

**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**

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**APPLICATION INFORMATION**

**Applicant Serving as Fiscal Agent (Applicant Agency) Cardinal Community School District**

County: Wapello		Amount Requested: \$ 328,500 Does not include tuition (Total Form D1)	
<b>Director of Agency: (Superintendent, City Manager, Executive Director, etc)</b> Superintendent Joel Pedersen		<b>Grant Contact/Project Director:</b> Heather Buckley	
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Is this an application for a continuation grant? (Check yes or no):  Yes  No

LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number: 426025683 <b>OR</b> Enter School District Code _____ 0977 _____
--

(If applicable) Enter Child Care License #: _____ N/A _____
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REQUEST FOR COMPETITIVE PRIORITY

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

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

**Documentation**

Department of Education SINA list attached

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

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

Documentation: \_\_\_\_\_

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

84 Sioux	12 Northwest	0747 Boyden-Hull Comm Sch	0409 Boyden Elementary School	T	MET	MET	Removed	Removed	MET
41 Hancock	7 AEA 267	0819 West Hancock Comm S	0109 West Hancock High School		MET	MET	SINA-1	Watch	MET
41 Hancock	7 AEA 267	0819 West Hancock Comm S	0209 West Hancock Middle School		MET	MET	MET	SINA-3	MET
41 Hancock	7 AEA 267	0819 West Hancock Comm S	0409 West Hancock Elementary School (Britt)	T	MET	MET	Watch	Watch	MET
79 Poweshie	7 AEA 267	0846 Brooklyn-Guernsey-Mal	0109 Brooklyn-Guernsey-Malcom Jr-Sr High School		MET	MET	MET	Delay-2	MET
79 Poweshie	7 AEA 267	0846 Brooklyn-Guernsey-Mal	0409 Brooklyn-Guernsey-Malcom Elementary School	T	MET	MET	MET	Watch	MET
95 Winneba	7 AEA 267	0873 North Iowa Comm Schc	0109 North Iowa High School		MET	MET	MET	Watch	MET
95 Winneba	7 AEA 267	0873 North Iowa Comm Schc	0172 North Iowa Middle Sch		MET	MET	SINA-3	SINA-1	MET
95 Winneba	7 AEA 267	0873 North Iowa Comm Schc	0409 North Iowa Elem Buffalo Center	T	MET	MET	Removed	SINA-2	MET
29 Des Moir	15 Great Prairie	0882 Burlington Comm Scho	0109 Burlington Community High School		MET	MET	SINA-6	SINA_8	MET
29 Des Moir	15 Great Prairie	0882 Burlington Comm Scho	0194 Burlington Alternative School		MET	MET	SINA-3	SINA-2	MET
29 Des Moir	15 Great Prairie	0882 Burlington Comm Scho	0208 Edward Stone Middle School		MET	MET	SINA-5	SINA-5	MET
29 Des Moir	15 Great Prairie	0882 Burlington Comm Scho	0454 Aldo Leopold Middle School		MET	MET	SINA-5	SINA-3	MET
29 Des Moir	15 Great Prairie	0882 Burlington Comm Scho	0409 Black Hawk Elementary School	S	MET	MET	Watch	Watch	MET
29 Des Moir	15 Great Prairie	0882 Burlington Comm Scho	0427 Corse Elementary School	S	MET	MET	Watch	Watch	MET
29 Des Moir	15 Great Prairie	0882 Burlington Comm Scho	0445 James Wilson Grimes School	S	MET	MET	Watch	Watch	MET
29 Des Moir	15 Great Prairie	0882 Burlington Comm Scho	0454 North Hill Elementary School	S	MET	MET	MET	Delay-1	MET
29 Des Moir	15 Great Prairie	0882 Burlington Comm Scho	0490 Sunnyside Elementary School		MET	MET	Delay-3	Delay-1	MET
15 Cass	13 Green Hills	0914 CAM Comm School Dis	0109 CAM High School		MET	MET	MET	MET	MET
15 Cass	13 Green Hills	0914 CAM Comm School Dis	0136 Iowa Connections Academy High School		MET	MET	MET	MET	NA
15 Cass	13 Green Hills	0914 CAM Comm School Dis	0172 CAM Middle School		MET	MET	SINA-1	Delay-1	MET
15 Cass	13 Green Hills	0914 CAM Comm School Dis	0236 Iowa Connections Academy Middle School		MET	MET	MET	MET	NA
15 Cass	13 Green Hills	0914 CAM Comm School Dis	0409 CAM South Elementary School	S	MET	MET	Removed	Removed	MET
15 Cass	13 Green Hills	0914 CAM Comm School Dis	0418 CAM North Elementary School	S	MET	MET	MET	Removed	MET
15 Cass	13 Green Hills	0914 CAM Comm School Dis	0436 Iowa Connections Academy Elementary School		MET	MET	MET	MET	NA
35 Franklin	7 AEA 267	0916 CAL Comm School Dist	0109 CAL Community High School		MET	MET	Watch	SINA-3	MET
35 Franklin	7 AEA 267	0916 CAL Comm School Dist	0418 CAL Elementary School	T	MET	MET	SINA-1	SINA-1	MET
23 Clinton	9 Mississippi Bend	0918 Calamus-Wheatland Co	0109 Calamus-Wheatland Soc Attendance Center		MET	MET	MET	Removed	MET
23 Clinton	9 Mississippi Bend	0918 Calamus-Wheatland Co	0409 Calamus-Wheatland Elem Attendance Center	T	MET	MET	MET	Watch	MET
23 Clinton	9 Mississippi Bend	0936 Camanche Comm Scho	0109 Camanche High School		MET	MET	Watch	Watch	Watch
23 Clinton	9 Mississippi Bend	0936 Camanche Comm Scho	0209 Camanche Middle School		MET	MET	SINA-4	SINA-5	MET
23 Clinton	9 Mississippi Bend	0936 Camanche Comm Scho	0418 Camanche Elementary School	T	MET	MET	Watch	Watch	MET
60 Wapello	15 Great Prairie	0977 Cardinal Comm School	0109 Cardinal Middle/Senior High School		MET	MET	SINA-4	SINA-4	MET
60 Wapello	15 Great Prairie	0977 Cardinal Comm School	0409 Cardinal Elementary School	S	MET	MET	Watch	SINA-1	MET
91 Warren	11 Heartland	0981 Carlisle Comm School I	0109 Carlisle High School		MET	MET	MET	MET	MET
91 Warren	11 Heartland	0981 Carlisle Comm School I	0209 Carlisle Middle School		MET	MET	SINA-3	SINA-1	MET
91 Warren	11 Heartland	0981 Carlisle Comm School I	0409 Carlisle Elementary School	T	MET	MET	MET	Removed	MET
91 Warren	11 Heartland	0981 Carlisle Comm School I	0418 Hartford Upper Elementar	T	MET	MET	MET	SINA-2	MET
14 Carroll	11 Heartland	0999 Carroll Comm School D	0109 Carroll High School		MET	MET	MET	MET	MET
14 Carroll	11 Heartland	0999 Carroll Comm School D	0409 Fairview Elementary School	T	MET	MET	MET	MET	MET
14 Carroll	11 Heartland	0999 Carroll Comm School D	0418 Carroll Middle School		MET	MET	SINA-1	SINA-1	MET
14 Carroll	11 Heartland	0999 Carroll Comm School D	0427 Adams Elementary School		MET	MET	Watch	Watch	MET
7 Black Ha	7 AEA 267	1044 Cedar Falls Comm Sch	0109 Cedar Falls High School		MET	MET	SINA-4	SINA-5	MET
7 Black Ha	7 AEA 267	1044 Cedar Falls Comm Sch	0172 Cedar Falls Alternative		MET	MET	SINA-1	Watch	MET

# Cardinal Community School District Summer & Afterschool Program Proposal

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## **ABSTRACT**

The Cardinal School district is a small district located in Eldon, Iowa. Within the district we have one elementary school (Preschool-5th grade) and a secondary building that serves 6th-12th grade. Cardinal is currently serving 714 students. Because of our small rural setting, students have access to very few resources. 65% of our student population is considered low SES and our student achievement scores are below state and national averages. CSD is considered District In Need of Assistance based on our academic achievement and low SES. With these challenges, we know that a summer program and an afterschool program is essential to better serve our students and their demographic needs. Cardinal Community school district is partnering with many surrounding community organizations (Indian Hills Community College, Greater Prairie AEA, Living Hope Bible Church, ISU extension office, Golden Furrow, Libertyville Savings Bank). We are proposing a 45-day summer program (June 2th - August 6th) for elementary students, a five-day elementary afterschool program, and a three-day a week afterschool enrichment program for middle school and high school students.

