

**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**

**Mail Applications to:**

**Jodi Bruce**  
Iowa Department of Education  
Grimes State Office Building  
400 E 14<sup>th</sup> Street  
Des Moines, Iowa 50319-0146  
[jodi.bruce@iowa.gov](mailto:jodi.bruce@iowa.gov)

**Address all questions to:** [vic.jaras@iowa.gov](mailto:vic.jaras@iowa.gov)

**APPLICATION INFORMATION**

**Applicant Serving as Fiscal Agent (Applicant Agency)  
Audubon Community School**

<b>County: Audubon</b>		<b>Amount Requested: \$150,000 (Total for Year 1 from Form D1)</b>	
<b>Director of Agency (Superintendent, City Manager, Executive Director, etc) Brett Gibbs, Superintendent</b>		<b>Grant Contact/Project Director Ann Miller</b>	
<b>Agency Name: Audubon Community School</b>		<b>Agency Name: Audubon Community School Wheelers Kid Club</b>	
<b>Address: 800 3<sup>rd</sup> Ave.</b>		<b>Address: 800 3<sup>rd</sup> Ave.</b>	
<b>City: Audubon</b>	<b>Zip: 50025</b>	<b>City: Audubon</b>	<b>Zip: 50025</b>
<b>Phone: 712/563-2607</b>	<b>FAX: 712/563-3607</b>	<b>Phone: 712/563-2607</b>	<b>FAX: 712/563-3607</b>
<b>Email: <a href="mailto:bgibbs@audubon.k12.ia.us">bgibbs@audubon.k12.ia.us</a></b>		<b>Email: <a href="mailto:abomstadmiller@audubon.k12.ia.us">abomstadmiller@audubon.k12.ia.us</a></b>	

<b>Data Collection and Evaluation Contact: Maberry Consulting &amp; Evaluation Services Shelley Maberry/Evaluator</b>		<b>Fiscal Contact: Audubon Community Schools Natalie Lange - Business Manager</b>	
<b>Address: 4969 Benchmark Centre, Suite 400</b>		<b>Address: 800 3<sup>rd</sup> Ave.</b>	
<b>City: Swansea</b>	<b>Zip: 62226</b>	<b>City: Audubon</b>	<b>Zip: 50025</b>
<b>Phone: 618/622-9352</b>	<b>FAX: 866/415-0517</b>	<b>Phone: 712/563-2607</b>	<b>FAX: 712/563-3607</b>
<b>Email: <a href="mailto:smaberry@maberryconsulting.com">smaberry@maberryconsulting.com</a></b>		<b>Email: <a href="mailto:lange@audubon.k12.ia.us">lange@audubon.k12.ia.us</a></b>	

## 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
- XX 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:

**42-6000735**

Enter School District Code

**#0414**

(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.

**XX** 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: I have included a copy of the SINA schools as listed by the Iowa Department of Education on their website.

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

**XX** 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 The Audubon Community School is working with two community-based organizations, The Children's Nest and New Opportunities. Please see MOU's included with this application.

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

Dist	Dist Name	Sch	name	Math Status	Math Year	Reading Status	reading Year	Overall Status	Overall Year
0009	AGWSR	0409	AGWSR Elementary School	Met	0	SINA	1	SINA	1
0027	Adel	0409	Adel Elementary School	Watch	0	SINA	1	SINA	1
0027	Adel	0418	DeSoto Intermediate School	SINA	2	SINA	3	SINA	3
0063	Akron-Westfield	0409	Akron Westfield Elementary Sch	SINA	1	Met	0	SINA	1
0072	Albert City-Truesdale	0409	Albert City-Truesdale Elementary	Watch	0	SINA	1	SINA	1
0081	Albia	0409	Grant Center	Delay	1	SINA	2	SINA	2
0081	Albia	0427	Lincoln Center	Delay	2	SINA	2	SINA	2
0108	Alden	0409	Alden Elementary School	Delay	1	Met	0	SINA	1
0171	Alta	0409	Alta Elementary School	SINA	3	SINA	3	SINA	3
0225	Ames	0454	Meeker Elementary School	SINA	1	Watch	0	SINA	1
0225	Ames	0481	Sawyer Elementary School	Delay	1	Met	0	SINA	1
0234	Anamosa	0418	Strawberry Hill	Delay	2	SINA	3	SINA	3
0243	Andrew	0409	Andrew Elementary School	Met	0	Delay	1	SINA	1
0261	Ankeny	0409	Northwest Elementary School	SINA	1	SINA	1	SINA	1
0261	Ankeny	0427	Southeast Elementary School	SINA	1	DELAY	1	SINA	1
0261	Ankeny	0435	Terrace Elementary School	SINA	1	SINA	1	SINA	1
0387	Atlantic	0427	Schuler Elementary School	DELAY	2	DELAY	2	SINA	2
0414	Audubon	0409	Audubon Elementary School	MET	0	SINA	1	SINA	1
0423	Aurelia	0409	Aurelia Elementary School	DELAY	1	MET	0	SINA	1
0441	A-H-S-T	0409	A-H-S-T Elementary School	SINA	2	DELAY	2	SINA	2
0472	Ballard	0425	West Elementary	MET	0	DELAY	1	SINA	1
0472	Ballard	0415	East Elementary	SINA	3	SINA	3	SINA	3
0504	Battle Creek-Ida Grove	0418	BCIG Elementary School	SINA	1	MET	0	SINA	1
0513	Baxter	0409	Baxter Elementary School	SINA	2	WATCH	0	SINA	2
0540	BCLUW	0407	BCLUW Elementary School	WATCH	0	SINA	1	SINA	1
0576	Belle Plaine	0436	Longfellow Elementary School	DELAY	2	MET	0	SINA	2
0585	Bellevue	0409	Bellevue Elementary School	MET	0	DELAY	1	SINA	1
0594	Belmond-Kiemme	0409	Richard O. Jacobson Elementary	SINA	1	DELAY	5	SINA	5
0621	Bettendorf	0445	Neil Armstrong Elementary Scho	Met	0	Delay	1	SINA	1
0657	Eddyville-Blakeburg-Fremont	0418	Blakesburg Elementary	SINA	1	WATCH	0	SINA	1
0657	Eddyville-Blakeburg-Fremont	0427	Fremont Elementary	SINA	1	SINA	1	SINA	1
0729	Soone	0418	Franklin Elementary School	SINA	5	SINA	2	SINA	5
0747	Boydell-Hull	0409	Boydell-Hull Elementary School	MET	0	SINA	1	SINA	1
0873	North Iowa	0409	North Iowa Elrin Buffalo Center	WATCH	0	SINA	3	SINA	3
0882	Burlington	0454	North Hill Elementary School	SINA	1	WATCH	0	SINA	1
0882	Burlington	0409	Black Hawk Elementary School	SINA	2	SINA	2	SINA	2
0882	Burlington	0427	Corse Elementary School	DELAY	1	SINA	2	SINA	2
0882	Burlington	0445	James Wilson Grimes School	SINA	2	SINA	2	SINA	2
0936	Camanche	0418	Camanche Elementary School	DELAY	1	SINA	2	SINA	2

## **Appendix A: Required Forms**

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

**FORM A: SITE INFORMATION**

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

<b>21CCLC Site Name: Wheelers Kid's Club (Audubon Elementary School)</b>		
<b>Site Address: 600 Tracy Street</b>		
<b>City, State, Zip: Audubon, IA 50025</b>		
<b>Phone: 712/563-3751</b>		
<b>Site Contact Person: Sam Graeve, Principal</b>		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21<sup>st</sup> Century Community Learning Centers Program</b>
Audubon Elementary	#0409	216 total enrolled (165 projected in program)
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21<sup>st</sup> Century Community Learning Centers Program</b>
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21<sup>st</sup> Century Community Learning Centers Program</b>
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21<sup>st</sup> Century Community Learning Centers Program</b>

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

## **FDRM 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.

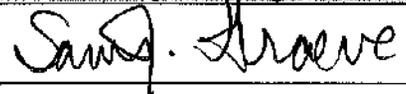
**Part N: Grant Termination (Additional conditions in appendix D)**

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
	<b>Audubon Community School</b>

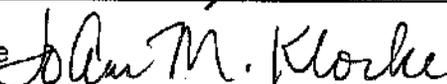
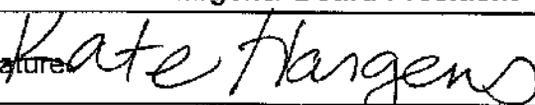
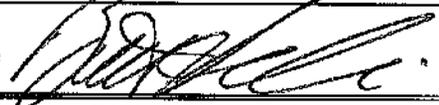
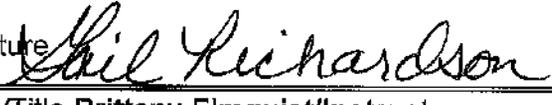
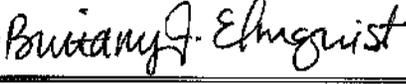
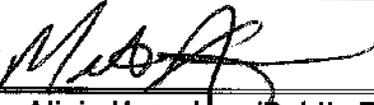
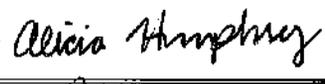
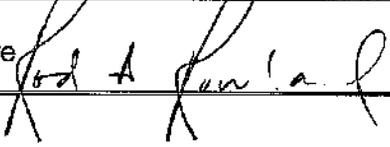
**Certification:** As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement 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
	<b>Audubon Community School</b>
Signature of Site Principal for Each 21st Century Community Learning Centers-Funded Site	Site Name
	<b>Audubon Elementary School</b>

## FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature	Agency Affiliation	
Name/Title <b>Todd Johnson/Sheriff</b>	Agency Audubon County Sheriff's Office	
Signature 	Address 318 Leroy Street	
	City/Zip Audubon, 50025	Phone 712/563-2631
Name/Title <b>JoAnn Klocke/Regional Director</b>	Agency Heartland AEA	
Signature 	Address 906 N Grant Road, Suite 160	
	City/Zip Carroll/51401	Phone 800-377-8115
Name/Title <b>Kate Hargens/ Board President</b>	Agency Audubon County Early Childhood Org.	
Signature 	Address 714 N. Division Street	
	City/Zip Audubon/50025	Phone 402/917-7151
Name/Title <b>Brett Irmeier/President</b>	Agency Audubon State Bank	
Signature 	Address 315 Broadway Street	
	City/Zip Audubon/50025	Phone 712/563-2644
Name/Title <b>Gail Richardson/ Librarian</b>	Agency Audubon Public Library	
Signature 	Address 401 N. Park Place	
	City/Zip Audubon/50025	Phone 712/563-3301
Name/Title <b>Brittany Elmquist/Instructor</b>	Agency Audubon FFA Chapter	
Signature 	Address 800 Third Ave.	
	City/Zip Audubon/50025	Phone 712/563-2607
Name/Title <b>Matt Starmer/Chief of Police</b>	Agency Audubon Police Department	
Signature 	Address 410 N. Park Place	
	City/Zip Audubon/50025	Phone 712/563-2500
Name/Title <b>Alicia Humphrey/Public Relations</b>	Agency AMVC Management Services	
Signature 	Address 508 Market Street	
	City/Zip Audubon/50025	Phone 712/563-2080
Name/Title <b>Rod Rowland/President &amp; CEO</b>	Agency Landmands Bank	
Signature 	Address 201 S. Division Street	
	City/Zip Audubon 50025	Phone 712/563-4255

## FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature	Agency Affiliation	
Name/Title /Provost <i>Joel Lundstrom</i>	Agency Des Moines Area Comm. College	
Signature <i>Joel Lundstrom</i>	Address 906 Grant Road N.	
	City/Zip Carroll/51401	Phone 712/792-1755
Name/Title Chad Jensen/CEO	Agency New Opportunities	
Signature <i>Chad Jensen</i>	Address 109 Tracy Street	
	City/Zip Audubon/50025	Phone 712/563-2777
Name/Title Troy Wessel/President	Agency Audubon County Economic Development	
Signature <i>Troy Wessel</i>	Address 800 Market Street	
	City/Zip Audubon/50025	Phone 712/563-2742
Name/Title Sue Hawkins/Instructor	Agency PE4Life	
Signature <i>Susan Hawkins</i>	Address 800 Third Ave.	
	City/Zip Audubon/50025	Phone 712/563-2607
Name/Title Cindy Duhrkopf/Director	Agency Partnership 4 Families	
Signature <i>Rev</i>	Address PO Box 672	
	City/Zip Carroll/51401	Phone 712/775-7926
Name/Title Rev. Roger Claxton/President	Agency Audubon Lion's Club	
Signature <i>Rev. Roger Claxton</i>	Address 410 N. Park Place	
	City/Zip Audubon/50025	Phone 712/563-3264
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone

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

<b>21CCCLC TOTAL FUNDING REQUEST</b> (Before and/or After School and Summer Program Funds)			
<b>Number of program sites included in this application:</b>	<b>Total number of students being served (all sites for one year):</b>	<b>Total first-year funding request (all sites):</b>	<b>Total three-year funding request (all sites):</b>
1	165	\$150,000	\$450,000

**FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION**

NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.

Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Wheeler's Kids Club	\$150,000	\$150,000	\$150,000	\$450,000	165
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

**TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 165**

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

**Applicant Agency:** Audubon Community School    **Site:** Wheeler's Kids Club Audubon Elementary School

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

**Restrictions:** Please refer to Section II C of the RFA for specific budget restrictions. **Number of Students Served:** 165

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy Program	Student Program	Family Literacy Program	Student Program	Family Literacy Program	
Personnel	96,500		98,336		100,208		\$295,044
Staff Travel	1,000		1,000		1,000		\$3,000
Materials	15,000		13,164		11292		\$39,456
Professional Development (minimum 4% per year)	7,500		7,500		7,500		\$22,500
Student Access, Transportation etc. (maximum 8% per year)	12,000		12,000		12,000		\$36,000
Evaluation (about 4% per year)	6,000		6,000		6,000		\$18,000
Administrative/ Indirect Costs (maximum 8% per year)	12,000		12,000		12,000		\$36,000
<b>Totals</b>	<b>\$150,000</b>		<b>\$150,000</b>		<b>\$150,000</b>		

*Required: One form D2 per site. Please reproduce this page for each site included in the application.*



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

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

- XX** 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 Code #10-1900-4646-0000-4646**

- 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"/> 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                    |   |

- XX** 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: **We do not expect our proposed program to have a disproportionate or unique impact on minority students as it will be open to all students in grades K – 4.**

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

Name:   
Title: Superintendent of Schools

## **Definitions**

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

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

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

*"Disability"* does not include any of the following:

(a) Homosexuality or bisexuality.

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

(c) Compulsive gambling, kleptomania, or pyromania.

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

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

**FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG**

	<p align="center"><b>Private School Consultation Meeting Log</b></p> <p align="center"><b>No Private Schools located within District</b></p> <p>Date _____  Time _____  Location _____</p> <p align="right"><i>[Handwritten Signature]</i>, Supt.</p>
---	---

**Meeting called by:**

**Type of meeting:**

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

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

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## Abstract

Located 70 miles west of Des Moines, Audubon is a farming community with a population of 2,137 (2010 Census). Like many rural schools, the Audubon Community School District has had declining enrollment for the past several decades. There are two school buildings in the district. Audubon Community High School and Middle School share a building attended by 314 5<sup>th</sup> through 12<sup>th</sup>-grade students. Audubon Elementary School has 216 K through 4<sup>th</sup>-grade students. Decreasing resources and increasing poverty have presented many challenges for the school district. However, engaged parents, dedicated staff, and a supportive community provide ample opportunities. The 21<sup>st</sup> Century Community Learning Center Grant provides Audubon Community School District the chance to leverage community resources to address student needs. Audubon Elementary School is the proposed site of the after-school and summer school program, which is called the Wheeler Kids Club. The Wheeler Kids Club will serve 165 Audubon Elementary School students.

## Student Needs Assessment

Offering an after-school program to students attending Audubon Elementary would address many specific needs. Academically, Audubon Elementary School is a SINA school for reading and is Title I eligible. There is an achievement gap between students identified as low SES and those not identified as low SES. Students have needs out of school as well. Twenty percent of Audubon's low SES students face significant constraints limiting their ability to establish connections to school and community. These constraints include financial difficulties, lack of family support, mental health issues, no or limited transportation, poor personal hygiene and/or interpersonal skills. Audubon Elementary students have a wide variety of social and behavioral needs. The Wheeler Kids Club will include social-emotional learning curriculum aimed at:

1. Fostering self-awareness and self-management skills,
2. Using social-awareness and interpersonal skills to establish and maintain positive relationships,
3. Foster strong decision-making skills and responsible behaviors in personal, school and community contexts.

## Project

The goal of the Wheeler Kids Club will be to create a fun, welcoming program that provides opportunities for students to grow and develop academically and personally.

The schedule of the Wheeler Kids Club may change based on the needs of participants and stakeholder feedback. However, the after-school schedule may include:

- 3:15-3:30 p.m. Snack
- 3:30-4:00 p.m. Homework help or literacy based activities
- 4:00-5:30 p.m. Extension & enrichment activities with community partners
- 5:30-6:30 p.m. Choice of activities

The summer program will include a longer programming day with additional activities. Programming will be structured, but will be determined by feedback from teachers, parents, and most importantly, students.

## Management Plan

Wheeler Kids Club will be lead by a Program Director, under advisement of:

- A Leadership Committee charged with supporting the Program Director and The Wheeler Kids Club, assisting with sustainability efforts, and developing and engaging a Stakeholder Advisory Group. The Leadership Committee will meet at least quarterly and will consist of the

superintendent, the elementary school principal, and a representative from at least two partnering organizations. Program partners, parents and students will be encouraged to participate in the Stakeholder Advisory Group. The Stakeholder Advisory Group will meet at least 3 times a year. The Stakeholder Advisory Group will receive updates on evaluation efforts from the Program Director, they will provide feedback about program operations, and they will make recommendations for future programming.

- A Teacher Advisory Committee responsible for providing feedback on programming and ensuring collaboration with school-day activities. The Teacher Advisory Committee shall review programming and provide feedback monthly.

The Wheeler Kids Club will utilize volunteers to support high-quality programming.

### Communication Plan

Audubon Community School District will employ multiple outreach strategies and activities in order to communicate with stakeholders. Communication efforts will be aimed at effectively evaluating the program, sharing evaluation results, and sharing other program information. Communication tools will include the school's webpage and group texting service. Program stakeholders include youth, parents, program partners, and the broader community.

### Partnerships

Thirteen community groups have agreed to partner with the school district in order to provide quality enrichment and extension opportunities related to student needs.

### Evaluation

Maberry Consulting & Evaluation Services LLC will conduct a comprehensive, rigorous local evaluation of program effectiveness. Maberry has more than 30 years of experience in evaluation, and research and is a member of the American Evaluation Association.

### Budget

Audubon Community Schools is requesting \$150,000 to implement a 21<sup>st</sup> Century Community Learning Center. These funds will be used to pay for staffing the program, providing transportation to students, and purchasing supplies.

## **2. Student Needs Assessment**

**2.1** Located 70 miles west of Des Moines, Audubon is a farming community with a population of 2,137 (2010 Census). Like many rural schools, the Audubon Community School District has had declining enrollment for the past several decades. There are two school buildings in the district. Audubon Community High School and Middle School share a building attended by 314 5<sup>th</sup> through 12<sup>th</sup>-grade students. Audubon Elementary School has 216 K through 4<sup>th</sup>-grade students. Decreasing resources and increasing poverty have presented many challenges for the school district. However, engaged parents, dedicated staff, and a supportive community provide ample opportunities. The 21<sup>st</sup> Century Community Learning Center Grant provides Audubon Community School District the chance to leverage community resources to address student needs. Audubon Elementary School is the proposed site of the after-school and summer school program, which is called the Wheeler Kids Club. The Wheeler Kids Club will serve 165 Audubon Elementary School students.

### School & Community Resources

Resources available to students and their families are minimal and disjointed. There are no other daily before-school, after-school, or summer programs offered in the community (Iowa Childcare Resource and Referral). This means that unless working parents can count on family or friends, they must choose between paying for daycare and leaving their children unattended. There are many students who spend their afternoons and summers unattended, often on the school playground. The school district works to address needs to the best of its ability but faces barriers due to limited resources. Currently, teachers take turns volunteering to work with students on homework during an informal “Tuesdays with Teachers” group. A local nonprofit, New Opportunities, offers a mentoring program, which serves five youth. New Opportunities did offer free lunches at the school during the summer months but has now discontinued that service. They continue to make food available for low-income students to take home over the weekends. Other resources are available in the community, such as a food shelf, housing services, and financial supports. However, families must be aware of services and seek them out to receive them. There is not a central place one can learn of, and access needed services. The Wheeler Kids Club will increase the accessibility of existing resources by inviting service providers to partner and make their resources more readily available to youth and their families. These partnerships will improve continuity of services for our students and create a thoughtful, holistic approach to youth development and academic achievement.

