

**Application Cover Page
21st Century Community Learning Centers**

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

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APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)

Oskaloosa Community School District

County: Mahaska		Amount Requested: \$226,800.00 (Total Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc)		Grant Contact/Project Director:	
Russ Reiter, Superintendent		Dawn Collins, Executive Director	
Agency Name: Oskaloosa Community School District		Agency Name: Mahaska County YMCA	
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Is this an application for a continuation grant? (Check yes or no): Yes No

LEGAL STATUS OF APPLICANT

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

- City or City Agency
- County or County Agency
- State or Federal Agency
- State College or University
- Community College
- County Office of Education

Enter Federal Employer ID Number: _____ OR Enter School District Code <u>5013</u>

- School District**
- Tribal Council
- Military Installation
- Private Nonprofit Organization-**
 Number of years in operation 146 years ____
- Private For-Profit Organization
 Number of years in operation ____

(If applicable) Enter Child Care License #: _____ <u>#4162000009</u>
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REQUEST FOR COMPETITIVE PRIORITY

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

X 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: Page 9 of the 2012-2013 SINA List includes Oskaloosa Elementary School

Example of documentation: SINA list provided by the Iowa Department of Education available at www.educateiowa.gov.

X 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: Original signatures of joint applicants.

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

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Required Forms

- 2012-2013 SINA List
- Form A: Site Information
- Form B: Assurances (Includes Signatures of applicant agency, LEA superintendent, principals of each site)
- Form C: Collaborative Signatures
- Form D1: Application Funding Request Summary
- Form D2: Program Budget (Use as template for budget narrative)
- Form D3: Applicant Agency Fiscal Resource Information
- Form E: Minority Impact Statement
- FORM F: Non-Public Consultation documentation template (Documentation of non-public consultation)

Narrative – Osky’s BEST (Better Educated Students for Tomorrow)

1. Proposal abstract

The Oskaloosa Community School District (OCSD), the Mahaska County YMCA and our community partners recognize the need for a high-quality after school program to address student learning needs (academic and socio-emotional) as well as community needs of family stress and child and adult obesity.

We are submitting an application with a competitive priority. The Oskaloosa Elementary School is currently designated as a School in Need of Assistance (SINA) due to disparate student outcomes in reading comprehension and math between general education students and those eligible for Free and Reduced Lunch or F/R (Low Socioeconomic Students or Low SES) as well as with Special Education Students or those with an Individualized Education Program (IEP). The OES is also a School-Wide Title One building. This application is being submitted jointly by the OCSD and the Mahaska County YMCA, a non-profit organization serving our community since 1866.

Our first step in preparing for this application was to introduce the topic in 2011 to the District Advisory Council (DAC) for consideration. The DAC agreed to support the project. An advisory group was formed to assess community needs and develop the program plan. This group consists of representatives of parents, youth, and community partners in addition to teachers and administrators.

The proposed program, Osky’s BEST (Better Educated Students for Tomorrow), will offer activities that can be categorized in four program areas to meet the needs of our students and families including Academic Enrichment and Specials, Health and Wellness, Academic Assistance, and Family Literacy and Involvement. The advisory committee developed 10 program goals with strategies, assessment tools and timelines to address each of these four program areas.

In addition to the previous four program areas, this program directly supports four of our eight prioritized student needs in our Comprehensive School Improvement Plan (CSIP):

1. Decrease the performance gap between eligible and non-eligible free/reduced students in reading comprehension, math and science at grades 3-8 and 11.
2. Increase the percent of students proficient in reading comprehension at all grade levels.
3. Decrease the performance gap between IEP and non-IEP students in reading comprehension, math and science at grades 3-8 and 11.
4. Continue to improve parent and student communication of the district’s Grade Level Benchmarks and Components and share information about the Iowa Core Curriculum with parents.

District teaching staff and administration are actively engaged in the program development, and will be involved in implementation, to ensure continued alignment with our CISP and state and national standards. The curricula resources used in the program will support the Common Core and the Grade Level Benchmarks, Components and Daily Learning Targets for each grade.

Teaching staff at each grade level and specials (art, music, physical education) will share their curricula and supplemental enrichment materials with the after school program staff to ensure linkages. Program staff will collaborate with teachers in lesson-planning. In addition, the OCSD Director of Curriculum and Instruction is actively involved in the project and will support teachers and program staff in ensuring continued alignment with the Common Core and the CSIP as well as provide guidance for the professional development of the after-school program staff.

The Oskaloosa Community School District (OCSD) and the Mahaska County YMCA have a long-standing collaborative relationship and both organizations have extensive experience in providing educational and related activities that support positive youth development. The OCSD will be the fiscal agent and provide leadership and resources. The YMCA will provide the program staffing and services. The already-developed stakeholder group (21st Century Advisory Committee) includes representatives from parents, the school, community partners and YMCA staff. This group will report to the OCSD District Advisory Council (DAC) as well as the YMCA Board of Directors and provide reports to the school board periodically. Quality professional development opportunities will be offered, modeled after the highly-successful OCSD Professional Learning Communities (PLC's). Volunteers will be actively sought through existing connections with local civic organizations to which retired teachers and other retired community members belong.

A critical component of sustainability is diversification of funding as well as strategic partnerships that maximize efficiency and minimize expenses. This is why the OCSD and the YMCA researched the program and developed plans for this project for two years before submission of this application. We are leveraging the requested 21CCLC funds with other local and state funds to create a new program and merging two existing programs (provided by OES and the YMCA), already receiving community support, into this new program. The OES and YMCA are requesting funding for 60 slots through 21st CCLC funds while continuing to fund 40 slots through DHS Child Care Assistance, YMCA scholarships, and parent fees. Additional funds will be provided by the OCSD (At-risk/allowable growth and Part B), United Way of Mahaska County, and donations. Over the project funding period, grant funds gradually will decrease and local funds will increase simultaneously until the 21 CCLC funds are no longer needed. The increase in local funds will come primarily from the OCSD as well as donations from our business community and United Way. Finally, the OCSD and the YMCA have worked jointly over the past year to develop and strengthen many partnerships which will support this project, such as with Mahaska County Conservation and the Oskaloosa Public Library.

We are requesting \$75,600 per year (\$1,260 per student) to serve 60 students with 21st CCLC funding. Osky's BEST will serve a total of 100 students, lowering the 21st CCLC request \$756 per student by leveraging other resources. With your support, the OCSD and the YMCA will provide a successful 21st CCLC Program.



