Total for personnel: Elem, 85,960 MS, 43,671 All .....	\$128,631

Approximately 53% of grant funds are used for personnel. Administrative costs are an in-kind donation of the district which reduces the amount needed for personnel.

**Professional Development:** Because the Husky Adventures is to be an innovative program that will attract and retain students and provide differentiated strategies for learning, high quality staff development will precede the implementation of the camps and will continue throughout the 3-year program. Teachers will provide intensive and innovative instruction in reading, math, and science which will require ongoing professional development in theory and practice. Keystone AEA will partner with us to provide staff development in Project-Based Learning, 1:1 Technology Strategies, 40 Search Institute Assets, and strategies identified in Wagner's 7 Survival Skills. In addition, paraprofessionals would be provided 20 hours of preservice training in Best Practices for Quality Afterschool Programs, licensing and certifications in CPR/First Aid, mandatory Reporter Training/Positive Behavior Management, Bullying prevention, orientation to the Iowa Core/Common Core, and the requirements of the 21<sup>st</sup> century grant. Keystone AEA consultants have been trained in the topics we identified and are ready to begin as soon as the Husky Adventure program is in place and to continue this long-term commitment to professional development in Oelwein. Technology integration professional development is an in-kind donation by the district and delivered by our technology coach.

Professional Development in Project Based Learning, Technology, and 7 Survival Skills provided by KeystoneAEA .....	0
Professional Development for 10 Certified Staff .....	\$5,216
10 staff at contract rate of \$16.58 per hour plus IPERS and FICA – 15 hours	
Curriculum Writing for 10 Certified Staff .....	\$5,216
7 staff for 10 hours @ 16.58 per hour plus IPERS and FICA	

Grant orientation for 10 paraeducators .....\$2600  
 20 hours at contract rate for 6 paraeducators plus IPERS and FICA  
 Total Professional Development – meets the 5% requirement Elem, \$9,674 - MS \$3,358 .....\$13, 033  
 Total Staff Budget – including staff development.....\$141,664  
 \$95,635 for Elementary and \$46,029 for MS

**Staff Travel**.....\$500

This includes travel to required grant meetings and for the Project Directors to attend the Iowa After School Alliance

**Student access, Transportation up to 8%**.....\$8,000

8,000 has been budgeted to cover the cost of transporting students from the out of school program to their homes. The cost to transport students to the out-of-school site is an in-kind donation by the district. We will always insure the safety of the children (especially keeping in mind the needs of the younger children) and will provide supervision on the transportation mode. We may use suburbans as well as buses to transport. These funds may also be used to eliminate barriers due to English language acquisition or curriculum modification.

**Evaluation** no less than 4% per site or 8% maximum. - 8% has been budgeted.....\$19,600  
 \$19,600 is budgeted to pay the expenses of the two evaluators.

**Administrative Indirect Costs 8% maximum** - 2.32% is the indirect rate.....\$7000

Oelwein Community Schools administration costs are donated and is an in kind donation amounting to \$16,000 for 3 administrators; Superintendent, Elementary and Middle School Principal

**Materials:** The justification for materials is shown below and separately for each site. Approximately 25% of grant funds are used for materials and supplies. This percentage is possible because of AEA and staff in-kind donations of time and expertise for administration and staff development as noted previously.

**Elementary Materials:** .....\$27,945

Healthy Snacks after school..... 10%  
 Materials for Husky Adventure Camps ..... 25%  
 Family Literacy activities, refreshments, materials, speakers for family literacy ..... 10%  
 Technology materials including iPads, software fees..... 25%  
 Cultural activities camps including music, art, drama, dance. Fees for contracts with partners ..... 10%  
 Fitness including a contract with Wellness Center for student day passes ..... 10%  
 Fees and travel for students for cultural enrichment activities ..... 10%