Offering an after-school program to students attending Audubon Elementary would address many specific needs:

### Academic Needs

Audubon Elementary School is a SINA school for reading and is Title I eligible. There is an achievement gap between students identified as low SES and those not identified:

- Only 61.3% of low SES students are proficient in reading (IA Assessments)
- Only 82.3% of low SES students are proficient in Math (IA Assessments)
- Although 72% of 4<sup>th</sup> graders are proficient in reading, this is below the state average (IA Assessments)
- 27% of Audubon Elementary 3<sup>rd</sup> graders were reading below proficiency (FY14)
- 44% of 2<sup>nd</sup> graders were below proficient according to composite scores (FY14)

The first FAST testing window of 2015 showed that according to composite scores:

- 58% of Kindergarteners were not proficient
- 39% of 1<sup>st</sup> graders were not proficient (61% were not proficient in sentence reading)

- Audubon Elementary School has an achievement gap among elementary students. Students receiving Free and Reduced Lunch, with an IEP, or who participate in ELL programming, are 68.8% proficient. Meanwhile, other students are 93.8% proficient.

Wheeler Kids Club will provide daily academic enrichment activities for participants. These activities will be aligned with school-day curriculum and will directly address the academic needs of students.

Out-of-School Time Needs

Using a number of indicators, Audubon Community School District conducts a district-wide analysis annually that assesses the school, family, and community data linked to academic failure. This data includes, but is not limited to average daily attendance, low standardized test scores, eligibility for Free and Reduced Lunch prices, English Language Learners, minority status, grades, behavioral issues, and bullying incidents. The district’s intervention team identifies students as “at-risk” if they meet two or more indicators. Well over half (61%) of Pre-Kindergarteners through 5<sup>th</sup> graders were identified as at-risk (see chart below).

At-Risk Program Service Data 2014-2015

<b>Grade</b>	<b>Total</b>	<b>Identified</b>	<b>% At-risk</b>	<b># Receiving Services</b>	<b>% Receiving Services</b>
<b>PreK - 5</b>	251	153	61%	23	9%
<b>6 - 8</b>	123	68	55%	12	10%
<b>9 -12</b>	156	77	49%	27	17%
<b>Totals</b>	530	298	56%	62	12%

The analysis of at-risk data shows that 20% of Audubon’s low SES students face significant constraints limiting their ability to establish connections to school and community. These constraints include financial difficulties, lack of family support, mental health issues, no or limited transportation, poor personal hygiene and/or interpersonal skills.

Through strategic partnerships with service organizations, the Wheeler Kids Club will provide a forum for participants to make meaningful connections, not only to valuable resources but also with members of the community.

Social-Behavioral Needs

Audubon Elementary students have a wide variety of social and behavioral needs. For instance, analyzing data for all 153 students enrolled in grades PK-5 during the 2014-2015 school year revealed the following:

- 68 students were absent nine days or more (44%)
- Ten students had documented discipline issues (6.5%)
- 54 had “other” flags for known incidents of bullying, health issues, or other issues that might impede learning (35%)
- 33 have active IEP’s (21.5%)
- 23 did not qualify for IEP’s but were flagged to receive other services through the At-Risk program
- During FY15, 12% (36/41) of 3<sup>rd</sup> graders and 22% (36/41) of 4<sup>th</sup> graders were not present for a full academic year

The Wheeler Kids Club will include social-emotional learning curriculum aimed at:

1. Fostering self-awareness and self-management skills,

2. Using social-awareness and interpersonal skills to establish and maintain positive relationships,
3. Foster strong decision-making skills and responsible behaviors in personal, school and community contexts.

### Transportation

As a rural school district, a large number of Audubon Community School District students travel quite a ways to school each day, several push the one-hour time restriction. Even those students living in town face difficulty getting to school as Highway 71 cuts the town in half, making travel by foot or bike unsafe for those living west of the highway. The district provides busing to and from school each day and a shuttle bus travels between the two schools. However, 85% of families with children under six have all parents working (Iowa Childcare Resource and Referral), this coupled with the lack of public transportation make it hard for many students to participate in activities outside of the school day. The Wheeler Kids Club offers a solution to working families and those with transportation issues. The program will be located at the elementary school, making travel immediately after school unnecessary. Additionally, the district will make transportation home from The Wheeler Kids Club available for rural students by running a bus to outlying communities and across the highway. During summer school The Wheeler Kids Club will also offer a bus route in town.

**2.2** A wide variety of stakeholders were engaged in the identification of needs and development of the proposed program. In 2013, Representative Muhlbauer visited Audubon and held a public forum to discuss the needs of children in the community. This forum resulted in a series of public meetings, spanning over 15 months and attended by over 125 community members including business and community leaders, students, and parents. Several community needs were identified during those meetings, including the desire to have quality after-school and summer enrichment opportunities for students. As the school district explored the idea of pursuing 21<sup>st</sup> Century Community Learning Center Grant funds, it sought feedback from many community stakeholders. The School Improvement Advisory Committee (SIAC), which includes parents and students, discussed and advised on aspects of the program. Results of these outreach efforts provided the opportunity for stakeholders, including students, to shape the program to meet their needs. It also showed that Audubon Community School District has overwhelming support for the proposed program.

### **3. Project**

**3.1-3.3** The goal of the Wheeler Kids Club will be to create a fun, welcoming program that provides opportunities for students to grow and develop academically and personally. The schedule of the Wheeler Kids Club may change based on the needs of participants and stakeholder feedback. However, the after-school schedule may include:

- 3:15-3:30 p.m. Snack
- 3:30-4:00 p.m. Homework help or literacy based activities
- 4:00-5:30 p.m. Extension & enrichment activities with community partners
- 5:30-6:30 p.m. Choice of activities

The summer program will include a longer programming day with additional activities. Programming will be structured, but will be determined by feedback from teachers, parents, and most importantly, students. Teacher feedback will be sought through a teacher advisory board. After-school staff will collaborate with school-day teachers to develop individual student math and reading goals.

#### **Program Goal 1:**

- Beginning on the first day of the 2016-2017 school year, the after-school program will be provided for a minimum of 60 hours per month to each eligible student and will provide a daily nutritious snack that meets the requirements of the USDA National School Lunch Program.

- Beginning July 5<sup>th</sup>, 2015, the Wheeler Kids Club summer school program will be provided to identified students for a minimum of three hours per day with a nutritious lunch that meets USDA National School Lunch Program requirements.

#### **Student Goal 1:**

**Academic Achievement: By June of 2018, 85% of participating students will be proficient in reading and math as measured.**

Objectives	Indicators	Eligible Activities
<p><b><u>Individual Goal Setting</u></b> Each participating student will have individual reading and math goals as determined by program staff in collaboration with school-day staff.</p> <p><b><u>100% of participating students will engage in:</u></b></p> <p><b><u>Literacy Instruction</u></b></p> <ul style="list-style-type: none"> <li>• Homework help</li> <li>• MTSS (Multi-Tiered Systems of Supports)- Small group literacy based activities</li> <li>• Curriculum based activities</li> </ul> <p><b><u>Math &amp; Science Instruction</u></b></p> <ul style="list-style-type: none"> <li>• Daily small group Math Extension Activities</li> <li>• Curriculum based</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of students will meet their individual goals for reading and math</li> <li>• 90% of participating students will complete homework assignments 85% of the time</li> <li>• 85% of students will be proficient on the Spring FAST Assessment</li> <li>• 85% of students will be proficient in math and science (IA Assessment or Smarter Balanced Assessment)</li> <li>• The number of students on behavior plans is reduced by 20%</li> </ul>	<ul style="list-style-type: none"> <li>• Remedial education activities and academic enrichment learning programs</li> <li>• Literacy activities</li> <li>• Tutoring services and mentoring programs; to reduce achievement gaps for at-risk children</li> <li>• Expanded library service hours;</li> <li>• Programs that provide after-school activities for limited English proficient (LEP) students and that emphasize language skills and academic achievement;</li> <li>• Mathematics and science education activities</li> </ul>

activities		
<ul style="list-style-type: none"> <li>• STEM activities with math &amp; science</li> </ul>		

Data Sources:

- Student achievement data from the ITBS/ITEDS, and other district-wide assessments.
- Student level data regarding program attendance and enrollment.
- Student level data on discipline referrals, suspensions, and school safety.
- School and program level data from parent, teacher, and student surveys.
- Report cards.
- Third grade completion.
- Review of selected program lesson plans and instructional artifacts.

**Student Goal 2:**

**Enrichment Goal: By June of 2018, 90% of participating students will have discovered new interests and have the skills necessary to make informed, safe and healthy choices.**

Objectives	Indicators	Eligible Activities
95% of participating students will engage in: <ul style="list-style-type: none"> <li>• Fitness/recreation activities (PE4Life)</li> <li>• Science/Ag activities (Audubon FFA)</li> <li>• STEM Exploratory activities</li> <li>• Arts Exploratory activities</li> </ul>	<ul style="list-style-type: none"> <li>• 90% of students will know basic principles of nutrition and health</li> <li>• 90% of students will understand basic concepts of science</li> <li>• 90% of students will know how to express themselves through the arts</li> <li>• The number of discipline issues will decline 33%</li> <li>• Student will feel a greater sense of community</li> </ul>	<ul style="list-style-type: none"> <li>• Math and science education activities</li> <li>• Arts, music, and cultural education activities</li> <li>• Entrepreneurial education programs</li> <li>• Employment preparation or training</li> <li>• Recreational activities</li> <li>• Telecommunications and technology education programs</li> <li>• Physical fitness, nutritional ed. &amp; recreational activities</li> </ul>

Data Sources:

- Student level data regarding program attendance and enrollment.
- Student level data on discipline referrals, suspensions, and school safety.
- School and program level data from parent, teacher, and student surveys.
- Report cards.