2. Student Needs Assessment

The Oskaloosa Community School District (OCSD), the Mahaska County YMCA and our community partners recognize the need for a high-quality after school program to address student learning needs (academic and socio-emotional) as well as community needs of family stress and child and adult obesity. Our first step in preparing for this application was to introduce the topic in 2011 to the District Advisory Council (DAC) for consideration. The DAC supported moving forward with the project and discussions began. An advisory group was initiated to assess community needs and develop the program plan. This group consists of representatives of parents, youth, and community partners in addition to teachers and administrators. The members include parents and grandparents of school-age children, including children with special needs, and representatives from the following:

- American Association of University Women (AAUW)
- Crisis Intervention Services (CIS)
- Kid's Corner Child Care Board of Directors
- Mahaska County YMCA
- Oskaloosa Public Library
- William Penn University (WPU)
- OCSD District Advisory Council (DAC)
- OES SINA Committee Representative

Moreover, each of the 12 group members has worked to solicit feedback from other community members (e.g., Fall 2012 Kiwanis Youth Needs Assessment Roundtable) and youth at school (e.g., focus groups in several classrooms). The group reports its work to the DAC for further feedback from parents, business and community members.

Our community reflects the following demographics. Oskaloosa is home to 11,538 people (US Census Bureau, 2011). Almost 86% residents have a high school diploma and 19.1% have a bachelor's degree. Over 20.1% residents live below the poverty level. The Free and Reduced Lunch rate for the Oskaloosa Elementary School is 51%. According to the US Census Bureau, almost 94% of the Oskaloosa community is Caucasian; however, diversity does exist in our community. Approximately three percent (3.4%) of households have identified English as the second language, per Census Bureau estimates. The Oskaloosa Community School District (OCSD) total student enrollment is 2,518 students in grades PreK-12. The Oskaloosa Elementary School (OES) student enrollment is 1,056 in grades PreK-5.

The OES is currently designated as a School in Need of Assistance (SINA) due to disparate student outcomes in reading comprehension and math between general education students and those eligible for Free and Reduced Lunch or F/R (Low Socioeconomic Students or Low SES) as well as with Special Education Students or those with an Individualized Education Program (IEP). While the Oskaloosa Elementary School is a School-Wide Title One building, some teachers believe some students still are not receiving either academic interventions or the necessary enrichments other parents are able to purchase for their children.

Table 1: Student Outcomes

Grade Level	Reading Comprehension			Math			Science		
	F/R	IEP	All	F/R	IEP	All	F/R	IEP	All
3 rd Grade	47%	11%	56%	53%	28%	60%	60%	44%	72%
4 th Grade	55%	16%	63%	54%	46%	61%	70%	50%	95%
5 th Grade	70%	50%	79%	83%	69%	86%	83%	69%	86%

For the past several years, while on the SINA ‘watch list,’ the school has used Title I funds to offer an eight-week academic enrichment program focused on math or literacy. That program was not successful in meeting the goal of improving student outcomes. It is theorized that this may further aid our students in need of academic supports as financial, transportation, and resource support would be in place for students and families. Other families who wish to take advantage of the program would provide their own financial support. We believe this program has the potential to improve student interest, motivation, and academic outcomes through hands-on learning. It is further hoped these gains would transfer to the classroom and reduce the achievement gap between general education students and those who qualify for Free and/or Reduced Lunch (F/R).

During the fall of 2012, the Oskaloosa 21st CCLC Advisory Committee conducted a needs assessment specific to before and after school programming. Almost 250 parents responded to an electronic survey. Of those who responded, 70% have youth involved in sports, 40% in child care, 15% in 4-H, and 7% in student programming at the public library. According to the parents who responded, the greatest barrier to participation in a quality after-school program is cost, identified by 47% of the respondents (N=91). Transportation was the second-most reported barrier by 38% (N=74) of parents and work hours was the third most-cited barrier for 31% parents (N=60) identifying this barrier. The barriers of transportation and work hours are correlated, in that if transportation is offered for working families as well as families lacking transportation in our rural community, we are addressing two barriers with one service. Another question in the survey was “If your child(ren) were in an after school program, what learning activities might they be interested in?” Parents indicated their children would be interested in Art (71%), Outdoor Science Learning (58%), Sports (57%), Science Labs/Experiments (54%), Music (54%), Technology (39%), and Theater (38%). As you can see, parents are indicating an interest in enrichment programs. A principal conducted focus groups in several classrooms to solicit student feedback into program design. The findings substantiated the survey conducted with parents and feedback solicited from teachers and community members. Students would like to see fun outdoor learning opportunities, science experiments, Lego® leagues, music, art, reading opportunities and physical activity time.



In April 2012, the District Advisory Council (DAC) conducted a needs assessment and examined the responses of youth, parents and teachers with over 400 parents responding. It was found that the after school program, extra-curricular activities, and opportunities to use technology are not meeting current needs as demonstrated by over 60% of elementary school youth, parents, and teachers. In addition, only 88% of students and 90% of parents believe “all my teachers clearly communicate what I need to do to improve my learning” while 100% of teachers believe they are providing clear communication. At least 90% or more of teachers, students and parents believe that teachers have high expectations. Over 96% of parents and teachers believe that the school welcomes parental involvement. Over 75% of students, 79% of parents, and 100% of teachers are proud of their school.

The Mahaska County YMCA has offered licensed child care for school-agers at the Oskaloosa Elementary School(s) since the late 1980s. In the past two years, the Y has worked with the school to implement changes to the program with the goal of supporting classroom learning.

They have improved the curriculum in the program with a focus on a quality learning environment that complements the school day. By examining the Fall 2012 and Spring 2012 STAR reading comprehension assessments, we found many of the youth enrolled in the YMCA Summer Fun Club did not experience summer learning loss in reading comprehension. Rather, 71% of the students enrolled in OES who participated in the program consistently throughout the summer maintained or increased their reading comprehension scores.

The Mahaska Public Health community needs assessment (2010) identified childhood obesity, an issue for which Mahaska County ranked 85th of 99 Iowa counties, suggesting that childhood obesity is a high needs target in our area. The most recent OES Body Mass Index (BMI) testing found that 74% of Kindergarteners are within the suggested healthy fitness range. This percentage steadily falls each grade level to 60% of 5th graders. The YMCA, OCSD, Mahaska Public Health and many of our collaborative partners for this project are actively involved in the Mahaska Wellness Coalition. We have put forth Oskaloosa as a potential Blue Zones™ demonstration site and have begun working toward several Blue Zones™ policy changes in our schools. The Oskaloosa 21st CCLC schedule will follow Blue Zones™ principles.

In May 2008, United Way of Mahaska County organized a community needs assessment, conducted by CD-DIAL at Iowa State University. While this data is aging, it still is reflective of community needs. Health and wellness was listed as one of the top three needs. In addition, single parents and parents in poverty reported “somewhat higher” stress levels than their peers. While not one of the top-three needs overall, childcare was identified as a need. Parents indicated a use of patchwork child care arrangements to cover children’s care needs and an inability to afford consistent care in quality learning environments. A 21st Century Community Learning Center would provide a safe, high-quality, and consistent learning environment thus decreasing the stress of children and families and increasing children’s access to quality learning. The need for academic enrichment and child care are closely intertwined for many of the families served.