The elementary summer program goals will be to

- Provide academic assistance to students
- Provide enrichment opportunities/field trips geared towards student interest
- Build and maintain community partnerships.
- Accommodate and serve our families

The afterschool program for K-5th grade students will

- Provide academic assistance
- Provide enrichment opportunities/ centers

The afterschool program for 6th-12th grade students will

- Provide enrichment opportunities
- Homework help/completion
- Build and maintain community partnership with the focus on college/career readiness and mentoring

The elementary summer school program will serve roughly 90 students from 8:15-3:30 from June-August. School doors will open at 6AM-8: 15 for before summer school childcare, and 3:30-5:30 for after school care. Summer school will be open to all students. Students identified as “at risk”, are below proficient on state and or district assessments will be personally invited to attend. The summer program will entail a half day (3+ hours) of whole group / small group reading and math instruction, interventions and support using research based practices, and curriculum resources aligned with the Iowa Core. The other half of the day will consist of science and student chosen elective courses (technology, creative arts, physical education, games). Recess and a healthy lunch will be provided each day. Staff will include a summer site director, 6 licensed teachers, 3 Para-educators, kitchen and custodial staff and a series of community partners dropping in for enrichment. The summer site director will be the grant’s administrator full time to assist with alignment with each school day, partnerships, professional development, and work with a program liaison to track student achievement data, and reporting.

The elementary afterschool program will serve elementary and secondary students from 3:30-5:30 each day, and secondary students 3:30-5:30 three times per week. The focus for elementary will be enrichment centers and homework assistance with a licensed teacher present. At the secondary level, college and career readiness, art, STEM activities, and mentoring from community partners will be a focus and take place in our future 21<sup>st</sup> century learning space. Both afterschool programs will hire four teachers and two para educators to run the program. The programs will also have a program administrator to lead the programs

A comprehensive evaluation plan will be put in place using summative and formative student achievement data, behavior/emotional safety data, and survey feedback from participating students, parents, staff, and community partners. Each elementary student's data will be kept in an electronic "data backpack" to track achievement and interventions. Student achievement and progress will be reported to parents at the end of the elementary summer program.

CCSD has made great efforts to provide opportunities for our students by partnering with surrounding businesses and organizations. Indian Hills Community College, Iowa State Extension Office, Golden Furrow, Living Hope Bible Church, Libertyville Savings Bank, and Greater Prairie AEA have agreed to support both the afterschool and summer programs. Their partnerships will build better community-family-school relationships and assist in each program's sustainability. These partners are critical in the success of the Cardinal Summer program and the Cardinal Afterschool Program.

Any funds awarded to the CCSD will not be used to supplant funding for existing programs or services. The total grant awarded will be used to fund new innovative programs that are desperately needed to improve literacy and reach the needs of our "high need students." During the three years, we hope to build strong community partnerships to sustain the programs after the three-year period.

Cardinal is a district not unlike other areas of our great state of Iowa. Our students face the same challenges of low socioeconomic status, broken families, addiction, and illness as many others. However, our district also knows compassion and caring from a team of loving adults can alter a child's path for the better. The passion to connect with students has created a spark for learning, which reaches beyond our walls. We believe that providing a summer program, and afterschool enrichment/family supports will build stronger family and school connections, raise student achievement, and offer fun learning opportunities for our students.

## STUDENT NEEDS ASSESSMENT

**2.1 The** Cardinal School district is a small district located in Eldon, Iowa. Within the district we have one elementary school (Preschool-5th grade) and a secondary building that serves 6th-12th grade. Cardinal is currently serving 714 students. Because of our small rural setting, students enrolled within the district have access to very few resources. The nearest recreation facility, pool, movie theater, or library is at least 10-15 miles away. Within the summer months it makes it difficult for students with working parents to experience summer programs or activities. Instead of having our students spend time alone, an elementary summer program and an afterschool program will give students an opportunity to grow academically, socially, and provide a safe environment where they can connect and form positive relationships (Afterschool Alliance, 2007). Transportation to and from our programs will be provided each day.

Among Southeast Iowa surrounding school districts (Ottumwa, Pekin, Fairfield, Davis County), Cardinal has the highest percentage (65%) of students identified as low SES (2013-2014). 60% of elementary students, and 70% of middle school high schools students qualify for free or reduced lunch as of January of 2014. These demographics and challenges have a considerable impact on student achievement.

Given the “At Risk” criteria determined by the Department of Education’s Dropout Prevention and Modified Allowable Growth criteria, seventy-eight (K-12) students are considered “At Risk” and are being served and six of these students are returning dropouts. Cardinal has made tremendous growth with school culture and attendance prior to last year and our attendance has greatly improved. In 2012-2013, we had 95% student attendance for the full academic year (94.74% student attendance at the high school, 95.01% student attendance at the middle school, and 95.95% student attendance at the elementary). Our school’s five-year graduation average also improved to 98.5%. Even though we have seen growth in attendance and graduation, student achievement is still not improving due in part to student skill regression over the summer break.

Although Cardinal’s ACT scores have grown over the last five years, the data reflects that Cardinal is still three to four points below the state averages in reading (20.8), math (17.8), science (19.8), and the state composite score (19.4).

Three times a year (fall, winter, spring), elementary students are given a benchmark reading assessment (Fountas and Pinnell). According to the fall 2013-benchmark reading data, the following percentages of students exceeded, met, were approaching, or did not meet the grade level cut off scores.

<b>Expectation</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
Exceeding	19%	36%	39%	63%	44%
Meeting	4%	24%	22%	12%	19%
Approaching	7%	7%	15%	10%	0%
Not Meeting	70%	33%	24%	14%	36%
# Of Students taking the assessment	42	45	41	42	36

In the fall of 2013, students were given the NWEA MAP assessment. The data below represents the percent of students in each grade level (6th-11th) proficient in reading and math.

Grade	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th
Reading	26%	34%	38%	36%	25%	61%	52%	22%	43%	37%
Math	43%	39%	36%	36%	19%	26%	38%	27%	42.5%	47%

Our CSIP annual performance report (APR) data shows that our district struggles academically, and we have been identified as a SINA school district. Below is the district's Iowa Assessment reading, math and science data over the last five years. These scores represent district averages for 3rd-8th and 11th grade. There is a large gap in proficiency among students that are identified as low SES in comparison to our entire district average.

**Reading Proficiency Historical Data:**

In 2012-2013, an average of 52.12% of students identified as low SES were proficient in reading.

Av. for Gr 3-8 and 11	Percent proficient	Percent non-proficient
2008-2009	68.75%	31.25%
2009-2010	71.69%	28.31%
2010-2011	72.56%	28.44%
2011-2012	64.15%	35.85%
2012-2013	62.4%	37.6%

**Math Proficiency Historical Data:**

In 2012-2013 an average of 31.91% of students identified as low SES were proficient.

Av. for Gr 3-8 and 11	Percent proficient	Percent non-proficient
2008-2009	67.94	32.06%
2009-2010	69.81%	30.19%
2010-2011	74.53%	25.47%
2011-2012	69.53%	30.47%
2012-2013	64.9%	35.1%

Science Proficiency Historical Data:

In 2012-2013, an average of 56.91% of students identified as low SES were proficient.

Av. for Gr 3-8 and 11	Percent proficient	Percent non-proficient
2009-2010	76.82%	23.18%
2010-2011	85.44%	14.56%
2011-2012	76.44%	23.56%
2012-2013	65.83%	34.17%

There has been an actual decline in students proficient on Iowa Assessments. In some cases, the average proficiency in science has declined almost 11 points from 09-10 to 12-13. Math and reading are also fluctuating. The Iowa Assessment data reflects that we have a lot of room to grow, and a summer and afterschool program is needed to improve each student's academic growth and offer support to working families. Our low SES students will especially benefit from educational field trips opportunities, summer childcare, and the extra enrichment activities to strengthen their reading, math, and science skills.

