

Hamburg Community School District

Dr. Mike Wells
Superintendent/Principal

309 S Street
Hamburg, IA 51640

Phone: 712-382-1063
Fax: 712-382-1922

mwells@hamburgcsd.org
www.hamburgcsd.org

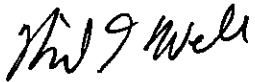
December 8, 2016

Mrs. Jodi Bruce
Iowa Department of Education
Grimes State Office Bld
400 E 14th Street
Des Moines, Iowa 50319-0146

Dear Mrs. Bruce,

Attached is a 21st Century Community Learning Center Grant from the Hamburg Middle School. We appreciate the opportunity to apply for the grant. If you have any questions or concerns, please contact me. Thank you.

Respectfully,



Dr. Mike Wells, Superintendent

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

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

Mail Applications to:

Jodi Bruce

Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146

jodi.bruce@iowa.gov

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

APPLICATION INFORMATION

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

County: Fremont		Amount Requested: \$ 63,000 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Mike Wells, Superintendent		Grant Contact/Project Director: Mike Wells	
Agency Name: Hamburg Middle School		Agency Name: Hamburg Middle School	
Address: 309 S Street		Address: 309 S Street	
City: Hamburg	Zip:51640	City: Hamburg	Zip:51640
Phone: 712-382-2017	FAX: 712-382-1922	Phone: 712-382-2017	FAX : 712-382-1922
Email:mwells@hamburgcsd.org		Email:mwells@hamburgcsd.org	
DUNS Number: 100230259			
Data Collection and Evaluation Contact: Marian Godwin		Fiscal Contact: Kris Wood	
Address: 305 North Fairview		Address: 309 S Street	
City: Exira	Zip:Iowa	City: Hamburg	Zip:51640
Phone: 712-304-4573	FAX:NA	Phone: 712-382-2017	FAX: 712-382-1922
Email: mariangodwin@gmail.com		Email: mwells@hamburgcsd.org	

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: <u>42-6038064</u> OR Enter School District Code _____

(If applicable) Enter Child Care License #: _____
--

REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation: Attached

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

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

Documentation: Attached

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

2014-2015 AYP Notification

August 7, 2015

2772 Hamburg Comm School District

Nishnabotna Middle School		
2014-2015 AYP Determination		
	Participation Rate	Annual Measurable Objective (AMO)
Reading	MET	SINA-2
Mathematics	MET	Watch
Other Academic Indicator: MET		

Definitions:

Watch Status – Districts and schools identified as “watch” missed at least one of the AYP state targets for the first time. Watch status schools are not subject to NCLB sanctions; the designation serves as a reminder that missing AYP state targets in the same area next year could result in a SINA designation.

Delay Status – Districts and schools identified as in need of assistance must meet state AYP requirements for two consecutive years before they can change status. Delay means that the district or school has met AYP goals for one year and is delayed at their current status until next year’s results are determined.

Participation Rate – The state required all school districts/schools to use the following steps to determine participation rate:

1. Report the total number of all students and subgroups at grade level enrolled on the date of the general Iowa Assessments, combined with the Iowa Alternate Assessment.
2. Report the total number of all students and subgroups at grade level administered the Iowa Assessments with or without accommodations.

The state collected participation rates at the building level as well as district level. Determining participation rate as part of AYP, Iowa uses a minimum size of 40 for all groups and subgroups at a school or district level. A school or district that reported fewer than 95% and had a subgroup of less than 40 was not considered as failing to meet AYP on the basis of participation rate.

Annual Measurable Objective (AMO) – Iowa’s accountability system requires all school districts/schools to annually demonstrate improvement towards the state’s annual goals in reading and mathematics. Because of the use of unified accountability trajectories by the state, all districts, subgroups within districts, all buildings, and all subgroups within buildings (of at least 30 students) are expected to attain the state’s trajectory. A proficiency index was used to combine achievement of students in all grades at a school or for districts (3-5, 6-8, and 11).

Other Academic Indicators: High School Graduation Rate – Both four and five year cohort graduation rates were used.

K-8 Attendance Rate – Average daily attendance is defined as the aggregate days of K-8 student attendance in a school or school district divided by the aggregate days of enrollment at grades K-8.

Districts must miss both state targets for graduation rate and attendance rate to miss AYP. In addition, districts must miss achievement targets at all levels (elementary, middle, and high school) to miss AYP.

FORM A: SITE INFORMATION

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

21CCLC Site Name: Hamburg Middle School		
Site Address: 309 S Street		
City, State, Zip: Hamburg, Iowa 51640		
Phone: 712-382-2017		
Site Contact Person: Mike Wells		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
NA		
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

The request for applications program manager or fiscal agent is responsible to notify the Iowa Department of Education immediately any time a deviation occurs or necessity arises to alter any of the goals, program elements, budget or other sections as stated in the request for applications. Program agrees to provide a minimum of 60 hours contact time a month and 30 days of summer school (if applicable).

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

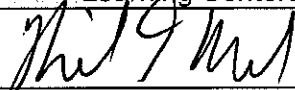
Part M: Private and Public School Consultation

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

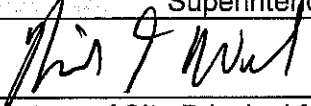
Part N: Grant Termination (Additional conditions in Appendix D)

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

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

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

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
	Hamburg Community School District Mike Wells, Superintendent
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Hamburg Middle School Mike Wells, Principal

