

**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**

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Des Moines, Iowa 50319-0146

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

**APPLICATION INFORMATION**

Applicant Serving as Fiscal Agent (Applicant Agency)  
Oelwein Community School District

County: Fayette		Amount Requested: \$732,300 (Total for Year 1 from Form D1)	
Director of Agency: Josh Ehn, Supt.		Grant Contact/Project Director: Barb Schmitz	
Agency Name: Oelwein Community Schools		Agency Name: Oelwein Community Schools	
Address: 307 8 <sup>th</sup> Ave. SE		Address: Wings Park School, 111 8 <sup>th</sup> Avenue NE	
City: Oelwein	Zip: 50662	City: Oelwein	Zip: 50662
Phone: 319-283-3536	FAX: 319-283-4497	Phone: 319-283-1982	FAX: 319-283-4497
Email: jehn@oelwein.k12.is.uszs		Email: bschmitz@oelwein.k12.ia.us	
<b>DUNS Number: 034638189</b>			
Data Collection and Evaluation Contact: Barb Schmitz		Fiscal Contact: Joan Loew	
Address: Wings Park Elementary School 111 8 <sup>th</sup> Ave. NE		Address: Oelwein Community Schools 307 8 <sup>th</sup> Ave. SE	
City: Oelwein	Zip: 50662	City: Oelwein	Zip: 50662
Phone: 319-283-1982	FAX: 319-283-4497	Phone: 319-283-3536	FAX: 319-283-4497
Email: bschmitz@oelwein.k12.ia.us		Email: jloew@oelwein.k12.ia.us	

**BEFORE YOU APPLY**

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

- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: <https://www.educateiowa.gov/documents/district-level/2017/01/2016-17-iowa-public-school-k-12-students-eligible-free-and-reduced>". This document is updated January 24, 2017, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

***PLEASE RESPOND TO THE FOLLOWING QUESTIONS:***

- ***What is the Free and Reduced Lunch Rate for each site?*** List below (use as many lines as necessary):
  - Site/Building Name: Wings Park
    - Free and Reduced Lunch Rate Percentage: 63.19
  - Site/Building Name: Middle School
    - Free and Reduced Lunch Rate Percentage: 60.56

• ***Partnerships:*** Application proposes to partner with a minimum of 3-5 community organizations as evidenced by signed Memoranda of Understanding (MOUs).

- ***When will the program run?*** (Check or highlight applicable option(s) below):

- Summer School Only
- Afterschool Only
- Before and Afterschool
- XXX Before and Afterschool and Summer School
- Afterschool and Summer School

- ***Funding Formula:*** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY18 Request for Applications):
  - 185 number of children x 106 days x 10 either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$196,100 (total funding request for before and afterschool programs)

***Summer School Formula***

- 160 children x 30 of days = (minimum 30 days) x \$10.00 = (total funding amount for summer) \$48,000
- Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.

Funding Request for Year One: \$244,100

Funding Request total for Three Years: \$732,300

Number of Children Served in Year One: 185 students

Number of Children Served in Three Years: 555 students

## 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:

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

Enter School District Code

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

**X School District**

- Tribal Council
- Military Installation
- Private Nonprofit Organization-  
Number of years in operation \_\_\_\_\_
- Private For-Profit Organization  
Number of years in operation \_\_\_\_\_

(If applicable) Enter Child Care License #:

\_\_\_\_\_

## REQUEST FOR COMPETITIVE PRIORITY

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

Application proposes to serve children and youth in *schools designated "Priority" or "Needs Improvement" on the Iowa School Report Card. 5 additional points awarded*

Documentation: The Iowa Department of Education within the Iowa Report

Card <https://reports.educateiowa.gov/schoolreportcard/home/reportcard?yr=2017&sch=48690209&type=middle>

Example of documentation: Look up your school on the Iowa School Report Card online at <http://reports.educateiowa.gov/schoolreportcard>.

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: \_\_\_\_\_

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

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**Form D3: Applicant Fiscal Information**

**Form E: Minority Impact Statement**

**Form F: Private School Consultation Meeting Log**

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

**Number of students: 185**

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

**Amount per student per year: \$1,319.45 TOTAL - Wings per: \$1,303.64 - Middle School \$1,342.66**

### **Purpose of the application (from page 9 of the RFA)**

This application is submitted to support the previously funded program and services. The 21st Century CLC application approved for 2014-2018 was successfully implemented and received excellent ratings given during site visits.

**Why:** Poverty is no stranger to many Oelwein students with **59.5%** of the total school population receiving food assistance. Their academic success often suffers because of time, motivation, and the lack of the inner confidence that develops with repeated success in school. Without a comprehensive out-of-school time program our non-proficient students, and in particular those living in poverty, have little chance of raising their achievement to the level of others. These students had little exposure to enrichment activities that are offered as paid programs in more affluent schools. Their dreams are small and the opportunities to discover their own talents are limited. The adults in these low-income families often mention how they feel powerless, unable to cope, and depressed leaving them with little energy to assist their children.

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

**Where and When:** *Husky Adventures* is housed at Wings Park Elementary School for grade 1-4 students and at the Oelwein Middle School for grades 6 – 8. The school provides transportation. Students find the school doors open for one hour (**7:15-8:15**) before school Monday through Friday. The school is also open from **3:15 pm. to 5:15 p.m.** Monday through Thursday with an additional hour on Wednesday when schools are dismissed early. A 6-week summer school program is offered for 4 hours per day, 5 days per week, for K-8 students. Each participating student has the opportunity for a minimum of 15 additional hours of programming per week.

**How:** The *Husky Adventures* before school program provides homework help with tutoring available in the academic areas of reading, math, and science. Fitness is also a feature of the morning program with exercise stations set up in the school gym. After school, students begin their *Husky Adventures* with a healthy snack before moving on to a wide-range of activities. Students who need homework help find it from certified teachers assisted by trained paraprofessionals. Students also find a variety of programming in the Husky Adventure Camps. The camps provide the kind of academic excitement that motivates students to attend and maintain their attendance at camp. While each camp provides content linked to the Iowa Core and to the regular school day, they rely on different instructional strategies to motivate and instruct students. Strategies include the 1:1 technology-based instruction and project-based learning, problem-solving and critical thinking, collaboration and teamwork, creativity, and encouragement of curiosity and imagination.

*Husky Adventures* options include camps that immerse students in science, math, reading, or multidisciplinary topics. Other camps might emphasize art, music, or drama. Students have the opportunity to suggest activities that they find interesting for future camps. Summer school supplements the existing summer school program and offers two additional hours per day for the students. Both academic and enrichment summer school camps will be held. The program acknowledges the importance of family involvement in their child's education by offering one family night each month. These evening *Husky Adventures* include a family activity and an educational component. A parent literacy component of the program will be provided, working in collaboration with social service agencies.

**Who:** Making *Husky Adventures* a successful program takes the combined efforts of many. Our school board and superintendent have strongly supported this effort. School officials, staff, parents, social service providers, and other community members have provided leadership and ideas. Staff have committed to using technology

and problem-based learning and to participate in future staff development training.

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

The Project Director has looked and is continuing to look for additional funding streams that might include other grants, donations, in-kind support, and school resources.

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

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

The *Husky Adventures* program was funded for 2014-2017. Shown below is the summary of the 2017 evaluation report from Dr. James Veale, the *Husky Adventures* 2012-2017 evaluator, showing the successful accomplishment of the five objectives for the program.

**Summary of results for Objectives 1-5**

Objectives	Data Used	Objective Met?
1 – Improvement in reading	Iowa Assessments (Reading Comprehension)	Yes
2 – Improvement in mathematics	Iowa Assessments (Mathematics)	Yes
3 – Improvement in science	Iowa Assessments (Science)	Yes
4 – Increase positive youth developmental assets	School attendance; disciplinary referrals	Yes
5 – Family/parent involvement in child’s program activities and education	Family/parent involvement in activities; Iowa Youth Survey questions on s. perceptions of family support and school safety/support	Yes

The entire report can be viewed on the Oelwein Community Schools website <https://www.oelweinschools.com> Oelwein Community Schools>Students>After School Programs.

**SECTION 2.1: STUDENT NEED: Objective data/How program addresses identified needs**

**ACADEMIC**

**Need for a Before/After/Summer School in Oelwein (*Husky Adventures*).** Poverty continues to be a factor in the success of students who live in families struggling to provide for their children. The adults in their lives have little time or ability to meet their needs or to assist them. School interviews with our low-income families reveal how they feel powerless, unable to cope, and depressed due to life struggles as well as a feeling of inadequacy towards supporting their children for academic and social successes. Interviews with students confirm they have little exposure to enrichment activities that are offered as paid programs in more affluent schools and larger communities. In a ranking of the 333 Iowa school districts, Oelwein’s students eligible for free and reduced price lunch is at **59.5%** making Oelwein the 22<sup>nd</sup> highest FRLP student population the state. The percentage of students eligible for food assistance by building shows Wings Park elementary (grades 1 – 4) at **63.19%**, and Middle School at **60.56%**. (<https://educateiowa.gov/documents/district-frl/2018/08/2017-18-iowa-public-school-k-12-students-eligible-free-and-reduced>) School guidance staff report students’ academic success often suffers because of time, motivation, and the lack of the inner confidence that develops with repeated success in school. Without a before/afterschool/summer program our students have little chance of raising their achievement. Their dreams are small and the opportunities to discover their talents are limited.

- **Student Achievement:** <https://educateiowa.gov/documents/proficiency-district/2018/>
- Three years ago, both Wings Park Elementary and the Middle School were SINA schools. The Iowa School Report card for 2017-18 shows Wings Park is Acceptable while the Middle School Needs Improvement. The Husky Adventures program has been a factor in the improvement has been made.
- Iowa Assessments: Our district goal is for students to achieve at the 80% proficiency level. To do this will require instruction to supplement the regular school day. The following chart shows the Iowa Assessment data. All grades need additional assistance to met the80% district goal.

Grades	3	4	5	6	7	8
Reading Proficiency	76.8	63.4	72.1	64.6	64.6	63.4
Math Proficiency	87.0	67.6	70.9	60.4	75.9	59.8

- **Closing the Achievement Gap** Iowa School Report Card. <http://www.reports.educatwa.gov> ESSA data for combined reading/math for grades 2 -5 is presented below.

	2015	2016	2017
Elem. No FRPL/IEP	89.3%	84%	76/7%
Elem. FRPL/IEP	71.3%	70.4	62.4%
Middle Sch No FRPL/IEP	84.1%	86.5%	77.2%
Middle School FRPL/IEP	82.4%	84.6%	75.4%

Achievement scores compared students with FRPL or IEPs with non FRPL or ELP. Elementary results indicate a serious gap, while middle school results were similar, something the 21<sup>st</sup> century staff worked hard to achieve. Additionally, data from the 21<sup>st</sup> Century program reported by Dr. Veale, program quantitative evaluator, states, “the gains in standard scores were realized by students from low SES families.” It is critical that this program continues to be significant in the education of students with disabilities or living in poverty. With the *Husky Adventure* program, these children have opportunities for out-of-school academic assistance and out-of-school opportunities for enrichment thereby increasing their likelihood for school success.

- Student Mobility: 36 students moved into the school district requiring additional services including Husky Adventures support, to maintain and improve their level of achievement.

**Useful Before/After School time.**

45% of students begin and end their school day without adult supervision in the home due to many parents/guardians working before/after the school day starts and ends. The Elementary Schools average about 60 students who wait for an hour or more for school to begin, while the Middle School averages 50 or more students. The before school component of *Husky Adventures* provides staff and space for these students to complete homework or study. The after school component provides a safe place for students to continue academic learning and participate in physical fitness/enrichment activities.

**Needs of working families:** Parents leave for work and arrive home before/after school hours. The parents need a safe place for their children and activities that help their child grow and develop. The Iowa Youth Survey was used to determine if students had help at home with school work. 38% of 6<sup>th</sup> graders and 57% of 8<sup>th</sup> graders responded with Never or Sometimes. This indicates a strong need for homework help through *the Husky Adventures* program. In answer to the question about positive family relationships, 25% of the 6<sup>th</sup> graders and 47% of the 8<sup>th</sup> graders report their parent or guardian does not check on them to see if homework or household chores are done or if they get to school on time. *Husky Adventures* seeks to engage parents as partners in their child’s education. For this component, Fayette County Extension will work with families through their Family Development programs. The previous *Husky Adventures* program qualitative evaluation conducted by Dr. Sue Burrack, indicated progress was being made particularly at the elementary level. Parents felt these needs were being met through *Husky Adventures*: their child was happy and excited about the program, spent less time with the TV and computer and was able to complete homework. *Husky Adventures* seeks to continue this progress.

**Social/emotional needs and relationships with peers:**

Students struggle with social/emotional needs and relationships with peers. *Husky Adventures* helps students develop positive strategies for dealing with these challenges. The charts show the numbers of students requiring adult intervention. The number of behavior issues that center on conflict shows us mental health and conflict resolution and are an ongoing needs to be addressed through *Husky Adventures* conflict-resolution camps. Coordination and planning by and with the school Guidance Department is important to the success of this part of the *Husky Adventures* program.

<b>Wings Park Elem.</b>	16-17	17-18	<b>Middle School</b>	16-17	17-18
Defiance	803	217	Defiance	238	255
Physical Aggression	100	88	Physical Aggression	14	35
Fighting	90	62	Fighting	14	14
Truancy	n/a	20	Truancy	9	37

**Isolation:** In rural areas, social isolation is a serious issue for many of our students within our district which encompasses Oelwein and outlying communities of Hazelton and Stanley. They have limited options to travel out of town to connect with like-minded young people. The *Husky Adventure* Camps and the Community partnerships make connections with others in their areas of interest a reality.

**Enrichment: Opportunities for talent development**

Our community provides few opportunities for students to broaden their horizons. The students’ experiences are often limited to the world available to them in Oelwein, and the opportunities to discover their own talents are limited. The *Husky Adventures* program, in many cases, is the only door to new horizons. *Husky Adventures* provides opportunities for exploration of many topics while maintaining a focus on learning.

**School Environment** The 2016 Iowa Youth Survey shows 19.7% of 6<sup>th</sup> grade students and 23.1% of 8<sup>th</sup> grade students feel the school environment is unsafe. This is a decrease over the past two years when in 2014 14.8% for 6<sup>th</sup> graders and 10.3% for 8<sup>th</sup> graders felt unsafe. While much of this can be attributed to news events surrounding school safety, the *Husky Adventures* program is able to demonstrate the ability to provide a safe and structured setting for all students and focus on carrying over these skills within the school day to provide a safe and supported learning/social environment for all.

**EVALUATE PRESENT SCHOOL AND COMMUNITY RESOURCES**

<b>School Resources</b>	<b>Evaluation of Resources – Services Provided</b>	<b>Need Area</b>
Husky Adventures	The 21 <sup>st</sup> Century 2014-2017 CLC grant funded before/after/summer school program on average for 295 students. 185 students participated 30 or more times.	Academic Enrichment Parent Lit.
Vo Ag Department	Provides USDA fresh fruit and vegetables for snacks.	Fitness
Food and Fitness	Full time Food/Fitness Coordinator for Oelwein Schools.	Fitness
Parent Education	Focus on healthy foods/nutrition, Parenting Resources.	Parent Lit.
Farmer’s Market	Student’s day at the Farmer’s Market.	Nutrition
School Counseling Dept.	Academic, social/emotional and career readiness.	Mental Health
Faculty and Staff	Design and execute Husky Adventure Camps.	Academic
Athletic Department	Provides camps on sports/fitness and well-being.	Fitness

Music Department	Use of instruments and drama.	Enrichment
School Health Dept.	Offering activities in health, personal safety, first aid	Enrichment
Talented and Gifted	STEM classes for Husky Adventure Camps.	Academic
Transportation Department	Use of school vehicles to transport all students.	Transportation

Community Resources	Evaluation of Resources – Services Provided	Need Area
Oelwein Public Library	Provides enrichment programs, computers, museum/guest programs after school and summer hours.	Academic, Enrichment
City of Oelwein	Provides activities from fire dept., police and aquatic center	Academic Enrichment
East Penn	Activities involving careers, STEM, safety, environmental health and job shadowing	Academic Career
Retired Senior Volunteers	Helps with academics, enrichment, and relationship building.	Academic Social/Emotional
Big Brother, Big Sister	Provides mentors to build relationships with students and assist with schoolwork.	Academic Social/Emotional
OCAD	Oelwein Chamber and Area Development provides field trips to local businesses and career education.	Career Academic
Peladija Counseling Serv.	Mental Health counseling.	Social/Emotional
Performing Arts Center	Promotes fine arts.	Enrichment
Creamery Theater	Offers language arts and drama for 50 K-8 students.	Enrichment
NE IA. Comm. College	STEM classes, CTE activities, babysitting training.	Academic
Upper Iowa University	Tutoring/Relationships by Upper Iowa students.	Academic
ISU Extension	Programs to develop leadership and teamwork.	Academic
Child Health Clinic	Insurance funded emotional/physical health needs.	Academic
Mercy Hospital	Classes in baby-sitting, field trips/tours, safety.	Enrichment
Churches	Youth activities/relationships between adult/student.	Enrichment
Oelwein Lion's Club	Community garden partnership	Enrichment
Fayette Co. Extension	Family development.	Parent Literacy

**Transportation, safety, and accessibility needs of students and parents:**

School transportation bus schedules for students to/from the *Husky Adventures* program are posted on the district web site and Facebook page. Students who need bus transportation home will board the bus at Wings Park or the Middle School and be dropped off at the regular in-town sites, either at the elementary buildings and outlying communities within the district. The same safety procedures that the school district uses will be followed. The district will provide students requiring unique accessibility accommodations. Translation services will be provided on an as needed basis by the District.