**Family Literacy Goal: By June of 2018, 100% of participating families will have access to services that facilitates family support of their child’s educational growth. By June of 2018, 100% of families will report that program services helped them increase their literacy and employment skills.**

Objectives	Indicators	Eligible Activities
90% of families will have opportunities to participate in: <ul style="list-style-type: none"> <li>• Family Nights with themes to support student learning</li> <li>• Weekly</li> </ul>	<ul style="list-style-type: none"> <li>• 90% of parents will feel welcome in the program</li> <li>• 90% of parents will be able to describe what their children are learning in the program</li> </ul>	<ul style="list-style-type: none"> <li>• Programs that promote parental involvement and family literacy;</li> <li>• Programs that provide assistance to students who have been truant, suspended, or expelled</li> </ul>

<p>communication including personal outreach and newsletters</p> <ul style="list-style-type: none"> <li>• Take-home activities available for families to participate in together</li> <li>• Family literacy programs offered by DMACC</li> </ul>	<ul style="list-style-type: none"> <li>• 90% of parents will apply at least three or more strategies for supporting student learning</li> <li>• 90% of parents will be able to identify community resources and how to access them</li> </ul>	<p>to allow them to improve their academic achievement;</p> <ul style="list-style-type: none"> <li>• Drug and violence prevention programs;</li> <li>• Counseling programs; and Character education programs.</li> </ul>
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Data Sources:

- School and program level data from parent, teacher, and student surveys.

To evaluate the program Audubon Community Schools will consider each goal and the criteria established to meet the goal, collect data on each indicator, intermittently analyze data for formative purposes, and make program improvements as needed. For summative purposes, data will be collected and analyzed at the end of each program year, analyzed and reported as required by the Department of Education. We will also use the Iowa Youth Survey to monitor changes in student feelings of connectedness and community. Parents will be asked to complete a survey to determine if they feel welcome and engaged in the program and school, support their children’s learning, and are becoming more aware of community resources and opportunities.

The curriculum used by Audubon Community Schools is researched based (*Reading Street: Research Base (2003)* Glenview, IL, Pearson Education, Inc.) and optimizes the time teachers have with students. The reading series used emphasizes opportunities to read, write, and discuss word meaning, comprehension (listening & written text), and provides exposure to all literary genres including informational texts. Emphasis is placed on differentiated instruction, which allows students to be met at their level of learning. Small group instruction in conjunction with daily Response to Intervention (RTI) strategies gives all students opportunities to enhance their learning. In addition to an explicit instructional approach, Audubon Community Schools uses a three-tiered approach to grouping students for support. Students receive up to 30 minutes of additional support between RTI and strategic, intensive reading intervention that effectively moves students to the next level.

**3.4** The programming for The Wheeler Kids Club will link to school day instruction through:

1. Relationships with school-day staff. The Program Director will be an employee of the school and will collaborate with teachers as needed to ensure program activities align with school day instruction and with state and national standards.
2. A Teacher Advisory Board will be made up of three teachers who will review programming and provide feedback on a quarterly basis.
3. Teachers will participate in The Wheeler Kids Club by providing enrichment and extension activities related to their content area.
4. The School Improvement Advisory Committee will receive quarterly updates on the Wheeler Kids Club and will provide feedback accordingly to ensure programming is consistent with the school CSIP (comprehensive school improvement plan).

**3.5** Audubon Community Schools has a strong history of providing quality education and enrichment promoting positive development for its students. Declining enrollment and increasing poverty have presented new challenges. The 21<sup>st</sup> Century Learning Community Grant provides the district the opportunity to leverage the experience and expertise of its partners to tackle new challenges, ultimately with the goal of raising academic performance, achievement and positive youth development.

## **4. Research**

### **Base**

Research shows that high quality after-school and summer enrichment programs play a pivotal role in helping students improve academically, socially, emotionally, and physically (Vollmer, 2010). Keeping kids after school is not enough to make a difference in achievement. To be an effective after-school program, quality matters, just as it matters in other forms of youth services (Hirsch, Mekinda, & Stawicki, 2010; Yohalem & Wilson-Ahlstrom, 2010). Durlak and Weissberg (2013) reviewed 68 after-school programs, all of which had the goal of fostering personal and social development. They found that successful programs shared four evidence-based practices, which they titled SAFE: 1. Program staff used a sequenced step-by-step approach to training (S). 2. Programs emphasized active learning, encouraging participants to practice new skills (A). 3. Skill development was focused with specific time and attention (F). 4. Programs were explicit in defining the skills they were promoting (E). The findings of Durlak and Weissberg were clear:

SAFE programs were associated with significant improvements in self-perceptions, school bonding and positive social behaviors; significant reductions in conduct problems and drug use; and significant increases in achievement test scores, grades, and school attendance. The group of Other Programs failed to yield significant improvements on any of these outcomes (2013).

Academic achievement is higher amongst 21st Century Community Learning Centers that provide students with intensive small-group instruction or individual tutoring, rather than unstructured academic work time (Lauer et al., 2006). Jacobson and Blank (2013) advocate for what they call “community schools” that are essentially partnerships connecting schools, families, and communities. After-school programs effectively create community schools because they: 1. Offer multiple opportunities to engage parents through family nights, parent outreach, home visits, and parent leadership programs. 2. Generate public support for public education. 3. Mobilize community partners to offer enriched and expanded learning opportunities. 4. Address non-school factors influencing achievement. 5. Give everyone a role and responsibility in the education of local youth.

Durlak, J.A. & Weissberg, R.P (2013). Afterschool Programs That Follow Evidence-Based Practices to Promote Social and Emotional Development Are Effective. *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*.

Hirsch, B. J., Mekinda, M. A., & Stawicki, J. A. (2010). More than attendance: The importance of after-school program quality. *American Journal of Community Psychology*, 45, 447–452.

Jacobson R., & Blank M. J. (2013). The Afterschool and Community School Connection: Expanding Learning Opportunities and Partnerships. *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*.

Yohalem, N., & Wilson-Ahlstrom, A. (2010). Inside the black box: Assessing and improving quality in youth programs. *American Journal of Community Psychology*, 45, 350–357.

Lauer, P. A., Akiba, M., Wilkerson, S. B., Apthorp, H. S., Snow, D., & Martin- Green, M. (2006). Out-of-school time programs: A meta-analysis of effects for at-risk students. *Review of Educational Research*, 76, 275–313.

Vollmer, J. (2010). Schools cannot do it alone. Fairfield, IA: Enlightenment Press.

## **5. Management Plan**

**5.1 & 5.3** The Wheeler Kids Club will be lead by a Program Director, under advisement of:

- A Leadership Committee charged with supporting the Program Director and The Wheeler Kids Club, assisting with sustainability efforts, and developing and engaging a Stakeholder Advisory Group. The Leadership Committee will meet at least quarterly and will consist of the superintendent, the elementary school principal, and a representative from at least two partnering organizations. Program partners, parents and students will be encouraged to participate in the Stakeholder Advisory Group. The Stakeholder Advisory Group will meet at least 3 times a year. The Stakeholder Advisory Group will receive updates on evaluation efforts from the Program Director, they will provide feedback about program operations, and they will make recommendations for future programming.
- A Teacher Advisory Committee responsible for providing feedback on programming and ensuring collaboration with school-day activities. The Teacher Advisory Committee shall review programming and provide feedback monthly.

The Program Director will be hired and employed by Audubon Community School District and responsible for:

- Planning & Implementing
  - Curriculum & program activities
  - Day-to-day operations including staffing
- Coordinating
  - Programming and curriculum in collaboration with school-day staff
  - Events and field trips
- Leading
  - Family engagement efforts by promoting positive and active communication between staff and families and by organizing family engagement activities and events
  - Evaluation efforts to ensure the program is as effective as possible
  - Sustainability and development efforts to ensure The Wheeler Kids Club is sustainable after 21<sup>st</sup> Century Learning Center Funds cease

Audubon Community School District will utilize all available resources to recruit a highly qualified Program Director. The job description will be posted in the local paper, the schools website and Facebook pages, and on appropriate employment websites such as TEACH Iowa and IA REAP. As a school employee the Program Director will work closely with all teachers to ensure school-day alignment. The Program Director will also participate in staff professional development opportunities.

The Program Director will be responsible for the daily program staff. There will be two Lead Associates that will work with the Program Director to implement curriculum and activities. Two Assistants will be hired to help the Program Director and Associates. In the summer an additional Assistant will be hired to provide extra support and ensure staff have the opportunity to take breaks. Professional development opportunities will be made available to all Wheeler Kids Club staff. In addition to those development opportunities offered through the school, community partners, such as Heartland AEA and Partnerships4Families, will also assist in making sure staff are appropriately trained and supported through quality professional development.

The Wheeler Kids Club will utilize volunteers to support high-quality programming. Each participating program partner will volunteer to support at least one aspect of the program. Many partners have volunteered to implement specific programming. For instance, Audubon State Bank has an age-appropriate financial literacy curriculum they plan on utilizing. Other partners do not necessarily have curriculum or programming to offer, but they will provide volunteers to help with programming, or simply to engage with the students. Many of these partners are primarily made up of seniors (such as

the Lions Club). Other volunteers will not come through a partner group, but will participate as individuals. For instance, the school district has a Silver Cord program that encourages high school students to volunteer in the community at least 60 hours before graduation. Many of students working towards their Silver Cord will choose to volunteer with The Wheeler Kids Club.

## **5.2 Transportation**

The Wheeler Kids Club offers a solution to working families and those with transportation issues. The program will be located at the elementary school, making travel immediately after school unnecessary. Additionally, the district will make transportation home from The Wheeler Kids Club available for rural students by running a bus to two outlying communities and across the highway. During summer school The Wheeler Kids Club will also offer a bus route in town.

The Wheeler Kids Club will be accessible to all students. All of Audubon Community School District facilities are already accessible to those with physical disabilities. The elementary school is newly remodeled and provides elevator access. The Wheeler Kids Club Program Director will work to ensure other accessibility needs are met not only within district facilities, but when students travel to other locations for programming or field trips.

The Leadership Committee will actively work with the Program Director to ensure continuous program improvement by reviewing formative measurements. Formative and summative program evaluation results will be shared with the Stakeholder Advisory Group. Both the Leadership Committee and the Stakeholder Advisory Group will be expected to provide feedback and recommendations geared toward the continuous improvement and sustainability of the Wheeler Kids Club, following the end of 21<sup>st</sup> Century Community Learning Center funding.