The proposed afterschool program will give secondary students the opportunity to explore areas of interest using technology, math, science, and engineering. Guest speakers will focus on career readiness, entrepreneurship, and 21st Century employability skills. Elementary students attending the afterschool program will gain homework assistance from a licensed teacher, have a healthy snack, and take part in centers geared towards their interest.

**2.2 Youth:** Cardinal has a Youth Leadership Team, comprised of 25 (8th-12th grade) students serving to improve school culture focusing on anti-bullying, Safe School Certification, and mentoring elementary students. The team identified that a summer program for students would be beneficial. "Opportunities for students to take part in field trips, and activities that students are interested in, such as computer programs and website design would be pretty cool." Secondary students also suggested a middle school/high school program with technology centers, and open gym. When elementary students were surveyed about the type of activities they would be interested in at the summer program, 4th grade students stated they'd enjoy "Lego building, online games, science experiments, and PE". These ideas have been taken into consideration and will be incorporated as we plan both programs.

**Family:** Parent involvement has been part of our planning process to assure that the program meets the needs of parents of all socioeconomic backgrounds, including program times and transportation to support working families. A parent survey was sent home describing the vision for Cardinal's future summer program. Of the 715 surveys sent, over 110 parents showed an interest in having their student/s attend the elementary programs.

## **PROJECT**

**3.1 LINK TO STUDENT NEED:** The Cardinal Student Needs Assessments shows that academic achievement, a high percentage of students identified as low socioeconomic status, and the lack of programs to support student needs make the 21st Century Community Learning Center's grant essential to our future academic growth and achievement.

**The following are proposed program components of the K-5th grade summer program and the elementary/secondary afterschool program.**

### **Academic Achievement:**

1. Inquiry based learning in science, and direct instruction in math and reading
2. Homework assistance or tutoring
3. Creative art and technology activities infused in the academic content
4. Expand school library hours
5. Summer reading program and student incentives
6. Rise in student motivation with activities and projects based on interest

### **Community Partnerships:**

1. Field trip opportunities for all students
2. Guest speakers (entrepreneurs, businesses, alumni)
3. Mentor opportunities
4. Recreational activities and physical and healthy lifestyle education
5. School/community gardening project
6. IHCC partnership- STEM activities, career readiness, college opportunities in career and technical fields.
7. ISU extension office - provide health and wellness lessons, and create a community school garden
8. Volunteers from local Living Hope Bible Church from Eldon, Iowa
9. Healthy snacks provided by partners
10. GPAEA- assist in comprehensive communication planning
11. Ottumwa Legacy Foundation- future programming support

### **High population of low SES**

1. Access to healthy food options for snack and lunch
2. Support and activities in making healthy decisions
3. Access to wellness with recess play and physical activity
4. Access to technology including the 21st Century Learning Room, Internet, computers and handheld devices
5. Access to early morning childcare
6. Transportation provided to all students
7. Assistance to all students that will aid in closing the achievement gap

### **3.2 ACADEMIC, ENRICHMENT & FAMILY**

Academics Assistance: The proposed summer program will align content to the Iowa Core standards, while tailoring instruction to meet each student's individual need. Licensed teachers will provide small group instruction, and one-on-one assistance. Portable data backpacks will be used to help track student data and documentation including strength and areas of growth, interventions used, and a literacy goal.

Part of each day will be spent in the classroom with the focus being on literacy and math skills. Each day there will be focus lessons, enrichment games and activities, and small group instruction based on student need and ability. Students will be immersed in a variety of genres and the content will be driven by the student's interest and community partnership expertise. Teachers will be using the Daily Five reading model within the summer program, as well as the district's Everyday Math Curriculum.

According to Melinda Bossenmyer EDD, students that are given recess before lunch, drink more milk, have less wasted food, less behavior problems in the cafeteria, and they return to class more calm and ready to learn. During the summer program, we will try this method by having a 25 minute recess followed with a healthy lunch that meets USDA nutrition guidelines (Peaceful Playground's, 2006). The second part of each day will be designed to both enhance student skills in the core curricular areas while also providing opportunities to enrich and explore areas of interest. Interactive hands-on activities are delivered around exciting themes throughout the curriculum. Field Trips will be scheduled to provide real-life experiences and lessons related to grade level content.

Secondary Afterschool Program (3 times a week): Cardinal understands that it is difficult to get student attendance at the secondary level, yet we believe that offering an afterschool program will provide enriching experiences for secondary students. Our future 21<sup>st</sup> Century space will bring a futuristic approach to student learning. IHCC, ISU extension office, surrounding business leaders, and teachers will offer a variety of opportunities that support career development, entrepreneurship, mentoring, and community partnerships. These opportunities will be geared towards student's interest such as: technology, STEM, the arts, foods, and communications. "A New Hampshire statewide study of students participating in academically focused afterschool programs, including those funded by the federal 21st Century Community Learning Centers Program (21st CCLC), found that more than half of regular attendees improved both behaviorally and academically". (RMC Research, 2005). Teachers will be staffed for three nights a week to ensure students complete homework and/ or missing work. We believe that by offering skill based activities geared towards student interest will raise student motivation, achievement and enrich each student's employability skills.

According to National Mentoring Partnership, mentors help improve a young person's self-esteem, lower the risk of student drugs and alcohol use, and assist in positive communication skills. Mentors from our community partnerships will be utilized to mentor middle school and high school "at risk" students.

Elementary Afterschool Program 3:30-5:30 PM each day (enrichment)- The afterschool program will have a variety of stations for students to take part in. Creativity, technology, games, art, homework station, and healthy snacks are among some of the stations/activities that will be included. These activities will also be facilitated and supported by our community partnerships, and licensed teachers will be staffed each night to assist students in homework.

School Leaders and Teachers: The proposed project was designed in collaboration with the school principals, curriculum director, superintendent, community stakeholders and based off the needs from the Student Needs Assessment and CSIP data with literacy and math being our primary focus. However, activities and lessons involving science, social studies, and engineering will be included for in-house field trips, center/stations, and within the curricular materials.

Enrichment and Youth Development Activities: The proposed project will provide students a variety of interesting, age appropriate enrichment activities that are engaging and align with the Iowa Core. These activities were developed by the needs assessments and include stations/centers to support healthy decision-making, access to positive peers and adults, access to technology, access to amenities such as museums, public facilities through field trips, and opportunities to strengthen and build upon social growth and creativity.

Family Events: Two times throughout the year, we will hold family literacy night to share reading strategies, resources, and each grade levels goals and content. Science, Technology, and Math Night will take place for parents and community members to see projects, initiatives, experiments, and play interactive math games.

### **3.3 GOALS, OBJECTIVES & PERFORMANCE MEASURES:**

#### **Cardinal Summer Program Outcomes:**

##### Academic Outcomes:

- Cardinal Summer program will show growth and no decline in literacy and math compared with the like demographic students from the same school who did not participate in the summer program
- Enrichment and exploration activities for students to explore science, recreation, creative arts, reading and community based resources

##### Asset Based Outcomes

- Students of low SES will be given opportunities such as field trips, mentoring, educational activities, and technology that they do not have home access to
- Community involvement and partnerships will build a bridge between the school and community
- Students will strengthen their interpersonal skills within the center/stations each day.
- Student motivation will be enhanced with opportunities to explore areas of interest

#### 4.RESEARCH

A review of the literature in the areas of summer and out-of-school-time (OST) programming indicates promising results for programs that balance direct instruction with small group or individual tutoring and enrichment activities. The Cardinal Community School District has identified achievement scores below proficiency in reading and mathematics for all students, but especially for those in the low SES subgroup. The District seeks to meet this need and to mitigate the typical two month summer achievement loss and its cumulative effect (Cooper, H. 1992) through balanced academic programming, and exploratory activities and field trips that have potential to improve students' reading comprehension and vocabulary acquisition. (CA Library Association: *The Need for Summer Learning and Enrichment Activities*; Ed.Source.org: *Summer Enrichment Programs Prove Their Value*.) The proposed OST project would rely on school staff's experience with research based materials and practices including the Daily Five instructional model (Boushey, G and Moser, J 2011) for literacy and Everyday Math (University of Chicago School Mathematics Project) to sustain and improve academic skills. These features build continuity and alignment with school day instruction and capacity for teacher reflective practice and implementation of the Iowa Core. Literacy instruction would also incorporate student choice, reading with accuracy, comprehension, and personal connections to text, peer interactions, and adult modeling. (Allington, R. *Every Child, Every Day*, 2012.)