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

**Student Survey-Elementary** 288 students in grades 1 – 5 were surveyed about their level of interest in a Before/After School program. 247 students said they would attend; 71 said they would help plan activities. Interest included: homework support, fitness/nutrition, computer, crafts/games, drama/music and nature. **Middle School Student Survey:** 85 students said they would attend an after school program. Preferred activities included homework support, drama/music, computer, Nutrition/fitness, and nature. **Teacher Survey:** Elementary/Middle School teachers were surveyed for their support for a Before/After school program with 100% of teachers in support. Suggested topics of: Academic Support, Computer/ Tech., Fitness/Nutrition, Social/Emotional, Parent Ed. Activities with childcare provided. **Parent Input:** Parents were highly engaged in attending family nights and suggested more opportunities. **Partner Input:** Community Partners have collaborated with the school for over 20 years and meet for quarterly interagency meetings.

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

*Husky Adventures* program components were gathered from the needs assessments described in section 2. The proposed activities promote academic success and positive youth development. This chart shows the connection between data, activities and federal required activities. Activities are provided through a variety of after school “camps”, each lasting 4 weeks. The camp concept has been successful and is enthusiastically supported by students, parents and teachers alike. **All activities will include a daily snack that meets USDA guidelines.**

Needs Assessment	Program Activities Areas	Links to Federal Activities
Academic Data: Iowa Assessment - Reading	<u>Academic assistance in reading tied to the Common Core.</u> Language Arts Camps, Reading Camps, Poetry contests, Book writing and publishing, Spelling Camps, Book Reviews, Book Discussion Groups, Spanish Clubs taught by certified staff, Phonics for Kids, Public Library activities for school early dismissals and summer reading program. Activities develop skills/motivation for reading writing. Summer school for 30 or more days.	1. Remedial Education/Enrichment 2. Literacy Activities 10. Expanded Library Hours
Academic Data: Iowa Assessment results - Math	<u>Academic assistance in math tied to the common core.</u> Math Camps use STEM materials from Iowa After School Alliance <a href="https://iowastemactivelearning.wikispaces.com/">https://iowastemactivelearning.wikispaces.com/</a> and additional camps such as Show Me the Money, Card Sharks, Math and the Arts and others based on identified student math needs. These activities develop math skills. Summer school is offered for 30 or more days.	1. Remedial Education/Enrichment 3. Mathematics and Science (STEM) 10. Expanded library hours
Academic Data: Iowa Assessment results - Science with n	<u>Academic assistance in science:</u> Science camps use STEM materials from Iowa After School Alliance <a href="https://iowastemactivelearning.wikispaces.com/">https://iowastemactivelearning.wikispaces.com/</a> NICC - Ride the Waves summer camp Host NEI STEM conference attended by 700 students/parents. Activities develop science knowledge, critical thinking curiosity, and research. Summer school for 30 or more days.	1. Remedial Education/Enrichment 3. Mathematics and Science (STEM) 10. Expanded library hours
Academic Data: Iowa Assessment results	<u>Computer Science Activities:</u> Technology Camps use STEM materials from Iowa After School Alliance <a href="https://iowastemactivelearning.wikispaces.com/">https://iowastemactivelearning.wikispaces.com/</a> NICC sponsored summer camp: Coding for Kids, Additional camps for Hour of Code. Drone Camp, Introduction to Robotics, iMovie workshop, Garage Band, Internet Safety, Internet Ethics, Newspaper publishing, Technology careers. Activities develop imagination and technology skills.	1. Remedial Education/Enrichment 3. Mathematics and Science (STEM), and Computer Science 9. Technology Education 10. Expanded library hours
Academic Data	<u>Homework Help, Tutoring:</u> Homework Help in all areas, including programs for students with limited English Assistance given by certified teachers, paraprofessionals, RSVP volunteers, and Upper Iowa University mentors. Daily study tables provided including 30 minutes	6. Tutoring Services 7. Limited English

	before school and 45 minutes after school. Activities focus on school assignments.	
Enrichment Surveys	<u>Business Camps</u> : Start a Business, School Store, Mentoring of Careers at Worksites, Community/Business partnerships, speakers, field trips to businesses, Stock Market Game. Activities develop math and business skills.	5. Entrepreneurial education 14. Supervised field trips
Enrichment Surveys	<u>Arts and Music Education Camps</u> : Drum Circle , Music with Mallets (Orff Schulwerk), Let's Tell a Story using children's picture books as inspiration for drama/ movement/ music, Recorders Rule!Dance Camp. Activities develop literacy, fine arts skills/appreciation.	2. Literary Activities 4. Arts and music education activities
Health and Fitness data	<u>Physical Fitness/Healthy Lifestyle</u> : Camps include Fuel Up to Play 60 (NFL fitness program), Indoor Golf (PGA Materials) Disc Golf, Archery, 2K Run Family event, Yoga, Bowling, Snowshoeing, Mindfulness Mondays Gardening Camp, Dance Camp. Activities promote recreation, fitness, and making healthy USDA approved food choices.	8. Recreational Activities: Physical Fitness Healthy Lifestyle choices
Social/Behavioral Data	<u>Social/Emotional Learning</u> : Positive Action Curriculum, Positive Behavior Intervention Support (PBIS) camp. Activities develop positive work and behavior habits.	12. Chronically Absent 13. Drug and Violence prevention 15. Character and Behavior
Student Surveys	<u>Life Skills Camps</u> : Woodworking, Sewing, Fitness tracking, MCREL Economic Lessons, PBS Kids, LEGO, Chess, Checkers, GoldiBlox.	8. Recreational Activities
Parent surveys interviews	<u>Parent engagement and family literacy</u> : Parent Connections: Adult activity for each parent to attend and participate with additional activities for parent and child participation such as Minute with Mom or Date with Dad. Activities promote healthy family relationships.	11. Parental involvement and literacy

### SECTION 3.3 GOALS, OBJECTIVES, PERFORMANCE MEASURES

The goals are linked to the 3 program components, Academic Achievement, Enrichment, Family Literacy.

#### Goal 1: Improve Academic Achievement

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

- show an average gain of one year in reading, math and science scores as measured on the Iowa Assessments.
- show gains in school attendance as noted on school records.
- decrease in office referrals.
- increase students' sense of belonging/attitude as evidenced by National Panorama Culture/Climate survey taken by Oelwein students/staff/parents (Fall 2018) from 53% to 65% for Middle School students and 68% to 75% for Wings Park students.

#### Goal 2: Develop the talents and abilities of students by providing enrichment services that reinforce and complement the academic program.

**Objectives:** By the end of each academic year, students participating in *Husky Adventures* with a minimum attendance level of 70% will:

- increase positive social interaction with peers/adults as measured by student feedback.

- b) increase application and engagement of healthy lifestyle choices as measured by student feedback.
- c) show decrease in drug, violence, and other non-productive behaviors as measured by feedback from students for positive well-being.

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

**Objectives:** By the end of each academic year, parents who participate in the *Husky Adventure* Program with a minimum attendance level of 70% will:

- a) increase family/parent involvement in their child’s educational progress as evidenced by school attendance and the Panorama survey from 21% (Fall 2018) to 35% (Fall 2019) in family engagement.
- b) show increase of attendance/engagement at parent teacher conferences through data collection.
- c) show increased parent participation with their child in activities offered through the camps.

**SECTION 3.4 ALIGNMENT WITH SCHOOL DAY.**

**Tutoring Program and Homework Help:** Oelwein teachers, who have an in-depth understanding of curriculum, students, and families, will work as tutors in the before/after school program. If additional personnel are needed, teachers will work with paraprofessionals to ensure students are receiving the specific help they need. **Enrichment Camps, Clubs, Field Trips:** All plans will be developed in coordination with Oelwein teachers, i.e., teachers will work with camp teachers/providers to ensure the content presented in the camp will assist the students in meeting goals for math instruction. This will also ensure that the content is aligned with the Iowa Core and the school CSIP. School principals approve/modify plans for the various activities to ensure alignment with state and national standards is achieved. **Family Services:** Arrangements will be made through the School Counselors to ensure the appropriate confidential and non-confidential information is used in ways to assist families and children. **Promotional Materials:** Materials will be distributed via classroom communication. Promotional materials will also be posted in and around the school buildings and posted on the school web site/social media sites. **Logistics:** The after school program is limited to the gym, library media center, and specified classrooms. Coordination with the custodial staff, teachers, and office personnel will be essential.

**SECTION 3.5 EXPERIENCE IN PROVIDING EDUCATIONAL AND RELATED ACTIVITIES THAT WILL COMPLEMENT AND ENHANCE THE ACADEMIC PERFORMANCE, ACHIEVEMENT, AND POSITIVE YOUTH DEVELOPMENT OF STUDENTS.**

The Oelwein Schools have extensive experience in providing educational activities as part of the regular educational program and through various grants that have been awarded over the years. For over 20 years, nearly 7 million dollars in both federal and state awards have provided enhanced experiences for at-risk, early childhood, food and nutrition, technology, curriculum/staff development. One at-risk grant, School Based Youth Services, resulted in signed confidentiality agreements with Social Service agencies and is the basis of our collaborative work with these partners. Our central office staff is skilled in the financial management of grant awards and our administration works hand-in-hand with grant project managers. Our teachers and staff assist in planning these awards and endorse these programs that increase opportunities and achievement of our students. They willingly share their knowledge and expertise to make these awards successful. We are presently providing services through the 21<sup>st</sup> Century grant for our high school students. This program Husky, Inc., builds on the success of our previous 2012-2018 *Husky Adventures* program for grades 1-8. As a result of a site visit by the Department of Education for the 2013-2018 program, the rubric of exceeding and meeting were identified for the Oelwein programming. Documentation identified a strong, well organized program providing effective communication between the program and community supports, increased engagement between students, parents and school supports and a varying array of opportunities for students such as academic support, social/emotional learning and vocational partnering.

## SECTION 4: RESEARCH BASE

**National Research After School Alliance** <http://afterschoolalliance.org/documents/21stCCLC-Overview-2017.pdf> The research conducted by the After School Alliance, reported that students who regularly participate in Community Learning Centers improved their school attendance, class participation, behavior, homework completion, and reading/math achievement scores in grades 7-8. This research was used to develop plans to attract and keep students involved in *Husky Adventures*. **MCREL: The effectiveness of Out-Of-School-Time Strategies in Assisting Low-Achieving Students in Reading and Mathematics: A Research Synthesis.** <http://www.schoolturnaroundsupport.org/>. Key findings from this analysis of 371 studies on Out-Of-School Time (OST) research were: 1) OST strategies can have positive effects on the achievement of at-risk students in reading and mathematics. 2) OST strategies need not focus solely on academic activities to have positive effects on student achievement. 3) OST strategies that provide one-on-one tutoring for at-risk students have strong positive effects on student achievement in reading. The *Husky Adventures* Program is built on this research and utilizes this research in planning activities for our out-of-school time program. **National Institute On Out-Of-School Time Fact Sheet** <http://www.niost.org/pdf/factsheet2009.pdf>. School attendance, engagement in learning, test scores, and school grades increased after participation in the afterschool program. Key factors include access/participation in quality programming, personal attention from adults, positive peer groups, and activities that hold their interest. In addition to key factor of quality programming, *Husky Adventures*, through collaboration with partners, provides increased personal attention and high student interest activities. **Harvard Family Research Project:** This project showed strong positive effects through family activity nights, chaperoning field trips, getting family input, providing support to families, increasing parent communication. We used these strategies in planning for the parent literacy component of the program. **Iowa Kids Count** discusses the importance of a quick response to student needs. *Husky Adventures* provides the time and staff for students to get in depth responses to their needs before/after the school day. Teacher time during the school day is sometimes limited and the needs are great. *Husky Adventures* fills the teacher need for time with students. **The Iowa After School Alliance** discusses the need for quality programming. Our program is built on research-based activities that lead to higher school achievement through remedial and enrichment activities that foster positive relationships. Teachers who lead activities must show how their camp will meet those criteria. Camps are fun and enticing to children, but they are also places where learning happens. Based on the national research that highlighted the need and importance academic supplementation, we implemented academic (including tutoring and homework help), enrichment, social/emotional, career readiness and parent literacy camps.

**Research generated by *Husky Adventures* Evaluators** collected over a five-year period, (2012 - 2017) and based on the Iowa Assessments in the Oelwein elementary and middle schools, show what was achieved locally.

	Elementary	Middle School
Reading	26-point standard gain in reading comprehension 65% who attended 30+ days newly proficient	27-point standard gain in reading comprehension 43% who attended 30+ days newly proficient
Math	23-point standard gains 61% who attended 30+ days newly proficient	20.4 point standard gains 46% who attended 30+ days newly proficient
Science	18 points standard gain 71% who attended 30+ days newly proficient	17 point standard gains 43% who attended 30+ days newly proficient
School Attend.	68% improvement	No indication
Discipline Refer.	Improvement by 57%	No indication

Family Involvement: Out of 23 parents surveyed, 95% reported that the students enjoyed the Husky Camps and 78% of students were happier and less stressed at home.

## SECTION 5: MANAGEMENT PLAN

### SECTION 5.1 PLAN TO ENSURE EFFECTIVE STAFFING

*Husky Adventures* has been a successful Before/After/Summer school program for three years. The Program Director has served in that position for 3 years. The *Husky Adventures* Site Directors, one for the elementary site at Wings Park and the second for the Middle School site, have been recruited from internal personnel who are experienced *Husky Adventures* staff and familiar with the goals the program, with students, and with faculty and staff. Both guidance counselors are involved with the program; the elementary counselor as the Program Director and the middle school counselor as the middle school Site Director. This longevity and continuity has made program growth successful. The OCS D superintendent and the elementary and middle school building principals serve as the administrators for the *Husky Adventures* Camps. High quality teaching staff from the elementary and middle school is hired and a student/staff ratio of 15:1 is maintained. It is important that professionals who understand the needs of the whole child deliver instruction in a setting with low class size.

**Recruitment of the *Husky Adventures* Project Director.** In the unlikely event the Project Director's position is vacated, regular recruitment procedures will be followed. The OCS D superintendent, building principals, representatives from the *Husky Adventures* Advisory Committee will serve on the *Husky Adventures* Project Director Interview team. The superintendent will post the position within the school buildings and on the web site/social media to seek a qualified individual. The interview team will interview and hire a Project Director.

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

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

#### **Responsibilities**

- Articulate the program's vision, mission, and goals of the afterschool program to staff, administrators, students, families, and community leaders to generate support/involvement.
- Communicate the program progress to the community through the newsletter and website.
- Ensure afterschool program compliance and quality.
- Support strong, effective partnerships between schools and community youth development providers.
- Support alignment between afterschool and school day; and alignment with the school district goals.
- Ensure that students receive afterschool learning experiences that support their academic and social emotional growth, health and well-being, college/career readiness, and school engagement/attendance
- Work with administration to plan and implement appropriate staff development
- Work to ensure communication with staff and to attend to staff needs for implementation of the program

**In addition to the Program Director, other personnel will be needed.** Hiring will follow regular procedures of the Oelwein Community School District. The personnel needed to continue the success of *the Husky Adventures* Camps will include the following:

*Teachers:* Principals and the Project Director explain the program, hours, and responsibilities to staff.

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

**Retention:** The number one reason for staff and teacher retention is the knowledge and belief that the *Husky Adventures* Program is a valuable part of their students' education. The Project Director is the elementary School Counselor and has been a leader in all facets of the program. The elementary site director is a teacher at Wings Park and has worked with *Husky Adventures* for all three of the previous years of the grant. The Middle School site director is the Middle School Guidance Counselor for the Oelwein Community Schools. The support of the Oelwein school administrators and the *Husky Adventures* Program Director has been a vital factor in retention of staff by encouraging staff participation, stressing clear goals, open communication, consistent expectations, positive relationships, and giving positive support through media and presentations to community groups. Positive involvement of our school board has provided validity for this program and for the staff.

#### **Professional Development**

Staff training includes the 21<sup>st</sup> Century grant expectations, data and reporting requirements. This training is provided by the Project Director prior to staff and volunteers working with students.

- The school district provides training in strategies for raising student achievement. Due to the active involvement of the professional school staff, these strategies are used in Husky Adventure camps.
- Teachers are receiving training in ACEs (Adverse Childhood Experiences).
- Additional professional development is provided in working with parents and families living in poverty in cooperation with social service partners.
- In all areas, the Project Director stresses that learning is the intended result of achievement activities and enrichment activities.
- Conferences and training such as those offered by the National Afterschool Association will be a part of the Site Managers Professional Development plan.

### **Strong Program Leadership**

Leadership maintains alignment through daily contact with school personnel which provides a communication avenue for staff. The building principal approves activities to insure alignment with school instruction. An implementation team reviews activities to insure they are aligned with school day instruction. This review is part of the school's Professional Learning Communities regular agenda.