The Leadership Committee will work towards ensuring the sustainability of the Wheeler Kids Club by ensuring the most effective use of public funds. Audubon Community Schools recently expanded the district's At-Risk and Drop-Out Prevention programs to include elementary students (K-4<sup>th</sup> grade) and parent outreach. Audubon is a REAP school, and has access to Rural, Small School Funding. The district currently combines federal funds in order to best serve students' needs. Audubon Community Schools anticipates that the Wheeler Kids Club will benefit students, their families, the school and ultimately the community. This resource will be invaluable, therefore the district will continue to ensure that public funds are used to their fullest potential in the most effective way possible.

Additionally, the Leadership Committee will ensure program sustainability through positive relationships with current community partners, and the addition of new partners. Community partners are important to the Wheeler Kids Club because they will provide quality programming, enrichment opportunities, and positive interactions between community members and students.

Finally, the Leadership Committee will ensure future sustainability of the Wheeler Kids Club by exploring potential new sources of funding. Funding sources may include public and private grant funds, donations by businesses and individuals, and fundraising events. As 21<sup>st</sup> Century Learning Center grant funds decrease and then end, the Leadership Committee will make sure a plan is in place to ensure a smooth transition between funding sources allowing for continuous program services.

## **6. Communication Plan**

Audubon Community School District will employ multiple outreach strategies and activities in order to communicate with stakeholders. Communication efforts will be aimed at effectively evaluating the program, sharing evaluation results, and sharing other program information. Communication tools will include the school's webpage and group texting service. Program stakeholders include youth, parents, program partners, and the broader community.

<b>Outreach Strategies</b>	<b>Audience</b>	<b>Frequency/Timeline</b>	<b>Expected Impact</b>
<b>Parent survey</b> Including: 1. Current after-school arrangements for their children & 2. Likelihood of participating in WKC.	All parents in the district	Survey available three months before starting date & reminders four weeks later	Results will raise awareness of WKC & inform program planning.
<b>Survey of Expectations</b> Including: expectations and hopes for their child's use of time after-school.	WKC parents	Ongoing: Distributed at registration & first week of WKC.	Results will inform program planning.
<b>Listening Activities</b> Staff will engage youth in age-appropriate activities aimed at gathering input on topics including how the students feel about school/life.	Youth	Ongoing, first two weeks of programming and monthly after that	Results will inform program planning.
<b>Iowa Youth Survey</b>	Youth	Ongoing	Results will inform program planning and evaluation.
<b>Newspaper Articles</b> Audubon County Advocate Journal & Daily Times Herald	Community, Parents, Youth, Partners	Ongoing, at least quarterly	Stakeholders will be informed of WKC activities and be proud of this community asset.
<b>Facebook Page</b> Including pictures of activities, literacy-based family activity prompts, information on youth learning and development.	Community, Parents, Youth, Partners	Ongoing, at least weekly	Stakeholders will be informed of WKC activities and be proud of this community asset. Parents will feel connected & encouraged.
<b>Newsletters</b> Written by the Program Director	Parents, Youth, Partners	Ongoing, monthly	Stakeholders will be informed of activities and be proud of this community asset. Parents will feel connected & encouraged.
<b>Parent Engagement Events</b> Example: Students will develop a menu, prepare a meal, and serve their families. Parents will participate with their child in a development activity such as meal planning.	Parents, Youth	Ongoing, at least quarterly	Parents will feel connected and encouraged; Families will learn ways to support student learning; Families will learn about resources and opportunities available
<b>Community Engagement Events</b>	Community, Parents, Youth, Partners	Ongoing, 2x/year	Stakeholders will be informed of WKC activities and be proud of this community asset.
<b>Partnership Meetings</b>	Partners	Ongoing, 2x/year	Partners will provide feedback

## **7. Partnerships**

**7.1** The Wheeler Kids Club will benefit from the involvement of many partners. The following partners have agreed to support the program in the following ways:

<b>Partner</b>	<b>Commitment</b>
Des Moines Area Community College	<ol style="list-style-type: none"> <li>1. Make adult education available</li> <li>2. Participate in parent/adult informational outreach meetings</li> <li>3. Provide English as a Second Language courses for adults in Audubon</li> </ol>
Audubon County Economic Development	<ol style="list-style-type: none"> <li>1. Provide field trip information</li> <li>2. Provide age appropriate information</li> <li>3. Provide mentor volunteers</li> </ol>
ACECO	Will share resources, work towards Wheeler Kids Club sustainability, coordinate staff schedules in order to share staff between programs
AMVC	<ol style="list-style-type: none"> <li>1. Host educational guided tours</li> <li>2. Provide interactive overview of pig farming and industry careers</li> <li>3. Teach students about pig by-products and cuts of meat</li> </ol>
Landmands Bank	Will mentor students, provide financial literacy courses, and volunteer with students
Audubon County Sheriff's Office	<ol style="list-style-type: none"> <li>1. Tutoring and reading to students weekly</li> <li>2. Hosting field trips to the county jail, courthouse, and other buildings</li> <li>3. Implement curriculum on bullying, cyber crimes, stranger danger, bike safety, and others</li> </ol>
Heartland AEA	Make the resources of the AEA available to the staff and students involved in the Wheeler Kids Club.
New Opportunities	<ol style="list-style-type: none"> <li>1. Provide mentoring programming</li> <li>2. Implement substance abuse curriculum</li> <li>3. Implement parenting program opportunities</li> <li>4. Make a New Opportunities staff member available up to 4 hours a week to work with the Wheeler Kids Club</li> </ol>
Lions Club International	Provide volunteers to read with students, provide homework assistance, mentoring, or other tasks as needed.
Audubon Library	Provide enrichment opportunities
Audubon State Bank	<ol style="list-style-type: none"> <li>1. Provide career exploratory programming in bank related fields</li> <li>2. Make a bank employee available to lead a one-week session, each year of the grant</li> <li>3. Provide educational hands-on programs pertaining to banking</li> <li>4. Provide field trip opportunities sponsored by the bank</li> <li>5. Inform students and families about future educational opportunities</li> </ol>
Audubon FFA	<ol style="list-style-type: none"> <li>1. Implement a "PALS" agriculture related mentoring program</li> <li>2. Suggest agriculture related curriculum to program staff</li> </ol>
Partnerships4Families	Provide family outreach to our youngest students and their parents regarding parenting techniques, stress management, and services available to young families
PE4Life	<p>Will provide training to staff in the following areas:</p> <ol style="list-style-type: none"> <li>1. Importance of physical and mental health for children</li> <li>2. Use of physical motion to improve health and relieve stress</li> </ol>

	3. Teach “Brain Breaks” to improve mental acuity & relieve stress
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Each of these commitments is explained further in the corresponding Memorandum’s of Understanding submitted by the partnering organizations. There are no private schools in Audubon County.

**7.2** As a new program, it is vital that community partners are engaged in meaningful ways. The Program Director and the Leadership Team will connect with partners in several ways. First, partners will be invited to serve on the Wheeler Kids Club Leadership Team. In this role partners would not only provide relevant feedback, they would also guide the future of the program and work with other Leadership Team members to ensure the sustainability of the organization. Partners not interested in the time commitment needed for the Leadership Committee will be invited to participate in the Stakeholder Advisory Group. In this role partners will have opportunities to provide feedback and make recommendations. Finally, all partners will be invited to attend Partner Recognition Events. These events will be opportunities for partners to engage with students and families and be recognized for their efforts. An example of a Partner Recognition Event might be a family picnic at the end of the summer to celebrate the accomplishments of the youth and the assistance of the partners.

The Wheeler Kids Club Program Director will be charged with maintaining relationships with existing partners. The Program Director will be expected to communicate with all partners in a thorough and organized manner prior to their participation in the program. After partners engage with students through the Wheeler Kids Club, the Program Director will make sure they are properly thanked in a timely fashion. Finally, the Wheeler Kids Club will maintain relationships with partners by recognizing and thanking them through Facebook, on the school website, and/or by submitting articles and letters to the editor of the local papers.

The Wheeler Kids Club Program Director and Leadership Team will continue to seek out additional community partners willing to provide programming, financial or other forms of support to the program. An advantage to being a small school district in a small community is that district leaders will have very hands-on roles with the Wheeler Kids Club. Both the superintendent and elementary school principal will be on the Wheeler Kids Club Leadership Team. They also serve multiple leadership roles within the community. This presents many opportunities to connect with and engage potential partners on an ongoing basis.

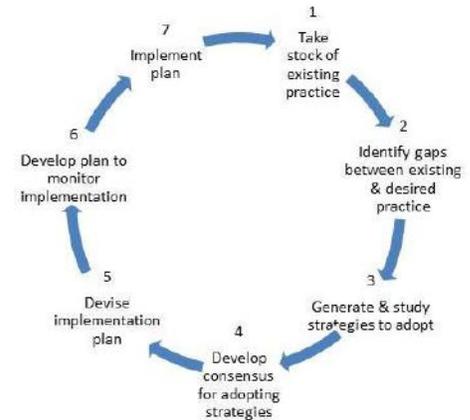
**8.**

**Evaluation**

**8.1**

**Evaluator Experience and Capacity:** Maberry Consulting & Evaluation Services LLC will conduct a comprehensive, rigorous local evaluation of program effectiveness. Maberry has more than 30 years of experience in evaluation, and research and is a member of the American Evaluation Association. Maberry has served as the principal evaluator for more than 120 federal /state funded programs, including 21<sup>st</sup> CCLC grants in Louisiana, Illinois, Mississippi, Washington, DC, and Wisconsin.

**8.2** The evaluation will consider each goal and objective, collect indicator data, analyze data for formative purposes, and make program improvements. For summative purposes, data will be collected and analyzed and reported at the end of each program year. The MCES evaluator and school team will review and refine the evaluation plan, to include mutually agreed upon benchmarks, milestones, and target dates to implement a system for collecting, analyzing, and reporting data. Oxley’s Model for Continuous Feedback, 2007 (figure, right) will ensure continuous improvement toward achieving outcomes -- refining, improving, and strengthening the program. Formative data analyses and findings will be reported to the district quarterly. The School Improvement Advisory Committee will receive quarterly updates on program implementation status and. provide feedback to ensure programming is consistent with the school CSIP (comprehensive school improvement plan) and meeting goals. Summative findings will be reported to the administrative team, the Teacher Advisory Board, the SIAC, and the school board. Formative data analysis and findings will be reported to the Teacher Advisory Board and all members of the administrative team on a quarterly basis. A protocol will be provided to facilitate team dialogue and decision-making needed to make adjustments in the program or provide necessary supports. The School Improvement Advisory Committee will receive quarterly updates on the status of program implementation of Wheeler Kids Club. This committee will provide feedback accordingly in order to ensure programming is consistent with the school CSIP (comprehensive school improvement plan). Summative findings will be reported to the administrative team, the Teacher Advisory Board, the SIAC, and the school board. The evaluation will answer the following questions, directly aligned with the program, student, and family literacy goals and activities (see Section 3).