Parents cite summer as the most difficult time to ensure their children have productive things to do (Public Agenda, 2010). All children need to be engaged and actively learning during OTS time; they also need to continue to be physically active and eat a balanced diet. The proposed OST project seeks to engage with its partners to meet the needs of district families and increase positive attitudes and perceptions of the school as a resource center for the community.

An additional identified district need is increased access to career exploration activities and intentional instruction in the 21<sup>st</sup> century skills and Universal Constructs for 21<sup>st</sup> Century Success outlined in the Partnership for 21<sup>st</sup> Century Learning Framework and the Iowa Core. The District will continue with professional development to increase teacher capacity to integrate these concepts into core instruction. Through this OTS project the District also proposes to engage with its partners to provide field trips, guest speakers and additional exploratory activities for students and their parents as well as for school staff.

## **MANAGEMENT PLAN**

**5.1 STAFFING:** The goal of our school and afterschool programs will be to ensure highly qualified teachers in all daily instruction. The funding from this grant will allow the district to hire a strong leader to administer the summer program. We have identified a few individuals that have certification in K-12 principalship. This could be a win-win as the district benefits from strong leadership and the aspiring leader benefits from a management opportunity.

Highly qualified teachers would administer all instruction during the summer school programs. The only exception would be partnerships with organizations providing extended opportunities such as guest speakers or field trips. The student: staff ratio will be no more than 20:1 during free play and field trips. There will intensive learning opportunities for students who have academic needs. This would be performed with low class sizes with teachers specializing in those academic need areas. All district paraprofessional that serve in the program would meet Title I requirements

**PROFESSIONAL DEVELOPMENT:** Professional Development will take place two days prior to the summer school program. The teachers will have time to align the content and resources to the Iowa Core, collaborate on interventions to support the student's reading and math needs, and meet as a staff to discuss the program's goals, expectations and supports. Professional development resources will be available from the curriculum director, site director, and GPAEA. Ongoing professional development will be provided for all programs.

**LEADERSHIP:** The school principals will also have oversight on the management of the programs. The principals, superintendent and curriculum director will also be involved in the decisions on programming with site supervisors and classroom teachers. Strong management plans will be supported through on-going meetings. As early as April 15th, a site leader will be hired for the summer school portion of the program. The site leader will begin planning the programs and creating policies. The site leader will meet with community partners to begin coordinating the programs. A program liaison will partner with AEA to assist with data collection and program evaluation.

**VOLUNTEERS:** CCS will work closely with community partners with regards to volunteers. Living Hope Bible Church hopes to lead the volunteer effort especially in the area of elderly or retired individuals. We also hope to build a mentoring program for the secondary afterschool programs for at-risk students. The strong list of community partners will be involved in creating and maintaining our list of mentors. All mentors will go through state background check requirements.

## **5.2 ACCESSIBLE TRANSPORTATION, COMMUNICATION & FACILITIES**

The district will provide transportation to the following cities for summer and afterschool programs as needed. There will be transportation to and from Eldon, Agency and Batavia, Iowa. The district will also home pick up if possible (depending on the needs of our students). This is very important due to our rural setting. The afterschool programming

may use vans or suburbans to transport students depending on the needs of the students. Final details will be finalized after the students sign up. CCSD transportation director will be involved on all planning and implementation if this plan.

**5.3 STAKEHOLDERS:** The district will develop a learning centers advisory group. It will be made up of educators, parents, community members and community partners. The district will engage the advisory in development of all programs and evaluation of those programs. The advisory committee will help with the following tasks:

- Evaluation of outcomes
- Help with sustainability
- Provide feedback from the community on effectiveness of the programs
- Provide feedback to the school leaders on the programs

#### **5.4 EFFECTIVE USE OF RESOURCES**

The possible partnership with Ottumwa Regional Legacy Foundation seems to hold so much promise because of the resources the foundation has. The amount of community partners at this point in the grant is promising. If we can communicate our plan and show benefits, CCSD believes that additional partners become a part of the grant as soon as year 1.

1. Living Hope Bible Church will be the main partner with regards to volunteerism especially senior citizens or retired personnel. CCSD believes the existing relationship with the church can be leveraged with the need of volunteers to help with sustainability
2. This is a new opportunity for CCSD. The leadership team feels strongly that resources can be used strategically as the program evolves. This is especially true with the partnerships of Iowa State Extension and Indian Hills Community College. Focusing on our needs assessments will allow our programs to be flexible depending on the needs of our community and families.

## **6. COMMUNICATION PLAN**

The district created a strategic communication plan that was board approved December of 2013. This plan will be used to help disseminate information about the proposed programs to students, parents, and surrounding community areas. Although the program will be offered to all students K-12th grade, students that are identified as “at risk” by our school counselor and/or principal will be personally invited to attend. In addition, students below proficiency on spring assessments in math, reading, and/or science, exceed the district tardy and absence policy will also be personally invited. Following a written invitation, a school faculty member will contact the parents to communicate the opportunity.

A program brochure will be distributed to all the elementary student’s families in the early spring. This information will include the summer program’s purpose and goals, hours of service, transportation available, food and snack information, and contact information. At the secondary level a brochure will be sent home listing the goals, examples of projects and activities students can be involved in, listed organization partnerships, and company/entrepreneur rolls within the program. The district’s “Call Em All” auto dialer phone system, Facebook, and Twitter will be used to increase awareness of the program. Student’s identified as ELL, will be given translations of the program outline if needed.

Student growth and progress during the summer program will be communicated to parents at the end of the summer session. This may include but not limited to: reading accuracy/fluency, math computation, problem solving, and social skills. A culmination of data points representing each grade level will be shared with the school district’s board. Student success, celebrations, and field trips will be shared on the district’s Facebook page, district web page, and within the local newspapers. A summary of the programs with attendance, activities, people involved, and program highlights will be posted.

## **7.1 PARTNERSHIPS:**

**Living Hope Bible Church** - Eldon, Iowa: Living Hope is a strong partner providing supplies and nutrition to students in need. The church sponsors our elementary backpack program during the school year. This program sends food home with children on the weekends. Living Hope has pledged support for the continuation of this program throughout the summer months if the summer school grant moves forward. Living Hope will also offer volunteers to help with during the summer programs and afterschool programs.

**Iowa State Extension (ISE) in Wapello County** - Ottumwa, Iowa: ISE has partnered with Cardinal CCSD in the past on a summer reading program and with the Pick a Better Snack Program. The ISE director has pledged support with mini STEM lessons, agricultural education and health and wellness support. One goal of the summer program with this partner is to create a community garden that the students and community members could work on together. We hope to use the expertise of ISE to make this garden a reality.

**Great Prairie Area education Agency (GPAEA)** - Ottumwa, Iowa: The GPAEA has long been a partner with CSD on numerous school improvement issues and support with special education services. The goal of this partnership is to strategically leverage the skill sets of their communication director at GPAEA. Ms. Jennifer Woodley is a gifted individual when it comes to communicating the vision of GPAEA. CCSD has worked with Ms. Woodley over the years to improve both our internal and external communication with staff and community stakeholders. This partner will have a “laser like” focus with regards to publicizing of programs with the local community and across the state of Iowa. We hope to create model programs where other schools can visit to see excellence.

**Indian Hills Community College (IHCC)** - Ottumwa, Iowa: IHCC is a long time partner of CCSD. The proximity of the campus supports a close partnership. CCSD is hopeful to take this partnership to a new level. As one can review from the IHCC letter of support, IHCC will be a key partner with the secondary afterschool program. CCSD is aware of the challenges with secondary afterschool programs. The partnership with IHCC will allow Cardinal to support secondary students with mentoring, and career exploration. Many of our students lack the family support when it comes to learning about college options and student financial aid. College instructors will also visit and mentor current CCSD students. CCSD and IHCC could have a huge impact on our area of the state with this grant opportunity.

**United Way of Wapello County:** CCSD believes that United Way could become a key sustainability partner if the grant is funded and the new programming is successful.

**Libertyville Savings Bank (LSB)** - Eldon, Iowa location: LSB has pledged support by donating money to help fund the costs of snacks. LSB will possibly fund more if our evaluation data can support the benefits of our summer and afterschool programs.

**Golden Furrow Inc. (GF)** - Eldon and Agency, Iowa locations: GF has pledged support by donating money to help fund the cost field trips for the summer program. The field trip component is very important due to the inability of many parents to travel outside of our county. CCSD believes that the field trips will be both educational and enjoyable for students and staff.