In summary, the 21st CCLC Advisory Committee has reviewed school district data, community data, and obtained feedback from parents and students. The needs we plan to address with this program include:

- Disparate reading comprehension and math scores of children with low SES and special needs as compared to the entire student population
- Current after school program provided by OCSD is not meeting the needs of youth, parents and teachers
- Student, parent and teacher identified needs for increased enrichment programs
- Childhood obesity
- Barriers to participation in after-school programs (cost and transportation)
- Family stress identified by single-parent and low SES families

After reviewing this objective data, the Advisory Committee spent time identifying critical components necessary for a successful 21st CCLC. First, children have already been in school all day. Teachers and parents alike agreed that this program must not be an extension of school, but rather it should complement the school day with enrichment activities. We must offer programs in a fun and creative way so natural creativity and curiosity are stimulated. The program must also provide healthy snacks and opportunities for physical activity.

3. Project

After the needs to be addressed were identified and agreed upon by the advisory committee, we commenced with program design. Osky's BEST (Better Educated Students for Tomorrow) will offer activities that can be categorized in four program areas to meet the needs of our students and families.

1. **Academic Enrichment and Specials:** We will stimulate students through hands-on learning to explore new horizons, expand creativity, experience different cultures, broaden base of knowledge, and increase learned skills. Examples include Story Writing and Telling, Poetry Slams, Natural Science programs, Art and Photography, Technology, Theater and Drama, Foreign Language and Cultures. We will also offer fine motor development by offering a Lego Club program, writing, drawing, cutting, coloring and more. These program areas will address disparate reading comprehension and math scores as well as the broader needs for quality after school programming with enrichment activities and stress reduction for low-income and single-parent families.
2. **Health and Wellness:** We will promote self-confidence, team skills, character building and socio-emotional skills, as well as physical activity, through character development discussions, a wide variety of cooperative games, and recess. Recess and games will have the larger goal of making recreation an integral part of the daily lives of our children and their families. Nutritional snacks and nutrition education will be incorporated in the youth and family literacy programming. This area addresses the need of targeting childhood obesity, family stress, and quality after school programming. This program area supports our ability to address disparate reading comprehension and math scores as healthy nutrition and physical activity are critical to cognitive learning (Chomitz, et. al, 2009).
3. **Academic Assistance:** We will provide appropriate educational support working cooperatively with teachers and parents to ensure that homework is completed and skills are reinforced to support learning in the classroom. In addition, we will provide daily library time so students are able to read and enjoy the comfortable and welcoming environment of the school library more often. Project staff will work closely with parents and teachers to ensure everyone understands the learning needs of the child, through the development of goals and objectives for each child in the program and progress reporting during Parent-Teacher Conferences. This program area will address disparate reading comprehension and math scores as well as the need for a quality after school program.
4. **Family Literacy and Involvement:** Family involvement (parents/guardians, grandparents and extended family when appropriate) in children's learning is critical and the Oskaloosa Elementary School administration and teachers work diligently to increase family involvement. Through building trusting relationships with parents and children, we can support family involvement and family literacy with a variety of programs and collaborations with community partners. Examples of activities include once monthly family nights and book clubs. Family participation will be encouraged in all aspects of the program. This program area will address family stress, childhood obesity, lack of quality after school programming, and disparate reading comprehension and math scores.

The advisory committee developed 10 program goals with strategies, assessment tools and timelines. Each of the measurable goals supports the four program areas. The goals are:

Goal #1: 80% students attending the program a minimum of four days per week will increase their literacy skills by at least one grade level. Strategies/Activities: Literacy Instruction, Reading/Library Time, Music, Poetry, Theater

Goal #2: 80% students attending the program a minimum of four days per week will increase their math skills by at least one grade level.

Strategies/Activities: Math Instruction, STEM activities

Goal #3: 80% students attending a minimum of four days per week will participate in healthy exercise. Strategies/Activities: Organized Gross Motor Activities, Recess Free Play, Movement Transitions

Goal #4: 80% of students report eating the proper servings of food groups.

Strategies/Activities: Nutritious Snacks, Family Literacy Activities

Goal #5: 25% of parents volunteer once per month.

Strategies/Activities: Flexible Volunteer Schedule, Field Trips

Goal #6: 20% of parents attend monthly Literacy Nights.

Strategies/Activities: IPTV Curricula, Guest Speakers, Community Resources

Goal #7: 10% of parents learn new literacy skills.

Strategies/Activities: Family Literacy Activities



Goal #8: 80% of students with 9 or more absences during the 2011-2012 school year will improve school attendance during the 2012-2013 school year.

Strategies/Activities: School bonding, positive relationships with staff

Goal #9: 80% students attending a minimum of four days per week report learning new technology skills. Strategies/Activities: Technology

Goal #10: 100% of staff learn new skills through professional development.

Strategies/Activities: Professional Learning Communities

In addition to addressing identified needs, this program directly supports four of our eight prioritized student needs in our Comprehensive School Improvement Plan (CSIP):

1. Decrease the performance gap between eligible and non-eligible free/reduced students in reading comprehension, math and science at grades 3-8 and 11.
2. Increase the percent of students proficient in reading comprehension at all grade levels.
3. Decrease the performance gap between IEP and non-IEP students in reading comprehension, math and science at grades 3-8 and 11.
4. Continue to improve parent and student communication of the district's Grade Level Benchmarks and Components and share information about the Iowa Core Curriculum with parents.

District teaching staff and administration are actively engaged in the program development and will be involved in implementation, to ensure continued alignment with our CISP and state and

national standards. The curricula resources used in the program will support the Common Core and the Grade Level Benchmarks, Components and Daily Learning Targets for each grade. Teaching staff at each grade level and specials (art, music, physical education) will share their curricula and attendant supplemental enrichment materials with the after school program staff to ensure linkages. Program staff will collaborate with teachers in lesson-planning. In addition, the OCSD Director of Curriculum and Instruction is actively involved in the project and will support teachers and program staff in ensuring continued alignment with the Common Core and the CSIP as well as provide guidance for the professional development of the after-school program staff.

Program Schedule – The Advisory Committee developed a daily schedule supporting implementation of the program areas to meet the identified needs of our youth and families and the average program hour requirement (60 hours monthly).

3:00-3:15 Gather as children are released from class
 3:15-3:30 Opening Group Meeting – Character Development
 3:30-3:40 Restroom Break and Wash Hands
 3:40-4:00 Snack and Wash Hands
 4:00-6:00 Stations* (20 minutes each, dividing children into 5 groups A,B,C,D,E) The following example is one group's rotation.
 4:00-4:20 Enrichment/Specials (half of cafeteria)
 4:20-4:25 Movement Transition
 4:25-4:45 Organized Gross Motor (half of gym)
 4:45-4:50 Movement Transition
 4:50-5:10 Reading (Library)
 5:10-5:15 Movement Transition
 5:15-5:35 Recess Free Play (Playground or half of gym)
 5:35-5:40 Movement Transition
 5:40-6:00 Fine Motor (half of cafeteria)



**Tutoring/homework help is a pull-out opportunity (in a classroom) for one-on-one support with a teacher and a homework helper between 4-6 pm.*

The OCSD releases students one hour early every Wednesday for teacher professional development. On these days, the after school program schedule will move up one hour and special family programs will be offered from 5-6 p.m. including a Book Club (1st Wed.), outdoor science program with Russell Wildlife Center (2nd Wed.), Special Guest Programs (3rd Wed.), swimming at the YMCA (4th Wed.), and programs with the Oskaloosa Public Library Youth Librarian (5th Wed.). We anticipate that at least 15% of parents will be regularly engaged with these special activities at the start of the program and plan to increase participation by at least 10% annually. In addition, we will offer one family literacy night program monthly. The OCSD and the YMCA will collaborate with Indian Hills Community College to ensure families have access to the GED program by providing referrals and thus further address barriers to program participation for families we serve.