**Formative: Is the program being implemented as intended?**

Evaluation Question	Method/Source	Schedule
Has the program been staffed by qualified personnel?	HR Records	Initial review at launch
Has the staff been prepared to deliver the program?	PD Reports	Initial review at launch
Has snack been provided as planned?	Interviews Meeting minutes	Quarterly
Is the program being supervised?	Interviews Meeting minutes	Quarterly
Are team meetings held as planned?	Interviews Meeting minutes	Quarterly

Were families offered family activities as scheduled?	Artifact review	Quarterly
Did families receive weekly communications and newsletters as scheduled?	Artifact review	Quarterly
Were take-home activities provided according to plan?	Parent survey	Annually

**Summative: Have program goals been met?**

<b>Evaluation Question</b>	<b>Method/Source</b>	<b>Schedule</b>
Was the summer program delivered as planned?	Rosters Attendance data School Calendar	Annually
Was the after-school program delivered as planned?	Rosters Attendance data School Calendar	Annually
Was food provided as planned?	Menu/Food service report	Annually
Were family services delivered as planned?	Artifact review Parent survey	Annually

**Student and Family Outcomes**

<b>Evaluation Question</b>	<b>Method/Source</b>
Did students meet their academic goals?	- Student achievement data from the ITBS/ITEDS, FAST and other district-wide assessments - School and program level data from parent, teacher, and student surveys; Report cards; Third grade completion; Review of selected lesson plans and instructional artifacts
Did students acquire new interests and skills to make informed, safe and healthy choices?	- District At-Risk Data - Activity attendance - Student interviews and focus groups
Did students acquire new interests and skills to make informed, safe and healthy choices?	- District At-Risk Data - Sign in data – evidence of participation in Family Engagement Events - Parent Survey
Can families report the perception of feeling welcome? That program services contributed to their ability to support their child’s educational growth? That program services helped them increase their literacy and employment skills? Can they describe what their children learned in the program? Apply strategies for supporting student learning? Identify and access community resources?	- Sign in data – evidence of participation in Family Engagement Events - Parent Survey

Evaluation outcomes will be made public through four distribution levels: (1) administrators, (2) staff members, (3) state stakeholders, and (4) national stakeholders. In addition to annual on-site meetings, conference calls will be held with the evaluator to discuss data trends and operations, with a focus on program improvement and refinement. In addition to reports, on-site debriefings and training will be provided to: (1) engage staff in addressing challenges; (2) promote “buy-in” into evaluation as a “living” process; and (3) promote discussion, cross-training, and support. The evaluator will be fully engaged in assisting with implementation of changes to strengthen the program. Evaluations will be provided to all

stakeholders (e.g., administrators, parents, and partners) to share information about the program and encourage feedback. Evaluations will also be placed online.

### **Budget Narrative**

Personnel will be the biggest expense of the Wheeler Kids Club. Cost estimates include:

- One Program Director at \$30,000/year plus benefits, for a total of \$41,164 (based on 1<sup>st</sup> year teacher's pay).
- Two Lead Associates, based on \$12/hour, at \$12,213/year each plus benefits, for a total of \$24,426.
- Two after-school Aids, based on \$8/hour, at \$8,142/year with benefits, for a total of \$16,284.

We have also budgeted for an additional:

- Three Summer Aides, based on \$8/hour, at \$3,303 with benefits, for a total of \$9,906.

Total salaries and benefits for years 1-3 total \$91,780. The budget also includes funds to pay for substitute Associates and Aids. The Wheeler Kids Club will hire additional associates if the number of students served is more than expected. These projections will allow us to provide proper supervision for our students at a ratio of 1 staff person per 15 students for our after school program and 1 staff person per 11 students for our summer program.

A fairly substantial amount has been budgeted for supplies, with the highest amount falling in year one as that will be the start up year. Although the program will be able to utilize some school district supplies, they will need many of their own materials in order to operate.

The cost of daily snacks and meals will need to come out of the supplies budget. The Wheeler Kids Club will work with the school district food service director to get the best price for our snacks and lunches and to insure that they meet proper standards under USDA nutritional guidelines.

Estimates total \$39,456:

- \$15,000 1<sup>st</sup> Year
- \$13,000 2<sup>nd</sup> Year
- \$11,000 3<sup>rd</sup> Year
- \$39,456 Total

### **Reserved Funds**

**Evaluation:** Audubon Community Schools has identified Maberry Consulting to conduct the program evaluation. Based on their cost proposal, 4% of grant monies will be allocated to the evaluation. They have agreed to lower their cost in year 4 and 5 of the grant as our initial grant is reduced.

**Access:** The biggest barrier to families and students being able to access an after school and summer school program is transportation. Therefore, the maximum 8% of the budget under Student Access has been allocated for transportation. Over the years as Audubon has consolidated and merged with several rural districts in the area our district has gotten larger and more sparsely populated. It will be necessary to overcome this barrier in order to reach all students. Through the school transportation department the Wheeler Kids Club will be able to run two or three dedicated routes to outlying communities following our after school program. This may prove difficult as the district has a limited number of vehicles and a limited number of drivers. Students living within the city of Audubon will need to be transported by parents. For the summer school program, there will be a "town" route provided within the city limits of Audubon; along with having designated bus stops in outlying communities of within the district. The budget for this

access and transportation is based upon the number of vehicles required to transport students home and the average daily pay of both our van drivers and our bus drivers. The cost per mile for operating our vans and buses has also been calculated, as the district will need to be reimbursed for fuel.

**Administration:** Administrative and indirect costs are projected to be 8% of the grant award. This will cover the following:

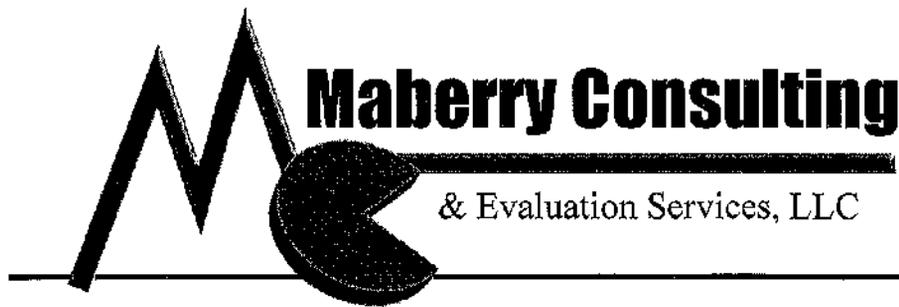
1. Increased utility bills due to increased use of the elementary school
2. Janitorial supplies
3. Additional pay for business office staff responsible for payroll and HR functions related to the Wheeler Kids Club
4. Additional contract time for the elementary Principal
5. Additional contract time for the teachers serving on the Teacher Advisory Board (Three teachers at \$400/year resulting in \$1,200/year total)
6. Additional contract time for the transportation director to plan and coordinate district vehicles to be used by the Wheeler Kids Club.
7. Additional salary costs for drivers transporting students home from Wheeler Kids Club.

**Professional Development:** The Wheeler Kids Club will allocate 5% of its budget for staff professional development. The budget includes \$7,500 per year for professional development, for a total of \$22,500. Staff will be provided time and opportunity to attend professional development events and will also have access to all professional development opportunities offered through the Audubon Community School. Some of our community partners such as Heartland AES, New Opportunities, and Partnerships4Families will offer trainings and classes, giving staff ample opportunities for timely and relevant professional development.

The budget includes \$1,000 per year for staff travel. This is a relatively small amount, however, professional development and trainings will mostly be provided in the district or in Des Moines, which is about one hour east of Audubon. This amount is based on what the district pays for teaching staff to travel to trainings.

### **Supplement vs. Supplanting**

There currently is not an after-school or summer school program available to elementary students in the Audubon School District. There are also no other funds available or being used to provide after-school and summer school programming. The Wheeler Kids Club will be a new program providing new activities.



4969 Benchmark Centre, Suite 400  
Swansea, IL 62226

Voice: 1-866-753-7229  
Fax: 1-866-414-0517

www.maberryconsulting.com

**Memorandum of Understanding (MOU)**

**Audubon Community School District**

**Maberry Consulting & Evaluation Services, LLC**

This MOU confirms our commitment to work together on the U. S. Department of Education grant-funded **21<sup>st</sup> Century Community Learning Center (CCLC) "The Wheeler Kids Club"** grant program. Maberry Consulting & Evaluation Services, LLC (hereafter referred to as **Maberry Consulting**) will conduct a rigorous local independent evaluation of the **21<sup>st</sup> CCLC** funded project, which will be administered by **Audubon Community School District**. If this grant is funded, **Maberry Consulting** will work on a contractual basis with **Audubon Community School District**, with a formal contract completed upon project award.

**General Description of Maberry Consulting's Contribution:**

**Maberry Consulting** will work with **Audubon Community School District** to develop evaluation instruments as needed (e.g., surveys, questionnaires, and focus group questions); ensure that data collections systems and methodology are accurate, and provide staff training on such if needed; analyze data and provide quarterly and annual written evaluation reports; become familiar with program models in order to ensure delivery of curricula to fidelity; and collaborate with federal evaluators to contribute to federal evaluation efforts. **Maberry Consulting** will conduct the evaluation activities, including providing one site visit in Years 1-3, and annual reports as defined by the funder.

In providing these services to **Audubon Community School District**, **Maberry Consulting** will have access to confidential student information. All information relating to students shall be carefully safeguarded by **Maberry Consulting** from disclosure to any 3<sup>rd</sup> party unless disclosure is expressly authorized by **Audubon Community School District**. At the conclusion of this Agreement, **Maberry Consulting** shall either securely destroy or return all such student information to **Audubon Community School District**.