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	Brian McGee, Pastor	Agency Free Methodist Church	
Signature	Address 1909 Park Street		
	City/Zip	Hamburg 51640	Phone 402-874-0958
Name/Title	Sandy Thompson, President	Agency Watson Quilters	
Signature	Address PO 25		
	City/Zip	Watson 64496	Phone 660-253-0161
Name/Title	Mandy Maher, ISU Extension	Agency Iowa State University Extension	
Signature	Address 610 Clay Street		
	City/Zip	Sidney 51652	Phone 712-374-2351
Name/Title	Casey Wendstrand, ISU Youth	Agency ISU Extension-Youth Director	
Signature	Address 610 Clay Street		
	City/Zip	Sidney 51652	Phone 712-374-2351
Name/Title	Dave Mincer, Church Elder	Agency United Trinity Church	
Signature	Address 1106 Jefferson		
	City/Zip	Hamburg 51640	Phone 712-350-0856
Name/Title	Cathy Crain, Mayor	Agency City of Hamburg	
Signature	Address 1201 Main Street		
	City/Zip	Hamburg 51640	Phone 712-382-1313
Name/Title		Agency	
Signature	Address		
	City/Zip		Phone
Name/Title		Agency	
Signature	Address		
	City/Zip		Phone
Name/Title		Agency	
Signature	Address		
	City/Zip		Phone

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)		
Number of program sites included in this application:	Total number of students being served (all sites for one year): <u>50</u>	Total three-year funding request (all sites):
<u>1</u>		\$ 189,000
	Total first-year funding request (all sites):	
	\$ 63,000	

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.					
Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Hamburg Middle School	\$63,000	\$63,000	\$63,000	\$189,000	50
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: _____
FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET

Applicant Agency: _____

Site: _____

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: _____

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$41,295	\$2,400	\$41,295	\$2,400	\$41,295	\$2,400	\$131,085
Staff Travel	0	0	0	0	0	0	\$0
Materials	\$10,000	\$755	\$10,000	\$755	\$10,000	\$755	\$32,265
Professional Development (minimum 4% per year)	\$3,000	\$250	\$3,000	\$250	\$3,000	\$250	\$9,750
Student Access, Transportation etc. (maximum 8% per year)	\$3,000	\$410	\$3,000	\$410	\$3,000	\$410	\$10,230
Evaluation (about 4% per year)	\$1,500	\$390	\$1,500	\$390	\$1,500	\$390	\$5,670
Administrative/ Indirect Costs (maximum 8% per year)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Totals	\$58,795	\$4,205	\$58,795	\$4,205	\$58,795	\$4,205	

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

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

General Fund

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

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

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

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

FORM E: MINORITY IMPACT STATEMENT

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

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

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

Indicate which group is impacted:

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

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

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

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

Indicate which group is impacted:

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

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

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

Name: *John J. Nard*
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.

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

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

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

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

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

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

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

Table of Contents

Proposal Abstract	2
Student Need	3-5
Project	6-8
Research Base	9
Management Plan	10-12
Communication Plan	13
Partnerships	14-15
Evaluation	16-17
Budget Narrative	18-19

Proposal Abstract

Hamburg Community School District is located in the extreme southwest corner of Iowa in Fremont County. For the past five years, the district has been in a whole grade sharing agreement with Farragut Community School District. The Hamburg Community School District has 233 students K-12 who are educated in two buildings. The 9-12 students attend Sidney High School, Fremont Mills High School and Shenandoah High School and the PreK-8 students are educated at Marnie Simons Elementary/Hamburg Middle School.

The Hamburg Middle School has extreme poverty with over 56.6% of students qualify for free and reduced lunches. The school is a SINA-1 in math and a SINA-3 in reading. The district has identified the need for extended learning opportunities for children and proposes a before school, after school and summer school program to rectify our poor academic performance.

The components of our proposal are (1) Academic Supports/Literacy Activities/STEM, (2) Enrichment Clubs, (3) Parenting Classes/Adult Education, (4) Educational Field Trips, and (5) Character Education. The Hamburg Community Learning Center will allow additional hours for children to learn in a safe and nurturing environment. Parents will be provided an opportunity to further their education as well through adult education offered free of charge to them.

A unique component of our program is the design of after school clubs. Each semester students will participate in an interest survey to determine which clubs will be offered. Skilled community members will conduct the clubs with students participating in clubs such as woodworking, quilting, chess, Science Technology Engineering (ART), and Mathematics, outdoor education and gardening. The combination of unique learning opportunities and academic supports will help us to improve student performance.

Student Need (20) maximum 3 pages

Hamburg Community School District is located in Hamburg, Iowa in Fremont County in extreme southwest Iowa. The city of Hamburg is one mile from the Missouri state border and 5 miles from the Nebraska state border. Hamburg was devastated by flooding in both 2008 and 2011 which caused businesses to leave the community and resulted in a decline in our student population, which the district has not recovered from. Fremont County is one of the poorest areas of Iowa with a per capita income of \$20,239 which is 9.57% below the state average. (U.S. Census Bureau)

In 2011, the school district entered into a whole grade sharing agreement with Farragut Community School District. The agreement sent secondary students to Farragut and PreK-6 students to Hamburg. The Iowa Department of Education conducted a Phase II visit to both Farragut and Hamburg in the spring, 2015. Both districts were placed on conditional accreditation in March, 2015. Both districts were directed to follow strict guidelines prescribed by the Iowa Department of Education in academics and finance. The Hamburg School District made adequate progress, while the Farragut Community School District did not. On November 18, 2015 the Iowa Education State Board voted to dissolve Farragut. Hamburg understands we must provide academic supports for our students through before/after/summer programming in order to help our students become academically proficient and rectify the decline of education in our school. The 21st Century Grant provides a much needed financial support for a school with very limited financial means.

The Hamburg Middle School (6th-8th grade) has a student enrollment of 51 students with 56.6% receiving free lunch and 15.1% of the students are identified as special education. The daily attendance rate of our school is 94.1%.

The Hamburg Middle School is a Schools in Need of Assistance (SINA) in both reading and mathematics. The middle school is a SINA year 1 in mathematics and year 3 in reading. The 2015-2016 Iowa Assessment Chart is listed below that shows our school is deficient in both reading and mathematics.