The Oskaloosa Community School District (OCSD) and the Mahaska County YMCA have a long-standing collaborative relationship and both organizations have extensive experience in providing educational and related activities that support positive youth development while enhancing academic performance and achievement.

4. Research Base

A high quality program must show positive outcomes in regard to student socio-emotional development and learning. This requires a program focusing on the holistic needs of each individual child, rigorous yet fun programming, and nurturing relationships with staff. The Leading After-School Learning Communities (2006) by the National Association of Elementary School Principals cites useful principles of quality after-school programs which supported our program design. We have (1) a strong shared vision of after-school as an asset to the school, (2) sufficient and quality staff, (3) attention to safety, health and nutrition, (4) effective family and community partnerships, (5) enriching learning opportunities that complement the school day, (6) links between school-day and after-school staff, and (7) evaluation of program progress and effectiveness. The Southwest Educational Development Laboratory (SEDL) has conducted significant research regarding quality 21st Century programs and offers excellent after school program resources (<http://www.sedl.org/afterschool/toolkits/>) and professional development guides (<http://www.sedl.org/afterschool/resources/pd.html>) that will be used in our program.



The Oskaloosa Elementary School (OES) implemented the *GO Math!* (Houghton Mifflin Harcourt) last year and this curricula will be used in the afterschool program. This is the first comprehensive K-6 math program written to align with the Common Core. *GO Math!* Is researched-based and the report detailing the research-based framework is available online (2012, http://www.learningthings.com/samples/hmh/go_math_research.pdf).

Full Option Science System (FOSS), a research-based curriculum for grades K-8 developed at the Lawrence Hall of Science will be used as it is already used in many OES classrooms. The inquiry-based FOSS materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and prepare them for life in the 21st century. FOSS has been correlated to the Iowa Science Core Curriculum as well. (<http://www.lhsfoss.org/index.html>)



The YMCA and OES will conform with the Healthy Eating & Physical Activity (HEPA) Standards developed by the National After School Association and endorsed by the YMCA of the USA. The evidence-based standards foster positive nutrition and physical activity outcomes for school-age children.

Positive Behavior Intervention Supports (PBIS) is an evidence-based program to support positive behaviors for youth. The OES and the YMCA began PBIS implementation two years ago. The consistency with collaborative implementation and use of this program has positively impacted children. We are now focusing on increasing parent training with AEA staff.

Teachers engaged in the program development and on the Advisory Committee will ensure that curricula used in the after-school program will align with our Grade Level Benchmarks, components and learning targets.

5. Management Plan

The Oskaloosa Community School District (OCSD) and the Mahaska County YMCA have a long-standing collaborative relationship and both organizations have extensive experience in providing educational and related activities that support positive youth development. Our proven record of effective collaborations and quality programming include our collaborations with the Four-Year-Old Preschool Partnership, and the sixth grade Gym and Swim as well as our work for the Mahaska Wellness Coalition and Blue Zones™ Project. The Four-Year-Old Preschool Partnership is led by the OCSD with the support of funding through the Iowa Department of Education. Partnering organizations include Head Start, Kid's Corner, Mahaska County YMCA, Sonshine Preschool, and the OCSD. Each of the partners have a preschool classroom, and most of our classrooms are all housed in one facility owned by the OCSD. We conduct joint professional development activities, with annual planning led by the OCSD, and share resources on a daily basis, including a building secretary shared by the partner organizations. The secretary is employed by the YMCA and provides contract work for the partners. The OCSD provides snacks for the classrooms in the building as well as breakfast and lunch for the Head Start classes and wrap-around child care room which is managed by the YMCA. Next year, our plan is to blend the Head Start class in with the preschool classes. An advisory committee supports the administration of the program. This after school program will operate similarly.

The OCSD will be the fiscal agent and provide leadership and resources. The YMCA will provide the program staffing and services. Frequent meetings will occur between the Principal and the YMCA Youth Coordinator. The already-developed stakeholder group (21st Century Advisory Committee) includes representatives from parents, the school, community partners and YMCA staff. This group will report to the OCSD District Advisory Council (DAC) and the YMCA Board of Directors and provide reports to the school board periodically. The advisory group will meet at least monthly to support alignment with school-day instruction, review program operations, provide support and resources, assist with strategic thinking and brainstorming, and support evaluation strategies. The group will review progress and evaluation reports before submission. The group will make recommendations to the project staff and the DAC to ensure ongoing program improvements. Monthly attendance and financial reports will be provided to the Advisory Committee by the YMCA as will ongoing evaluation and progress reports.

The OCSD and the YMCA both have strong track records with recruiting, hiring and retaining quality staff and volunteers. The YMCA is one of the few local non-profits to provide health and life insurance to employees as well as retirement (for part- and full-time staff) with an employer match. The mission of the organizations, compensation, and supportive work environments with quality professional development opportunities make both organizations optimal employers in our community and this is reflected by self-reported employee pride, high staff morale and low turnover rates in both organizations. Our ability to recruit and retain quality staff and volunteers is enhanced through our physical proximity to and relationships with William Penn University (WPU) and Central College as well as a community culture that fosters volunteerism and lifelong learning. Both institutions have education programs (early childhood, elementary and secondary education) with students frequently seeking volunteer, internship and student teaching opportunities as well as employment upon graduation.

Quality professional development opportunities will be offered, modeled after the highly-successful OCSD Professional Learning Communities (PLC's). The program staff will be provided time to work together as a PLC in the same way OCSD staff work collaboratively on the early-out Wednesdays. The Professional Learning Community approach to increasing student achievement and teacher effectiveness has been used for two years in the OCSD. This collaborative learning opportunity is a data-driven approach to student success focusing teachers on the specific needs of students. During PLC time, teachers plan, assess, diagnosis, and determine next steps to student learning. The approach for Oskey's BEST would be similar. Teachers will collaborate on a weekly basis to offer the necessary programming for student success. Determining the success of the program is vital as well; the data-driven approach provides the required information to build a strong program for student achievement. Additional PD opportunities will be sought out through the plethora of 21st CCLC resources as well as the Iowa Afterschool Alliance. Annual PD plans will be created to ensure professional development model is consistent with OCSD and in-services are relevant to programmatic needs.