This Agreement is contingent upon the award of the Department of Education grant. If **Audubon Community School District** is not awarded the grant, then this Agreement shall be void. If **Audubon Community School District** is awarded at a decreased level, then the parties shall renegotiate the scope of the consulting contribution and the compensation, in writing. This includes decreased funding for funding years 3-5. As proposed, the total amount of the contract per program year is 4% of the total program budget each year of the grant.

This agreement is made by the following:

Brett Gibbs, Superintendent  
Audubon Community School District

December 9, 2014

Date

Shelley Maberry  
President/CEO  
Maberry Consulting and Evaluation Services, LLC

December 9, 2014

Date

**Memoranda of Understanding**

**between Des Moines Area Community College and Audubon School District**

This agreement is effective the 8<sup>th</sup> day of December 2015, and will remain in effect until either party chooses to dissolve the agreement.

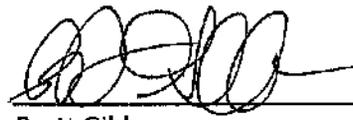
Des Moines Area Community College agrees provide Audubon Community School District first notification when offerings relating to Adult Basic Education are available.

Des Moines Area Community College agrees to provide Audubon Community School District information and is willing to host information sessions relating to HiSet offerings within DMACC. HiSet opportunities are provided free of charge to adult learners.

Des Moines Area Community College agrees to participate with the parent/adult informational outreach meeting once per academic year in Audubon to relay information regarding program offerings, Adult Basic Education opportunities, and continuing education offerings.

Des Moines Area Community college will offer English as a Second Language courses, and when significant interest can be garnered, will offer ESL courses in the Audubon area. ESL Courses help people with reading, writing, speaking, and listening and is oriented to adult learners. ESL courses are currently offered at no charge, except for a small textbook fee.

  
\_\_\_\_\_  
Dr. Joel Lundstrom                      12/8/15  
Date  
Representative of DMACC Carroll Campus

  
\_\_\_\_\_  
Brett Gibbs                                      12/8/2015  
Date  
Representative of Audubon School District

# AUDUBON POLICE DEPARTMENT

*To Protect and Serve*

Matt Starmer  
Chief of Police  
Audubon Police Department  
410 N Park Place  
Audubon, IA 50025  
Phone: 712-563-2500

December 3<sup>rd</sup>, 2015

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

To Whom It May Concern:

On behalf of the Audubon Police Department, I strongly support the 21<sup>st</sup> Century Community After-School Program at the Audubon Elementary School. I am excited to write a letter in support of this program coming to our community.

In our community, there is a need for some structure after school hours. Our police department responds to calls during these hours that are often a result of lack of guidance and a lack of options. Having a program like this would allow our officers to interact and be a part of their after school hours in a positive way. This program will allow the kids to have something to look forward to once school ends and be an asset to keep them from making questionable choices due to boredom or lack of parental guidance.

I feel this program would be an extremely positive option to our community, its children, and the overall goals of the school and our police department.

Sincerely,



Matt Starmer  
Chief of Police



**Audubon County™**  
ECONOMIC DEVELOPMENT

800 Market Street  
Audubon, IA 50025-1050

Phone: 712-563-2742

Email: [aced@iowatelecom.net](mailto:aced@iowatelecom.net)

[www.auduboncounty.com](http://www.auduboncounty.com)

**ACED  
Board of Directors**

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Vice President  
Todd Nelsen

Secretary  
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Brett Irlmeier

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Joe Rasmussen  
Steve Schmitz DVM  
Margee Shaffer

Executive Director  
Sarah Gomez

**ACED/ACT Administrator**  
Margee Shaffer

**ACT  
Board of Directors**

Chair  
Carma Hutchins

Vice-Chair  
Judy Olson

WITR Representative  
Margee Shaffer

December 7, 2015

Memorandum of Understanding

To Whom It May Concern;

Audubon County Economic Development Corp (ACED) is happy to partner with the Audubon Community School District's in its "21<sup>st</sup> Century Grant" project. ACED will partner with the school by:

- Providing age relevant information about how community citizens and businesses work together to create a local economy.
- Provide field trip information to the local tourism sites within the county.
- Provide mentor volunteers to provide student activities.

We look forward to strengthening our relationships with the students, families, staff and faculty of the Audubon Community Schools.

If you have any questions or concerns, please don't hesitate to contact me at [aced@windstream.net](mailto:aced@windstream.net) or at 712-563-2742.

Sincerely,

Troy D. Wessel  
President

Vic Jaras  
Iowa Department of Education  
Grimes State Office Building  
400 East 14<sup>th</sup> Street  
Des Moines, IA 50319-0146

December 1, 2015

**RE: Memorandum of Understanding**

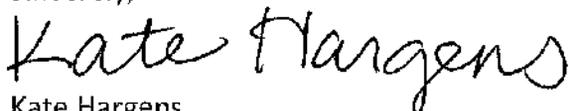
Dear Mr. Jaras:

The Audubon County Early Childhood Organization (ACECO) is pleased to partner with Audubon Community Schools on the Wheeler Kids Club after school program. The mission of ACECO is to support safe, quality and reliable early childhood care in Audubon County improving the standard of living for all families. On August 31, 2015, ACECO opened the first licensed childcare center in the county. While ACECO is excited about the programming and care we are able to provide children under the age of 5, we know there is a need for school-aged children to have quality out-of school time programming as well. Therefore we fully support the school in their efforts to start a 21<sup>st</sup> Century Learning Center (The Wheeler Kids Club) and look forward to serving as a partner in the following ways:

1. ACECO will work to ensure the sustainability of the 21<sup>st</sup> Century Learning Center by promoting it in the community, recruiting new partners, and looking for future funding opportunities for The Wheeler Kids Club.
2. The childcare center Director will communicate with the Wheeler Kids Club Director in order to maximize the resources of both programs. When appropriate, the two programs may coordinate events, field trips, or programming. For example, family engagement nights may be coordinated to compliment each other, so families with children in both programs can attend both events and have more incentive to participate.
3. The childcare center will be open to sharing staff with The Wheeler Kids Club. While both programs would maintain their own employment criteria and payroll, they will make it possible for staff to work at both programs. This will provide staff the opportunity to work more hours throughout the week by working during school hours at the childcare center and after school at The Wheeler Kids Club. Collaborating in this way will provide stability for the staff, ultimately providing stability for children.

How youth spend their time out of school has a strong influence on future learning and development. Therefore we believe in providing an environment for children that fosters healthy living, social growth and learning through positive interactions, imaginative play and individual development. We strive to work closely with Audubon Community Schools to meet the needs of children in Audubon County.

Sincerely,



Kate Hargens  
Board President  
Audubon County Early Childhood Organization



December 4, 2015

Memorandum of Understanding

On behalf of AMVC, LLC, I strongly support the 21<sup>st</sup> Century Community Grant for Audubon Community School. It is my pleasure to write a letter of support of the Audubon Community School District's grant application for their after school program.

AMVC, LLC, is a diversified livestock production company headquartered in Audubon that provides management, nutritional and veterinary support for farms and clients. Our veterinary clinic has been a staple in the community for more than 40 years. In September 2014, we opened a new facility with a small animal wing, embryo transfer laboratory, padded equine room and cattle working area. There are five veterinarians on staff at the Audubon clinic that each has their area of specialization.

In addition to AMVC Veterinary Services, AMVC Management Services is also located in Audubon. This entity manages several sow farms and finishers in the community, as well as employs a large number of Audubon County residents.

Through the 21<sup>st</sup> Century Community Grant, AMVC will work with Audubon Community Schools to:

- Provide an educational and guided tour of AMVC Veterinary Services in Audubon
- Provide an interactive overview of pig farming and the careers available within the industry
- Help students learn about by-products from pigs and the different retail cuts of meat

AMVC is looking forward to partnering with the Audubon Community School to impact the youth in our community. We know that Audubon Community School, if selected for this grant, will help develop the future generations of Audubon grow as leaders and community members.

A handwritten signature in black ink that reads 'Alicia Humphrey'.

Alicia Humphrey

Public Relations

AMVC, LLC

(712) 563-2080

[ahumphrey@amvcms.com](mailto:ahumphrey@amvcms.com)



*Established 1909  
Traditions in Trust.*

December 7, 2015

### Memorandum of Understanding

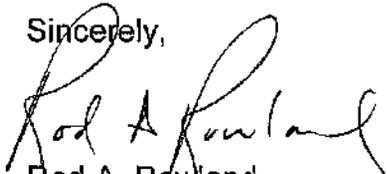
To Whom It May Concern;

Landmands Bank and Insurance will provide support for the Audubon Community School District's "21<sup>st</sup> Century Grant" application. This award will help to bridge the basic and fundamental needs that now challenge many families.

We currently and will continue to partner with the district in many ways such as mentoring students, working with teachers in their classroom, providing financial literacy courses, and volunteering for student activities. We look forward to strengthening our relationships with the students, families, staff and faculty of the Audubon Community Schools.

If you have any questions or concerns, please don't hesitate to contact me at [rowland@landmands.com](mailto:rowland@landmands.com) or at 712-563-4255.

Sincerely,

  
Rod A. Rowland  
President and CEO

**Landmands Bank  
Audubon**

201 S Division Street

Post Office Box 267

Audubon, Iowa 50025

☎ 712 563 4255

☎ 712 563 3028

☎ 800 845 0281

**Landmands Bank  
Kimballton**

105 North Main

Post Office Box 210

Kimballton, Iowa 51543

☎ 712 773 2251

☎ 712 773 2260

☎ 877 712 3693



Sheriff  
Todd W. Johnson  
Audubon County Courthouse  
318 Leroy  
P.O. Box 262  
Audubon, Iowa 50025-0262

Office (712) 563-2631  
Fax (712) 563-3730

December 2, 2015

Iowa Department of Education  
Division of Learning and Results  
Grimes State Office Building  
400 E. 1<sup>st</sup>  
Des Moines, Ia 50319

To Whom it May Concern,

On behalf of the Audubon County Sheriff's Department, I strongly support the 21<sup>st</sup> Century Community After School/Summer School Program at the Audubon Community School District.

In our small rural community, we have definitely seen the need for a structured After School/Summer School program. We deal daily with families that can benefit from a program that connects members and organizations of the community in a positive atmosphere to children.