### **Use of Volunteers.**

RSVP (Retired Senior Volunteer Program) has been active in Oelwein for over 12 years. The local coordinator recruits over 50 volunteers per year. These volunteers are given a background check before working with individual children and, under the direction of school staff, provide assistance with activities, relationship building, give one-on-one help with academic work during *Husky Adventures* camps as well as working. The Silver Cord, a program of high school students, gives back to the community through mentoring. Lastly, Big Brothers/ Big Sisters build positive relationships and improve achievement.

**5 year history of sustainability.** The following annotated list shows the resources that have been utilized to provide sustainability to the program. The *Husky Adventures* Project Director contacts and works out agreements with community organizations. This has provided strong community support as witnessed by parents, students and the educational community. **The school district** provides space, office equipment, transportation, web site, and custodial services. Needs are coordinated through the *Husky Adventures* Project Director. **RSVP** recruits volunteers to work one-on-one with children and collaborates with *Husky Adventures*. **Northeast Iowa Community College (NICC)** designs and provides summer programming. NICC works closely with the administrators and the *Husky Adventures* Project Director. **City of Oelwein** organizes our swimming lessons that are offered during summer school. The **nursing homes** Activities Directors work with the *Husky Adventures* Project Director to schedule activities such as buddy reading and other buddy activities. **Northeast Iowa Charitable** (local foundation) contributes financial aid to support swimming lessons. **Mercy Hospital** collaborates with *Husky Adventures* to provide classes in first aid, babysitting, and offers tours of the emergency room, which are utilized for field trips in the summer. **The Oelwein Public Library** staff and *Husky Adventures* coordinates summer school activities with the Before/After/Summer school program. The **Federal Nutrition Program** guidelines are used to select USDA approved healthy snacks and collaborates with school gardens managed/maintained on school grounds by the **Lion's Club**. **Fareway Grocery** collaborates holiday projects, and provides business support. **Northeast Iowa Food and Fitness** provides a leader for food and fitness camps and works closely with the camp leaders. **Alliant Energy** provides books and curriculum for electrical safety. **Shopko** has provided donations of cash and supplies when needed. **The Buchanan County Conservation District** provides environmental awareness/safety programming. **The Iowa State Extension** offers programming in nutrition, health, career readiness, and personal safety.

## **5.2. STUDENT TRANSPORTATION.**

a) Student transportation includes regular bussing of students to and from the before/after school program. Students attend the *Husky Adventures* program in their regular attendance center. Regular school transportation will be used to transport students (including students with disabilities) from the *Husky Adventures* program. Bus schedules will be posted on the district web site and Facebook page. Students who need bus transportation home will board the bus at Wings Elementary or the Middle School and be dropped off at the regular in-town sites at the elementary buildings and outlying communities within the district. Parents who prefer may pick up their children at the school site. Cameras are located in busses for monitoring purposes.

b) Translation: The Oelwein Schools partner with Keystone AEA to provide a full-time professional for hearing and speech services which can be available to *Husky Adventures*.

c) Safe facilities. Because the camps are located in the school building, school safety issues have been handled by the school district. School district buildings are regularly inspected by school maintenance staff. All school facilities are safe. Safety and accessibility concerns for off-site locations are managed by the Husky Adventures coordinator. Sites that do not meet safety standards will not be used or visited.

### **5.3 ORGANIZATIONAL AND PROGRAM LEADERSHIP STRUCTURE**

To sustain the organization and program leadership, the leadership team, comprised of the superintendent, the elementary/middle school principals, the Project Director, and the Advisory Committee, meets monthly.

Leadership functions of each member is as follows:

The Project Director reports to the building principals and meets as needed with the Administrative Team to coordinate matters of operations, curriculum, professional development, staffing, non-public school issues, communication, and other administrative functions as they arise. The Project Director is charged with communicating progress with the community through articles posted on the web site and on social media used by our parents. The Director is responsible for the actual operation of *Husky Adventures*.

While each site will serve different grades, an Advisory Committee will advise the entire K-8 *Husky Adventures* program and be the link between staff and the community. This committee will include the building principals, representatives of school staff, including teachers, paraprofessionals, school board, and representatives of major partners, parents, and youth. Their function is to:

- Monitor grant implementation to ensure *the Husky Adventures* is consistent with the plan as written.
- Evaluate outcomes, timelines, alignment with OCSD curriculum.
- Provide support for project initiatives.
- Monitor student and parent participation.
- Monitor the overall program quality.
- Develop strategies for project sustainability.
- Monitor staff needs for implementation of the program.
- Develop in-kind services provided by partners.

The leadership of this program is strongly supported by the Oelwein Community School Board and the Superintendent of Schools. A yearly report will be presented to the School Board regarding the *Husky Adventures* Program in addition to an evaluation report by our 2019 evaluators from the University of Iowa Center for Evaluation and Assessment. Saturday workshops will be offered for middle school students. Family nights will be scheduled each month to include dinner, a family activity, and an educational component. The average monthly total for the operation of the program will equal 60 hours per month. The program will run when school is in session to include summer school at Wings Park Elementary and Oelwein Middle School. Summer School will be offered for 30 days in the summer. This will include USDA approved lunch and breakfast.

### **5.4 CONTINUOUS PROGRAM IMPROVEMENT AND SUSTAINABILITY**

Our project design has the built-in capacity to monitor and make changes for continuous program improvement through collaborative planning between administration, staff, evaluators, and partners. The mechanism for this includes:

- Face-to-face meetings, email, social media, the Advisory Committee, and Professional Learning Groups.
- Professional development through the school is ongoing and scheduled during the length of the project. - school personnel are invited to attend relevant professional development activities of the school.
- Enrichment and social service partners have made commitments to support the program through in-kind services and professional development.
- Mapping of services from enrichment and social services encourages effective and improved coordination between service agencies and the school.
- Data will be collected as per our evaluation process to give us formative evaluation data for program mid-course corrections.
- Student surveys are given at the completion of *each Husky Adventure* Camp and will be reviewed to see if changes need to be made to improve the next set of camps.

- Parents are given surveys at the completion of each set of parent activities to determine what parents found most useful and what needs to be revised for the future.
- Partners use the Advisory Committee to review their data and make recommendations. The Project Director will have the responsibility for collecting and reviewing and sharing the results of data that show need for program improvement.

## Resources for sustainability

### A. Community Partners:

a) The program's documented successes encourage involvement of community partners. The Project Direction maintains a database of financial contributions and the ways funds are coordinated. Partners include, but not limited to, Northeast Iowa Charitable Trust, Wheaton Hospital, Churches, Fareway, Alliant Energy, ShopKo, Northeast Iowa Food and Fitness, Iowa State Extension, Buchanan County Conservation District, City of Oelwein, and Oelwein Public Library. Financial documentation maintained by the Project Director has been established to track donations, bequests, and in-kind resources from partners and donors.

b) Some school resources are diverted to the program as its success in increasing student achievement grows.

c) Other grants will be applied for as they become available.

**B. Advocacy.** Program Director informs all interested program partners and the community at large of the need to advocate with legislative bodies to preserve funding. Information is presented at meetings of various community groups and through social media.

**C. Media.** To develop and maintain strong community support for the *Husky Adventure* Program, we will make every effort to inform the public through local media resources of the activities and successes of the *Husky Adventures* programs. Local media resources that are most often used by our public include the Oelwein Daily Register, the Husky Adventures Facebook page, and the school website.

**D. Adaptability:** In uncertain economic times, sustainability planning must be creative, flexible, and rely on strong partners and internal support. It is essential to practice program sustainability at all times through networking and collaboration with all community partners and resources to meet the needs of all students.

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

**5-year history of sustainability.** The following annotated list shows the resources that have been utilized to provide sustainability to the program. The Husky Adventures Project Director contacts and works out agreements with community organizations that has provided strong community support as witnessed by parents, students and the educational community. **The school district** provides space, office equipment, transportation, web site, and custodial services. Needs are coordinated through the Husky Adventures Project Director. **RSVP** recruits volunteers to work one-on-one with children and collaborates with Husky Adventures. **Northeast Iowa Community College (NICC)** designs and provides summer programming. NICC works closely with the administrators and the Husky Adventures Project Director. **City of Oelwein** organizes our swimming lessons that are offered during summer school. The **nursing homes** Activities Directors work with the Husky Adventures Project Director to schedule activities such as buddy reading and other buddy activities. **Northeast Iowa Charitable** (local foundation) contributes financial aid to support swimming lessons. **Mercy Hospital** collaborates with Husky Adventures to provide classes in first aid, babysitting, and offers tours of the emergency room, which are utilized for field trips in the summer. **The Oelwein Public Library** staff and Husky Adventures coordinates summer school activities with the Before/After/Summer school program. The **Federal Nutrition Program** provides USDA approved healthy snacks as well as collaborates with school gardens managed/maintained on school grounds by the **Lion's Club**. **Fareway Grocery** collaborates holiday projects, and provides business support. **Northeast Iowa Food and Fitness** provides a leader for food and fitness camps and works closely with the camp leaders. **Alliant Energy** provides books and curriculum for electrical safety. **Shopko** has provided donations of cash and supplies when needed. **The Buchanan County Conservation District** provides environmental awareness/safety programming. **The Iowa State Extension** offers programming in nutrition, health, career readiness, and personal safety.

## SECTION 6: COMMUNICATION PLAN

### Outreach Strategies or Activities:

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

- Who:** The *Husky Adventures* Advisory Team includes media and technology experts who guide our communication efforts and who work with school personnel to publish and distribute print materials. The Site Managers, working with the Advisory Team are responsible for preparing materials with school principals who are responsible for approving publications. Media spokespersons have been trained to deliver our messages in a way that conveys the importance of the ongoing work.
- Why:** We use communication tools to strengthen our credibility and to assist us in pulling together as a team to achieve our vision. Our communications objectives are to 1) inform families of opportunities available to their children in the *Husky Adventures* Program, 2) to inform students of activities and options that are available to them, to answer questions about *the Husky Adventures* Program, 3) to inform the public about the general nature of the program so they can help us market this program to students and families in our school district, 4) to keep the community and potential fund donors aware of our plan and our progress. 4) document program successes 5) to share program evaluation information, particularly the impact of each activity on the achievement of students and 6) to keep our mission for positive change visible in all communication efforts.
- What:** During the planning for *Husky Adventures* Program project, parents met with the grant team to make recommendations for activities contained within this proposal and recommended the following changes and additions to increase parent involvement and communication with the school. They recommended the following: 1) use of social media through Facebook and Twitter where we post information each week: photos, and videos that also include videos from the school drone and other sources, 2) a newsletter for parents of students involved containing information about activities, a calendar of activities, recruitment of parents as volunteers for special events, and other news about the program as the need arises, 3) an informational *Husky Adventures* Program web page contained within the Oelwein Community School district web site, 4) a telephone hot line during hours of *Husky Adventures* Program operation when parents are encouraged to call with questions or ideas, 5) participation in workshop for helping students with specific topics being studied in the regular classroom, 6) offer classes in using computers and in using the school web site to access program information, 7) promotion of activities for parents provided by other community groups such as the Oelwein Public Library, 8) brochures regarding the program prepared and distributed through the Oelwein Chamber and Development Office, 9) a regular column in the Oelwein Daily Register and the widely-read Shopper, 10) PSA announcements on the local radio station. 11) In addition, public speaking at various events and clubs by a well-prepared, enthusiastic spokesperson contributes to the overall communication plan. 12) Use the Call 'em All technology to inform parents of weekly activities. 13) The Oelwein superintendent speaks to community groups about the activities and the value of our *Husky Adventure* program. These activities, while not a complete or all-inclusive list, have proven to be a successful communication outreach. All communication will note that *Husky Adventures* is funded through a 21<sup>st</sup> Century Community Learning Center grant
- When:** Communication outreach is an ongoing activity with weekly announcements planned. A schedule for each type of communication will be developed at the Advisory Committee.
- Impact:** Records have been kept of the communication strategy used during each month. Students and families have also been surveyed at family events to determine which strategies are having the most impact allowing us to as identify the most effective strategies and to make any formative adjustments.
- Target Audience:** Our primary target audiences are families and students who live in poverty, particularly students who are not achieving at high levels. To keep the program working for students, we also need to target our partners, school personnel, and donors.

**SECTION 7: PARTNERSHIPS**

**7/1. Existing partners and their role.** Each partner, as described below, has agreed to a commitment of time and expertise in the implementation of *Husky Adventures*. They are committed to quality programming including the staffing, delivery, and full implementation of their role in *Husky Adventures*.

<b>Partnerships w/MOU</b>	<b>Programming</b>
<b>Oelwein Schools</b>	The school district assists in hiring, provides space, administrative and custodial services, office equipment and supplies.
<b>Oelwein Public Library</b>	The public library offers an after school program when school dismisses early each Wednesday and offers reading programming for summer school programs. They provide camps for various genres of youth literature.
<b>Oelwein Chamber and Area Development</b>	Oelwein Chamber and Area Development (OCAD) works with the Husky Adventures Program to provide field trips to local businesses so students have a better understanding of our community and job options available locally.
<b>Iowa State Extension</b>	Programming in nutrition, health, and safety well-being.
<b>City of Oelwein</b>	Twelve activities outlined in their MOU involving city departments including fire, police, swimming pool, water department, career education, and others.
<b>East Penn Manufacturing</b>	Activities involving careers, STEM, safety, environmental health, job shadowing.
<b>Lions Club</b>	Community garden
<b>School Nurse</b>	First aid camps, home and school safety, fitness and nutrition
<b>Big Brothers/Big Sisters</b>	Offer a school-based program for brothers/sisters and their mentor. The mentors meet with their little brother or sister during Husky Adventure time for activities.

**Organizations who provide time and personnel to Husky Adventures. MOUs are pending but are listed here for reference.**

<b>Child Health Specialty Clinic: University of Iowa</b>	Child Health Specialty Clinic is a partner with us in this grant application and serve on our Advisory Board. They work with us to provide health information to families for both mental and physical health, nutrition, obesity, behavioral challenges, and other mental and physical health concerns for children as requested. We use their new Family Navigator program which helps empower families to connect with school for positive outcomes.
<b>RSVP</b>	The RSVP program has a local coordinator who maintains an office in the schools. She recruits senior citizen volunteers with a successful “TAG You’re It” program RSVP provides expanded services to include both academic, enrichment, and parent literacy under the direction of staff as needed.
<b>Elementary Parent Teacher Organization</b>	The elementary PTO plans family activities during the year which include an evening meal. They will partner with Husky Adventures and to increase the number of family nights and expand them to include parent education, and student and family activities.
<b>Northeast Iowa Community Action Corporation</b>	Northeast Iowa Community Action Corporation serves families living in poverty. They have four certified Family Development Specialists who work with families using several tools to move families into the self-sufficiency position. They also have transportation vehicles, which can be used to transport qualified families to Husky Adventure activities. This partnership works primarily with the Family Literacy component of this program.
<b>Mercy Hospital</b>	The hospital offers field trips, first aid course, and sponsor and pay for the RSVP director. The Mercy Living Plus director offers Craft Buddies for students and the senior residents.
<b>Williams Wellness Center</b>	Currently the Wellness Center offers an After-School Program from 3:30 – 5:30 for all students. The Wellness Center will expand their program to partner with the Husky Adventures Program and will offer fitness activities for Husky Adventure participants.

<b>Upper Iowa University Tutors</b>	Upper Iowa University tutors promote college awareness and preparation, tutoring and supplementing instruction in basic skills. Activities are held on campus so students become aware of what a college experience can be.
<b>Churches</b>	Presbyterian Church sponsors, “Winterize Your Neighbor,” a winter clothing give-away
<b>Local Banks</b>	Banks sponsor the Junior Achievement program.
<b>Northeast Iowa &amp; Oelwein Food and Fitness &amp; FFA</b>	Husky Adventure Camps focus on education and guidance in healthy food selection choices that are interesting for youth. The camps also partner with the school lunch program and grow produce in a school garden.
<b>Boy/Girl Scouts</b>	Collaborate with and sponsor Husky Adventures Camp for youth leadership development.
<b>Big Brothers/Big Sisters</b>	Offer a school-based program for brothers/sisters and their mentor. The mentors meet with their little brother or sister during Husky Adventure time for activities.
<b>High School Industrial Tech</b>	Worked with students to plan and build various small construction projects.
<b>Fayette Co. Extension</b>	Offer 4H programming and STEM activities with first and second graders.
<b>UNI</b>	STEM partnership: Worked with us to provide the STEM festival, which was attended by over 700 students and parents.
<b>Buchanan County Conservation District</b>	Provides environmental awareness/safety programming.

**Section 7.2 Monthly Schedule of Meeting, Engaging Partners Recruiting new partners, maintaining relationships.**

**Engaging Partners over lifetime of grant.**

The majority of our partners have been with us since the beginning of our program in 2014. Our partners have been involved in the planning and designing of *Husky Adventures* and have taken ownership in their part of serving all students. As part of their commitment to the project, partners sign a Memorandum of Understanding (MOU) before they begin their partnership. Partnerships are collaborative with the common mission of increasing literacy in math, reading, science, enrichment, family life and personal well-being. The Project Director and the Oelwein Superintendent maintain communication with all partners via email, face-to-face contact, social media, and through personal contacts in other community organizations.