Student Needs Assessment:

The first step in identifying the needs was the analysis of the risk factors which place the students of the district at risk of educational failure. Understanding "at risk" is not synonymous with poverty or single parent households, the schools and their partners conducted an analysis of specific factors which lead to students being at risk of educational failure and the programs or services needed to remedy them. Teachers examined student data and created data walls that showed where every student performed in reading and mathematics. A Personal Learning Plan (PLP) was created for each student that identified specific areas of weakness/strength. Students provided feedback about their experience in our school system as part of the plans. Following the PLP conferences, students and parent were provided a written survey to determine their perception on our school issues. Lastly, the School Improvement Advisory Committee (SIAC) which is comprised of parents, students, business owners, school board members, teachers, and administrators examined all data and made recommendations for this grant application. Our proposal for the Hamburg Community Learning Center is to provide remedial academic service.

Hamburg is seeking a 21st century Community Learning grant to improve our school system and provide HOPE to our community. The district is served by one middle school, Hamburg Middle School. The school is designated as a SINA-1 in mathematics and a SINA-3 in reading.

Academics

Objective 1: Improve student learning in math and reading.
Academic Goal: By June 2020, 90% of students will be proficient in reading and math as measured by the Iowa Assessments or considered proficient on the Smarter Balance.

The following factors lead to students dropping out of school and/or poor school performance; Students scoring non-proficient in core areas, having incomplete homework, poor school attendance, and students with D-F's in two or more subjects and children who come from homes that abuse alcohol/drugs. Many students in our school district struggle to meet the Iowa Core Standards in reading and mathematics as measured by the Iowa Assessments which are shown below.

2015-2016 Iowa Assessments	Grade	Percentage Proficient	No Child Left Behind Expectations
Reading	6 th Grade	55.2%	100%
Reading	7 th Grade	86.3%	100%
Reading	8 th Grade	42.3%	100%
Mathematics	6 th Grade	51.7%	100%
Mathematics	7 th Grade	90.9%	100%
Mathematics	8 th Grade	50%	100%

As the Iowa Assessment data shows only 61.26% of our middle school students are proficient in reading which has been an ongoing trend in our district and has branded our school as a SINA 3 in reading. In mathematics we are a SINA 4 with only 64.2% of our middle school students being at grade level (proficient).

The Hamburg School District was trained in the Iowa Formative Assessment System for Teachers (FAST) in August, 2015. The Iowa Department of Education has set up three screening windows for schools; Fall (September), Winter (January), and Spring (April). Below is the Fall FAST assessment for the Hamburg Middle School. The middle school was tested using the FAST Curriculum Based Reading Assessment (FAST CBM) and in mathematics using the Aimsweb Math Assessment M-CAP. The Fall 2016 data is below:

Formative Assessment for Teachers (FAST)	Grade	CBM-R (Students Proficient)	M-CAP (Students Proficient)
Reading	6 th Grade	61.9%	50%
Reading	7 th Grade	78%	62.3%
Reading	8 th Grade	50%	40%

The assessment data show extremely low reading achievement for our students with 63.3% of our middle school students reading at state benchmarks. As measured by the CBM-R-63.3% of our middle school students being on grade level in reading. Twenty two (33.3%) percent of middle

school students had two or more failing grades in two classes or more. In mathematics, as measured by the M-CAP only 50.76% of our students are currently meeting state benchmarks.

Social-Behavioral:

Objective 2: Improve student behavior and participation percentages in school programs.

Social-Behavioral Goal: By June 2020, 90% of students will have participate in an enrichment program (i.e. club) and discover new interest that leads to healthy choices.

The Iowa Youth Survey was used to identify social-behavioral needs of our students and how safe they feel at school and in our community. All of these factors play an important role in how our students do at school.

QUESTION	Agree	Disagree
My teacher notice when I am doing a good job and let me know about it	62.5%	37.5%
My neighborhood is a safe place to live	52.4%	47.6%
In the past 30 days, how many days have you had one or more drinks? (4 days)	15.4%	84.6%
I feel I have much to be proud of (8 th grade)	52.9%	47.1%
I do my best in school	72.7%	27.3%

The Iowa Youth data shows students do not believe teachers care about them as people. Our program will focus on developing healthy, supportive adult relationships for students. Even though Hamburg is a small community, students did not feel their neighborhoods were safe. Anytime a student feels unsafe it effects their learning. Slightly more than half of our students surveyed felt proud of what they have accomplished and about 25% of our students do not give their best effort in school. These indicators create the foundation of our problem which is adult support and helping students build confidence.

Other data having a negative impact on student learning include a 3.85% dropout rate which is high for a rural school in Iowa. A more alarming figure is 8% of Hamburg students miss 8-10 days per year. Chang (2011) research on attendance in California showed students who do not have chronic absenteeism score an average of 50 points higher on state tests than students who were chronically absent in their first two years of school. Parents often display the same truancy tenancy as their children. If our school is going to change the behavior of children, we must first change the practices of their parents.

The Hamburg Middle School has an extremely high rate of rural poverty with over 56.6% of students receiving Free/Reduced School Lunches. The district has implemented a Universal Breakfast program, which provides a free breakfast to all children.

The Hamburg Community School District is in desperate need of support for our children which we can provide through before school, after school, and summer school programming. In order for our students to “catch up” we must go beyond our regular routines and hours in order to meet their needs.

Objective 3: Increase the engagement of parents and provide educational opportunities for them.

Family Literacy Goal: By June 2020, 95% of families will have attended adult classes in the learning center and/or attend a family literacy night.

Project

The Hamburg Middle School 21st Century Community Learning Center will operate Monday thru Friday from 7:00 a.m. to 8:30 a.m. (before school), 3:30 p.m. to 6:00 p.m. (after school) and 9:00 a.m. to 3:00 p.m. weekdays in the summer from June 15th-July 31st each year. The center will be open from 8 a.m. to noon two Saturdays each month. Adult classes will be offered in the evenings pending community college schedules. Family literacy nights will be offered each quarter to engage parents in their child's learning.

The school district will provide transportation to and from the program, free of charge. The school district has universal breakfast so all children can eat breakfast free as part of the program. An afternoon snack will be provided each day during the afternoon session. During the summer program a breakfast, lunch and afternoon snack will be provided.

The components of the program are (1) Academic Supports/Literacy Activities, (2) Enrichment Clubs, (3) Parenting Classes/Adult Education, (4) Educational Field Trips, and (5) Character Education.