The Oskaloosa's Grade Level Benchmarks are aligned to the expected outcomes outlined in the Iowa Core. The OES Principal and the YMCA Youth Coordinator will ensure continued alignment with school-day instruction through multiple avenues of communication. The Youth Coordinator will work collaboratively with OES teaching staff and principals in weekly lesson planning for the program as well as addressing needs of individual children by ensuring consistency of program curricula with the daily learning targets for the Grade Level Benchmarks. The Director of Curriculum and Instruction will be actively supporting this project through service on Advisory Committee and consultation with the PLC. The Advisory Committee will provide an additional level of support. The Youth Coordinator will collaborate with grade level PLC's and may even become a member of a Curriculum Team to strengthen the delivery of the content and skills.

The YMCA will provide a minimum staffing ratio of 1:15 and the use of volunteers will decrease the ratio to 1:10. Lower ratios will be provided for children with special needs. Minimum qualifications have been established for program staff. Teaching staff must have a teaching license and assistant teachers must have a paraprofessional certificate or be a currently enrolled junior or senior in a higher-education institution with a minimum of a 3.0 GPA. High school students with a minimum GPA of 3.0 may serve as 'mentor tutors' under the direction of a licensed teacher. High school and college students will be paid modest wages, instead of being asked to volunteer, as one of the Y's responsibilities is to teach community youth how to be responsible members of the workforce.

Our community has a strong history of supporting educational and civic programs via volunteerism. Volunteers will be actively sought through existing connections with local organizations to which retired teachers and other community members belong. The YMCA has over 200 volunteers giving over 4,500 hours of service annually and will be successful at engaging additional volunteers for this program. Parents and grandparents will contribute time as volunteers to this program. This will also serve to support the family literacy component of the program. All YMCA volunteers undergo reference and criminal background checks during the interview process.

The Oskaloosa Elementary School is safe and fully accessible to all students and families in our community. The building is only ten-years-old and the design is perfect for serving diverse populations. Oskey's BEST will be managed by the YMCA, an organization already experienced in serving many children and families with special needs. Transportation was indicated as a barrier to after-school program participation in the parent survey and has been addressed to ensure student access. Transportation to the program is not necessary as the program will be held at the Oskaloosa Elementary School immediately following school. Transportation will be provided at the end of the day to already established bus stops throughout the community for 100% of students needing this service. Parents will be asked to register in advance for transportation services to ensure safe and quality transportation services. Transportation is also budgeted for field trips which will require two buses per trip. Field trip safety procedures require additional staffing; these arrangements have been planned.

Translation services will be offered as needed to serve youth and families who may be non-English speaking. The majority of Oskaloosa residents are English-speaking, but diversity does exist in our community. We have approximately 40 ESL students (4% of the student population) enrolled in the elementary school this year. Spanish is the second most common language spoken. We also have enrolled families whose primary languages are German as well as various African and Asian languages. In addition to translation services, referrals and support for ESL classes will be provided.

A sustainability plan is vital for any program provided with start-up grant funding. A critical component of sustainability is diversification of funding as well as strategic partnerships that maximize efficiency and minimize expenses. This is why the OCSD and the YMCA researched the program and developed plans for this project for two years before submission of this application. We are leveraging the requested 21CCLC funds with other local and state funds to create a new program and merging two existing programs (provided by OES and the YMCA) already receiving community support into this new program. The OES and YMCA are requesting funding for 60 slots through 21st CCLC funds while continuing to fund 40 slots through DHS Child Care Assistance, YMCA scholarships, and parent fees. Additional funds will be provided by the OCSD (At-risk/allowable growth and Part B), United Way of Mahaska County, and donations. Over the project funding period, grant funds gradually will decrease and local funds will increase simultaneously until the 21 CCLC funds are no longer needed. The increase in local funds will come primarily from the OCSD as well as donations from our business community and United Way.

Measuring and reporting the successful outcomes of our collaborative program will be critical to sustainability efforts. We have ensured that the program identifies and addresses community needs and have secured the services of an independent evaluator to conduct measures of program success. Quarterly evaluation reviews will ensure that we are focused on continuous program improvement. Our PLC's will focus on data-driven results improving student outcomes. Furthermore, we have a through communication plan to report program results back to the community, encouraging continued support for the program from community individuals, groups and businesses.

6. Communication Plan

The OCS and the YMCA will take advantage of established relationships in the community to support our communications plan. The local media will support our need to raise awareness and keep interest in the program through submission of press releases on a bi-monthly or more frequent basis. This free press will enable us to have information available on media websites as well as provide free print and radio attention to the program periodically. These communications will be used to effectively disseminate program materials and information, evaluation data and annual reports. In addition, these communications generate excitement about the program thus impacting recruitment of volunteers and partners.

Articles will be written and included in monthly newsletters through several outlets: Elementary school newsletters, YMCA eNews, Chamber of Commerce's "Communicator," and the United Way eNewsletter. Information will be kept up-to-date on the school district and the Mahaska County YMCA websites with monthly or more frequent updates. Information will be shared via the PTO email list also. Social media will be utilized at least once weekly to keep the message fresh and provide an increased potential of reaching individuals and families, as well as teachers, who may not subscribe to traditional media outlets. This repeated exposure will allow us to provide strategic communications but also to provide spontaneous and inspirational pictures and stories 'in the moment.'



Newsletters will be provided to parents weekly via student backpacks as well as e-mail. This will inform parents about their child's experiences, provide pertinent program information, and encourage parent involvement. We are fortunate that over 95% of OES parents attend parent-teacher conferences. Afterschool program conferences will be added to the agenda for participating parents thus providing individualized communications with parents three times annually at a minimum.

Weekly communications will be provided to Oskaloosa Elementary School teachers to educate teachers about the program and solicit referrals to the program and keep teachers engaged in programming planning. Our goal is to ensure that teaching staff feel ownership over the afterschool program to maintain support and success.

Monthly reports will be provided to the District Advisory Council (DAC), with a focus on quarterly evaluation findings. Quarterly reports will be provided to the school board as well. Formal annual reports, including evaluation data, will be presented to key community groups such as the School Board, YMCA Board of Directors, City Council, Oskaloosa Area Chamber & Development Group, William Penn University Advisory Board and local civic groups such as Kiwanis, Optimist Club, AAUW, and Rotary. The Annual Report also will be provided to our major community employers and program donors. Effective communication will be critical to continued recruitment of resources, volunteers and partners as well as continued engagement of families and youth served. Project leaders also will share program developments and results with peers through collaborative discussions, networking and presentations at conferences.

7. Partnerships

In addition to the partnership established with the Mahaska County YMCA, the OCS and the YMCA have worked over the past year to develop and strengthen additional partnerships which will support this project. The Great Prairie Area Education Agency (AEA) will support this program with resources as necessary for children with Individual Education Plans (IEP). In addition, AEA will provide Positive Behavior Intervention Supports parent module training and resources to families during the Family Nights. The Oskaloosa Elementary School is fortunate to have a very active PTO group. These parents support many activities for the school and have been asked to support the after school program. Many parents volunteer in children's classrooms and provide supplies and materials to supplement school budgets. Approximately 200 families attend the OES Family Literacy Night every year. We will build upon these successes to ensure the success of the family involvement component of this program.