**Recruiting new partners.**

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

**Maintaining Relationships.**

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

**Monthly schedule of Meetings**

Monthly meetings are scheduled for partners to discuss and coordinate plans for student activities. The meetings are chaired and agendas prepared by the *Husky Adventures* Project Director. A schedule of meetings with partners who will be active each quarter will be prepared by the Project Director and provided to each partner for planning and communication purposes. Those partners invited to monthly meetings during the quarter to plan, coordinate, implement, and evaluate their camps. It is important to be aware of the time constraints of partners while maintaining a high degree of expectations for student success.

## **SECTION 8: EVALUATION**

### **8.1. EVIDENCE THAT AN EXPERIENCED EVALUATOR IS IN PLACE**

The Oelwein school district has contracted the **Center of Evaluation and Assessment (CEA)** to oversee the Husky Adventures program. The CEA is housed in the College of Education at the University of Iowa and is a Board of Regents approved center. Since 2015 the CEA has been under the direction of Professor Liz Hollingworth, PhD. Dr. Hollingworth is dually employed as a faculty member in the College of Educational Policy and Leadership Studies Department. In her position, she conducts ongoing research on issues of leadership, evaluation, and assessment and works closely with graduate students teaching the methodology of evaluation. The CEA has a standing history of successful implementation of the Evaluation Standards, and this reputation continues under Dr. Hollingworth's direction. Made up of a team of faculty, staff, and graduate students, the CEA conducts multiple forms of program evaluation and assessment around the world.

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

### **8.2 EVALUATION RESULTS: RESULTS USED TO REFINE, IMPROVE, AND STRENGTHEN THE PROGRAM**

All data collected is intended to monitor program as outlined effectiveness and accountability as described in this application. The Oelwein Community School District's Infinite Campus system will collect student grades, attendance, and behavior referrals. Student, teacher, and parent surveys will be used to assess outcomes along with the Panorama survey and Iowa Youth Survey. See Types of Data below for specific quantitative and qualitative measures. Quality checklists of facilities, safety, scheduling, and consumer satisfaction will be used to monitor program implementation. All evaluation results will be regularly shared with program staff to assist in coaching and professional development. Evaluation results are also shared with parents, partners, and the general community, keeping in mind the need to maintain confidentiality for certain types of data.

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

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

- 1) Types of Data (at a minimum)
  - a) Quantitative Data including Grades, Iowa Assessments, MAPS, Attendance records, Records of suspension/expulsion, Discipline records, Health Records
  - b) Qualitative Data, Interviews, Surveys, Iowa Youth Survey, Panorama Survey, Focus Groups, SWIS.
- 2) A Specific evaluation plans for each goal area (Academic, Enrichment, Family) and for the Iowa Search Institute results will be created will be developed by the evaluators. Each plan will, at a minimum, outline:
  - a) Academic and Enrichment Goals
    - numbers and characteristics of students served (name, age, gender, grade level, and other appropriate information normally contained in school records, grades, frequency of use of services. other records are required by grant).
    - identify student needs, activities provided to meet each need, and activities used by the students
    - document changes in the student as a result of activities:
      - school performance of students served (grades, standardized tests, other quantitative data as needed)

- school attendance of students served
  - social interaction with peers and adults of students served
  - social/emotional health of the student
  - personal well-being
- b) Family Literacy Goals
- numbers and characteristics of adults served (name, age, gender, and other appropriate information, frequency of use of services. other records are required by grant).
  - identify family needs, activities provided to meet each need, and frequency of use for each activity.
  - document changes in family literacy as a result of these activities.
- c) Specific evaluation plan for partnership and coordination developed as a result of this program
- between the Before/After/Summer School program and the school program
  - between the Before/After/Summer School program and partnerships
  - between the Before/After/Summer School program and families served
- 3) Statistical analysis:
- a) appropriate statistical tools will be selected and used for reporting of Panorama Survey, Iowa Youth Survey, SWIS.
  - b) each objective will be analyzed to determine whether its effectiveness is being measured by the evaluation tools.
  - c) each evaluation tool will be analyzed in terms of which objectives effect each evaluation tool.
  - d) each objective will have multiple evaluation data from which the objective's effectiveness and success can be determined.
  - e) evaluation tools will be added, eliminated, or revised to align the evaluation process with the objectives

**Evaluation Results Used to Refine, Improve, and Strengthen the Program.**

- Evaluation results will be provided by the quantitative and qualitative evaluator at the completion of Year 1 and each subsequent year of the program.
- The results will be organized into three categories: Academic, Enrichment, and Parent Literacy in order to easier review evaluation results in terms of Husky adventures goals.
- Personnel involved in the review of data will include Husky Adventures Project and Site Coordinators, school building administrators, Guidance personnel, teachers who worked in the Husky Adventures program, and Community Partners who provided Husky Camps
- Non-confidential group data will be shared.
- Camps will be evaluated in terms of which camps were most successful in terms of meeting academic and enrichment goals, family literacy goals.
- Plans for continuing specific camps, modifying camps, adding new camps or eliminating those that did not meet program goals will be recommended to the Program Director.
- The Program Director will work to implement recommendations
- Individual student data will be reviewed by the professional staff.

**Timelines and Strategies to Make Evaluation Reports Public in A Form and Language That Is Easily Understood:**

In an effort to provide the public with an easy to understand report, the evaluation report will contain charts and graphs to explain the data. All acronyms will be clearly explained. Videos and other visuals highlighting the results of the evaluation will be posted on the district web site and on Facebook and will be used to make presentations

Timelines for sharing results:

May: school and after school staff, the school board, the District Leadership Team

June: the School Improvement Advisory Committee (SIAC), Keystone AEA.

Ongoing: community groups presentations

**SECTION 9. BUDGET**

The budget will serve 75 elementary students in grades K-5 at the Wings Park site before and after school. The Elementary budget total is \$143,400 for elementary programming per year. The Middle School will serve 75 students for the before/after school program. 160 elementary and middle school students will be served in summer school. The Middle School budget total is \$101,700. Each budget has been calculated separately, but shown here as a total \$245,100 budget request per year.

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

MOUs from Community Partners show their in-kind contributions to exceed \$40,000. This strong support from our small community demonstrates a willingness to share their time, personnel, and resources with the school and the young people of our town. The total for running this project will be \$732,300.00 is coming from this request with an additional \$40,000 from MOU’s.

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

Project Directors @ \$30 per hour as per contract plus FICA and IPERS total of 17.56%	\$30,060
1 Elementary Director for 500 hours per year, 1 Middle School (MS) for 250 hours per year	
2 Administrative Assistants, 1 each for the Elementary and MS	\$15,155
Each at the contract rate of \$12 per hour plus FICA and IPERS	
Certified Staff at contract rate of \$25 per hour plus FICA and IPERS	\$44,067
5 certified staff for Elementary and 2 for MS	
Paraprofessionals	\$26,460
1 certified Family Literacy staff for both Elementary and MS.....	\$2,518
<u>Insurance for 2 paraprofessionals @\$7,100</u>	<u>\$14,200</u>
<b>Total for personnel: Elem-\$85,960; MS-\$43,671 All</b>	<b>\$132,460</b>

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

**Total Staff Development Budget**

per year at 5%.....	<b>\$12,205</b>
● Professional Development for 10 Certified Staff.....	\$5,216
10 staff at contract rate of \$16.58 per hour plus IPERS and FICA – 15 hours	
● Writing for 7 Certified Staff	\$5,216
7 staff for 10 hours @16.58 per hour plus IPERS and FICA	
● <u>Grant Orientation for 8 paraprofessionals.....</u>	<u>\$1,773</u>
<b>Total for Staff Development.....</b>	<b>\$12,205</b>

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

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

**Student access, Transportation up to 8%.....\$19,528**

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

**Evaluation no less than 4% per site or 8% maximum. \$8,400**

5.6% is budgeted over 3 years to pay the expenses of the two evaluators.

**Administrative Indirect Costs 8% maximum**

The indirect cost rate is 2.32%

We have budgeted 6.5% over 3 years. **\$13,776**

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

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

**Elementary Materials: \$24,755**

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

**Middle School Materials \$25,355**

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

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

## **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: Wings Park Elementary School</b>		
<b>Site Address: 111 8<sup>th</sup> Ave. NE</b>		
<b>City, State, Zip: Oelwein, IA 50662</b>		
<b>Phone: 319-283-1984</b>		
<b>Site Contact Person: Barb Schmitz</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
Parkside Elementary		
Wings Park Elementary		
<b>21CCLC Site Name: Oelwein Middle School</b>		
<b>Site Address: 300 12<sup>th</sup> AVE. SE</b>		
<b>City, State, Zip: Oelwein, IA 50662</b>		
<b>Phone: 319-283-3015</b>		
<b>Site Contact Person: Barb Schmitz</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program

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

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

**Part A: Nondiscrimination**

As the designated applicant agency representative, I certify that the 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. Program agrees to provide a minimum of 60 hours contact time a month and 30 days of summer school (if applicable).

**Part G: Evaluation and Data Collection**

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program agrees to collect additional data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by the Iowa Department of Education and the U.S. Department of Education, 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 21<sup>st</sup> Century Community Learning Centers Program was developed and will be carried out in active collaboration with the schools the students attend. Effective integration of the 21CCLC with the regular school day requires that there be a dedicated effort to achieve ongoing communication and articulation of issues between regular school and before and after school staff. Such efforts might include, but are not limited to, 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 student's 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.

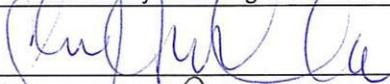
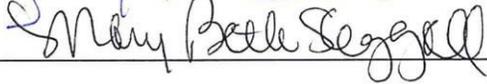
**Part N: Grant Termination (Additional conditions in Appendix D)**

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
<i>Barbara Schmitz</i>	<i>Delwain Community School</i>

**Certification:** As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement data, attendance and other requested data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by the Iowa Department of Education.

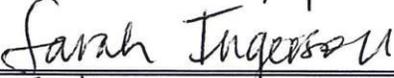
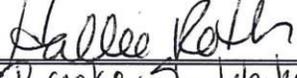
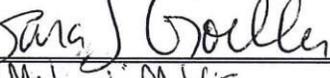
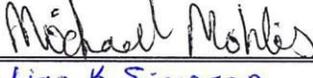
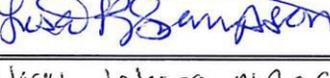
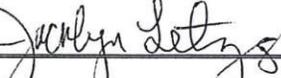
Signature of Local Education Agency Superintendent	Local Education Agency Name
	<i>OELWAIN SCHOOLS</i>
Signature of Site Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name
	<i>Wings Park Elementary</i>
	<i>Delwain Middle School</i>

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

**FORM C: COLLABORATIVE SIGNATURES**

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

Applications only allowed up to three (3) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Sarah Ingerson / Reading Teacher	Agency	Delweir Schools
Signature		Address	1209 Elm
		City/Zip	Delweir, SD 57022 Phone 319-238-1064
Name/Title	Jeri Hunzelman - Teacher	Agency	Delweir Comm. Schools
Signature		Address	2416 Park 2nd Ave NW
		City/Zip	Waverly SD 57077 Phone 319-290-9409
Name/Title	Michelle Gearhart - teacher	Agency	Delweir Schools
Signature		Address	1116 2nd St SE
		City/Zip	Delweir SD 57062 Phone 319-238-4030
Name/Title	Hallie Roth - Food Director	Agency	Delweir Schools
Signature		Address	620 7th Ave NE
		City/Zip	Delweir Phone 319 883 5186
Name/Title	Brooke Studebaker - Secretary	Agency	Delweir Schools
Signature		Address	402 2nd Ave NW
		City/Zip	Delweir SD 57062 Phone 319-269-7559
Name/Title	Sara J. Goeller - Secretary	Agency	Delweir School
Signature		Address	204 1st Ave NE
		City/Zip	Delweir SD 57062 Phone 319-283-4444
Name/Title	Michael Mohlis	Agency	Delweir Schools
Signature		Address	16 12th Ave SE
		City/Zip	Delweir, IA 50662 Phone 319-238-3008
Name/Title	Lisa K Simpson	Agency	Delweir Schools
Signature		Address	728 2nd Ave NE
		City/Zip	Delweir IA 50662 Phone 319-283-5997
Name/Title	Jaclyn Letzinger - At-Risk Coordinator	Agency	Delweir Schools
Signature		Address	303 11th Ave SW
		City/Zip	Delweir SD 57062 Phone 319-238-1649

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

**Applications only allowed up to three (3) additional pages for signatures.**

Name/Signature		Agency Affiliation	
Name/Title	Jennifer Vance	Agency	Wings Park School
Signature	Jennifer Vance	Address	111 8th Ave NE
		City/Zip	Oelwein IA Phone 319 283 1982
Name/Title	Manica Dinsdale - Para	Agency	Wings Park School
Signature	Manica Dinsdale	Address	111 8th Ave NE
		City/Zip	Oelwein IA Phone 319 283 1982
Name/Title	Jeanne M. Zich Para	Agency	Wings Park School
Signature	Jeanne M. Zich	Address	111 8th Ave NE
		City/Zip	Oelwein IA Phone 319 283 1982
Name/Title	Cathy Close - Para	Agency	Wings Park School
Signature	Cathy Close	Address	111 8th Ave NE
		City/Zip	Oelwein IA Phone 319 283 1982
Name/Title	Jessa Drake / Teacher	Agency	Wings Park School
Signature	Jessa Drake	Address	111 8th Ave NE
		City/Zip	Oelwein IA Phone 319 283 1982
Name/Title	Kelli A. Stoler / Teacher	Agency	Wings Park School
Signature	Kelli A. Stoler	Address	111 8th Ave NE
		City/Zip	Oelwein IA Phone 319 283 1982
Name/Title	Lisa Hamilton / Secretary	Agency	Wings Park School
Signature	Lisa Hamilton	Address	111 8th Ave NE
		City/Zip	Oelwein IA Phone 319 283 1982
Name/Title	Kathy Forsyth, Teacher	Agency	Wings Park School
Signature	Kathy Forsyth	Address	111 8th Ave NE
		City/Zip	Oelwein IA Phone 319 283 1982
Name/Title	Jeanne Hamilton, Counselor	Agency	Wings Park School
Signature	Jeanne Hamilton	Address	111 8th Ave NE
		City/Zip	Oelwein IA Phone 319 283 1982

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

**Applications only allowed up to three (3) additional pages for signatures.**

Name/Signature		Agency Affiliation	
Name/Title	Mary Jo Kor/Teacher	Agency	Wings Park School
Signature	<i>Mary Jo Kor</i>	Address	111 8th Ave NE
		City/Zip	Oelwein IA Phone 319-283-1982
Name/Title	Emmy Weig/Teacher	Agency	Wings Park School
Signature	<i>Emmy Weig</i>	Address	111 8th Ave NE
		City/Zip	Oelwein IA Phone 319-283-1982
Name/Title	Shelly Houge/Teacher	Agency	Wings Park School
Signature	<i>Shelly Houge</i>	Address	111 8th Ave NE
		City/Zip	Oelwein IA Phone 319-283-1982
Name/Title	Tammy Stasi/Teacher	Agency	Wings Park School
Signature	<i>Tammy Stasi</i>	Address	111 8th Ave NE
		City/Zip	Oelwein IA Phone 319-283-1982
Name/Title	Jean Merkle/Administrator	Agency	Upper Iowa University
Signature	<i>Jean Merkle</i>	Address	605 Washington St
		City/Zip	Fayette IA Phone 563 425 5281
Name/Title	Trixie Reed	Agency	Wings Park School
Signature	<i>Auxie A. Reed</i>	Address	111 8th Ave NE
		City/Zip	Oelwein IA Phone 319 283 1982
Name/Title	Tera Spersflage	Agency	Wings Park School
Signature	<i>Tera Spersflage</i>	Address	111 8th Ave NE
		City/Zip	Oelwein IA Phone 319-283-1982
Name/Title	Emily Woody/Helcher	Agency	Wings Park School
Signature	<i>Emily Woody</i>	Address	111 8th Ave NE
		City/Zip	Oelwein IA Phone 319-283-1982
Name/Title	Karen Bouska	Agency	Wings Park School
Signature	<i>Karen Bouska</i>	Address	111 8th Ave NE
		City/Zip	Oelwein IA Phone 319 283/982

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

**21CCLC TOTAL FUNDING REQUEST**

(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>
<u>2</u>	185 _____	<u>\$244,100</u>	<u>\$732,300</u>

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

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

Name of Program Site	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
<b>Wings Park Elementary</b>	<b>\$143,400</b>	<b>\$143,400</b>	<b>\$143,400</b>	<b>\$430,200</b>	<b>110</b>
<b>Oelwein Middle School</b>	<b>\$100,700</b>	<b>\$100,700</b>	<b>\$100,700</b>	<b>\$302,100</b>	<b>75</b>
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

**TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 110**

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

**Applicant Agency:**

**Oelwein Community Schools** \_\_\_\_\_ **Site:** \_\_\_\_\_ Wings Park Elementary \_\_\_\_\_

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

**Restrictions:** Please refer to **Section II C** of the RFA for specific budget restrictions. **Number of Students Served:** 110

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$77,960	\$7,585	\$77,960	\$7,585	\$77,960	\$7,585	\$256,635
Staff Travel	\$250		\$250		\$250		\$750
Materials	\$22,055		\$22,055		\$22,055		\$74,265
Professional Development (minimum 5% per year)	\$5,000	\$2,170	\$5,000	\$2,170	\$5,000	\$2,170	\$21,510
Student Access, Transportation etc. (maximum 8% per year)	\$10,000	\$1,472	\$10,000	\$1,472	\$10,000	\$1,472	\$34,416
Evaluation (maximum 4% per year)	\$5,000	\$736	\$5,000	\$736	\$5,000	\$736	\$17,208
Administrative/ Indirect Costs (maximum 8% per year)	\$8,000	\$472	\$8,000	\$472	\$8,000	\$472	\$25,416
<b>Totals</b>	\$128,265	\$15,135	\$128,265	\$15,135	\$128,265	\$15,135	\$430,200

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 75

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

**Applicant Agency:**

**Oelwein Community Schools** \_\_\_\_\_ **Site:** Middle School \_\_\_\_\_

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

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

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$46,415	\$500	\$46,415	\$500	\$46,415	\$500	\$140,745
Staff Travel	\$250		\$250		\$250		\$750
Materials	\$25,055	\$300	\$25,055	\$300	\$25,055	\$300	\$76,065
Professional Development (minimum 5% per year)	\$4,000	\$1,035	\$4,000	\$1,035	\$4,000	\$1,035	\$15,105
Student Access, Transportation etc. (maximum 8% per year)	\$7,000	\$1,056	\$7,000	\$1,056	\$7,000	\$1,056	\$24,168
Evaluation (maximum 4% per year)	\$7,240	\$800	\$7,240	\$800	\$7,240	\$800	\$24,120
Administrative/ Indirect Costs(max. 8% per year)	\$6,000	\$1,049	\$6,000	\$1,049	\$6,000	\$1,049	\$1,049
<b>Totals</b>	\$95,960	\$4,740	\$95,960	\$4,740	\$95,960	\$4,740	\$302,100

### 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.

**XXXXXX** 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.

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

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

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

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

## Form E: Minority Impact Statement

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

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

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

**Describe the positive impact** expected from this project

Indicate which group is impacted:

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

**Describe the positive impact** expected from this project: The Oelwein Community School programming will support the improvement of academic, social/emotional and career readiness success of all students. The grant will be used to enhance opportunities for minority students and their families.