**Middle School Materials.....\$31,647**

**Husky Adventure Camps**

iPad lab (10 iPads) iPads and cart..... 25%  
 Materials for Adventure Camps..... 25%  
 Cultural activities camps including music, art, drama, dance. Fees for contracts with partners ..... 10%  
 Incentives for positive behavior..... 5%  
 Healthy snack after school ..... 10%  
 Books - literacy for students ..... 5%  
 Fitness including a contract with Wellness Center for student day passes..... 10%  
**Family Literacy:** Healthy meals for family night, speakers, presentations..... 10%

**9.2 Supplement not supplant.** This grant will enable us to fill in gaps in services to student and families and to extend and expand these services to make them more available to all. Certified Oelwein staff in their Professional Learning Communities discussions have contributed to the discussion of goals and activities for the Husky Adventures program and have affirmed that the activities will supplement, not supplant current offerings. All of the partners expressed their positive support for finding ways to reach more families increase their efforts to empower families so they can have more successful lives. All will continue to provide services as before and no funds will be used to supplant current programming. Funding will only be sure to supplement through expanded services or the creation of services not yet in place as in the enrichment activities of the Husky Adventures program.

December 3, 2012

Dear 21<sup>st</sup> Century Grant,

The Oelwein Board of Education would like to express our support for the 21<sup>st</sup> Century Grant. Our students would have a wonderful opportunity to have a safe and nurturing environment to learn and grow. Through this addition to our educational program, our students who need more learning time would have that available to them. Our board goal is to improve reading and it will take additional time and effort by many to make this a reality. This proposal for a before and after school program would also offer children some new experiences that they may never have the chance to receive in their own family life. On behalf of the Board we would be truly grateful to be able to offer this program to the students of our school District.

Sincerely,

Candace King Oelwein Board President

# City of Oelwein, Iowa

City Hall  
20 - 2nd Avenue Southwest  
Oelwein, Iowa 50882  
(319) 893-5440

November 27, 2012

To Whom it May Concern:

The city of Oelwein is pleased to provide this letter of support to this 21<sup>st</sup> Century application. The City and Schools have a long history of collaboration to provide programs for physical, educational, social, and health needs of our citizens.

Oelwein Schools and the City entered into a partnership to build our Wellness Center, Performing Arts Center, and Early Childhood Center. Oelwein Schools and City worked together to substantially expand and improve weight lifting equipment with both students and Wellness Center members having access to the new equipment and benefitting as a result. The new sports complex on the south edge of the community was created as a partnership between the school and city. We expanded our joint effort from several years ago to build a new, state of art softball field at the Sports Complex so we can bring State Tournament contests to our community. Oelwein Schools and City of Oelwein worked together to replace tennis courts so we have new, lighted courts available to students and community members and will bring athletic tournaments to town. The City and Schools joined in an Oelwein Food and Fitness partnership designed to encourage healthy lifestyles. NICC joined this partnership and the Regional Academy for Math and Science became a reality and is housed in a new facility on the south edge of the city. Oelwein Schools and City of Oelwein and Northeast Iowa Community College shared funds and resources to create Success Center so that people who have lost jobs, students looking for job opportunities and employers looking for employees have a place to come to find training opportunities.

Therefore it is with much enthusiasm and anticipation that the City of Oelwein pledges to be a major partner in supporting this much needed Before and After School project with the Oelwein Community School District.

Sincerely,

City of Oelwein

  
Larry Murphy, Mayor

**From:** Rhonda Sheeley <RSheeley@aea1.k12.ia.us>  
**Date:** November 27, 2012 3:04:04 PM CST  
**To:** Linda Hansen <LHansen@aea1.k12.ia.us>, Charlene Stocker <cstocker@mchsi.com>  
**Subject:** RE: Oelwein PD

Charlene,

This is an exciting grant!

Keystone could help with the project based learning aspect of the PD along with the 7 survival skills. We have materials that would also assist the teachers who are involved and also that could be used by students.