The Oskaloosa Public Library and AAUW both are supportive of the project as evidenced by their representation on the Advisory Committee. Both organizations are willing to support the project through volunteerism on the committee and with program activities (e.g., field trips to the Oskaloosa Public Library). AAUW will provide children's books annually as well as provide financial contributions as they are able.

Central College and William Penn University will both provide a significant resource for staff and volunteers to work with the children. Participating college students will be highly engaged in the project evaluation component, thus furthering their learning as well as teaching the students in the program.

Crisis Intervention Services is providing a volunteer for the Advisory Committee and has offered to provide on-going violence prevention (anti-bullying) programming using research-based curricula. The Oskaloosa Police and Fire Departments will provide special programs. Mahaska Health Partnership and ISU Extension will support the program by providing nutrition education for families during youth programs and family events. In addition, healthy recipes will be periodically included in weekly newsletters. The Southern Iowa Economic Development Association (SIEDA) is a well-known and respected collaborative partner of the YMCA and OES. SIEDA provides the Head Start program and many programs for local families living in poverty. SIEDA will connect potential volunteers to the program, offer outreach services to our program families, and provide special programs.

The Mahaska Community Recreation Foundation (MCRF) will support the project through allowing use of the Lacey Sports Complex periodically. The complex adjoins the school facility and is within walking distance along the Lacey Recreation Trail. Based on the MCRF survey conducted, many of the children engaged in this program may have not had access to traditional youth sports and recreation programs at the complex which features softball, soccer and football fields. This opportunity will be afforded to them through this program. The Lacey Recreation Trail also affords opportunities for our youth to volunteer with garbage clean up along the trail and planting and weeding in the community



gardens close to the school, as well as explore natural prairie along the trail.

United Way of Mahaska County supports the existing YMCA after school program financially. While these funds are competitively awarded annually, education programs are a funding priority for United Way. The YMCA will continue to seek funding from United Way to support the new program. In addition, United Way supports the school every year with a ‘Stuff the Bus’ school supply drive. We will request to use a portion of these supplies for the after school program as well as classrooms.

The Kiwanis Club and other civic groups are an optimal source for volunteers, as is the already active PTO. Volunteers could be responsible, for example, for providing weekly selections of books related to the theme and have carts ready for students to select.



The Mahaska County YMCA is committed to ensuring access to this program and plans to continue to support the new program through the awarding of scholarships for youth in need above and beyond the slots funded by the 21st Century grant. Currently, the YMCA uses funds provided by J.C. Penny’s to support four 50% scholarships.

The majority of Oskaloosa’s top employers such as Clow Valve Company, Mahaska Health Partnership, Musco Lighting Corporation, Industrial Commercial Insulation, and William Penn University provide the YMCA with funding and volunteer support every year. These employers also support the school and recognize the relationship between youth development and a competent, engaged workforce.

The OCS D and the YMCA are developing relationships with new partners, particularly in the business community. Our business leaders recognize that their ability to recruit and retain quality employees is directly tied to the quality-of-life of Oskaloosa residents. In the past ten years, our business community has invested heavily in improving facilities and infrastructure necessary to bring new employees to our community and keep young professionals here. A new elementary school was just one result of these tremendous efforts. Community and business leaders also recognize that a quality education is vital to recruitment and retention. Relationships are being built through active participation in the Chamber activities, inclusion of business partners on the District Advisory Council and other committees that support our education system, and on the YMCA Board of Directors. Business leaders will also be asked to serve on our 21st Century Advisory Committee. These relationships will support increased volunteerism as well as opportunities for work release so parents of children in the program will be able to participate in family activities. Current partners will stay engaged and interested through meaningful contributions to the successful after school program. Our YMCA leaders and school district administrators believe in the development of personal relationships with our community partners. Through the development of strong personal relationships, we are able to show the impact of the partners on the lives of children every day. It takes a village to raise a child, and Oskaloosa is a very strong village with incredible partnerships changing lives every day.

8. Evaluation

A team of experts including district and program leadership and an experienced external evaluator have developed a comprehensive and rigorous evaluation plan. The team will work collaboratively to analyze the program outcomes and impact and report all requested information and findings to the DAC, greater Oskaloosa community and Iowa Department of Education. As the external evaluator, Jennifer Farley will lead the evaluation process. Farley serves as the President of Censeo Solutions, Inc., and has over ten years of experience in the fields of assessment, evaluation and management. Farley has managed evaluations associated with state, national, and private funds and is considered a program evaluation leader in central Iowa. She is certified as a reliable Youth Program Quality Assessor, Youth Worker Methods trainer. Farley has earned a B.A. in Economics and Political Science at Central College, and in 2005, she earned a Master of Public Administration degree from Drake University. She is currently pursuing a Ph.D. in Education, with an emphasis in Research and Evaluation, at Iowa State University.

School district leadership will maintain all student records specific to outcomes associated with school attendance, behavior incidents and assessments of proficiency in reading and math. The district will house this confidential information and will provide all requested data directly to the Iowa Department of Education. YMCA leadership will administer surveys to students and parents. All data will be provided to the external evaluator in order to assess program outcomes. Once data is collected, Farley will be responsible for all data analysis and reporting of results. Data used to evaluate the effectiveness and impact of Oskey's BEST will be both quantitative and qualitative. Quantitative data will be collected through the school district student information system, while qualitative data will be collected from students, parents, teachers and program staff by survey instrument.

School records will be collected by district and program staff and will be used for measures of attendance, behavior, and academic achievement. Attendance records include student school attendance, student program attendance, parent attendance at family literacy events, and teacher/program staff attendance at professional development. Data specific to behavior will also be collected through the school district's student information system, and will be specific to office referrals and suspensions. Academic achievement will be monitored through the use of several assessments as detailed in Table 2: Evaluation Matrix. Prior year test scores will be utilized to establish a baseline for achievement, and scores will be collected each year to demonstrate growth and proficiency. Given that the STAR assessment is formative, it may also be used as a diagnostic tool. A number of health outcomes will also be collected to support goals specific to wellness. This includes measures of BMI, collected at the start and end of the school year, and activity logs collected in conjunction with Live Healthy Iowa participation.

Program surveys will be utilized to gather feedback about experience, behaviors, and satisfaction with the program. The surveys will be provided on-line, with paper copies available to students and parents who are not comfortable with computers. Student IDs will be issued to each child so survey results can be connected with academic, behavior, and achievement outcomes as well as attendance. We will protect confidentiality of all participants. Quantitative records will be provided to the external evaluator with only a unique student ID number and no names. The external evaluator will create a program database which will link records from various sources.

Jennifer Farley, has been certified by the IRB at Iowa State University and will maintain best practices and Censeo Solutions policies and procedures in regard to confidentiality.

Outcomes will be provided to the Iowa Department of Education as requested. One comprehensive annual report will be authored each year by the external evaluator, Jennifer Farley, and will be presented during family night, to the District Advisory Council (DAC), school board, and Oskaloosa community as requested. Smaller reports will be provided to the school board each quarter including highlights from participants, parents and staff, and mid-year assessment of progress towards annual program goals and benchmarks.