**Ottumwa Regional Legacy Foundation (ORLF)** - Ottumwa, Iowa: Brad Little, the CEO of ORLF has written a letter of support for this program. The ORLF was formed after the sale of the public hospital in Ottumwa to a private equity group. The foundation works with Ottumwa and Wapello to improve lives in our area. CCSD is primarily located in Wapello County, which allows the foundation to support of school. The quick turnaround of the grant did not allow CCSD to gain funding at this point. CCSD believes that ORLF could become a key sustainability partner if the granted is funded and the new programming is successful. The grant aligns with the strategic goals of the ORLF. CCSD will present to the ORLF board of directors at the completion of the first summer school program if the grant is awarded. The goal would be to build a strong relationship with ORLF because our resources that the foundation possesses.

The CCSD believes with the large amount of community partners, sustainability after the grant has been well thought out and will be a priority over the first 3 years of the grant cycle.

**7.2 SUSTAINABILITY:** Past and current partnerships will continue because of the strong leadership at CCSD. The superintendent and CCSD focuses on relationships with everything he does. This grant opportunity could be another step in the total transformation of this district. CCSD focuses on the fulfilling the “The Cardinal Promise” (see attachments). The amount and quality of community partners will improve student achievement and enhance learning opportunities. The community partnerships will focus on three areas:

**Collaboration:** The community partners will be invited to the planning sessions as the summer school and afterschool programs are being developed. The partners will serve on the advisory council and will also analyze evaluation and attendance data at the conclusion of each program.

**Coordination:** All partners share a good working relationship with CCSD, which will allow strong coordination of programming. The site leader will be responsible for planning all coordination with community partners.

**Communication:** The advisory board will meet monthly to hear from the site leader. The site leader will present challenges and successes to the advisory board. The advisory board and building principal will provide guidance to the site leader. The site leader will meet with program staff to make sure programming is being implemented in the classroom.

CCSD superintendent will continue to engage and recruit new community partners throughout the first 3 years of the grant. The superintendent will be the main player with regards to sustainability and creating relationship with existing partners and building relationships with potential partners

## **8.1 EVALUATION**

A licensed administrator will be reporting results to the state as well as community stakeholders. The Cardinal afterschool and summer programs will conduct comprehensive, rigorous evaluations of the programs at the local level and partner with GPAEA to provide all requested program information and data to the Iowa Department of Education. A series of evaluation tools will be used to measure the asset outcomes for both the summer program and the afterschool program. PowerSchool software will be used to track student attendance, student grades, student office referrals, and completed assignments. The district's PBIS initiative will continue tracking major and minor participating student behavior.

The comprehensive evaluation plan below includes performance indicators using district benchmarks, assessments tools from adopted curriculum (Everyday Math), and state and local student achievement data.

All Kindergarten through fifth grade participants will be measured on fall, winter, and spring reading benchmark assessments (Fountas and Pinnell). Students attending the summer program will be given the district's reading benchmark assessment to measure growth from the spring to the end of the summer. Second through twelfth graders will be assessed in reading and math using NWEA MAP (Fall, Winter, Spring). Student RIT scores will determine each student's reading and math ability. Iowa assessments will be given to all 2nd-11th-grade students. In the spring, students (K-5th) will take the end of the year Everyday Math assessment, and scores will be compared to a similar math assessment at the end of the summer session. Student scores of those participating will be tracked for growth and compared to like demographic students not participating in the programs. The district will keep track of participating student data using a Google doc. Interventions and data will also be added to each student's data backpack and passed on to their 2014-2015 teachers.

### **Academic Outcomes:**

- Reading, math, and MAP assessments will reflect less student score regression from Spring to Fall
- Summer school and afterschool program student attendees will show accelerated growth in literacy and math when compared to like-demographic students that did not attend the programs

### **Asset Outcomes:**

- Students will increase attendance and decrease behavior disruptions
- Students will demonstrate a positive view of school
- Students will have a sense of empowerment and control over their learning through electives/ projects that fulfill their interest
- Students are given a safe, structured and fun environment
- Students will demonstrate positive interpersonal relationships through caring, peaceful conflict resolution and friendship skills
- Students will connect with mentors and make connections with community partners.

**8.2:** All Kindergarten through fifth grade participants will be measured on fall, winter, and spring reading benchmark assessments (Fountas and Pinnell). Students attending the summer program will be given the district's reading benchmark assessment to measure growth from the spring to the end of the summer. Second through twelfth graders will be assessed in reading and math using NWEA MAP (Fall, Winter, Spring). Student RIT scores will determine each student's reading and math ability. Iowa assessments will be given to all 2nd-11th-grade students. In the spring, students (K-5th) will take the end of the year Everyday Math assessment, and a similar assessment will be given at the end of the summer session.

Student achievement data will be used to modify the summer program's instructional need, assist in planning interventions, and identify a specific literacy and math focus. For the afterschool programs, student achievement data will be used to plan center-based activities tied to grade level objectives. The community partners will be invited to the planning sessions as the summer school and afterschool programs are being developed. The partners will serve on the advisory council and will also analyze evaluation and attendance data at the conclusion of each program.

Student scores of those participating will be tracked for growth and compared to like demographic students not participating in the programs. The district will keep track of participating student data using a Google doc. Interventions and data will also be added to each student's data backpack and passed on to their 2014-2015 teachers. Student achievement data from ITBS, and district assessments will be available to partners and the public.

Surveys will be administered to staff, parents, and community partners at the end of the school year and summer session. Feedback from participants will be analyzed and program modifications and professional development planning will be based around the feedback and student achievement data. Results and feedback from the two programs will be shared with program personnel.

**9. BUDGET-** Projected costs are reasonable given the quality of the summer program and afterschool programs. The budget estimates support the daily cost of the programs. Using the funding formula spreadsheet supplied from The Iowa Department of Education, budget calculations and estimates were completed in form D2. The budget is based on allocations of \$7.50 for afterschool and \$10.00 for summer programs. Tuition will also be a revenue source with our summer program unless parents meet income guidelines that allow both programs to be provided at no cost to the families.

The budget narrative will highlight the importance of highly trained teachers and support staff. The transportation department will provide assistance to our students, and the food service program is committed to providing healthy meals to all students. The food service costs will not be occurred in this grant due to the district participating in the USDA summer feeding program. The reimbursements will allow the school to allocate close to \$10,000 to personnel costs. This project hopes to meet all program goals by partnering with a number of community organizations.

**The extent to which the description provides assurance that this funding will supplement, rather supplant, existing funding...**

Any 21<sup>st</sup> CCLC funds awarded to the Cardinal CSD will not be used to supplant funding for existing programs or services. Cardinal will use these funds to create brand new innovative programs. The district believes that the summer school grant could catch our students up when they are behind their peers at a young age. This program would work to close the achievement gap by providing quality educational opportunities all year round. CCSD has never had the opportunities to implement quality summer and afterschool programs due to costs. CCSD wants to become a model school with regards to affecting change on families in a rural poverty setting.

Elementary summer and afterschool site budget is based on \$96,000 in grant funding and \$25,200 in summer school tuition for a total of **\$121,200**. Tuition cost is based on 100 students attending with 40% of the students not qualifying for free services. An average of 7 hours a day times 45 summer school days will generate an estimated revenue of \$25,200

Secondary (6-12th) site is based on **\$13,500** in grant total.

**Personnel:** Elementary Programs (68%): Our proposal will allow the programs the maximum amount of teachers and support staff to focus on academic and social goals. The personnel costs also allow for a yearlong summer and afterschool supervisor. The personnel costs will allow maximum support to students and extra help during field trips. The total cost is \$82,071.40

**Secondary Afterschool Program (100%):** The secondary program personnel costs will consume \$13,500 in the grant. CCSD feels comfortable that the secondary

program can use many of the elementary site's programming including transportation, professional development and evaluation.

**Staff Travel (0%):** CCSD will fund any staff travel needs of this grant.

**Materials (3%):** CCSD will allocate \$3000 towards the purchase of supplies. The district already has 2 pledges of \$500 each from two community partners. The materials will allocate to the elementary site only.