Some of our staff attended a project based learning session last year that was hosted by the Buck Institute and have some materials that would be a good start.

Good luck. We will wait to hear.

Rhonda M. Sheeley  
Director of Instructional Services  
Keystone Area Education Agency  
1400 2nd St. NW  
Elkader, Iowa 52043  
563-245-1480  
Blackberry - 563-379-2830

## FORM A: SITE INFORMATION

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

<b>21CCLC Site Name: Wings Park Elementary</b>		
<b>Site Address: 111-8<sup>th</sup> Ave NE</b>		
<b>City, State, Zip: Oelwein, IA 50662</b>		
<b>Phone: 319-283-1982</b>		
<b>Site Contact Person: Dan Ratcliff, Principal</b>		
Feeder School Name(s)	Building Number(s)	#of pupils from this school in 21CCLC program
Little Husky Learning Center	111	10
Parkside Elementary	98	10
Wings Park Elementary	321	55

<b>21CCLC Site Name: Oelwein Middle School</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone: 319-28-3015</b>		
<b>Site Contact Person: Mary Beth Steggall</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
Oelwein Middle School	280	45

<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program

<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program

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

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

**Part A: Nondiscrimination**

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

**Part B: Use of Funds**

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

**Part C: Supplement, not Supplant**

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

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

**Part D: Fiscal Control and Accounting Procedures**

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

**Part E: Control of Funds**

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

**Part F: Program Accountability**

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

**Part G: Evaluation and Data Collection**

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

**Part H: Program Site**

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

**Part I: Collaboration with Schools**

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

**Part J: Notice to the Community**

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

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

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

**Part L: Parent Consent**

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

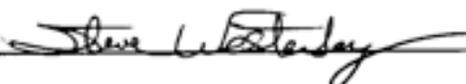
**Part M: Private and Public School Consultation**

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

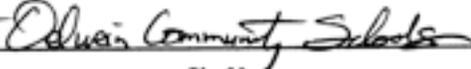
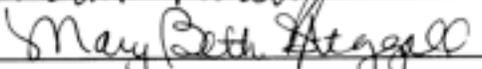
**Part N: Grant Termination (Additional conditions in appendix D)**

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

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

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

**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
 Signature of Site Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Flipped Site	 Site Name
	Wings Park
	Delwin Middle School





**FORM C: COLLABORATIVE SIGNATURES**

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

Attach as many additional sheets as necessary

Name/Signature		Agency Affiliation	
Name/Title	Carol Tousley RSVP	Agency	Retired Senior Volunteer Program
Signature	<i>Carol Tousley</i>	Address	301 6th Ave SW
		City/Zip	Delweir, IA Phone 283-1245
Name/Title	Sheela Bryan RSVP	Agency	Retired Senior Volunteer Program
Signature	<i>Sheela Bryan</i>	Address	
		City/Zip	Delweir IA Phone 319-240-1583
Name/Title	Kim Aitman	Agency	Delweir Elementary PTO
Signature	<i>Kim Aitman</i>	Address	
		City/Zip	Delweir Phone 319-238-1985
Name/Title	Dana Bastian I PTO	Agency	712 8th Ave NE
Signature	<i>Dana Bastian</i>	Address	<del>Delweir</del>
		City/Zip	Delweir Phone 283-3105
Name/Title	PEGGY LEE SHERETS	Agency	NORTHEAST IOWA COMMUNITY ACTION
Signature	<i>Peggy Lee Sherets</i>	Address	P.O. 549
		City/Zip	DELWEIR, IOWA Phone 319-283-2510
Name/Title	Paul H. Schmitz, Funeral Director	Agency	Jamison-Schmitz Funeral Homes
Signature	<i>Paul H. Schmitz</i>	Address	P.O. Box 614
		City/Zip	Delweir IA 50602 Phone 319-283-4922
Name/Title	Deb Howard, Chamber Coord.	Agency	Delweir Chamber & Area Development
Signature	<i>Deb Howard</i>	Address	85 W. Charles
		City/Zip	Delweir 50602 Phone 283-1105
Name/Title	Terrri Rubner / Center Director	Agency	Northwest Iowa Community College
Signature	<i>Terrri Rubner</i>	Address	1400 Technology Dr
		City/Zip	Delweir 50602 Phone 319-283-3010
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone

**FORM C: COLLABORATIVE SIGNATURES**

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

Attach as many additional sheets as necessary

Name/Signature	Agency/Institution
Name/Title: Brenda Carradus RN Signature: Brenda Carradus	Agency: Child Health Specialty Clinic / CCC Address: 212 8th Ave SE City/Zip: Delweir Phone: 283-4135
Name/Title: Sharon Rettinger Family Navigator Signature: Sharon Rettinger	Agency: Child Health Specialty Clinics / CCC Address: 212 8th Ave SE City/Zip: Delweir IA 50622 Phone: 319-283-4135
Name/Title: Susan Macien Library Director Signature: Susan Macien	Agency: Delweir Public Library Address: 201 E Charles St City/Zip: Delweir IA 50622 Phone: 319-283-1515
Name/Title: Rosanne Van Veldhuizen PAR Signature: Rosanne Van Veldhuizen	Agency: Mercy Hospital of Des Moines Address: 201 8th Ave SE City/Zip: Delweir 50622 Phone: 319-283-6032
Name/Title: Maurer Nolan HR Signature: Maurer L. Nolan	Agency: Mercy Hospital Address: 201-8th Ave SE City/Zip: Delweir Phone: 283-6115
Name/Title: Rox Hansen Signature: Rox Hansen	Agency: CWK's Address: 203 1st ave NE City/Zip: Delweir 50622 Phone: 319-283 3107
Name/Title: Gail Trent Signature: Gail Trent	Agency: RVP Address: 1207 E Charles City/Zip: Delweir Phone: 283-1906
Name/Title: Sue Johnson Signature: Sue Johnson	Agency: All Families Matter + P.S.V.P. Address: 407 8th Ave NE City/Zip: Delweir 50622 Phone: 319 283-1216
Name/Title: Sherry Dillon Signature: Sherry Dillon	Agency: All Families Matter Address: 125 8th Ave SE City/Zip: Delweir 50622 Phone: 319-283-3948

## FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School Program Funds)			
<b>Number of program sites included in this application:</b>	<b>Total number of students being served (all sites):</b>	<b>Total first-year funding request (all sites):</b>	<b>Total three-year funding request (all sites):</b>
<b>2</b>	<b>185</b>	<b>\$ 244,100</b>	<b>\$ 732,300</b>

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
NOTE: A <b>program site</b> may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.					
Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served
<b>Wings Park Elementary</b>	<b>\$ 143,400</b>	<b>\$ 143,400</b>	<b>\$ 143,400</b>	<b>\$430,200</b>	<b>110</b>
<b>Oelwein Middle School</b>	<b>\$ 100,700</b>	<b>\$ 100,700</b>	<b>\$ 100,700</b>	<b>\$ 302,100</b>	<b>75</b>
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

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

**Applicant Agency:** Oelwein Community  
Schools \_\_\_\_\_

Site: Wings Park Elementary \_\_\_\_\_

**Directions:** Provide a proposed budget for each proposed program site. Totals are to be listed on Form D1.

**Restrictions:** Please refer to Section II C of the RFA for specific budget restrictions. **Number of Students Served:** 75

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	77,960	8000	77,960	8000	77,960	8000	257880
Staff Travel	250		250		250		750
Materials	24055	2700	24055	2700	24055	2700	82965
Professional Development (minimum 4% per year)	8774	900	8774	900	8774	900	29022
Student Access, Transportation etc. (maximum 8% per year)	4700	500	4700	500	4700	500	15600
Evaluation (recommended 4% per year)	9560	2000	9560	2000	9560	2000	34680
Administrative/ Indirect Costs (maximum 8% per year)	4000		4000		4000		1200
<b>Totals</b>	130,300	14,100	130,300	14,100	130,300	14,100	