Staffing:

The Hamburg Community Learning Center will utilize a part time director who will coordinate and manage the program. There will be one part-time employees working 20 hours per week to help with the snacks/meals/material preparation. During the school year, two licensed teachers will provide two hours of academic supports each day, Monday thru Friday. The after school clubs will be operated by community volunteers with expertise in the subject matter.

(1) Academic Supports/Literacy Activities:

In August 2015 the district hired new administration and began a researched based reading program, Houghton-Mifflin Harcourt called *Journeys*. (U.S. Department of Education, 2012) The staff received training in the fall, 2015 about program implementation. The program has an intensive intervention program which will be taught during the school day and extended to before/after school as well as in the summer.

The school district has been working with the Green Hills AEA on "Math Academy" which provides a prescriptive mathematics program that is aligned K-12. This math program provides 3 academic screeners throughout the year and assigns "math interventions" which will be taught during the school day and extended to the before/after school program. The Math Academy will provide applied math contest/challenges in a summer math program. The district will begin using *Connected Math Project* (Michigan State University, 2014) during the 2017-2018 school year which is a research based math curriculum. *Connected Math Project* provides project based learning where students apply math concepts to solve real world problems. The math program is extremely engaging and fun for learners. Because the program requires students to spend extensive time outside of the classroom to complete projects, the after school program would lend nicely to provide needed supports. We will also implement IXL computerized math/reading programs will be used to provide individual instruction for students based on their needs. IXL is a researched based program that has

demonstrated significant improvement in both reading and math. (Oregon Department of Education, 2009)

Some students lack the organization study skills to complete required tasks such as homework, reports, journals, etc. Others need additional assistance such as time to practice what they have learned and ask questions. No tutoring or homework programs are currently available at the middle school. Homework help and tutoring will be available, with recruitment of those below proficient in the core areas. Remedial programs with proven records need to be available. Our school is a Title wide school program so 100% of our students are eligible for services. Currently, students in these programs are making progress but remedial activities are needed before and after school and in the summer. Once students enter into middle school they no longer receive Title I services so they lack the necessary supports to continue to grow. The interventions from our school based programs will be used in our after school program thus providing an alignment with the school day.

(2) Enrichment Clubs/Extended Learning Opportunities

The Hamburg Middle School 21st Century Community Learning Center will provide semester long clubs for children to select based on individual interests. Core subject areas will be interwoven into each club to assure the Iowa Common Core is taught throughout and academic progress is made. The club program will be fun and engaging for students and will allow students to learn new skills and develop new interest. Clubs will allow students to build self-esteem and a sense of accomplishment each semester. The following clubs will be permanent/on-going STEM, Gardening, Quilting, Outdoor Education, and Music. The rest of the clubs will change each semester based on student interest surveys.

Mr. Casey Wendstrand, Fremont County Iowa State Extension will provide Science, Technology, Engineering and Mathematics (STEM) club each semester. STEM will engage students through activities where they are required to use math/science skills to complete the task.

Fremont County Master Gardeners will provide expertise on the proper way to grow and maintain a school/community garden. The school recently received a Gloria Martin Foundation Grant and have erected a greenhouse and aquaponics system. The Garden Club will operate an all year greenhouse/aquaponics system and provide vegetables to the food pantry and for elderly folks in our community.

Quilting Club will be provided by the Watson Quilters. The club will focus on math skills needed in quilting which include measuring, addition, geometry, and fabrication. Students will learn the art of American quilting while honing their math skills. This club will provide a multi-generational activity and will build adult relationships for students who may not have them.

Outdoor Education will be provided by the Department of Natural Resources (DNR). DNR has provided an outdoor education course for students. Students explored animals, habitat, and conservation activities. In the future, students will participate in hiking, map reading, animal tracks, and snow skiing.

Music Club is a combination of community musicians and the Hamburg Music Boosters who are willing to provide lessons in piano, guitar, and violin. Jensen (2000) studied students who learned to play a string instrument and found they outscore their peers in both standardized scores and in classroom assessments. Music instruction also provides an avenue of self-expression and builds self-esteem.

Other clubs (pending student interest) could include chess, woodworking, technology, dance, girls/boys on the run. At the beginning of each semester fall, spring, and summer a student interest survey will be conducted and based on these results, clubs will be developed.

(3) Parenting Classes/Adult Education

We will utilize three parenting programs:

- (1) The Incredible Years: Parents and Children Training Series-Dr. Carolyn Webster-Stratton which focuses on parents ages 3-12. The goals of the program is to strengthen competencies in positive communication and play skills. Parents learn how to teach children consistent and clear limits, problem solving, and managing anger. The program is a Blueprints Model Program and recognized as an Exemplary Program (OJJDP).
- (2) The Strengthening Families Program-Dr. Virginia Molgaard and Dr. Richard Spoth which focuses on parents with children ages 10-14. The program is been extremely effective in reducing substance use and behavior problems and improving communication skills between parents and their child(ren). The program is a Blueprints Model Program and recognized as an Exemplary Program (OJJDP).
- (3) Parent Wisely-Dr. Donald Gordon focuses on children ages 14-18. The program improves communication, reduces family conflict, and reduces delinquency and substance abuse. The program is a Blueprints Model Program.

The City of Hamburg and the Hamburg Community School District is partnering in a Public Education and Recreational Levy (PERL). These funds will be used to provide job skill training for parents who need them. The Hamburg 21st Century Learning Center will house these adult skill development course free of charge to qualified patrons.

(4) Educational Field Trips

An important element of before/after school and summer programs is providing educational field trips for students. Fremont County is one of the poorest areas of the state with 61% of our students living in poverty. Parents do not have money to take their children to museums, planetariums, and other educational opportunities. Our after school program will link our clubs to field trips. One field trip each quarter will be taken and three in the summer to such locations. Research supports culturally rich field trips increase children's acceptance of people who look and think differently than they do. (Greene, Kisida & Bowean, 2014) Field trips will include cultural celebrations, science centers, art galleries and museums.