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

**Describe the negative impact** expected from this project

---

---

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

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

Indicate which group is impacted:

- Women
- Persons with a Disability
- Blacks
- Latinos
- Asians
- Pacific Islanders
- American Indians

\_\_\_ Alaskan Native Americans  
\_\_\_ Other

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

Present the rationale for determining no impact.

\_\_\_\_\_  
\_\_\_\_\_

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

Name: Barbara Ackmitz  
Title: School Counselor

### Definitions

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

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

b. As used in this subsection:

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

“Disability” does not include any of the following:

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

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

## FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

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

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

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

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

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

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

	<p><b>Private School Consultation Meeting Log</b></p> <p><b>Date: November 16, 2018</b> <b>Time: 10am</b> <b>Location: Sacred Heart School Office</b></p>
--	---

**Meeting called by:**

**Type of meeting:**

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

----- **Agenda Topics** -----

**Welcome** [Insert Name] [Insert time allocation]

Discussion: Summer School

Before and After School Programming

Conclusions: Sacred Heart will participate in programming. Busing will be provided by OCSD.

Action Items:

Person responsible:

Deadline:

Barb Schmitz

11-16-2018

**Resources for Non-Public Schools** [Insert Name] [Insert time allocation]

Discussion:

Conclusions:

Action Items:

Person responsible:

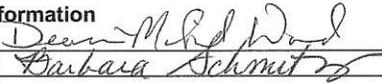
Deadline:

Continues on next page.

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

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

**Other Information**

Resource persons:	
Special notes:	

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



# Big Brothers Big Sisters.<sup>®</sup>

OF NORTHEAST IOWA

Fayette/Buchanan Counties  
19 S Frederick Ave, Ste 2  
PO Box 133  
Oelwein, IA 50662  
(P) 319.238.8135

December 10, 2018

Memorandum of Understanding  
For: Oelwein Community School 21<sup>st</sup> Century Grant  
Abby Bouska: Big Brothers Big Sisters of Buchanan & Fayette Counties  
Program Manager

I am writing my Memorandum of Understanding to make a commitment to the 21<sup>st</sup> Century Grant application. The Big Brothers Big Sisters office will work with the 21<sup>st</sup> Century Grant by:

- Mentor at the after school program with school based Big Brothers and Big Sisters.
- Offer camps with after school program about home safety.
- Support the staff of the 21<sup>st</sup> Century Grant with chaperoning, attending family events.
- Be available for other suggested activities.

Big Brothers Big Sisters of Buchanan & Fayette Counties supports the grant through volunteer hours and any additional support that will be suggested while the grant is developing.

Respectfully,

Abby Bouska  
*Program Manager of Buchanan and Fayette County*  
Big Brothers Big Sisters of Northeast Iowa  
(319) 238-8135

DEFENDERS OF POTENTIAL



December 7, 2018

Memorandum of Understanding

For: Oelwein Community School 21<sup>st</sup> Century Grant

Karrie Peterson: Oelwein Community School District Nurse

I am writing my Memorandum of Understanding to make a commitment to the 21<sup>st</sup> Century Grant application. The health office will work with the 21st Century Grant. The Health Office will:

- Create camps for students on First Aid.
- Fitness and Nutrition Camps.
- Safety in the home after school. (making 911 calls, recognizing danger)
- Support the staff of the 21<sup>st</sup> Century Grant with chaperoning, attending family events.
- Be available for other suggested activities.

The Health Office at Oelwein has seen the value of the 21<sup>st</sup> Century Grant. I will be available to support and work with grant.

*Karrie Peterson MSN RN*

Karrie Peterson

Oelwein Community School District Nurse MSN RN



December 8

Memorandum of Understanding between the Oelwein Community School District and the Husky Adventures K-8 Program (21<sup>st</sup> Century Community Learning Centers)

The Oelwein Community School District has a rich 20-year history of searching and receiving for awards for programs the district could not fund from the general fund budget. Over \$7,000,000 million dollars has been generated for at risk programs, career and technical education, curriculum development, and technology. This has resulted in close collaboration with community partners including signed confidentiality agreements, increased services for at risk students and families, educational uses of computers, student activities connecting school to work, differentiated educational strategies for students.

Recently, we have been able to provide 21<sup>st</sup> Century Community Learning Centers for K-8 during 2013-2018 and another for high school during 2015-2020. The school understands the importance of these 21<sup>st</sup> Century funds to our student's achievement, personal growth and development, and to the families of these students. We whole-heartedly offer our resources as an in-kind donation for this program and encourage staff and community to use these resources for the benefit of our students. Although the district receives 2.32% of the grant budget for indirect costs, we have estimated an additional \$25,000 for in-kind donations over and above the indirect costs.

- 10 classrooms for 180 days (including summer school)
- 2 gyms and 1 athletic training center used before and after school
- utilities
- custodial assistance
- transportation between school and home
- use of school equipment and business machines
- incidental use of personnel as needed including superintendent, principals, business office, IT department, custodial, transportation, and clerical staff

The school is appreciative of the opportunities the 21<sup>st</sup> Century Community Learning Center awards make possible for our students and will do everything possible to ensure these funds are used to meet the program goals for students and their families.

Sincerely,

Candace King, School Board President *Candace King*

Charlene Stocker, School Board Vice President *Charlene Stocker*

Joshua J. Ehn, School Superintendent *J. Ehn*

Oelwein Community School District | Joshua J. Ehn, Superintendent | jehn@oelwein.k12.ia.us  
307 8th Ave. SE Oelwein, IA 50662 | Phone: 319-283-3536 | www.oelweinschools.com



Oelwein Public Library  
201 East Charles Street ~ Oelwein, Iowa 50662-1939  
319.283.1515 (v) ~ 319.283.6646 (f)

December 6, 2018

Memorandum of Understanding between Oelwein Community School and Oelwein Public Library, which shall begin upon grant approval.

The Oelwein Public Library and the Oelwein Community School District enjoy a history of collaboration. Husky Adventure Camps have participated in special programs and events in conjunction with the nation-wide, themed Summer Reading Program. Also, classrooms have attended field trips to experience national traveling exhibitions hosted by the library such as the Smithsonian Institution's *Exploring Human Origins: What Does it Mean to be Human*, *World War I and America*, *Civil War 150*, *Created Equal: America's Civil Rights Struggle*, and *Visions of the Universe: Four Centuries of Discovery*. In addition, library staff have served as mentors in the Senior Seminar Program.

The Oelwein Public Library will enthusiastically work in partnership with the Oelwein Community School through the Twenty-first Century Community Learning Center to provide enlightening programs such as

- viewing the solar system and constellations with an indoor planetarium moderated by the Grout Museum.
- Skyping with astronauts at the International Space Station.
- experiencing the universe through a three-dimensional, computer-generated world using the Oculus Go virtual reality headset.
- designing and replicating our solar system by calculating the distance between the planets and the sun in relation to our city with the library as the sun and Fontana Park as Neptune.
- designing the props and writing the script for an Escape Room.
- hosting a Computer Club Competition.
- students advising library staff in collection development by setting a budget and buying books of interest for their age groups for the library's youth collections.

Oelwein Public Library agrees to

- provide staff in planning and monitoring programs.
- provide indoor and outdoor facilities for events and discovery.

- provide supplies needed for activities.
- connect with other libraries who share ideas and opportunities.
- advertise events through newsletters, electronic message boards, websites, and social media.
- provide participating student data for program reporting.
- pay for programming fees in a timely manner.

The contributions from the Oelwein Public Library for program support and in-kind services has an estimated value of \$7,500.00. The library gladly supports the opportunities this partnership provides to our community.



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Susan Macken, Library Director  
Oelwein Public Library  
201 E Charles Street, Oelwein, Iowa 50662  
[smacken@mehsi.com](mailto:smacken@mehsi.com)  
(319) 283-1515

# Zion Lutheran Church

402 East Charles Street      Oelwein, Iowa 50662  
319 283-1207

"The Welcome Place"

"Reaching Out with the Love of Jesus"

## Memorandum of Understanding

**December 7, 2018**

**Applicant Name: Husky Adventures**

**Partner Name: Zion Lutheran Church**

**Background**

Zion Lutheran Church has desired to have a deeper relationship with the Oelwein Community School District and the programs offered at the school. Zion Lutheran Church has worked toward developing this relationship by encouraging the pastor to have conversations with the people who work at the school and by having the pastor available for emergency situations.

**Purpose**

The goal that Zion Lutheran Church has for its relationship to the school and the Husky Adventures program is to be able to offer services and other resources to the school because the members of Zion Lutheran Church want to be able to help the students learn about the value of a nonprofit and faith-based organization.

**Means of Support**

Contribution	Quantity/Amount	Value
Financial	Material Resources that are desired by the school to support the program: If the school tells the pastor and/or other people in the church about materials that are needed, the congregation could help provide those supplies.	\$1000
In-Kind/Volunteers	People hours needed by the school to assist in running the program: There are people in the congregation who would be willing to come to the school if they were asked.	\$500
Facilities	The church basement: If there would be a need for extra space for the program, the school could help in providing space within the church building.	\$200
	The church sanctuary: The church would offer a field trip of the church, so the kids could see how various pieces of equipment (i.e. the organ) work	\$100
Staff	The pastor: The pastor in the church would be willing to offer to help in equipping the kids with certain skills and values (i.e. ethics and self-esteem, working in a non-profit organization)	\$200

If the church would provide people for the program, the church would do background checks on those people. The church would also pay for those background checks.

Pastor Josh Schunk  
Zion Lutheran Church  
402 E. Charles St.  
Oelwein, Iowa 50662



E-mail: pastjosh@hotmail.com Phone: 319-283-1207

December 7, 2018

Oelwein Elementary, Middle School 21st Century Grant  
Stephen and Sandra Bradley

Forty years ago our family moved to Oelwein so I could become principal at Wings Park Elementary, a position I held for 26 years. My wife Sandy worked as a teacher associate in the Middle School before becoming director of the Oelwein Chamber. The school and community have provided a fine place for our family to live and for our children to grow and prosper. We want to continue doing our part to see that other children enjoy the same experiences and more. Our community has suffered greatly over the years due to the railroad shutting down and a couple large industries closing or moving out of town. Because of this, available and inexpensive housing has drawn many needy families to our community and put a strain on our resources.

We wholeheartedly support our districts efforts to secure this grant to provide additional, valuable experiences for our youth through the before and after school program and we plan to volunteer our services where appropriate. We agree to:

- 1) provide assistance for special before and after school activities
- 2) serve as a representative / member on advisory boards as needed
- 3) work with fellow Oelwein Lions to provide opportunities for youth to work in our community garden
- 4) team with school personnel to acquire in-kind and financial support

The above short list includes but is not limited to the various ways that we and other families in our community can support this valuable program for our K-8 students. We appreciate your consideration given to our School District's request for a share in the financial resources made available through this grant.

  
Stephen Bradley

  
Sandra Bradley

# IOWA STATE UNIVERSITY

## Extension and Outreach

Fayette County Extension Office  
218 South Main Street  
P. O. Box 700  
Fayette, IA 52142  
Phone: 563-425-3331  
FAX: 563-425-3339

December 5, 2018

To Whom It May Concern:

On behalf of Iowa State University Extension and Outreach-Fayette County, it is my pleasure to provide you with this Memorandum of Understanding supporting the Oelwein 21st Century Community Learning Center/Husky Adventure project which will be used to support and enhance the learning of students at Oelwein Community Elementary and Middle Schools.

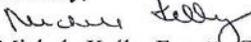
Through the Oelwein 21st Century Community Learning Center/Husky Adventures Project, Iowa State University Extension and Outreach-Fayette County will work with Oelwein Schools through the following Memorandum of Understanding

- Providing various educational opportunities using research based curriculum, including but not limited to "Growing in the Garden," "Where we Live," and "Ricochet" by providing materials to be used in an afterschool and/or a summer school setting, with the same youth meeting a minimum of 6 hours valued at \$5000
- Participating youth will be given the opportunity to participate in county wide sponsored events and the Fayette County Fair valued at \$300
- Provide access to 4-H and Extension based check-out kits and additional curriculum included but not limited to: Dash and Dots computer coding, On Their Own & Okay, Clothing Reconstruction, Healthy Living Brain/Well-being Kits valued at \$700
- Serve as a representative/member of the Advisory Group valued at \$200
- Support periodic family events with activities and/or parenting resources valued at \$400
- Access to professional development opportunities for program staff and volunteers valued at \$600

Approximate in-kind value of the services listed above total is \$7000 which includes programmer's wages and travel. From our organization's perspective, we believe this partnership will help students and families in the Oelwein Community School District learn lifelong skills, learn about STEM, leadership, civic engagement, communication and the arts in a safe environment with a caring adult as they work to become productive citizens, outstanding communicators, effective leaders and successful learners.

Iowa State University Extension and Outreach-Fayette County happy to provide support for a program we know will greatly benefit Oelwein Community students and their families by connecting them with programs, support, activities, education, and events they may not otherwise have the opportunity to participate in. We appreciate your consideration of this worthwhile and important program.

Sincerely,

  
Michele Kelly, Fayette County Youth Coordinator  
Iowa State University Extension and Outreach-Fayette County  
Fayette County Youth Coordinator  
218 South Main, Fayette, IA 52142  
[kellymd@iastate.edu](mailto:kellymd@iastate.edu)  
563-425-3331

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Extension programs are available to all without regard to race, color, national origin, religion, sex, age, or disability.



12-6-2018

Oelwein Chamber and Area Development

Husky Adventures Memorandum of Understanding

Oelwein Chamber and Area Development (OCAD) is excited to develop some new and lasting partnerships with the Husky Adventure program. The Oelwein Chamber has been a positive force in our community since 1934. Our office would like to expose students to different activities and boards that are run through OCAD, therefore giving them more of a sense of belonging to the community they live in with their families. Many employees of the Oelwein School district serve on various boards and committees we have, so partnering with Husky Adventures would be a great way for our office to be even more involved. Listed below are some partnership options for collaboration between OCAD and Husky Adventures:

- Our Olde Tyme Christmas event draws 4000-5000 people to our city annually. Having a student advisory board would be a way to generate new ideas and get families involved.
- Hold a Family Game night in the Oelwein Community Plaza, provide board games and light snacks, encouraging families to "unplug" and interact. In-kind \$200 for Plaza rental and snacks.
- For 6-8 grade students, give them a chance to be student board members. By attending board meetings, they would get the chance to learn how meetings are run and how the decision making process works.
- Partner with the school's art teachers and students to paint murals in our downtown area. This would promote creativity and pride in our community for the students to be able to share with their friends and families for years to come. In-kind \$1000 paint/brushes.
- Get students at a younger age aware of all the opportunities that are available to volunteer in their community. By volunteering, students develop a great sense of pride in knowing that no matter the age, helping others always feels good.
- Secure a central location and talk with businesses to donate leftover or discontinued items that can in turn be used for student projects. In-kind possible rent for storage unit.