**Professional Development (4%):** High quality programming is essential for sustainability of the programs. The local area education will partner with CCSD to provide professional development opportunities. The grant money will allow CCSD to provide stipends for training and training supplies. Every staff member will be trained in CPR, Reading recovery Techniques and STEM activities. The cost of the professional development is estimated at \$4000.

**Transportation (13%) Both Sites:** CCSD is located in a rural setting with 3 towns and rural areas that make up the student population. CCSD realizes that that percent budget of 13% is over the allowable expenses by 5%. CCSD will look for partners on this difference or the district will fund the difference. There are really no other options for our district to make these programs accessible to all children. The estimated cost of transportation for 2 shuttle buses for summer and afterschool and 8 field trips would be \$16,200.

**Evaluation (4%):** CCSD will partner with Great Prairie AEA to help with data collection and program evaluation. The district will also use \$4800 (25% of the cost) to partially fund a program liaison. This position will work closely with the AEA and the state to meet requirements and work towards sustainability options.

**Administrative Costs (8%):** CCSD will allocate \$9700 (75% of the cost) to the program liaison. The goal of this position is to supervise and provide feedback in best practices with out of school programming.

**FORM A: SITE INFORMATION**

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

<b>21CCLC Site Name:</b> Cardinal Elementary		
<b>Site Address:</b> 5414 Hwy. 16.		
<b>City, State, Zip:</b> Eldon, Iowa 52554		
<b>Phone:</b> 641) 652-3591		
<b>Site Contact Person:</b> Cindy Shepherd, Joel Pedersen, or Heather Buckley		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
	409	Estimate 140
<b>21CCLC Site Name:</b> Cardinal Junior / Senior High School		
<b>Site Address:</b> 4045 Ashland Rd		
<b>City, State, Zip:</b> Eldon, Iowa 52554		
<b>Phone:</b> 641-652-7531		
<b>Site Contact Person:</b> Jeremy Hissem, Joel Pedersen, or Heather Buckley		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
	109	Estimate 20
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21CCLC program

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

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

### **Part A: Nondiscrimination**

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

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

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

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

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

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

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

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

### **Part E: Control of Funds**

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

### **Part F: Program Accountability**

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

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

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

### **Part H: Program Site**

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

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

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

**Part J: Notice to the Community**

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

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

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

**Part L: Parent Consent**

As the designated Applicant Agency, I certify that a process will be put in place to obtain parent consent from the parents of students who participate in the proposed Community Learning Center program for the purpose of transferring records between the participant students schools and the proposed program.

The Applicant agrees to meet with project staff at the Iowa Department of Education upon request.

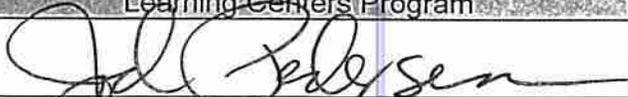
**Part M: Private and Public School Consultation**

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

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

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

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

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

**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>Jodi Pedersen</i>	Great Prairie AEA
Signature of Site Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name
<i>Cindy Shepherd</i>	<i>Cardinal Elementary</i>
<i>Heather Buckley</i>	<i>Cardinal Elementary / MSK</i>

### FORM C: COLLABORATIVE SIGNATURES

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

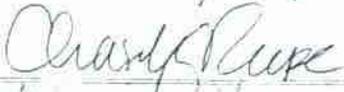
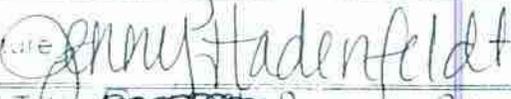
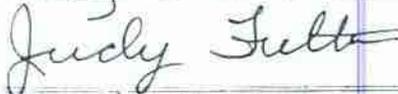
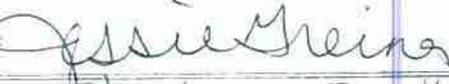
Applications only allowed up to five (5) additional pages for signatures.

Name/Signature	Agency Affiliation
Name/Title Priscilla Giltner Signature <i>Priscilla Giltner</i>	Agency Parent Address 4037 92nd St City/Zip Batavia, 52533 Phone 641-934-5480
Name/Title Stefany Rachford Signature <i>Stefany Rachford</i>	Agency Teacher Address 6844 20th St City/Zip Eldon 52537 Phone 777-2328
Name/Title Shelley Peters Signature <i>Shelley Peters</i>	Agency Parent Address 5258 100th St City/Zip Ottumwa Phone 641-777-0594
Name/Title Hillary Gattin Signature <i>Hillary Gattin</i>	Agency Teacher Address 428 Hackworth St City/Zip Ottumwa 52501 Phone 799-2385
Name/Title Laura Wilkinson Signature <i>Laura Wilkinson</i>	Agency Teacher Address 2609 Kenwood St City/Zip Ottumwa IA 52501 Phone 641-919-8355
Name/Title Lynne Johnson Signature <i>Lynne Johnson</i>	Agency Parent Address 6920 Ashland Rd. City/Zip Hagen, IA 52530 Phone 641-680-1239
Name/Title Juli Rayner Signature <i>Juli Rayner</i>	Agency Teacher Address 1249 206th St City/Zip Batavia, 52537 Phone 309-251-6617
Name/Title Ami Chantlamany Signature <i>Ami Chantlamany</i>	Agency Teacher Address 9490 150th Ave City/Zip Ottumwa, 52501 Phone 641-777-8150
Name/Title Kim Kern Signature <i>Kim Kern</i>	Agency Teacher Address 138 Northview City/Zip Ottumwa Phone (641) 295-2395 52501

### FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Chasity Rupe	Agency	Parent
Signature		Address	114 S. Hazel St.
		City/Zip	Agency 52530 Phone 641-799-7467
Name/Title	<del>Chasity Rupe</del>	Agency	<del>Parent</del>
Signature		Address	312 N. Hazel St.
		City/Zip	Agency 52530 Phone 641-799-7467
Name/Title	Jenny Hadenfeldt	Agency	Teacher
Signature		Address	1819 N Ash St.
		City/Zip	Ottumwa Phone 319-213-0685
Name/Title	<del>Chasity Rupe</del> Brenda Roberts	Agency	Parent
Signature		Address	205 Church
		City/Zip	Eden Ia Phone 641-680-8390
Name/Title	Jamie Miller	Agency	Teacher
Signature		Address	17426 Spruce Ave.
		City/Zip	Siouxport Phone 319-231-7842
Name/Title	Alecia Gardner	Agency	Parent
Signature		Address	10754 Bladensburg Rd
		City/Zip	Ottumwa 52501 Phone 641-485-4798
Name/Title	Judy Fulton	Agency	Parent
Signature		Address	219 Freitag St
		City/Zip	Ottumwa 52501 Phone 641-680-3593
Name/Title	Jessie Greiner	Agency	Parent
Signature		Address	6933 Ashland Rd Agency
		City/Zip	Agency 52530 Phone 641-777-8462
Name/Title	Stephanie Ferrell	Agency	Parent
Signature		Address	249 Pennsylvania Ave.
		City/Zip	Ottumwa 52501 Phone 641-799-3667

**FORM C: COLLABORATIVE SIGNATURES**

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

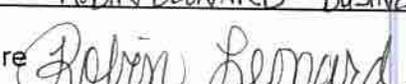
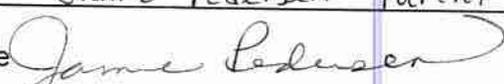
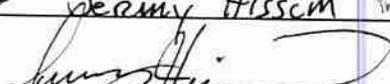
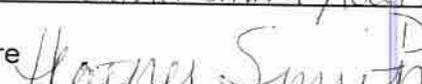
Applications only allowed up to five (5) additional pages for signatures.