(5) Character Education

Our school/community is in need of a character education program. We will model our program after the community of Cedar Falls, Iowa which has implemented a business/community/school implementation of Steven Covey's research based program, *The Leader in Me*. *The Leader in Me* will be taught in our schools and in our learning center for both adults and students. We will provide training for all businesses in our community. We will teach the 7 Habits of Highly Effective People which includes; Be Proactive, Begin with an End in Mind, Put First Things First, Think Win-Win, Seek First to Understand/Then to be Understood, Synergize, and Sharpen the Saw. This program has extensive research that supports its effectiveness. (Goleman, 2002)

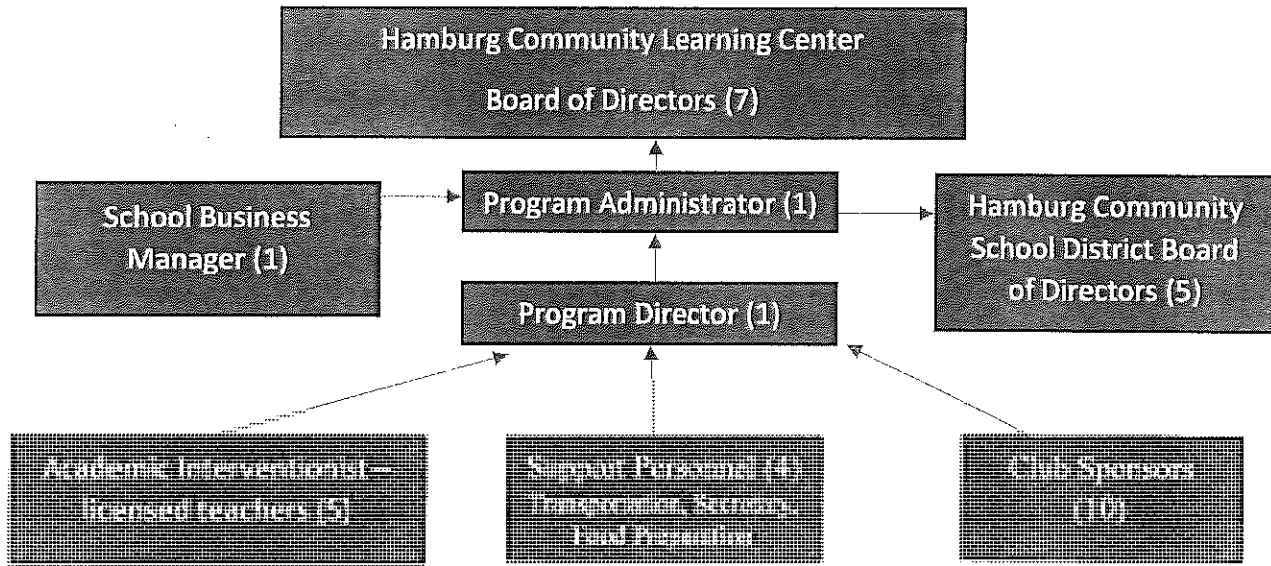
Research Base (5)-

Program Component	Program/Curriculum	Research Based (Bibliography-Appendix)
Academics	<u>Journeys</u> -Reading Curriculum and interventions. The base program will be used during the school day with interventions use before/after school and in summers.	U.S. Department of Education, 2012 Hiebert, E.H., 2005 Allington, 2001
Academics	<u>Connected Math Project</u> is a Michigan State University designed project based math program. Students apply math concepts to solve real work problems. The base curriculum will be taught during the school day with the project based learning component being implemented in the after school program.	Michigan State University, 2014 Adams, L. M., Tung, K. K., Warfield, V. M., Knaub, K., Mudavanhu, B., & Yong, D. (2002).
Academics	<u>IXL</u> Computerized Curriculum-is an online based curriculum in reading and math that allows for individual programming based on a student's needs.	Oregon Department of Education, 2009
Enrichment Clubs/ Extended Learning Opportunities	A project based club system will be created to provide opportunities for students to explore self-interest. Students will have an opportunity to learn violin, guitar, piano, quilting, chess, outdoor education, gardening, and fitness. Extensive research supports these activities and links them to success in the classroom.	Jensen, 2000 (Music Clubs) Romano, 2011 (Chess-Math) Furman N., Gookin J., Paisley K., Sibthorp J., 2015 (Outdoor Ed) Jacobson & Lehrer, 2000 (Quilting/Improving Math)
Parenting Classes/Adult Education	We will offer three parent classes: (1) <u>The Incredible Years: Parents and Children Training Series</u> -ages 3-12. (2) <u>The Strengthening Families Program</u> ages 10-14 (3) <u>Parent Wisely</u> -ages 14-18.	Blueprints Model Program and recognized as an Exemplary Program (OJJDP)
Educational Field Trips	Students will participate in cultural, art, and science field trips.	Greene, Kisida & Bowean, 2014
Character Education	Steven Covey's research based program, <i>The Leader in Me</i> teaches children, parents, business leaders the 7 Habits of Highly Effective People.	Goleman, 2002

Management Plan (20) maximum 3 pages

The Hamburg Community Learning Center will be operated through a collaborative community model. A board of directors will be the governing body of the Learning Center. As shown below there is a combination of school personnel, learning center personnel and two boards assuring a check and balance system.

Organizational Flow Chart



The program is structured in a manner that allows it to be sustainable when the grant expires. The personnel chart below, shows the people involved with the program, defines who they report to, and how they will be funded. Fifty percent of personnel are funded by the school district which assures financial buy in.

Hamburg Community Learning Center-Management Plan			
Position (# of personnel)	FTE	Reports To	Funded By
Program Administration (1)	0.5	Board of Directors	Hamburg CSD (In-kind)
Program Director (1)	0.5	Program Administrator	Grant
Academic Interventionist-Licensed Teachers (2)	0.2	Program Director	Grant
Support Personnel (2) Transportation (1), Food Preparation (1)	0.2	Program Director	Grant
Club Sponsors (10)	0.2	Program Director	Cash Match
Business Manager (1)	0.2	Board of Director	Cash Match

Hamburg Community Learning Center Board of Directors (7)

The Hamburg Community Learning Center will be govern by a local volunteer board with the following memberships assigned: (1) City Mayor, (2) President of the School Board, (3) President of

the School Student Senate, (4) Community Pride President, (5) Hamburg Parent Teacher Organization President, (6) Iowa Western Community College Adult Education Coordinator and (7) Hamburg Kiwanis President. Non-elected board members will serve one year terms.