Developing any or all of these programs between OCAD and Husky Adventures will encourage students to become involved in our community and develop a great sense of pride in belonging and making a difference for them and their families.

  
Carolyn Spence, OCAD Office Manager



East Penn Manufacturing Co.  
 P.O. Box 147, Deka Road, Lyon Station, PA 19536-0147  
 Phone: 610.682.6361, Fax: 610.682.4781

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

December 6, 2018

**Memorandum of Understanding**

**Oelwein Community School District and East Penn Manufacturing**

East Penn has been a proud supporter of the Oelwein School District since 2004 when the company moved to Oelwein. Since then, East Penn has hired many talented Oelwein graduates to expand business operations. Through this partnership, both East Penn and the Oelwein School District have seen great success in preparing students for their professional careers.

The purpose of this memorandum is to provide the students of the Oelwein School District with the opportunity to gain skills that can be used in class and beyond their formal education. A secondary goal is to give these students the opportunity to experience East Penn's operation. The partnership to support Oelwein students between the Oelwein School District and East Penn can be achieved by:

- |   |                      |
|---|----------------------|
| 1. Assisting at Career Fairs                                      | \$200.00 per Fair    |
| 2. Providing tours of the Oelwein Facility                        | \$100.00 per Tour    |
| 3. Helping at STEM Fairs  | \$200.00 per Fair    |
| 4. Offering Safety Demonstrations for PPE and Safety Equipment    | \$150.00 per Demo    |
| 5. Providing Demonstrations on East Penn Transportation Equipment | \$150.00 per Demo    |
| 6. Arranging Demonstrations on Environmental Health and Safety    | \$150.00 per Demo    |
| 7. Assisting in Mock Interviews                                   | \$100.00 per Meeting |
| 8. Providing Job Shadowing Experiences                            | \$200.00 per Meeting |

East Penn is excited to partner with the Oelwein School District on this opportunity, and believes that all students can benefit from the experience.

Sincerely,

East Penn Manufacturing Co.  
 Joe Bouska  
 Project Engineer  
 220 14<sup>th</sup> St SE, Oelwein IA 50662  
[jbouska@dekabatteries.com](mailto:jbouska@dekabatteries.com)  
 319-283-7334



SARA GOELLER  
204 1ST AVE NE  
OELWEIN, IA 50662  
319.283.4444

11/27/2018

To whom it may concern,

Husky Adventures is a wonderful program for our school. My child has taken part in many of the after school programs since Kindergarten. My child loves the different after school programs and as a working parent it helps me feel better knowing that I have him somewhere safe. I fully support the program by helping to chaperone any field trips or help when I am asked. I will help with family meals to serve and clean up afterwards. As a parent I would be willing to contact other parents to volunteer their time with me. It is so critical to all our students to have such a worthwhile program to help fill the gap between school and home.

Sincerely,

Sara Goeller  
204 1st Ave NE  
Oelwein, IA 50662  
319.283.4444



## City of Oelwein

20 Second Avenue SW  
Oelwein, Iowa 50662  
319.283.5440 Phone  
319.283.4032 Fax  
[www.cityofuelwein.org](http://www.cityofuelwein.org)

To: Oelwein Community School District  
From: Dylan Mulfinger, City Administration  
Subject: Husky Adventures Memorandum of Understanding  
Date: 12/7/2018

The City of Oelwein is excited to partner and assist Husky Adventures in a program that will impact the lives of students and help the Oelwein community. The City of Oelwein has existed for many years providing services as a local government to the community of Oelwein. The goal for this partnership is to provide crucial resources from the city to Husky Adventures to ensure a successful program for several years to come. The City of Oelwein has a great working relationship with Oelwein Community Schools, so working with Husky Adventures will be a successful partnership. Listed below is the partnership options with the city and the in-kind financial donation that can be made:

- Facility tours for students at the Police Station, Fire Department, Water Plant, Waste Water Plant, City Natural Waste Site. \$150 in-kind per tour
- Touch a Truck day for Husky Adventures where the trucks are brought on location and children are encouraged to climb aboard and learn about heavy equipment. \$150 in-kind staff
- Mayor for Day for students to learn about being in a political office. \$150 in-kind per staff hour
- Swim lessons to ensure students learn a crucial life skill. \$15 in-kind per student per lesson
- Fire and Police Safety Day to make sure students know what to expect in emergencies and how they can work with local emergency responders. \$150 in-kind per day
- Fire Extinguisher Training to ensure that students understand how to prevent fires. \$150 in-kind for equipment and staff
- Solar Panel Day to teach kids about the extensive use of Solar Panels at the City. \$150 in-kind per tour
- Cemetery Scavenger Hunt teaching kids about past lives in Oelwein and Oelwein history. \$250 in-kind per hunt
- Student Water Ball for student to learn about fire safety and to spray a hose. \$250 in-kind per event

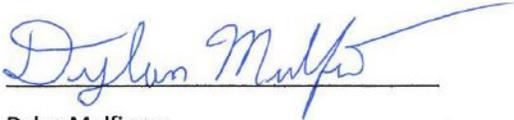
- Parking Lot Chalk Challenge to decorate the parking lots in the downtown. \$100 in-kind chalk
- The Great Rubber Duck Release will help students learn about water flow from the school to the downtown. \$250 in-kind staff
- Learn to plow snow with kids as they get a real ride in a plow truck. \$250 in-kind equipment and staff

The City of Oelwein will use city staff for the following:

- Plan, allocate, and work through logistics with Husky Adventures on all activities.
- Speak and work with students on city related topics at each event.

This partnership will ensure that students who grow up in Oelwein stay or come back to be a positive contributor to the community for the greater parts of their lives.

The City of Oelwein is excited to partner with Husky Adventures and encourages the selection committee to give Oelwein an opportunity to impress the state.



Dylan Mulfinger  
City Administrator

### **Form G: Previous Sustainability Form**

Existing 21<sup>st</sup> Century Community Learning Center programs are required to document efforts at sustainability according to federal law. This template serves as an opportunity for existing 21<sup>st</sup> Century Community Learning Centers grantees to document what partners have committed to support through financial contributions, in-kind

donations, volunteer time, and other goods and services. **A lack of evidence of sustainability will be considered supplanting and will not be funded.**

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

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

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

Provide a summary narrative of your previous 21<sup>st</sup> Century Community Learning Centers Grant work: The 21<sup>st</sup> Century Grant offered before/after and summer school for our students in the Oelwein Community. The grant provided funding that offered camps in the area of academic, social/emotional and enrichment/physical fitness. Our partners worked with us to provide in-kind support. Oelwein is a small community and we do not have the resources for many financial supports. Our partners volunteered, offered people-power when asked and many donations that were not financial. Many individuals donated supplies for crafts, offered to help us show students “how to do” activities. This included knitting, painting on canvas, even showing students how to ride a bike. Our community has many people who partnered as an individual and helped the program to create opportunities for us that were unique.

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Big Brothers/Big Sisters	1 year	Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind School based mentoring after school. Volunteers met with their “little’s” after school for tutoring, enrichment and social activities.		\$500.00
		Please describe the contribution being made in detail: The mentors gave individual students opportunities to catch up on		

		homework, build a meaningful adult relationship and had enrichment opportunities. The school provided a place that both the mentor and the “little” felt comfortable and safe.		
		Equipment and/or Supplies Big Brothers/Big Sisters provided supplies and snacks for the “little’s” and mentors.		
		Please describe contribution in detail: Art supplies, board games, healthy snacks and other enrichment activities supplies		
		Facilities Wings Park School		
		Please provide description of facilities contributed: Water, classrooms and electrical, janitorial		
		Staff Mentors, school staff were always available.		
		Please describe what staff will be doing: The 21 <sup>st</sup> Century director stayed at the school while the Big Brother /Big Sister program worked with “little’s”		
		Volunteers This project involved 10 volunteers		
		Please describe what volunteers will be doing: Volunteers worked directly with students		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Big Brothers/Sisters did all the in-service for volunteers and paid for the background checks.		
		Total Value of Partnership \$1000.00		
<b>Partner Name</b>	<b>Length of Partnership</b>	<b>Contribution</b>	<b>Qty/Amt</b>	<b>Value</b>
University of Northern Iowa STEM programming	3 years	Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: University of Northern Iowa funded all the advertisement for the Northeast Iowa STEM festival. The festival was held in Oelwein for 2 years and 1 year at Upper Iowa University.		
		In-Kind: All advertising, flyers, posters to invite families to the festival were provided to the Oelwein School district.		
		Please describe the contribution being made in detail: 500 post cards were given to the school to advertise the STEM Festival		
		Equipment and/or Supplies		

		Please describe contribution in detail:		
		Facilities		
		Please provide description of facilities contributed:		
		Staff Teachers and Para Professionals attended the program with students to chaperone and help with student management.		
		Please describe what staff will be doing:		
		Volunteers		
		Please describe what volunteers will be doing:		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Oelwein Community School has background checks on all staff and volunteers.		
		Total Value of Partnership		
<b>Partner Name</b>	<b>Length of Partnership</b>	<b>Contribution</b>	<b>Qty/Amt</b>	<b>Value</b>
Retired Senior Volunteer Program (RSVP)	5 years	Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind Volunteers working with us at family events. Served meals, donated food		
		Please describe the contribution being made in detail:		
		Equipment and/or Supplies		
		Please describe contribution in detail:		
		Facilities Used school gym.		
		Please provide description of facilities contributed:		
		Staff		
		Please describe what staff will be doing:		
		Volunteers		

		Please describe what volunteers will be doing: Continue to do any help we need.		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
		Total Value of Partnership		
Partner Name	Length of Partnership	Contribution Reduced price for swimming lessons	Qty/Amt	Value \$6,000
City of Oelwein	5 years	Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: 75% of the total fee is provided by the City of Oelwein.		
		In-Kind \$4,000		
		Please describe the contribution being made in detail:		
		Equipment and/or Supplies Swimming pool/Swimming teachers		
		Please describe contribution in detail:		
		Facilities Used the Oelwein Public Pool		
		Please provide description of facilities contributed: Public Pool		
		Staff Swim Guards, teachers, school staff connected with summer school.		
		Please describe what staff will be doing: Organizing the lessons, walk children to the pool.		
		Volunteers		
		Please describe what volunteers will be doing:		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
Total Value of Partnership		\$6,000		

What percentage of your previous grant funding were you able to sustain with community partners?  
20%

How many community partners did you secure in the past five years? 17

Explain any challenges you had with securing community partners.

During the time we have had the 21s Century Grant we have had partners that have helped for short periods of time. We have limited businesses that are able to support with any financial help. Our community struggles to keep businesses open on main street or in the industrial parks. We have a high mobility rate with families and with businesses.

The 21<sup>st</sup> Century Grant has provided our school with academic, enrichment and social/emotional opportunities. Most of all, we have had individual people come to support us in career education and career development. These individuals have shared about their one-person business in everything from accounting to mechanical.

**Iowa Department of Education  
FY19 21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTERS**

**Individual Reviewer:**

8
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**Scoring Worksheet  
Individual Review Form**

Applicant: Oelwein Community School District
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**Ryan Page**

Reviewer's Name (Print):           Ryan Page          

Signature: \_\_\_\_\_ Date:           1/8/19

## Scores

<b>Rubric Category</b>	<b>Points Possible</b>	<b>Points Awarded</b>
2. Student Need	20 points	<u>13</u>
3. Project	20 points	17
4. Research Base	5 points	3
5. Management Plan	20 points	16
6. Communication Plan	5 points	5
7. Partnerships	10 points	10
8. Evaluation	10 points	10
9. Budget Narrative	10 points	10
<b>Total Rubric Score</b>	<b>100 points</b>	<b>84</b>
<b>Competitive Priority – SINA/Joint Submission</b>	<b>5 points</b>	<b>3</b>
<b>Competitive Priority – Rural Community</b>	<b>5 points</b>	<b>0</b>
<b>Competitive Priority – Child Poverty County</b>	<b>5 points</b>	<b>5</b>
<b>Total Score with Priority</b>	<b>115 points</b>	<b>92</b>

Reviewer Instructions: Indicate the score that best describes your assessment.

Your comments should justify the score by focusing on the strengths and weaknesses of an application’s response to the scoring criteria. **\*\*\*You MUST provide comments for every score.\*\*\*** **Please be constructive when providing your comments.** Positive comments are helpful to the applicant, as well as comments explaining weak scores. You should consult with Vic Jaras at the Iowa Department of Education before assigning a score of ‘0’ points to any section.

Indicate the total for each section. Then transfer the section totals to the chart on page 2 and add together to determine the total rubric score. The Iowa Department of Education has determined competitive priority points.

If at any time you suspect fraudulent claims in the application, immediately contact Vic Jaras with the Iowa Department of Education at [vic.jaras@iowa.gov](mailto:vic.jaras@iowa.gov) or 515-242-6354.

**\*\* Please refer to the Rubric of Scoring Criteria for point values, located in the 21CCLC RFA, pages 37-43 \*\***

**Section 2: Student Need (20 points max.)**

Criteria	Points Awarded (0-10)	Justification
<p>2.1: The needs assessment provides strong evidence utilizing objective data that very clearly defines the student need for a before and/or after school program (may include weekends, holiday and summer), evaluates school and community resources* available, and convincingly documents how proposed program will address student needs (including needs of students with working families). The following required data <u>is</u> included: Title programs data available from the Iowa Department of Education and data describing achievement gaps. The needs assessment strongly summarizes the transportation, safety, and accessibility needs of students and parents. <i>Max. 10 points</i></p> <p><i>*Take into consideration that community resources may be limited in rural communities.</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>8</b></p>	<p>Almost 60% of community gets FA and are FRL. 3 years ago, both schools were SINA Align with district goal for student achievement. Existing 21<sup>st</sup> program identified as a factor on increase achievements. Iowa Assessments table of reading and math proficiency. Achievement gap between elem/mid school and frl/iiep data. Elementary shows large gap. Outlined % of students without adult supervision before and or afterschool Addresses needs of working families, social emotional supports (data provided). It states the data is the “number of students requiring adult intervention”. Defiance in 16-17 for Wings Elem shows a HUGE disparity to 17-18. Is it possible that this was each incident and not reflective of 803 individual children?</p> <p>I did not see any reference to ELL/ESL needs?</p> <p>Evaluated community and school resources</p> <p>trans/safety/accessibility: prefer not to be pointed to district webpage. I don’t know what “regular in town sites” are for drop off or boarding nor what the “same safety procedures” are that school districts use. Limited understanding of what it means to provide to students requiring unique accessibility accommodations. Stating you will, does not give evidence that you have a plan or expectation.</p> <p>Iowa Youth Survey: homework help needed, family relationships noted</p>

<p>2.2: Application must provide extensive evidence that a wide variety of stakeholders, including youth, parents, and partners, were engaged in the identification of needs and development of the program. <i>Max. 10 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>5</b></p>	<p>Student surveys Teacher surveys  Parent input at family nights. What does “highly engaged mean”? What did they suggest or ask for?  Community Partners have collaborated for years during quarterly meetings.  Who are the community partners?</p>
<p><b>Section 2 score (20 points max):13</b></p>		

### Section 3: Project (20 points max.)

Criteria	Points Awarded (0-4)	Justification
<p>3.1: There is extensive evidence that the proposed academic, enrichment, and family literacy activities are linked to the student needs assessment described in the “Student Need” section. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>3</b>	<p>Table outlines the needs assessment and academic data and program activities that will be provided as well as link to federal activities. Use a “camp” concept. Tied to common core and gave examples of activities</p>
<p>3.2: Application proposes an extensive variety of high-quality 1) academic, 2) enrichment, and 3) family literacy services that fit within the 14 eligible federal activities listed in the RFA. Academic and enrichment activities support outcomes in literacy and math. Application proposes to provide students a meal or snack that meets USDA nutrition guidelines every day of operation. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>4</b>	<p>Was blended with 3.1 Noted that snack will be met</p>
<p>3.3: Application provides extensive logical, clear, and measurable goals and objectives for the activities proposed to meet student needs. . If offering summer programming, the program operates for more than 30 days to support data collection. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>3</b>	<p>Goals and objectives with actionable steps. Link to the 3 program components Would like to know how often or how data is being gathered (ie, the decrease in office referrals) Do you maintain individual counts or referrals or by teacher, etc?. What about students without referral history? How will they impact data?</p> <p>Sense of belonging: are parents and teachers also being asked this about the youth, indicates that the survey will be taken by all, however, I question how a teacher or parent may be able to discern this information about a child.</p> <p>Goal 2: what student feedback? Survey?</p> <p>Goal 3: what is panorama survey? What is measurable “increase in attendance” for b and c?</p>
<p>3.4: Application extensively explains how programming will link to school day instruction through relationships with school-day staff, alignment with state and national standards, or through the school’s CSIP. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>3</b>	<p>Olwein teachers will work as tutors. Paraprofessionals may also be engaged Plans will be developed in coordination with teachers Content will align with CSIP and Iowa Core Principal approves and modifies plans</p> <p>Does not indicate summer program offering and when this is however it is noted elsewhere in the document.</p>