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

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

**Applicant Agency:** Oelwein Community Schools \_\_\_\_\_

Site: Oelwein Middle School \_\_\_\_\_

Directions: **Provide a proposed budget for each proposed program site. Totals are to be listed on Form D1.**

**Restrictions:** Please refer to **Section II C** of the RFA for specific budget restrictions. **Number of Students Served:** 45

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	46415	5000	46415	5000	46415	5000	154245
Staff Travel	250		250		250		750
Materials	29837	3000	29837	3000	29837	3000	98511
Professional Development (minimum 4% per year)	3008	3000	3008	3000	3008	3000	8400
Student Access, Transportation etc. (maximum 8% per year)	2500	300	2500	300	2500	300	24120
Evaluation (recommended 4% per year)	7240	800	7240	800	7240	800	24120
Administrative/ Indirect Costs (maximum 8% per year)	2700	300	2700	300	2700	300	9000
<b>Totals</b>	91950	9750	91950	9750	91950	9750	

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

### FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

General Fund Budget general fund 10 with a project and source code of 4335.

For example 10 0000 4335 000 4335 revenue code

10 0000 1100 100 4335 121 expenditure code for certified staff salaries

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

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

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

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

## FORM E: MINORITY IMPACT STATEMENT

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

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

- The proposed grant project programs or policies could have a disproportionate or unique **positive** impact on minority persons. Describe the positive impact expected from this project:

Indicate which group is impacted:

- |  |   |
|--|---|
| <input type="checkbox"/> Women                     | <input type="checkbox"/> American Indians         |
| <input type="checkbox"/> Asians                    | <input type="checkbox"/> Latinos                  |
| <input type="checkbox"/> Persons with a Disability | <input type="checkbox"/> Alaskan Native Americans |
| <input type="checkbox"/> Pacific Islanders         | <input type="checkbox"/> Other                    |
| <input type="checkbox"/> Blacks                    |   |

- The proposed grant project programs or policies could have a disproportionate or unique **negative** impact on minority persons. Describe the negative impact expected from this project:

Present the rationale for the existence of the proposed program or policy:

Provide evidence of consultation of representatives of the minority groups impacted:

Indicate which group is impacted:

- |  |
|--|
| <input type="checkbox"/> Women                     |
| <input type="checkbox"/> Asians                    |
| <input type="checkbox"/> Persons with a Disability |
| <input type="checkbox"/> Pacific Islanders         |
| <input type="checkbox"/> Blacks                    |
| <input type="checkbox"/> American Indians          |
| <input type="checkbox"/> Latinos                   |
| <input type="checkbox"/> Alaskan Native Americans  |
| <input type="checkbox"/> Other                     |

- X 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:
- The academic achievement between males and females is nearly the same so it would be expected the grant would impact each group equally. There are no significant minority groups in Oelwein to determine grant impact because of minority status.

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

Name: Steve Westberg  
Title: Superintendent

#### Definitions

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

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

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

"Disability" does not include any of the following:

(a) Homosexuality or bisexuality.

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

(c) Compulsive gambling, kleptomania, or pyromania.

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

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



<u>Action Items:</u> Notify parents of opportunity _____	Person responsible: Sister Marylou IRONS, PVBM _____	Deadline: May 2013 _____
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<b>Consultation Procedures</b>	[Insert Name]	[Insert time allocation]
<u>Discussion:</u> _____ _____ _____		
<u>Conclusions:</u> _____ _____		

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

<u>Action Items:</u> _____	Person responsible: _____	Deadline: _____
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**Other Information**

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

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

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

**Other Information**

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

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*Sign-in sheet* Mrs. Paul Schmitz  
Sr. Marilyn Jones P.B.V.M.