The Board of Directors is responsible to:

- Set and approve all policies
- Ensure internal controls are in place
- Provide fiduciary oversight which includes financial reports
- Approve budget and contracts
- Assure an auditing and report process is in place
- process/reporting process
- Serve as the final authority in personnel issues and legal actions

Program Administrator (1)

The Hamburg Community School District Superintendent will be responsible for the oversight of the program and be funded by the Hamburg School District. The superintendent will report to two boards; Hamburg Community School District Board of Directors and the Hamburg Community Learning Center Board of Directors. The Superintendent will assure:

- Assure all policies/procedures are followed
- Conduct evaluations and work with the outside evaluator on data reports.
- Handle all record keeping and be responsible for communication.
- Create a learning community of children and adults that promotes optimal child development and healthy families.
- Establishing systems for smooth program functioning
- Plan and budget the program's fiscal resources.
- Recruiting, selecting, and orienting personnel. Overseeing systems for the supervision, retention, and professional development of staff that affirm program values and promote a shared vision.
- Establishing partnerships with program staff, family members, board members, community representatives, civic leaders, and other stakeholders to design and improve services for children and their families.
- Advocating on behalf of high-quality services to meet the needs of children and their families.

Program Director (1)

The program director will handle the day to day operations of community center. Responsibilities include:

- Plans and implements activities in within budget constraints to achieve program objectives.
- Prepares monthly reports reflecting activities, including attendance and program participation for the program administrator.

- Collaborate with academic interventionist/teachers on participants' personal development through diverse program offerings, with a focus on developing their interests and increasing their attendance, program participation, knowledge and abilities.
- Handle conflict and discipline issues.
- Recommends new offerings in specific program areas and creates and implements necessary plans to initiate new program offerings.
- Recommends new offerings in specific program areas and creates and implements necessary plans to initiate new program offerings.
- Identifies prospective community resources/volunteers that could assist with program.
- Plans and implements special events and activities that give program participants the opportunity to exhibit their skills.
- Develops and implements opportunities for participant involvement in outside educational, recreational and leadership programs and activities relating to program areas.
- Plan and implements field trips that complement program activities.
- Implement policies, objectives, standards and programs to project participants, parents, community organizations and the public.
- Maintain the cleanliness and appearance of the facility
- Manage the adult education program

Academic Interventionist/Teachers (2) - The academic interventionist are licensed teachers who understand the school's reading/mathematic curriculums. They will implement academic intervention plans for all students and monitor/record progress. They will provide small group and individual instruction based on student's needs. Academic interventionist will collaborate with classroom teachers to assure an align approach.

Support Personnel (2)-A transportation person will be responsible to get students to/from the Community Learning Center. School buses/vans will be utilized for this purpose. Additional support staff include a school nutrition personnel that will provide trained personnel for snacks/meals for the program.

Club Sponsors (10)-Each semester a club system will be developed based on student interest. The club sponsors will be community members who have special skills/talents that match the interest of our students. A survey will be given to determine the interest of our students. Example of clubs include chess, woodworking, STEM, quilting, technology, outdoor education, and art. We have experimented with clubs in the fall, 2015 with excellent success. Club sponsors are volunteering their time/talents but supplies for the clubs will be through the grant. All club sponsors have a background check conducted to assure children safety

Communication Plan (5)-maximum 1 page

The Hamburg Middle School Community Learning Center (HMCLC) understands the importance of communicating with the public about the program. The communication matrix also includes the frequency of communication for different types of information and the method of communication.

Audience	Information	Outreach Strategy/Activity	Frequency	Estimated Impacts
Parents Community Partners	<ul style="list-style-type: none"> • Discussion of Activities • Schedule of Adult Classes and programs 	Monthly Newspaper Column dedicated to the HCLC	Monthly	-Public awareness about programs which will lead to increased participation
Parents Community Partners	<ul style="list-style-type: none"> • Description of programs • Successes of the program • Parent Education Component 	HCLC Newsletter	Monthly	-Fundraising -Awareness of programming -Surveys will be sued in newsletters to gather input from the community
Community Students Parents Partners	<ul style="list-style-type: none"> • Daily activities • Pictures/clips of programs 	HCLC Facebook Page	Daily	-Instant feedback from the public
Southwest Iowa Parents Students Partners	<ul style="list-style-type: none"> • Communication about the program 	KMA Radio Show	Weekly	-Fundraising -Gaining new community partners
Retired Patrons Public	<ul style="list-style-type: none"> • Sharing information and data 	Community Coffee	One Saturday per month	-Gather feedback from community
All Patrons	<ul style="list-style-type: none"> • Accomplishments • Programming Updates • Student Achievement Data 	Community Mailings	Semi-annual	-Inform the public about the center -Fundraising -Survey to gather input
All Patrons	<ul style="list-style-type: none"> • Detailed project Status • Evaluation Data 	Annual Program Report	Annually	-Share evaluation

Partnerships (10)

The Hamburg Community Learning Center is blessed with a wide array of community partners. The success of our program will be depended on quality community collaboration and the ability to gain new partners as the program develops.