<p>3.5: The applicant has extensive experience in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>4</b></p>	<p>Outlines ability to provide services. School district. Hx of grants from fed and state. Grant project manager and skilled financial management. Current grantee, exceeded and meeting identified in the rubric during site visit.</p> <p>Documentation shows strong community supports and engagement.</p>
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**Section 3 score (20 points max):**           17          

**Section 4: Research Base (5 points max.)**

Criteria	Points Awarded (0-5)	Justification
<p>4: Application provides extensive evidence from multiple sources of a strong research base for the proposed activities. Extensive examples of how research will be implemented into program. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>3</b></p>	<p>Shared research that supports out of school time activities and a data table of information collected over 5 years and gains in reading, math, science, and school attendance, and discipline referrals.</p> <p>Vague descriptions of specific things the program does or will do that reinforce implementation of the specific research identified.</p>

**Section 4 score (5 points max):**           3

## Section 5: Management Plan (20 points max.)

Criteria	Points Awarded (0-5)	Justification
<p>5.1: Application describes an extensive plan to ensure effective staffing, including good details regarding recruitment and retention of highly qualified staff, professional development, strong program leadership (including how leadership will maintain alignment with school day instruction), and how the program will use volunteers (and specifically seniors) to support high-quality programming. Previous grantees must document extensive 5-year history with sustainability. <i>Max. 5 points</i></p> <p><i>Rural schools often staff programs internally and train individuals, rather than having large commitments of time from outside organizations due to shortage of personnel in all organizations and agencies in the rural communities</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>4</b>	<p>Director has been in position for 3 years. Each has a site director. Staff recruited from internal personnel. Already a 21<sup>st</sup> CCLC so will maintain current program however provided recruitment efforts for director if needed.</p> <p>Outlined qualifications and experience, including responsibilities. Retention efforts and PD info included. Training in ACES, PD plan for managers include NAA conference</p> <p>15:1 ratio</p> <p>Are there minimum PD expectations for staff? # of hours required?</p> <p>Background checks?</p> <p>Leadership outlined, daily contact with personnel, principal approval of activities, align with school day instruction.</p> <p>Hx of sustainability shows resources utilized and partners included.</p> <p>Volunteers RSVP and Silver Cord, BB/BS groups.</p>
<p>5.2: Application describes an extensive plan for safe student transportation to and from the program and home, where appropriate, and ensuring safe and accessible facilities and services, including translation services, serving students with disabilities, and the inclusivity of program facilities. Application <u>must</u> detail how students will be safely transported to and from the program and home. Application <u>must</u> detail how the applicant will ensure that programming takes place in safe and accessible facilities. <i>Max. 5 points</i></p> <p><i>Take into consideration that transportation arrangements in rural communities may be unique.</i></p> <p><i>It is okay for programs to have parents pick up youth if they have extended hours.</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>3</b>	<p>Regular bussing to and from the program. Includes students with disabilities. Schedules will be on district web and FB page. Board and drop off at “regular in town sites” and “outlying communities”. Unsure what this means.</p> <p>Cameras on are on busses for monitoring.</p> <p>Parents may pick up.</p> <p>Translation: partner with AEA for hearing and speech services. ELL/ESL not mentioned.</p> <p>Safe Facilities: school district has handled, regular inspection. Are facilities ADA? Support inclusivity? Would like more information on serving students with disabilities in the program, not just ability to transport.</p> <p>How does program support working families when it only goes until 515 if parents want to pick up?</p>
<p>5.3: Application describes in extensive detail the organizational and/or program leadership structure and how it will develop and engage a stakeholder advisory group. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>4</b>	<p>SI, principals, director, and advisory committee meets monthly. Outlined functions of each member. Specifics on what advisory committee is responsible for.</p> <p>Support by school board and SI. Yearly report to board and eval report by evaluators from U of I</p> <p>Who is on the advisory committee?</p> <p>How were they recruited or do you need any additions?</p>

<p>5.4: Application provides an extensive plan for continuous program improvement and sustainability of program following the end of 21CCLC funding and provides a clear description of how resources will be combined or coordinated with the proposed program for the most effective use of public funds. Previously funded grantees <u>must</u> extensively document 5 years of prior sustainability.</p> <p><i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>5</b></p>	<p>Built in capacity to monitor through collaborative efforts with partners. Face to face, email media, groups and committees. PD, data collection, survey, etc.</p> <p>Resources for sustainability outlined through partners, advocacy, media, adaptability. 5 year history reviewed.</p>
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**Section 5 score (20 points max):** \_\_\_\_\_ 16

**Section 6: Communication Plan (5 points max.)**

Criteria	Points Awarded (0-5)	Justification
<p>6: Application extensively describes the outreach strategies or activities to be employed to share evaluation and other program information, frequency of use, and estimation of the methods' impacts on the program. Target audiences for outreach activities include the broader community, parents, youth, and partners. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>5</b></p>	<p>Includes involvement of advisory team who has experts in media. Listed communication objectives Social media postings, newsletters, information webpage, district web, hotline during operations, workshop participation, computer use, promotion of activities through partners, brochures in public, news media, community group sharing. Schedule will be developed by advisory committee but weekly efforts for some are planned. Target audience noted.</p>

**Section 6 score (5 points max):** \_\_\_\_\_ 5

## Section 7: Partnerships (10 points max.)

Criteria	Points Awarded (0-5)	Justification
<p>7.1: Application clearly and extensively describes meaningful existing organizational and/or programmatic partnerships and their impactful role in programming and/or sustainability (references made to MOUs are allowed). The application provides a Memorandum of Understanding (MOU) to document each partnership. More than 5 partnerships are described. <i>Max. 5 points</i></p> <p><i>Take into consideration that community partnerships may be unique in rural communities.</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>5</b>	<p>Lions Club listed but no MOU found Zion Lutheran Church not listed but has MOU</p> <p>Outlined the programming provided by each mou Shared other partners (time and personnel) and what they provided. MOU's are pending for some partners.</p>
<p>7.2: Application outlines an extensive plan for meaningfully engaging partners over the lifetime of the grant, including a plan for recruiting new partners and maintaining those relationships with partners. Provides an MOU to document each partnership. <i>Max. 5 points</i></p> <p><i>Specific meeting dates do not need to be listed. Calendars are generally created at the beginning of the school year.</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>5</b>	<p>Majority of partners have been together since beginning of program in2014. MOU's. Common mission. Communication.</p> <p>Recruitment: director and advisory committee responsibility to fill gaps or provide different services for changing families</p> <p>Maintenance: built and maintained existing relationships throughout grant. Small community and supports. Evidence of past collab.</p> <p>Monthly schedule of meetings for partners.</p>
<p><b>Section 7 score (10 points max):</b> _____ 10 _____</p>		

### Section 8: Evaluation (10 points max.)

Criteria	Points Awarded (0-5)	Justification
<p>8.1: Application provides extensive examples from previous local evaluations that program is successful (if a prior grantee). Application provides extensive evidence that an experienced evaluator is in place that has the capacity and experience to conduct a comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with Iowa Department of Education, and the intent to provide all requested data and program information to the state. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>5</b>	<p>Contract with CEA at UofI. Experienced evaluator. Has previously evaluated their 21<sup>st</sup> grant. Dr. Veale will stay on as consultant.</p>
<p>8.2: There is extensive evidence of how evaluation results will be used to refine, improve, and strengthen the program and build community support. The proposed evaluation procedures are clearly and strongly aligned with the project's goals, objectives, and program activities. There is also a detailed plan, including timelines and strategies, to make the evaluation results public in a form and language that is easily understood. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>5</b>	<p>Data collection outlined. Monitor effectiveness and accountability. Use infinite campus system for grades, attendance, behavior referrals. Surveys will be used. Quan and Qual Evaluation plan for each goal area, academic, enrichment, and family. Stat analysis When evals will be completed and organized, reviewed, plan and implement any needed changes. Timeline and strategies for releasing information noted. Specifically noted that acronyms will be explained. Social media noted. Charts and graphs will be used.</p>

**Section 8 score (10 points max):** 10

### Section 9: Budget Narrative (10 points max.)

Criteria	Points Awarded (0-5)	Justification
<p>9.1: The basis for cost estimates is described in extensive and concise detail including reserved funds for evaluation, access, administration, and professional development; costs are clearly justified as necessary and reasonable; and costs clearly and strongly align with proposed activities. Sustainability must be extensively documented in the budget narrative, showing the partner contributions. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>5</b>	<p>Meet funding standard. MOU's and contributions noted Personnel Staff Development Travel meets 8% max Eval meets 4-8% Admi meets 8% max Materials broke out by location Itemized well.</p>

<p>9.2: Application extensively describes how requested funds will supplement, rather than supplant, existing funding. Failure to document sustainability can be supplanting. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>5</b></p>	<p>Extend and expand to be available to more students. Certified staff has affirms activities will supplement. No funds will be used to supplant current programming. Only to expand or create services not yet in place.</p>
<p><b>Section 9 score (10 points max):</b> _____ <u>10</u> _____</p>		

Iowa Department of Education

FY19 21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTERS

Individual Reviewer:

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### Scoring Worksheet Individual Review Form

Applicant: Oelwein Community School District
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**Jackie Otting**

**Jackie Otting**

Reviewer's Name (Print): \_\_\_\_\_

*Jackie C. Otting*

Signature:

Date: 1/8/19

Applicant: Oelwein Community School District

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**Scores**

<b>Rubric Category</b>	<b>Points Possible</b>	<b>Points Awarded</b>
2. Student Need	20 points	<u>19</u>
3. Project	20 points	18
4. Research Base	5 points	5
5. Management Plan	20 points	17
6. Communication Plan	5 points	4
7. Partnerships	10 points	10
8. Evaluation	10 points	9
9. Budget Narrative	10 points	8
<b>Total Rubric Score</b>	<b>100 points</b>	90
<b>Competitive Priority – SINA/Joint Submission</b>	<b>5 points</b>	3
<b>Competitive Priority – Rural Community</b>	<b>5 points</b>	0
<b>Competitive Priority – Child Poverty County</b>	<b>5 points</b>	5
<b>Total Score with Priority</b>	<b>115 points</b>	98

Applicant: Oelwein Community School District

Reviewer Instructions: Indicate the score that best describes your assessment.

Your comments should justify the score by focusing on the strengths and weaknesses of an application’s response to the scoring criteria. **\*\*\*You MUST provide comments for every score.\*\*\***

**Please be constructive when providing your comments.** Positive comments are helpful to the applicant, as well as comments explaining weak scores. You should consult with Vic Jaras at the Iowa Department of Education before assigning a score of ‘0’ points to any section.

Indicate the total for each section. Then transfer the section totals to the chart on page 2 and add together to determine the total rubric score. The Iowa Department of Education has determined competitive priority points.

**If at any time you suspect fraudulent claims in the application, immediately contact Vic Jaras with the Iowa Department of Education at [vic.jaras@iowa.gov](mailto:vic.jaras@iowa.gov) or 515-242-6354.**

**\*\* Please refer to the Rubric of Scoring Criteria for point values, located in the 21CCLC RFA, pages 37-43 \*\***

**Section 2: Student Need (20 points max.)**

Criteria	Points Awarded (0-10)	Justification
<p>2.1: The needs assessment provides strong evidence utilizing objective data that very clearly defines the student need for a before and/or after school program (may include weekends, holiday and summer), evaluates school and community resources* available, and convincingly documents how proposed program will address student needs (including needs of students with working families). The following required data is included: Title programs data available from the Iowa Department of Education and data describing achievement gaps. The needs assessment strongly summarizes the transportation, safety, and accessibility needs of students and parents. <i>Max. 10 points</i></p> <p><i>*Take into consideration that community resources may be limited in rural communities.</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>9</b></p>	<p><b>Needs assessment clearly states the number of FRL students and students who are on IEPs.</b></p> <p><b>Transportation and community partners are described in great detail. There is a lot of detail describing the needs of the Oelwein community. To boost this application, you could include more data regarding immigrant and ELL populations within the community.</b></p>

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<p>2.2: Application must provide extensive evidence that a wide variety of stakeholders, including youth, parents, and partners, were engaged in the identification of needs and development of the program. <i>Max. 10 points</i> <i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>10</b>	<b>Again, there is extensive detail regarding the partners of this program and the programming that they provide. This section is really well done.</b>
<b>Section 2 score (20 points max): 19</b>		

**Section 3: Project (20 points max.)**

Criteria	Points Awarded (0-4)	Justification
<p>3.1: There is extensive evidence that the proposed academic, enrichment, and family literacy activities are linked to the student needs assessment described in the “Student Need” section. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>4</b>	<p><b>There is much information regarding the link to student need and how the academic enrichment within the program will address meeting the needs of students.</b></p>
<p>3.2: Application proposes an extensive variety of high-quality 1) academic, 2) enrichment, and 3) family literacy services that fit within the 14 eligible federal activities listed in the RFA. Academic and enrichment activities support outcomes in literacy and math. Application proposes to provide students a meal or snack that meets USDA nutrition guidelines every day of operation. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>3</b>	<p><b>This section is very well detailed to explain the ways these programs are set to improve student achievement in literacy and math. There is a note that all activities will include a daily snack but that is not detailed about the times those snacks will be delivered. Providing more info about the healthy snack could boost your application.</b></p>
<p>3.3: Application provides extensive logical, clear, and measurable goals and objectives for the activities proposed to meet student needs. . If offering summer programming, the program operates for more than 30 days to support data collection. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>4</b>	<p><b>Goals are measurable and will be measured by feedback from students. This is explicitly stated.</b></p>
<p>3.4: Application extensively explains how programming will link to school day instruction through relationships with school-day staff, alignment with state and national standards, or through the school’s CSIP. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>4</b>	<p><b>School day instruction link includes the teachers who work with students and are familiar with the curriculum. School admins are consulted regarding programming.</b></p>

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<p>3.5: The applicant has extensive experience in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students. <i>Max. 4 points</i> <i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>3</b></p>	<p><b>This section feels more like a cover letter or recommendation letter that is stating how great everyone is. To improve this section, you could include more data showing the program's efforts have resulted in student achievement.</b></p>
<p><b>Section 3 score (20 points max):</b> _____ 18 _____</p>		

**Section 4: Research Base (5 points max.)**

Criteria	Points Awarded (0-5)	Justification
<p>4: Application provides extensive evidence from multiple sources of a strong research base for the proposed activities. Extensive examples of how research will be implemented into program. <i>Max. 5 points</i> <i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>5</b></p>	<p><b>This section states many different organizations that Oelwein uses in finding programming and activities. This section is well structured to meet the goal.</b></p>
<p><b>Section 4 score (5 points max):</b> _____ 5 _____</p>		

**Section 5: Management Plan (20 points max.)**

Criteria	Points Awarded (0-5)	Justification
<p>5.1: Application describes an extensive plan to ensure effective staffing, including good details regarding recruitment and retention of highly qualified staff, professional development, strong program leadership (including how leadership will maintain alignment with school day instruction), and how the program will use volunteers (and specifically seniors) to support high-quality programming. Previous grantees must document extensive 5-year history with sustainability. <i>Max. 5 points</i></p> <p><i>Rural schools often staff programs internally and train individuals, rather than having large commitments of time from outside organizations due to shortage of personnel in all organizations and agencies in the rural communities</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>5</b></p>	<p><b>This section is extremely detailed in showing the qualifications of the director and staff. Additionally, the senior volunteers are an integral part of the programming. It is explicitly stated that they are given a background check before working with students. There are other groups that provide mentoring and volunteer services that are detailed in this section as well.</b></p>
<p>5.2: Application describes an extensive plan for safe student transportation to and from the program and home, where appropriate, and ensuring safe and accessible facilities and services, including translation services, serving students with disabilities, and the inclusivity of program facilities. Application <u>must</u> detail how students will be safely transported to and from the program and home. Application <u>must</u> detail how the applicant will ensure that <u>programming</u> takes place in safe and accessible facilities. <i>Max. 5 points</i></p> <p><i>Take into consideration that transportation arrangements in rural communities may be unique.</i></p> <p><i>It is okay for programs to have parents pick up youth if they have extended hours.</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>4</b></p>	<p><b>This section states that the programming is held within the school building and therefore school security is used. Additionally, this section mentions bussing as the main mode of transportation. I assume the drop off areas are safe, although this isn't stated. Stating more about the safety of drop-offs and pickups of students would enhance this application.</b></p>

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<p>5.3: Application describes in extensive detail the organizational and/or program leadership structure and how it will develop and engage a stakeholder advisory group. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>4</b>	<p><b>The organizational leadership is very detailed. Although mentioned, the stakeholder advisory group, The University of Iowa, does not have a lot of information regarding its evaluation.</b></p>
<p>5.4: Application provides an extensive plan for continuous program improvement and sustainability of program following the end of 21CCLC funding and provides a clear description of how resources will be combined or coordinated with the proposed program for the most effective use of public funds. Previously funded grantees <u>must</u> extensively document 5 years of prior sustainability.</p> <p><i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>4</b>	<p><b>This section includes a detailed list of programming and community partners who combine public funds for the program. While there is evidence of previous sustainability, it is not well detailed.</b></p>
<p><b>Section 5 score (20 points max):</b> _____ <u>17</u></p>		