Name/Signature	Agency Affiliation
Name/Title Jennifer Woodley, Communication Spec. Signature <i>Jennifer Woodley</i>	Agency Great Prairie AEA Address 3601 West Avenue City/Zip Burlington, IA 52601 Phone 800-382-8870
Name/Title Regional Director Signature <i>Jill Henderson</i>	Agency Iowa State University Extension Address 214 E. Main City/Zip Ottumwa 52501 Phone 641-682-5491
Name/Title <i>Phil Thompson, W-Fire</i> Signature <i>Phil Thompson</i>	Agency <i>Deer Hills Community College</i> Address <i>525 Grandview Avenue</i> City/Zip <i>Humboldt 5000</i> Phone <i>641-683-5124</i>
Name/Title BRAD Little / President / CEO Signature <i>Brad Little</i>	Agency <i>Ottumwa Regional Levee, Inc.</i> Address <i>101 S. Market Street</i> City/Zip <i>Ottumwa 52501</i> Phone <i>641-455-5260</i>
Name/Title Mark Clark / Pastor Signature <i>Mark Clark</i>	Agency <i>Living Hope Bible Church</i> Address <i>202 West Lakota St</i> City/Zip <i>Eldon 52554</i> Phone <i>641-652-3420</i>
Name/Title Brian Fullenkamp, Manager Signature <i>Brian Fullenkamp</i>	Agency <i>Golden Farrow Fertilizer, Inc.</i> Address <i>311 Elm St</i> City/Zip <i>Eldon 52554</i> Phone <i>641-652-1855</i>
Name/Title Chief Admin GPEA Signature <i>Jon Shulsh</i>	Agency <i>Great Prairie Area Education Agency</i> Address <i>2814 N. Court Street</i> City/Zip <i>Ottumwa 52501</i> Phone <i>641-682-8591</i>
Name/Title	Agency
Signature	Address
	City/Zip
	Phone
Name/Title	Agency
Signature	Address
	City/Zip
	Phone

### FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Joel PEDERSEN SUPERINTENDENT	Agency	Cardinal CSD
Signature		Address	4045 Ashland Rd.
		City/Zip	Eldon 52554 Phone 641-652-7531
Name/Title	ROBIN LEONARD BUSINESS MGR	Agency	CARDINAL CSD
Signature		Address	4045 ASHLAND RD
		City/Zip	ELDON 52554 Phone 641-652-7531
Name/Title	Sherry VanDarien Board Secretary	Agency	Cardinal CSD
Signature		Address	4045 Ashland Rd.
		City/Zip	Eldon 52554 Phone 641-652-7531
Name/Title	Jamie Pedersen Parent	Agency	
Signature		Address	
		City/Zip	Phone
Name/Title	Jeremy Hissom Principal HS	Agency	cardinal CSD
Signature		Address	4045 Ashland Rd
		City/Zip	Eldon 52554 Phone 641-652-7531
Name/Title	Cindy Shepherd Principal EL	Agency	Cardinal CSD
Signature		Address	4045 Ashland Rd
		City/Zip	Eldon 52554 Phone 641-652-7531
Name/Title	Heather Buckley	Agency	Cardinal CSD
Signature		Address	4045 Ashland Rd
		City/Zip	52554 Phone 641-652-7531
Name/Title	Heather Smith Food Service Director	Agency	
Signature		Address	
		City/Zip	Phone
Name/Title	Les Shepherd	Agency	Cardinal CSD
Signature		Address	4045 Ashland Rd
		City/Zip	Eldon, IA Phone 641 652 7531

Cameron Chamberlin



Cardinal CSD  
4045 Ashland Rd

641-652-7531

FORM D1: 21CCCLC APPLICATION FUNDING REQUEST SUMMARY

21CCCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)		
Number of program sites included in this application:  2	Total number of students being served (all sites for one year):  160	Total first-year funding request (all sites):  \$ 109,500
		Total three-year funding request (all sites):  \$ 328,500 Amt different from D2 due to added tuition cost added to the budget

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
Cardinal Elementary Summer Program	\$ 45,000	\$ 45,000	\$ 45,000	\$ 135,000	100 estimate
Cardinal Elementary Afterschool Program	\$ 51,000	\$ 51,000	\$ 51,000	\$ 153,000	40 estimate
Cardinal Secondary (6-12) Afterschool Program	\$ 13,500	\$ 13,500	\$ 13,500	\$ 40,500	20 estimate
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	



Totals	\$119,771	Funded by the district funds	\$119,771	Funded by the district funds	\$119,771	Funded by the district funds	\$359,013
--------	-----------	------------------------------	-----------	------------------------------	-----------	------------------------------	-----------

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

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

**Applicant Agency:** Cardinal Community School District      **Site:** Secondary After School Program

**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: 20

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$13,500		\$13,500		\$13,500		\$40,500
Staff Travel							
Materials							
Professional Development (minimum 4% per year)							
Student Access, Transportation etc. (maximum 8% per year)							
Evaluation (about 4% per year)							
Administrative/ Indirect Costs (maximum 8% per year)							
<b>Totals</b>							<del>40,500</del>

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

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

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

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

Yes

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
Asians
Persons with a Disability
Pacific Islanders
Blacks
American Indians
Latinos
Alaskan Native Americans
Other: poverty

- 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: None

Indicate which group is impacted:

- Women
Asians
Persons with a Disability
Pacific Islanders
Blacks
American Indians
Latinos
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: N/A

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

Name: [Signature]
Title: Superintendent

Definitions

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

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

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

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

(a) Homosexuality or bisexuality.

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

(c) Compulsive gambling, kleptomania, or pyromania.

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

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

# No Private Schools in our District

## FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

	<b>Private School Consultation Meeting Log</b>
	<b>Date</b> <b>Time</b> <b>Location</b>

Meeting called by:

Type of meeting:

Attendees: (Attach attendance sign-in sheet)

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

[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:	
_____		_____	_____	
-		-	-	

**Other Information**

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

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

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



# Great Prairie

AREA EDUCATION AGENCY

2814 North Court Street  
Ottumwa IA 52501-1163  
641-682-8591 • 800-622-0027  
FAX: 641-682-9083

3601 West Avenue Road  
Burlington IA 52601-1065  
319-753-6561 • 800-382-8970  
FAX: 319-753-1527

January 22, 2014

To Whom it May Concern:

On behalf of Great Prairie Area Education Agency, I strongly support the current 21<sup>st</sup> Century Community Learning Center grant proposal. It has been a pleasure and privilege to partner with Cardinal Community School District on the development and implementation of a comprehensive communication plan this past year.

Great Prairie AEA works as an educational partner with public and accredited, nonpublic schools to help students, school staff, parents and communities work towards improving student achievement.

As a communication specialist for Great Prairie AEA, I am committed to providing consultation and assistance with all aspects of communication to improve relationships with internal and external customers, as well as their effort to communicate a 21<sup>st</sup> century community learning center.

Sincerely,

Jennifer Woodley  
Communication Specialist  
Great Prairie AEA

---

[www.gpaea.k12.ia.us](http://www.gpaea.k12.ia.us)

*Serving school districts in the counties of:*

*Appanoose, Davis, Des Moines, Henry, Jefferson, Keokuk, Lee, Louisa, Lucas, Mahaska, Monroe, Van Buren, Wapello and Wayne*

# Indian Hills

## community college

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January 23, 2014

Dear 21<sup>st</sup> CCLC Grant Review Committee:

On behalf of Indian Hills Community College (IHCC), I am writing this letter of support for the 21<sup>st</sup> Century Community Learning Center (CCLC) grant proposal submitted by Cardinal Community School District.

Indian Hills Community College and Cardinal School District face many of the same challenges. Southeast Iowa is home to eight of the top ten most impoverished counties in the state of Iowa. Our region has also seen a 2.2% population decrease over the past 10 years. By working together, Indian Hills Community College and Cardinal Community Schools are creating new opportunities for students to gain a quality education and the skills needed in the workforce.

Mr. Joel Pedersen, Cardinal Community School Superintendent, and his leadership team are dedicated to providing quality instruction and extracurricular activities to students across their school district. Mr. Pedersen has been a strong advocate of student achievement demonstrated by his continued commitment to offering students in Cardinal's district opportunities to gain college credit through concurrent enrollment courses.

Indian Hills Community College is committed to supporting the efforts of Cardinal's proposal to establish after school and summer programming by providing work-based learning experiences, career exploration, and mentoring opportunities to meet the grant's established goals. This new program will be a significant benefit to the community and provide an even greater opportunity for Indian Hills Community College and Cardinal Community School District to partner for the betterment of our students and region.

Indian Hills Community College is proud to partner with Cardinal Community School District. We look forward to the continued strengthening of our partnership in an effort to assist more students in reaching their educational goals.

Thank you for your consideration of the Cardinal Community School District's 21<sup>st</sup> CCLC grant application. If you have any questions related to our commitment to Cardinal Community Schools, please feel free to contact me by phone 641.683.5124 or e-mail [matt.thompson@indianhills.edu](mailto:matt.thompson@indianhills.edu).