Partnership	Current programming with partner	Proposed Role in the Community Learning Center	Memorandum of Understanding
City of Hamburg	<ul style="list-style-type: none"> • Share athletic fields • Partner with swimming pool • Share equipment 	<ul style="list-style-type: none"> • Jointly pursue Public Education Recreational Levy (PERL) • Assist with adult education programming. • Partner on summer meal program. • Summer reading program in collaboration with the city library. 	Yes, in the Appendix
United Trinity Church	<ul style="list-style-type: none"> • Charter Education Program 	<ul style="list-style-type: none"> • Character Education Program • Provide volunteers for clubs • Provide music teachers for instrumental music development. • Provide people to help with the academic development by monitoring the IXL computer programming 	Yes, in the Appendix
4H	<ul style="list-style-type: none"> • Educational programs during the school day. 	<ul style="list-style-type: none"> • Provide STEM education for afterschool/summer school program. • Provide equipment for gardening club, composting. • Provide people to help with clubs. 	Yes, in the Appendix

Fremont County ISU Extension & Outreach	<ul style="list-style-type: none"> No partnerships at this time. 	<ul style="list-style-type: none"> Provide Master Gardeners to help with gardening program. Support Lego League teams by providing Lego tables. 	Yes, in the Appendix
Iowa Western Community College	<ul style="list-style-type: none"> Provides classes on their campuses for students 	<ul style="list-style-type: none"> Provide adult education classes including the parenting courses. Provide club supports by providing robot training for staff/students Provide technology training and supports. 	Yes, in the Appendix
Watson Quilters	<ul style="list-style-type: none"> Provides quilting classes after school 	<ul style="list-style-type: none"> Provide quilting classes after school and during the summer. Assist with other clubs. 	Yes, in the Appendix
Free Methodist Church	<ul style="list-style-type: none"> Assist in school activities 	<ul style="list-style-type: none"> Provide chess sets and adults to teach children the strategies. Character Education for students. 	Yes, in the Appendix
Assessment Solutions for Education, Inc.	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Provide training for staff on how to gather information for evaluation. Conduct evaluation 	Yes-Vita listed in the Appendix

We will conduct monthly community meetings about the Community Learning Center and recruit new partners. We will ask current partners to reach out and recruit one other business to participate in our program each year.

Evaluation

Marian Godwin, Assessment Solutions for Education, Inc. is an expert in program evaluation. She has a vast array of experiences in evaluation in Iowa schools.

- She is currently evaluating the Harkin Pottawattamie Preschool Group analyzing pre and post GRTR data and tracking those students to their performance on Iowa Assessments, and interpreting the results for executive summaries and annual reports for the grant evaluation process.
- Marian worked for the Iowa Department of Education and understands the data the department requires for grants. She was the lead facilitator and evaluator for the Iowa Department of Education's Science Standards Review Team working with Rita Martens, Brad Niebling, Brad Buck, Ryan Wise, David Tilly and Staci Hupp.
- She developed the tool to analyze and monitor Danielson Teacher Evaluations with the Waukee School District. This tool allowed the Waukee school district to identify weaknesses in teachers and improve their instruction.
- Worked with Dr. Dana Carmichael, TS Educational Consultants, and the Center for Authentic Intellectual Work, developed tools to analyze and monitor AIW data.
- Co-lead AIW Next Steps Summer Academies
- Created Skill-based Report Cards
- Created Progress Monitoring Tools
- Created an Office Referral analysis tool based upon Positive Behavior Interventions and Supports (PBIS)
- Developed a tool to assist in determining Student Eligibility
- Developing a program to produce Assessment Profiles for students, which bring together a student's performance on all district assessment into one comprehensive report.
- Worked with a consortium of schools and AEA personnel with the Green Hills AEA, developing data analysis tools and leading training to use those tools, and provided workshops to lead the schools through a data driven decision making process.
- Created an interactive tool for classroom teachers to determine their students' performance on specific Skill Domains, analyzing and charting their classroom and student performance, and determining the relationship to the Iowa Core standards.

Evaluation Procedures:

Component/Objective	Goal	Goal Measures
(Academic) <i>Objective 1: Improve student learning in math and reading.</i>	<u>Academic Goal:</u> <i>By June 2020, 80% of students will be proficient in reading and math as measured by the Iowa Assessments.</i>	<ul style="list-style-type: none"> • Daily Attendance • Formative Classroom Teacher Assessments • FAST-3 times per year • Iowa Assessments • # of students with intervention plans • Student/Staff surveys
(Social-Behavioral) <i>Objective 2: Improve student behavior and participation percentages in school programs.</i>	<u>Social-Behavioral Goal:</u> <i>By June 2020, 85% of students will have participate in an enrichment program (i.e. club) and discover new interest that leads to healthy choices.</i>	<ul style="list-style-type: none"> • Club Attendance • Daily Attendance • Office referrals • Suspension • Iowa Youth Survey Fall 2018 • Student artifacts from clubs i.e. quilts, wood projects. • Student/Parent Survey
(Family Literacy/Engagement) <i>Objective 3: Increase the engagement of parents and provide educational opportunities for them.</i>	<u>Family Literacy Goal:</u> <i>By June 2020, 95% of families will have attended adult classes in the learning center and/or attend a family literacy night.</i>	<ul style="list-style-type: none"> • Parent attendance • # parents in adult classes • School discipline data • Parent Surveys

Use of Evaluation Results:

All three goals will be measured with both qualitative and quantitative data. We will use 2016-2017 data as our base year and compare it with results collected during the 2017-2018. We will use standardized tests and state screeners to collect student achievement data and compare with other Iowa schools to determine the effectiveness of our program. A community forum will occur each quarter and data will be shared. Community input will be collected and the program will be adjusted according. We will use the Iowa Youth Survey and Search Institute surveys with students to gather their input about our programs.

Making the Results Public:

All data will be shared with the public through our school webpage, Facebook, and through school publications. All partners will provide a written feedback which will be shared with the public.

Budget Narrative

Funding Amount Determination:

The Hamburg Community School District utilized the funding formula provided by the Iowa Department of Education. We will have a before and after school program as well as a summer school program. We are anticipating 30 students in our after school program and 20 students for our summer school program. We will operate our before and after school program for 180 school days and our summer program a minimum of 45 days for a total of 225 days. The funding formula indicated \$54,000 for our before/after school funding and \$9,000 for our summer school funding for a total of \$63,000. Our grant proposal is for \$63,000.

Personnel Expenses:

The oversight for the program will be provided by the **Program Administrator** (Hamburg Superintendent) and the district will pay for his services.