**Section 6: Communication Plan (5 points max.)**

Criteria	Points Awarded (0-5)	Justification
<p>6: Application extensively describes the outreach strategies or activities to be employed to share evaluation and other program information, frequency of use, and estimation of the methods' impacts on the program. Target audiences for outreach activities include the broader community, parents, youth, and partners. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>4</b>	<p><b>This section includes much detail regarding the many methods of communication including social media, but does not mention translation services for families who speak languages other than English.</b></p>
<p><b>Section 6 score (5 points max):</b> _____ <u>4</u></p>		

**Section 7: Partnerships (10 points max.)**

Criteria	Points Awarded (0-5)	Justification
<p>7.1: Application clearly and extensively describes meaningful existing organizational and/or programmatic partnerships and their impactful role in programming and/or sustainability (references made to MOUs are allowed). The application provides a Memorandum of Understanding (MOU) to document each partnership. More than 5 partnerships are described. <i>Max. 5 points</i></p> <p><i>Take into consideration that community partnerships may be unique in rural communities.</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>5</b>	<p><b>There are so many community partners! You can tell that this program is well established with many community members committed to making this program great. Well done!</b></p>
<p>7.2: Application outlines an extensive plan for meaningfully engaging partners over the lifetime of the grant, including a plan for recruiting new partners and maintaining those relationships with partners. Provides an MOU to document each partnership. <i>Max. 5 points</i></p> <p><i>Specific meeting dates do not need to be listed. Calendars are generally created at the beginning of the school year.</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>5</b>	<p><b>Monthly meetings are held to ensure quality programming. The program director is tasked with finding new partners. I can't imagine there are any community partners left in Oelwein who are not already working with this program!</b></p>
<p><b>Section 7 score (10 points max):</b></p>		<p><u>10</u></p>

**Section 8: Evaluation (10 points max.)**

Criteria	Points Awarded (0-5)	Justification
<p>8.1: Application provides extensive examples from previous local evaluations that program is successful (if a prior grantee). Application provides extensive evidence that an experienced evaluator is in place that has the capacity and experience to conduct a comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with Iowa Department of Education, and the intent to provide all requested data and program information to the state. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>4</b>	<p><b>This section clearly states university faculty that are employed in evaluating the program. There is no mention of local evaluators, however. To improve this application, you could mention what evaluations you do yourselves to improve the program.</b></p>
<p>8.2: There is extensive evidence of how evaluation results will be used to refine, improve, and strengthen the program and build community support. The proposed evaluation procedures are clearly and strongly aligned with the project's goals, objectives, and program activities. There is also a detailed plan, including timelines and strategies, to make the evaluation results public in a form and language that is easily understood. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>5</b>	<p><b>Program evaluations include data reflecting student achievement and family involvement. It is clearly stated that this information is used to improve programming and to meet goals. This section is very detailed.</b></p>
<p><b>Section 8 score (10 points max):</b>     <u>          9          </u></p>		

**Section 9: Budget Narrative (10 points max.)**

Criteria	Points Awarded (0-5)	Justification

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<p>9.1: The basis for cost estimates is described in extensive and concise detail including reserved funds for evaluation, access, administration, and professional development; costs are clearly justified as necessary and reasonable; and costs clearly and strongly align with proposed activities. Sustainability must be extensively documented in the budget narrative, showing the partner contributions. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>5</b></p>	<p><b>The budget is very detailed and clear. The budget is well thought-out and includes the salaries for staff. Partner contributions including the school district is included.</b></p>
<p>9.2: Application extensively describes how requested funds will supplement, rather than supplant, existing funding. Failure to document sustainability can be supplanting. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>3</b></p>	<p><b>This section is not as detailed as the other section and doesn't quite address the issue of supplant v supplement.</b></p>
<p><b>Section 9 score (10 points max):</b> _____ <u>8</u></p>		

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**Scoring Worksheet  
Individual Review Form**

Applicant: Oelwein Community School District
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**Facilitator: Dave Welter**

Reviewer's Name (Print): David R. Welter  
\_\_\_\_\_

Signature: \_\_\_\_\_ Date: 1-3-19

## Scores

<b>Rubric Category</b>	<b>Points Possible</b>	<b>Points Awarded</b>
2. Student Need	20 points	16
3. Project	20 points	18
4. Research Base	5 points	4
5. Management Plan	20 points	17
6. Communication Plan	5 points	5
7. Partnerships	10 points	10
8. Evaluation	10 points	10
9. Budget Narrative	10 points	10
<b>Total Rubric Score</b>	<b>100 points</b>	<b>90</b>
<b>Competitive Priority – SINA/Joint Submission</b>	<b>5 points</b>	<b>3</b>
<b>Competitive Priority – Rural Community</b>	<b>5 points</b>	<b>0</b>
<b>Competitive Priority – Child Poverty County</b>	<b>5 points</b>	<b>5</b>
<b>Total Score with Priority</b>	<b>115 points</b>	<b>98</b>

Reviewer Instructions: Indicate the score that best describes your assessment.

Your comments should justify the score by focusing on the strengths and weaknesses of an application’s response to the scoring criteria. **\*\*\*You MUST provide comments for every score. \*\*\* Please be constructive when providing your comments.**

Positive comments are helpful to the applicant, as well as comments explaining weak scores. You should consult with Vic Jaras at the Iowa Department of Education before assigning a score of ‘0’ points to any section.

Indicate the total for each section. Then transfer the section totals to the chart on page 2 and add together to determine the total rubric score. The Iowa Department of Education has determined competitive priority points.

**If at any time you suspect fraudulent claims in the application, immediately contact Vic Jaras with the Iowa Department of Education at [vic.jaras@iowa.gov](mailto:vic.jaras@iowa.gov) or 515-242-6354.**

**\*\* Please refer to the Rubric of Scoring Criteria for point values, located in the 21CCLC RFA, pages 37-43 \*\***

**Section 2: Student Need (20 points max.)**

Criteria	Points Awarded (0-10)	Justification
<p>2.1: The needs assessment provides strong evidence utilizing objective data that very clearly defines the student need for a before and/or after school program (may include weekends, holiday and summer), evaluates school and community resources* available, and convincingly documents how proposed program will address student needs (including needs of students with working families). The following required data <u>is</u> included: Title programs data available from the Iowa Department of Education and data describing achievement gaps. The needs assessment strongly summarizes the transportation, safety, and accessibility needs of students and parents. <i>Max. 10 points</i></p> <p><i>*Take into consideration that community resources may be limited in rural communities.</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>9</b></p>	<p>Applicant provides objective data that defines the need for programming in the community based on needs assessment. Data includes Iowa Youth Survey which notes homework assistance needed, Iowa Assessment Table noting reading and math proficiency, FA and FRL accessed by 60% of the community. Data is provided noting the achievement gap between FRL and IEP at Elementary and Middle School. Provides data for the needs of working families and emotional supports needed. An evaluation of school and community resources was also provided.</p> <p>More information regarding ESL and ELL needs would have been helpful. Transportation, safety and accessibility would have been better served by listing in this section vs. being referred to district web page.</p>

<p>2.2: Application must provide extensive evidence that a wide variety of stakeholders, including youth, parents, and partners, were engaged in the identification of needs and development of the program. <i>Max. 10 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>7</b></p>	<p>Applicant noted that quarterly meetings have occurred for a number of years involving collaboration with Community Partners. Student, teacher and parent input was gathered through the use of surveys. More information regarding who those community partners were, and what the surveys provided as far as suggestions and “asks” would have been helpful.</p>
<p><b>Section 2 score (20 points max): 16</b></p>		

### Section 3: Project (20 points max.)

Criteria	Points Awarded (0-4)	Justification
<p>3.1: There is extensive evidence that the proposed academic, enrichment, and family literacy activities are linked to the student needs assessment described in the “Student Need” section. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>3</b>	<p>Applicant provided a needs assessment, academic data and program activities which were detailed in a table along with a link to federal activities. Applicant also tied activities to Common Core while providing relevant examples.</p>
<p>3.2: Application proposes an extensive variety of high-quality 1) academic, 2) enrichment, and 3) family literacy services that fit within the 14 eligible federal activities listed in the RFA. Academic and enrichment activities support outcomes in literacy and math. Application proposes to provide students a meal or snack that meets USDA nutrition guidelines every day of operation. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>4</b>	<p>Applicant noted that snack requirement would be met while blending a variety of high quality academic, enrichment and family literacy services into section 3.1.</p>
<p>3.3: Application provides extensive logical, clear, and measurable goals and objectives for the activities proposed to meet student needs. . If offering summer programming, the program operates for more than 30 days to support data collection. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>3</b>	<p>Applicant provides logical goals and objectives with action steps. “Sense of student belonging” being surveyed by “all”. Who does this include? More information on Goal 2 – 3 surveys would be helpful.</p>
<p>3.4: Application extensively explains how programming will link to school day instruction through relationships with school-day staff, alignment with state and national standards, or through the school’s CSIP. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>4</b>	<p>Applicant defines how program will link to school day by noting that teachers will work as tutors, paraprofessionals will be engaged, and that planning will align with the school’s CSIP, and Iowa Core with the Principal approving and modifying plans as needed.</p> <p>Note: Summer programming is not mentioned in this section, but is mentioned elsewhere.</p>

<p>3.5: The applicant has extensive experience in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students. <i>Max. 4 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>4</b></p>	<p>Applicant documents strong community support and engagement. Also documents grants allocated from Federal and State while acknowledging a grant manager who provides skilled financial management.</p>
<p><b>Section 3 score (20 points max):</b> <u>    18    </u></p>		

**Section 4: Research Base (5 points max.)**

Criteria	Points Awarded (0-5)	Justification
<p>4: Application provides extensive evidence from multiple sources of a strong research base for the proposed activities. Extensive examples of how research will be implemented into program. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>4</b></p>	<p>Applicant documents research and provides a data table that has been collected over a five year period showing gains in reading, math, science and school attendance. Data also shows a decrease in discipline referrals.</p> <p>More information on specifics of the program with regard to how program activities will help reinforce implementation of the research would be helpful.</p>
<p><b>Section 4 score (5 points max):</b> <u>    4    </u></p>		

## Section 5: Management Plan (20 points max.)

Criteria	Points Awarded (0-5)	Justification
<p>5.1: Application describes an extensive plan to ensure effective staffing, including good details regarding recruitment and retention of highly qualified staff, professional development, strong program leadership (including how leadership will maintain alignment with school day instruction), and how the program will use volunteers (and specifically seniors) to support high-quality programming. Previous grantees must document extensive 5-year history with sustainability. <i>Max. 5 points</i></p> <p><i>Rural schools often staff programs internally and train individuals, rather than having large commitments of time from outside organizations due to shortage of personnel in all organizations and agencies in the rural communities</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>4</b>	<p>Applicant describes a plan for staffing that includes a Director who has been in place for three years as well as a Site Director and staff in place who have been recruited from within the system. 21<sup>st</sup> Century programming in place. Applicant has also outlined qualifications and experience required as well as describing responsibilities. PD plans are in place for managers and staff student ratio is set at 15:1.</p> <p>More information on background checks and minimum PD expectations for staff would be helpful.</p>
<p>5.2: Application describes an extensive plan for safe student transportation to and from the program and home, where appropriate, and ensuring safe and accessible facilities and services, including translation services, serving students with disabilities, and the inclusivity of program facilities. Application <u>must</u> detail how students will be safely transported to and from the program and home. Application <u>must</u> detail how the applicant will ensure that programming takes place in safe and accessible facilities. <i>Max. 5 points</i></p> <p><i>Take into consideration that transportation arrangements in rural communities may be unique.</i></p> <p><i>It is okay for programs to have parents pick up youth if they have extended hours.</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>4</b>	<p>Applicant describes a plan for safe transportation to and from the program including students with disabilities. Schedules are posted on social media and the district's website. Busses have video surveillance to monitor behaviors. School partners with AEA to provide hearing and speech services.</p> <p>More information on ADA compliance and information regarding how program serves students with disabilities would be helpful. ELL and ESL services are not mentioned in this section.</p>

<p>5.3: Application describes in extensive detail the organizational and/or program leadership structure and how it will develop and engage a stakeholder advisory group. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>4</b></p>	<p>Applicant details program leadership and organization which includes; Superintendent, Principals, Director and Advisory Committee which meets on a monthly basis. Evaluation is performed by evaluators from the University of Iowa and support is described as strong by the School Board and Superintendent.</p> <p>More information on the Advisory Committee makeup and recruitment would be helpful.</p>
<p>5.4: Application provides an extensive plan for continuous program improvement and sustainability of program following the end of 21CCLC funding and provides a clear description of how resources will be combined or coordinated with the proposed program for the most effective use of public funds. Previously funded grantees <u>must</u> extensively document 5 years of prior sustainability.</p> <p><i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>5</b></p>	<p>Applicant reviewed a five-year history, which provided an extensive plan that includes; capacity to monitor using collaborative efforts with community partners. An outline was also provided which identifies resources for sustainability using community partners, advocacy, media and adaptability.</p>
<p><b>Section 5 score (20 points max):</b> <u>    17    </u></p>		

**Section 6: Communication Plan (5 points max.)**

Criteria	Points Awarded (0-5)	Justification
<p>6: Application extensively describes the outreach strategies or activities to be employed to share evaluation and other program information, frequency of use, and estimation of the methods' impacts on the program. Target audiences for outreach activities include the broader community, parents, youth, and partners. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>5</b></p>	<p>Applicant clearly describes outreach strategies and activities that include; an advisory team that includes experts in media and communication objectives that make use of social media posts, newsletters, webpage, district website, workshop participation, computer use, partner activities, brochures, and local news media.</p>
<p><b>Section 6 score (5 points max):</b> <u>    5    </u></p>		

**Section 7: Partnerships (10 points max.)**

Criteria	Points Awarded (0-5)	Justification
<p>7.1: Application clearly and extensively describes meaningful existing organizational and/or programmatic partnerships and their impactful role in programming and/or sustainability (references made to MOUs are allowed). The application provides a Memorandum of Understanding (MOU) to document each partnership. More than 5 partnerships are described. <i>Max. 5 points</i></p> <p><i>Take into consideration that community partnerships may be unique in rural communities.</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>5</b>	<p>Applicant describes the programming and partnerships provided by each MOU as well as time and personnel provided by additional community partners.</p>
<p>7.2: Application outlines an extensive plan for meaningfully engaging partners over the lifetime of the grant, including a plan for recruiting new partners and maintaining those relationships with partners. Provides an MOU to document each partnership. <i>Max. 5 points</i></p> <p><i>Specific meeting dates do not need to be listed. Calendars are generally created at the beginning of the school year.</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>5</b>	<p>Applicant documents that the majority of partners have been together since the program was established in 2014. Relationships have been fostered and maintained throughout the existence of the grant with community partner meetings scheduled monthly. Applicant also addresses recruitment responsibilities of the Director and Advisory Committee.</p>
<p><b>Section 7 score (10 points max):</b> _____ <b>10</b> _____</p>		

**Section 8: Evaluation (10 points max.)**

Criteria	Points Awarded (0-5)	Justification
<p>8.1: Application provides extensive examples from previous local evaluations that program is successful (if a prior grantee). Application provides extensive evidence that an experienced evaluator is in place that has the capacity and experience to conduct a comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with Iowa Department of Education, and the intent to provide all requested data and program information to the state. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>5</b>	<p>Applicant provides documentation that an experienced evaluator is in place using a contract with CEA at the University of Iowa. Evaluator has previously evaluated their 21<sup>st</sup> Century Grant and plans to stay on as a consultant.</p>
<p>8.2: There is extensive evidence of how evaluation results will be used to refine, improve, and strengthen the program and build community support. The proposed evaluation procedures are clearly and strongly aligned with the project's goals, objectives, and program activities. There is also a detailed plan, including timelines and strategies, to make the evaluation results public in a form and language that is easily understood. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<b>5</b>	<p>Applicant has provided data by outlining the effectiveness and accountability of programming through the monitoring of grades, attendance, and behavior referrals with the Districts Infinite Campus system. Timelines, and strategies for release of information have been provided along with Quantitative and Qualitative assessments of the goal areas of academic and enrichment activities. Specifically noted that terms will be defined and explained in "layman's" terminology for ease of understanding.</p>
<p><b>Section 8 score (10 points max):</b> <u>    10    </u></p>		

**Section 9: Budget Narrative (10 points max.)**

Criteria	Points Awarded (0-5)	Justification

<p>9.1: The basis for cost estimates is described in extensive and concise detail including reserved funds for evaluation, access, administration, and professional development; costs are clearly justified as necessary and reasonable; and costs clearly and strongly align with proposed activities. Sustainability must be extensively documented in the budget narrative, showing the partner contributions. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>5</b></p>	<p>Applicant details cost estimates that meet funding standard percentages. Materials are itemized and Personnel, Staff Development, Travel, Evaluation, and Administration costs are justified as necessary and reasonable.</p>
<p>9.2: Application extensively describes how requested funds will supplement, rather than supplant, existing funding. Failure to document sustainability can be supplanting. <i>Max. 5 points</i></p> <p><i>Consult with Iowa Department of Education before assigning 0 points.</i></p>	<p><b>5</b></p>	<p>Applicant describes how funding will supplement and not supplant as funding will extend and expand programming to be available to more students by creating or expanding services that are not yet in place.</p>
<p><b>Section 9 score (10 points max):</b> <u>    10    </u></p>		