Table 2: Evaluation Matrix

Goal	Strategy/Activity	Assessment Toolⁱ	Timeline
80% of students attending the program a minimum of 4 days a week will increase literacy skills.	Literacy Instruction Reading/Library Time Music Poetry Theater	STAR reading assessments (3-5 ⁱⁱ) Iowa Assessments (3-5) Teacher Assessments (K-2) Attendance Records	Bimonthly – Aug - May April Aug & May Ongoing
80% of students attending the program a minimum of 4 days a week will increase math skills.	Math Instruction STEM activities	STAR math assessments (3-5) Iowa Assessments (grades 3-5) Teacher Assessments (K-2)	Bimonthly – Aug - May April Aug & May
80% of students will participate in healthy exercise.	Movement Transitions Organized Gross Motor Recess Free Play	Student Survey Live Healthy Iowa Activity logs Body Mass Index	Jan-Mar April & Sept Sept & May
80% of students report eating the proper servings of food groups.	Nutritious Snacks Family Literacy Activities	Student Survey Live Healthy Iowa nutrition logs	May Jan-Mar
25% of parents volunteer once per month.	Flexible Volunteer Schedule Field Trips	Volunteer Records	Ongoing
20% of parents attend monthly Literacy Nights.	Community Resources Guest Speakers IPTV Curricula	Attendance Records	Ongoing
10% of parents learn new literacy skills.	Family Literacy Activities Intake & Referrals	Parent Survey Indian Hills Program Completions	May Ongoing
80% of students with 9 or more absences during the 2011-2012 school year will improve school attendance during the 2012-2013 school year.	School Bonding Positive relationships with staff	Student school attendance records	Ongoing
90% of student report learning new technology skills.	Technology	Student Survey	May
100% of staff learn new skills through professional development.	Professional Learning Communities	Staff Survey	May

ⁱ All assessments will be provided at the beginning (pre-program) and end (post-program) of the 21st CCLC offering

ⁱⁱ The numbers in parenthesis indicate the grade of the students participating in the specific assessment

1. Budget Narrative

Diversification of funding is critical to the sustainability of this program. The budget request of \$75,600 is to fund 60 slots at the rate of \$7.50 per day. Osky's BEST is typically a three-hour program, however, weekly early-out Wednesdays include an additional hour, family nights add an additional two hours monthly, and children will be served on no-school days as well. The program hours exceeds the required average of 60 hours per month. To ensure sustainability while also serving as many children as possible, our community has determined that an existing program must be combined in with this new program. Osky's BEST will serve 100 children per year with a variety of funding sources. As you can see below (Table 3: Proposed Program Revenue) the 21 CCLC request represents 42% of the total budget (\$179,789) with a focus on expanding the number of children served as well as changing and improving the existing program structure. The 40 slots proposed to be funded by alternate funding sources are currently funded and receiving services. All funding is committed, based on current YMCA enrollment, except for United Way and donations. These require annual requests and campaigns, both of which are supported by the YMCA administration.

Table 3: Proposed Program Revenue

Funding Source	Number Slots	Total Revenue	Percent Revenue
21 CCLC	60	\$75,600	42.0%
Child Care Assistance	20	\$38,909	21.6%
OCS D Part B/At Risk		\$20,000	11.1%
CACFP		\$3,000	1.7%
YMCA Private Pay	15	\$30,240	16.8%
United Way		\$5,000	2.8%
YMCA Scholarships	5	\$5,040	2.8%
Donations		\$2,000	1.1%
Total Program Revenue	100	\$179,789	100%

You will find itemized descriptions of each expense category below in Table 4. The grant request is for 42.1% of the total budget. The payroll provides a 1:15 ratio as well as someone to 'float' between multiple areas to assist with one-on-one needs. The staffing is minimal given the size of the building and the number of spaces to be used; however, volunteers will supplement staffing needs. The YMCA is fortunate to provide retirement to both full- and part-time staff. We participate in the national YMCA retirement plan and offer retirement savings equal to 8% of wages, with 5% paid by the employer. Health and life insurance is offered for full-time employees. The 21CCLC is being charged the majority of staff mileage as these expenses are directly related to the grant project. Conversely, the YMCA will assume the majority of the costs for food through the CACFP program. Please note that CACFP does not fully fund the food expense. CACFP does not assist with payroll for food preparation at all due to the low reimbursement rate and rising food costs. Local funds will be used for the majority of the transportation needs because the maximum 8% allowed will not provide sufficient transportation to address the barrier adequately. Material costs are divided between funding sources. Free resources will be used when possible but FOSS kits and other curricula resource purchases will be necessary. We plan to purchase books for families with the monthly book club as well as other resources to share during the family literacy events. The evaluation fees are budgeted at

higher than the minimum requirement and the indirect costs are in line with the maximum required percentage.

Table 3: Proposed Program Expenses

Category	Description	21CCLC Funding	Other Funding	Total
Personnel	Coordinator – 27,600 40 hr/wk *46 wks* \$15/hr Teacher – 17,600 20 hr/wk*44 wks*\$20/hr Associate Teachers (6) – 33,660 15 hr/wk*44 wks*8.50/hr Homework Helpers – 4,950 15 hrs/wk*44 wks*\$7.50/hr Family Night(5) – 2,040 -2 hrs/session * 24 sessions *8.50 Cook – 4,488 12 hrs/wk*44 wks*8.50 Professional Development Time - \$2,618 4 hrs/month*11 months*7 staff Child Care Director – 3,500 \$35,000 * 10% Total payroll = 96,456 FICA - 7.65% = 7,379 Unemployment - \$1.3% = 1,254 Workers Comp Ins – 1.3% = 1,254 Retirement for FT & PT vested staff-5% wages = \$4,823 Coordinator Health & Life Insurance -6% = \$5,684 Total salaries & benefits = \$116,953	\$49,120	\$67,833	\$116,953
Staff Travel	Travel to/from required 21 CCLC trainings and conferences including mileage at state rate, airfare, hotels and per diem	\$2,155	\$845	\$3,000
Materials	Curriculum resources (4,000), classroom supplies (3,000), family literacy supplies (5,000) and food for student program and family literacy program (4,000)	\$6,181	\$7,830	\$14,011
Professional Development	Registration fees for required training, conferences, and meetings. Estimated staff time included in payroll.	\$3,024	\$0	\$3,024
Student Access, Transportation	Transportation home from program * 5 nights a week plus two field trips monthly.	\$6,048	\$16,400	\$22,448
Evaluation	Evaluator Fees and Materials	\$3,024	\$4,248	\$7,192
Admin./ Indirect Costs	OCSD-8% 21CCLC funds indirect/admin YMCA-7% alternate funding sources, excluding 21 CCLC and OCSD funds. Necessary to cover liability insurance and other costs not included above.	\$6,048	\$3,368	\$9,416
Totals		\$75,600	\$103,932	\$179,532

FORM A: SITE INFORMATION

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

21CCLC Site Name: Osky's BEST (Better Educated Students for Tomorrow)		
Site Address: 1801 Orchard Avenue		
City, State, Zip: Oskaloosa IA 52577		
Phone: 641.673.8092 OES / 641.673.8411 YMCA		
Site Contact Person: Kathy Rothfus, YMCA Youth Coordinator		
Feeder School Name(s)	Building Number(s)	#of pupils from this school in 21CCLC program
Oskaloosa Elementary School	0472	100

21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program

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

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

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

Part I: Collaboration with Schools

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program was developed and will be carried out in active collaboration with the schools the students attend. Effective integration of the 21CCCLC 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 21st Century Community Learning Centers Program was given prior notice of this applicant’s intent to submit an application.