Sincerely,



Matthew D. Thompson, Ph.D.  
Vice President of Academic Affairs  
Indian Hills Community College



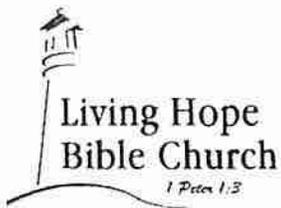
Main Campus

525 Grandview Avenue

Ottumwa, Iowa 52501

(641) 683-5111

<http://www.indianhills.edu>



January 21, 2014

To Whom It May Concern:

Living Hope Bible Church proudly supports many endeavors that Cardinal Community School District pursues. We support them in their effort in attaining the 21<sup>st</sup> Century Community Learning Center grant. This is a grant that would benefit our children greatly.

We are a firm believer in developing the whole child. The use of after school and summer programs to intentionally develop a child physically and mentally will make great strides for learning retention and setting them up to succeed in the classroom. Our schools, churches, and community organizations work together to make a difference in the region we reside. This grant will allow that collaborative process to develop and excel.

Cardinal CSD has been progressively pursuing changes to the district and its culture. We look with anticipation to work with our school district on developing this educational advancement upon them receiving the grant.

Best regard,

A handwritten signature in black ink that reads "Pastor Mark". The signature is written in a cursive style.

Mark Clark  
Senior Pastor

201 West Walnut Street  
Eldon, Iowa 52554

Ph: 641.652.3420 Web: [www.livinghopebc.com](http://www.livinghopebc.com)

Know Christ → Love God → Serve Neighbors → Reach World



January 24, 2014

Re: Cardinal Community School District 21<sup>st</sup> Century Community Learning Center

To Whom It May Concern:

The Ottumwa Regional Legacy Foundation is pleased to provide this letter in support of the Cardinal Community School District's 21<sup>st</sup> Century Community Learning Center grant proposal and application.

Concepts and expected outcomes of a 21<sup>st</sup> Century Community Learning Center are consistent with many elements of the Education Objective within the Legacy Foundation's Strategic Plan. In fact, the Foundation would monitor the progress of this initiative and may support it's sustainability in the future.

Therefore, it is with much enthusiasm and anticipation that the Ottumwa Regional Legacy Foundation pledges to assist Cardinal Schools with this collaborative process upon receipt of this grant funding.

Sincerely,

A handwritten signature in black ink that reads "R. Bradley Little". The signature is written in a cursive style.

R. Bradley Little  
President and CEO  
Ottumwa Regional Legacy Foundation



We're all the bank you'll ever need!

Fairfield

Keosauqua

Eldon

Libertyville

January 29, 2014

RE: Cardinal Community School District 21<sup>st</sup> Century Community Learning Center

To Whom It May Concern:

The Libertyville Savings Bank (LSB) is proud to support the 21<sup>st</sup> Century Community Learning Center (CCLC) grant proposal. We have partnered with the Cardinal Community School District on many different projects including volunteer help, the back to school supply drive and many various financial contributions. We will consider a financial donation to support the grant.

Libertyville Savings Bank is committed to support each of the communities in which we do business and also surrounding communities where our customers live and work.

Thank you for your consideration of the Cardinal Community School District's 21<sup>st</sup> CCLC grant application. Any questions you may have concerning LSB's commitment to the Cardinal Community School may be directed to me by phone at 641-472-9839 or email [lmitchell@libertyvillesavingsbank.com](mailto:lmitchell@libertyvillesavingsbank.com).

Sincerely,

A handwritten signature in cursive script that reads 'Lori Mitchell'.

Lori Mitchell  
COO  
Libertyville Savings Bank

PO Box 130 • Libertyville, Iowa 52567-0130 • 641-693-3141 • Fax 641-693-3301  
PO Box 744 • Fairfield, Iowa 52556-0744 • 641-472-9839 • Fax 641-472-9852  
PO Box 204 • Eldon, Iowa 52554-0204 • 641-652-7838 • Fax 641-652-3284  
PO Box 190 • Keosauqua, Iowa 52565-0190 • 319-293-3151 • Fax 319-293-3510

Member FDIC



ELDON, IOWA 52554 • 641-652-3535  
AGENCY, IOWA 52530 • 641-937-5205  
HEDRICK / OLLIE, IOWA 52563 • 641-653-4443  
MT. UNION, IOWA 52644 • 319-865-1400  
KEOSAUQUA, IOWA 52565 • 319-293-3710  
BLOOMFIELD, IOWA 52537 • 641-664-1045  
FAIRFIELD, IOWA 52556 • 319-456-2115  
MORAVIA, IOWA 52571 • 641-724-3355  
MEMPHIS, MISSOURI 63555 • 660-328-6211  
SOUTH ENGLISH, IOWA 52335 • 319-667-2393

January 30, 2014

To whom it may concern:

On behalf of Golden Furrow Fertilizer Inc., I would like to express our support of the 21<sup>st</sup> Century Community Learning Center grant proposal for the Cardinal Community School district. Over the past several years, Superintendent Joel Pedersen and his staff have strived and have succeeded in increasing educational opportunities for our students. This program would be a great benefit to the school district and to the students of our rural area.

As parents and business partners in the community, we would urge you to support Cardinal Schools for the 21<sup>st</sup> CCLC grant. We appreciate your consideration of our school district for this very important opportunity.

Sincerely,

A handwritten signature in cursive script, appearing to read "Brian Fullenkamp".

Brian Fullenkamp, Manager

Golden Furrow Fertilizer Inc  
Eldon IA  
641-652-3535 office  
641-777-4835 cell  
[bfullenkamp@goldenfurrow.com](mailto:bfullenkamp@goldenfurrow.com)

## Regional Extension News

Lucas, Monroe, Wapello, Jefferson, Wayne, Appanoose, Davis, Van Buren

January 21, 2014

Joel Pedersen  
4045 Ashland Road  
Eldon, Iowa 52554

Dear Mr. Pedersen,

On behalf of Iowa State University Extension and Outreach in Wapello County I am writing to voice my strong support for the 21<sup>st</sup> Century Community Learning Center Grant Proposal for the Cardinal School District. Iowa State University Extension and Outreach has had the pleasure of participating in partnership with Cardinal School District for over 8 years through the Pick A Better program and a team building training. We believe that school programs like these and others are an important part of the service to families and youth in the community—especially in high poverty areas. A program like this will offer academic and economic supports to a population that would show high impact as the result. This would definitely have the potential to change the lives of the students, families and community members in the years to come.

Iowa State University and Extension and Outreach in Wapello County will continue to collaborate with the Cardinal School District as an educational partner in and outside of school time. Iowa State University Extension and Outreach programs and research based curriculum will promote STEM, gardening, nutrition education as well as other life skill opportunities that build developmental assets in youth. Extension and Outreach in Wapello County will support Cardinal School District by providing appropriate research based curriculum, personnel and supplies for the identified curriculum.

Extension and Outreach in Wapello County is committed at the highest level and at each phase of this grant process to assist the Cardinal School District.

Please contact me with any questions you may have regarding Extension's role in this very important program.

Sincerely,

*Sue Henderson*

Regional Extension Education Director



# Great Prairie

AREA EDUCATION AGENCY

2814 North Court Street  
Ottumwa, IA 52501-1163  
641-682-8591 ☎ 800-622-0027  
FAX: 641-682-9083

3601 West Avenue  
Burlington, IA 52601-1065  
319-753-6561 ☎ 800-382-8970  
FAX: 319-753-1527

January 28, 2014

Mr. Joel Pedersen  
Superintendent Cardinal Community School District

Dear Mr. Pedersen:

I have reviewed the requirements for the RFA for the Iowa 21<sup>st</sup> Century Community Learning Centers application and am confident that Great Prairie Area Education Agency could fulfill any service requirements you might have relative to long term evaluation and/or program refinement. As you know we have both literacy consultants and data analysis school improvement consultants available to assist you with program development, evaluation, and refinement. We would welcome any opportunity to support the Cardinal community as it works to develop, implement, and/or evaluate a research based extended learning program. Please count on our support and let us know how we can assist you.

Sincerely,

Jon Sheldahl EdD  
Chief Administrator, GPAEA

---

[www.gpaea.org](http://www.gpaea.org)

*Serving school districts in the counties of:  
Appanoose, Davis, Des Moines, Henry, Jefferson, Keokuk, Lee, Louisa, Lucas, Mahaska, Monroe, Van Buren, Wapello and Wayne*