Our department would be willing to help this program by tutoring and reading with children every week, offering field trips that show our jail and communication facility and the courtroom and court process, offer trainings on Bullying, Cyber Crimes, Stranger Danger, Bike Safety and many other topics. By our officers and staff participating in the After School/Summer School program, we are building a relationship with the youth in our community and bettering the future of all lives involved.

We fully support the Audubon Community School District in their efforts to provide an After School/Summer School project. We look forward to assisting the Audubon Community School District in any way we can to help establish the program and participate in our community's future.

Thank you for allowing me to comment and I look forward to hearing about the grant award.

Sincerely,

A handwritten signature in black ink that reads "Todd W. Johnson". The signature is written in a cursive style and is located below the "Sincerely," text.

Todd W. Johnson  
Audubon County Sheriff



906 N. Grant Road, Suite 160, Carroll, IA 51401 • (712) 792-3102 • (800) 377-8115 • Fax (712) 792-9430 • [www.heartlandaea.org](http://www.heartlandaea.org)

December 3, 2015

Brett Gibbs, Superintendent  
Audubon Community School District  
800 Third Avenue  
Audubon, IA 50025

As a current educational partner with Audubon Community Schools, Heartland Area Education Agency (AEA 11) strongly supports the 21<sup>st</sup> Century Learning grant application for the Audubon Elementary School. Research supports that additional, targeted learning opportunities impact student achievement both academically and socially!

Through existing and expanded efforts with the district's teachers and administrators, the AEA will support the after-school and summer programs. Heartland AEA 11 staff will be available to consult, coach, and assist with instruction and interventions through a variety of roles, including, but not limited to School Psychologist, School Social Worker, Special Education Consultant, and Speech Language Pathologist.

Currently, Audubon CSD, specifically the elementary building, is designated SINA I and is working diligently to develop and implement a plan to impact their student achievement data and this designation. The 21<sup>st</sup> Century learning program will be exceptionally beneficial to the youth at this school.

Heartland AEA 11 has consistently partnered with the Audubon Community School district since our creation in 1975. We will continue to support their efforts and strengthen our combined efforts to impact the lives of children in the years to come!

Sincerely,

JoAnn Klocke, Regional Director  
Heartland AEA 11  
Carroll Office  
906 N. Grant Road, Suite 160  
Carroll, IA 51401



Memoranda of Understanding between New Opportunities, Inc.

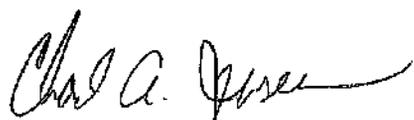
and Audubon Community School District.

July 1, 2016 – June 30, 2021

New Opportunities, Inc. agrees to provide mentoring and substance abuse prevention education/programming for the Audubon Community School District before/after school program. These programming options will be provided at no additional cost to Audubon Community School District provided our grant funding sources remain stable. Additionally New Opportunities, Inc. agrees to provide substance abuse prevention and parenting program opportunities for parents/guardians of youth involved in the after school program as well as community adults who wish to attend. Programming offered to parents/guardians of youth involved in the program will be provided at no cost and low to no cost for other community adults.

New Opportunities, Inc. agrees to provide one staff member per week up to 2 hours per day two times per week to coordinate and facilitate mentoring matches/programming and substance abuse prevention education/information/parenting sessions on an as needed basis.

Audubon Community School District agrees to assist in the development of programming needs as well as the coordination and implementation of the above mentioned programming.

 12/8/15

Chad A. Jensen, CEO  
New Opportunities, Inc

Date

 12/8/15

Brett Gibbs, Superintendent  
Audubon Community School District

Date





# Lions Clubs International

December 7, 2015

Rev. Roger C. Claxton, President  
Audubon Lions Club  
312 Church Street  
Audubon, IA 50025

As a long-time partner in education with the Audubon Community School District, the Audubon Lions Club is pleased to support the 21<sup>st</sup> Century Grant for Audubon Elementary School. We are excited that our school district wishes to expand after school and summer programming to enhance learning for the 165 students expected to participate and will provide volunteers to help with that programming.

The Audubon Lions Club, consists of 55 male and female members, with a mix of retired and working age members. The club supports the school district in many ways, including performing preschool and kindergarten vision screening, volunteering for activities such as bike rodeo and cross country fun run, and financially supporting both academic and extracurricular programs at the school. The club in recent years provided \$12,000 in funding for classroom amplification systems for elementary classrooms. Students or staff from the district generally address our club at club meetings at least twice a year, so we remain informed of the accomplishments of our staff and students and of the challenges faced by our district.

Our club members are eager and willing to provide volunteer assistance for this new programming for elementary school students. We look forward to reading with students, providing homework assistance, mentoring, or other tasks that school staff request as needs arise.

Sincerely,

A handwritten signature in black ink that reads "Rev. Roger C. Claxton". The signature is written in a cursive, flowing style.

Reverend Roger C. Claxton  
President, Audubon Lions Club

**AUDUBON PUBLIC LIBRARY**  
**401 NORTH PARK PLACE**  
**AUDUBON, IA 50025**

December 8, 2015

This letter is in support of the Audubon Community School District's grant to provide an after school and summer childcare program. The Audubon Public Library is willing to partner with the school to assist in any way to provide support for this worthwhile program. The Audubon community needs to have this program available for working parents, since in most homes, both parents are employed.

The Library has many resources available to share with the school district and with area families. While the Audubon Library's financial resources are limited, it has the ability to connect with many organizations in the area and the state.

The Audubon Public Library looks forward to working with the Audubon Community School District in providing enriching opportunities for the children and families of the Audubon area.

Sincerely,



Gail Richardson  
Director  
Audubon Public Library



# AUDUBON STATE BANK

315 BROADWAY • P.O. BOX 149 • AUDUBON, IOWA 50025-0149

[www.audubonstatebank.com](http://www.audubonstatebank.com)

EMAIL [audubonstatebank@audstate.com](mailto:audubonstatebank@audstate.com)

PHONE  
712-563-2644

TOLL FREE  
888-287-2957

FAX  
712-563-3656

December 3, 2015

## Memorandum of Understanding

Through the Audubon Community Schools 21<sup>st</sup> Century Community Learning Center Project, Audubon State Bank will work with Audubon Elementary Community School District through:

- Providing programming at the Audubon Elementary School for career exploratory academies/clubs in bank related fields to the after school programming needs. By supplying an Audubon State Bank member to lead a one week session in the industry. At a minimum of the three year grant duration.
- Provide educational hands on programs pertaining to banking.
- Provide field trip opportunities for clubs and exploratory academies sponsored by Audubon State Bank.
- Provide information to students and families about future educational opportunities.

Brett A. Irlmeier  
President  
Audubon State Bank

Audubon FFA  
Audubon Community Schools  
800 Third Ave.  
Audubon, Iowa 50025

To Whom It May Concern:

The Audubon FFA is excited about the possible opportunities the 21<sup>st</sup> Century Community Grant would have on the youth of Audubon County. The chapter is in support of this project and after school program efforts.

The chapter is committed to being partners in active learning with the children involved. Through this FFA members could serve as mentors teaching young students about the science and business of agriculture. They will also serve as positive role models, helping their "mentees" learn to set goals, and build positive self-esteem. Along the way, both the FFA members and elementary students learn the value of helping others.

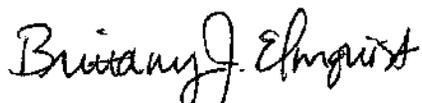
This agricultural mentoring could be as needed by the program committee. We would like members to help children engage in ag literacy activities. We also see those involved developing special, one-to-one relationships, while exploring their interests in plants, animals and the world around them. As a result, the younger students become more interested and engaged in school and develop stronger social skills.

Agriculture Education strives to provide a total, dynamic educational system that contributes to students' personal, academic and career development. To help agriculture education in this overall mission this program support would help to:

- Expand agriculture programs and agricultural literacy
- Amplify the "whole person" concept of education, focusing on a student's leadership, personal and interpersonal skills
- Provide leadership and cultivate strong partnerships in schools across all programs and subject areas.

Again, we are excited about this opportunity. If you have any questions about how the Audubon FFA Chapter could be involved please contact myself the Advisor, at the below contact information.

Sincerely,



Brittany Elmquist  
712-563-2607  
belmquist@audubon.k12.ia.us



December 3, 2015

Iowa Department of Education  
Division of Learning and Results  
Grimes State Office Building  
Des Moines, Iowa 50319

To Whom it may concern,

Partnerships 4 Families is the Early Childhood Iowa Area that covers Audubon County and three others. We have been in partnership with the Audubon Community Schools for over fifteen years in providing support to their preschool program. We have also provided funding to a home visitation program that enriches the lives of the most vulnerable families in the county.

Most recently we have also provided a consultant to assist in the licensing of the before and after school program that the Audubon Community Schools is doing in conjunction with the Audubon County Early Childhood Organization (Children's Nest). This consultant provides on site TA to assist in the licensing and regulation of the before and after school program, Wheelers Way. This program, as it grows, will directly impact the education and safety of the children living in this rural community. P4F will continue to provide the consultant as the program grows.

As a partner with Audubon Community Schools we also provide professional development to early learning staff. We continuously look at the needs of the professionals and work to provide training that is relevant and beneficial to the children that are being served.

As a partner with Audubon Schools and the 21<sup>st</sup> Century Grant we will continue to provide preschool support, a consultant, home visitation and professional development to staff. We are also open to other ways that we can enhance the lives of the children.

On behalf of the Partnerships 4 Families Board,

Cindy Duhrkopf, Area Director

**Partnerships 4 Families PO BOX 672 Carroll, Iowa 51401**



**AUDUBON PE4LIFE**  
Audubon Community Schools  
Audubon, Iowa 50025  
712-563-2607 – Ext. 204

December 7, 2015

Memorandum of Understanding

Through the Audubon Community Schools 21<sup>st</sup> Century Community Learning Center Project, *Audubon PE4Life* will contribute to the Audubon Elementary School through the following ways:

- Provide age appropriate health and fitness curriculum.
- Provide volunteers to present health and fitness concepts to students two times a year during the after-school program.
- Present families with literature and resources, where they may research life-long health and fitness materials.
- Provide training of the importance of using Brain Breaks to the elementary faculty and staff.

We look forward to building stronger relationships with families, students and the Audubon Community Schools faculty. We feel this will strongly benefit all parties involved.

Sincerely,

*Susan A. Hawkins*

Sue Hawkins