Part K: Public Review of the Application

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

Part L: Parent Consent

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

Part M: Private and Public School Consultation

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

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

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

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
	Russ Reiter, Superintendent Oskaloosa Community School District
	Dawn Collins, Executive Director Mahaska County YMCA

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
Russ Reiter, Superintendent	Oskaloosa Community School District
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
Tim Milledge, PreK-1 Principal	Oskaloosa Elementary School
Matt Dunsburgen, 2-3 Principal	Oskaloosa Elementary School
Tim Veiseth, 4-5 Principal	Oskaloosa Elementary School

FORM C: COLLABORATIVE SIGNATURES

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

Attach as many additional sheets as necessary

Name/Signature	Agency Affiliation	
Name/Title Tim Veiseth, Principal and SINA Committee Representative	Agency Oskaloosa Elementary School	
Signature	Address 1801 Orchard Avenue	
	City/Zip Oskaloosa 52577	City/Zip Oskaloosa 52577
Name/Title: Mary Cooksley, Director of Curriculum & Instruction	Agency Oskaloosa Community School District	
Signature	Address 1800 North Third Street	
	City/Zip Oskaloosa 52577	Phone 641.673.8345
Name/Title: Dawn Collins, Executive Director	Agency Mahaska County YMCA	
Signature	Address 414 North Third Street	
	City/Zip Oskaloosa 52577	Phone 641.673.8411
Name/Title Jane Bambrook, 2 nd Grade Teacher	Agency Oskaloosa Elementary School	
Signature	Address 1801 Orchard Avenue	
	City/Zip Oskaloosa 52577	Phone 641.673.8092
Name/Title Kathy Akers, DAC Committee	Agency Oskaloosa Community School District	
Signature	Address 1800 North Third Street	
	City/Zip Oskaloosa 52577	Phone 641.673.3407
Name/Title Kathy Rothfus, Youth Coordinator	Agency Mahaska County YMCA	
Signature	Address 414 North Third Street	
	City/Zip Oskaloosa 52577	Phone 641.673.8411
Name/Title Michella Friesen, Prevention Specialist	Agency Crisis Intervention Services	
Signature	Address 500 High Avenue West	
	City/Zip Oskaloosa 52577	Phone 641.673.0336
Name/Title Mollie Roach, Board of Directors	Agency Kid's Corner Child Care (and DAC Committee representative)	
Signature	Address 2303 Eighth Avenue East	
	City/Zip University Park 52595	Phone 641.673.7409
Name/Title Dianne Van Gorp, Member	Agency American Association of University Women (AAUW)	
Signature	Address PO Box 1051	
	City/Zip Oskaloosa 52577	Phone 641.673.7864

Name/Signature	Agency Affiliation	
Name/Title: Dianne Burns, Executive Assistant to the President	Agency William Penn University	
Signature	Address 201 Trueblood Avenue	
	City/Zip Oskaloosa 52577	Phone 641.673.1076
Name/Title William Ottens, Executive Director	Agency Oskaloosa Public Library	
Signature	Address 301 South Market Street	
	City/Zip Oskaloosa 52577	Phone 641.673.0441
Name/Title Dave Sedivec, Executive Director	Agency Mahaska County Conservation	
Signature	Address 2254 200 th Street	
	City/Zip New Sharon 50207	Phone 641.673.9327
Name/Title Brianna Bartlett, Member	Agency FACE (Fine Arts & Cultural Events) of Oskaloosa and AAUW	
Signature	Address 1101 Third Avenue East	
	City/Zip Oskaloosa 52577	Phone 641.676.3614
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
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: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
1	100	\$75,600.00	\$226,800.00

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
Osky's BEST	\$75,600.00	\$75,600.00	\$75,600.00	\$226,800.00	300
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

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

Applicant Agency: Oskaloosa Community School District & Mahaska County YMCA

Site: Oskaloosa Elementary School – Oskey’s BEST (Better Educated Students for Tomorrow)

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:** 300

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$47,080.00	\$2,040.00	\$47,080.00	\$2,040.00	\$47,080.00	\$2,040.00	147,360
Staff Travel	\$2,155.00	\$0.00	\$2,155.00	\$0.00	\$2,155.00	\$0.00	6,465
Materials	\$2,181.00	\$4,000.00	\$2,181.00	\$4,000.00	\$2,181.00	\$4,000.00	18,543
Professional Development (minimum 4% per year)	\$3,024.00	\$0.00	\$3,024.00	\$0.00	\$3,024.00	\$0.00	9,072
Student Access, Transportation etc. (maximum 8% per year)	\$6,048.00	\$0.00	\$6,048.00	\$0.00	\$6,048.00	\$0.00	18,144
Evaluation (recommended 4% per year)	\$2,722.00	\$302.00	\$2,722.00	\$302.00	\$2,722.00	\$302.00	9,072
Administrative/ Indirect Costs (maximum 8% per year)	\$6,048.00	\$0.00	\$6,048.00	\$0.00	\$6,048.00	\$0.00	18,144
Totals	\$69,258.00	\$6,342.00	\$69,258.00	\$6,342.00	\$69,258.00	\$6,342.00	

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

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

The funding source within the Oskaloosa Community School District to operate the program will be Part B dollars as well as At-Risk Allowable Growth Dollars. These funds previously were used as operating funds for the current After School Program to be phased into the collaborative partnership with the YMCA.

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

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

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

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

FORM E: MINORITY IMPACT STATEMENT

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

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

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

Indicate which group is impacted:

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

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

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

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

Indicate which group is impacted:

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

X The proposed grant project programs or policies are **not expected to have** a disproportionate or unique impact on minority persons. Present the rationale for determining no impact:

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

Name: **Russ Reiter**

Title: Superintendent

Definitions

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

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

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

“Disability” does not include any of the following:

(a) Homosexuality or bisexuality.

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

(c) Compulsive gambling, kleptomania, or pyromania.

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

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

<u>Action Items:</u>	Person responsible: Diann VerMeer	Deadline:
Questions All Staff [Insert <i>time allocation</i>] <u>Discussion:</u> There were no questions that were posed that this time. <u>Conclusions:</u> _____ _____		
<u>Action Items:</u>	Person responsible:	Deadline:
_____	_____	_____

Other Information

Resource persons:	
Special notes:	

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