The **Program Director** will be responsible for the day to day operation of the program and will be required to have a Bachelor of Science/Art or advanced degrees. The Program Director will be paid \$25 per hour x 20 hours per week x 50 weeks=\$25,000 annual salary plus plus F.I.C.A. (7.65%) \$1,213 and IPERS (8.93%) \$2,233. The total salary package for the **Program Director** is \$28,446.

All finances/accounts payables will be conducted by the Hamburg Schools **Business Manager**. The district will absorb the cost of her services.

Academic Interventionist/Licensed Teachers will provide academic supports. We will target retired school teachers but ALL Academic Interventionist will have a teaching endorsement. The Hamburg Teachers Master Contract requires \$20 per hour for extra services provided by teachers off contract time. We will hire 2 Academic Interventionist/Teachers and use them for 1 hours per day, 4 days a week during the school year and summer program. They will not receive any insurance benefit. 2 Interventionist x \$20 per hour x 4 hours per week x 48 weeks=\$7,680 plus F.I.C.A. (7.65%) \$588 and IPERS (8.93%) \$686. The total cost for the **Interventionist/Teachers** is \$8,954.

Bus Driver-We will operate one bus route to take students home from after school programs. We already transport students to school so there is no additional expense for morning transportation. We will operate the program 180 days during the school year and 45 days in the summer for a total of 225 days. The cost of having a bus driver will be \$13 per hour for the driver x 225 days=\$2,925 plus F.I.C.A (7.65%) \$224 and IPERS (8.93%) \$261. The total cost for our **bus driver** is \$3,410.

Food Preparation Personnel-We will use one person to prepare snacks for our after school program. 1 cooks x 2 hours per day x \$12 per hour (current rate) x 225 days=\$5,400 plus F.I.C.A (7.65%) \$413 and IPERS (8.93%) \$482. The total cost for our **cooks** is \$6,295.

Project Evaluation: We have arranged for a flat evaluation fee with Assessment Solutions for Education, Inc. **\$1,890** which is 3% of the total grant. This is a fixed cost and falls below the amount set in the grant guidelines.

Professional Development-The district will contract with the Boys Town to provide parenting classes for our parents/staff on challenging childhood behaviors. The cost of the program is \$2,750 plus traveling expenses estimated at \$500. They will conduct a total of seven evening trainings for our community. This totals **\$3,250** which is greater than 5% of the grant.

Supplies/Field Trips-We estimate 30 students participating in our before/after school club and 20 students attending summer school for a total of 50 students. Students will have supplies provided for them so they can participate in woodworking, quilting, etc. Each child will be allocated \$115.50 for supplies for the year. $50 \text{ students} \times \$115.50 = \underline{\$5,775}$. Students will be participating in quarterly field trips so we have set aside **\$4,980** for quarterly field trips and summer field trips. The total for this category is **\$10,755**.

Bibliography

- Allington, R. (2001). *What really matters for struggling readers: Designing research-based programs*. New York: Addison-Wesley
- Adams, L. M., Tung, K. K., Warfield, V. M., Knaub, K., Mudavanhu, B., & Yong, D. (2002). *Middle school mathematics comparisons for Singapore Mathematics, Connected Mathematics Program, and Mathematics in Context*. Report submitted to the National Science Foundation by the Department of Applied Mathematics, University of Washington.
- Adams, R. L. (2005). *Standards-based accountability: Improving achievement for all students through standards based mathematics instruction*. (Doctoral dissertation). Retrieved from Dissertation Abstracts International, 66(6). (ProQuest ID No. 932378841)
- Furman N., Gookin J., Paisley K., Sibthorp J.(2015). *Student Learning in Outdoor Education: A case study from the National Outdoor Leadership School*. *Journal of Experiential Education*, April, 2008, Vol. 30, No 3, ppg 201-222.
- Goleman, Daniel. *Great Ideas in Education*. Cambridge, Mass: Harvard Press, 2002.
- Hiebert, E. H. (2005). In pursuit of an effective, efficient vocabulary curriculum for elementary students. In E. H. Hiebert & M. L. Kamil (Eds.), *Teaching and learning vocabulary: Bringing research to practice* (pp. 243-263). Mahwah, NJ: Lawrence Erlbaum Associates.
- Jacobson, C. and Lehrer, R. (2000). *Teacher Appropriation and Student Learning of Geometry through Design*. *Journal of Research in Mathematics Education*, Vol. 31, No 1, 2000.
- Jensen, Eric. *Music with the Brain in Mind*. San Diego, California: The Brain Store, Inc. 2000
- Oregon Department of Education. (2009). *Oregon's Statewide Assessment System Technical Report: Volume 6, Score Interpretation Guide*. Retrieved on March 18, 2013.
- Romano, Barbara. *Does Playing Chess Improve Math Scores?* University of Pennsylvania Press, 2011.

December 8, 2016

Dr. Mike Wells
Superintendent
Hamburg CSD

Dear Dr. Wells,

Iowa State University Extension & Outreach Fremont County is delighted to be partnering with Hamburg Community School District as part of the 21st Century Grant for before and after school programming and summer enrichment opportunities. It aligns perfectly with our organization's vision of a strong Iowa.

As the Program Coordinator of ISU Extension & Outreach Fremont County, I am very interested in new ways to teach steadfast concepts to our young citizens and I see great value in hands-on, experiential learning opportunities with a strong emphasis on Science, Technology, Engineering, Arts and Math. I have seen how effective the programs that have been implemented by Hamburg's Elementary School have been for its students and am excited about the growth that would be realized by similar programming in the Middle School.

Not only do we at ISU Extension & Outreach Fremont County strongly support the efforts of Hamburg Community School District, we are engaged partners, providing STEM education in Hamburg's existing after-school program. We have seen, first-hand, how these kinds of learning opportunities are exciting for the students! It provides them the opportunity to develop a passion for educational areas that will serve them well in the STEM-centric job market they will undoubtedly enter. I feel that participation in this project will help us reach our goal of providing education and building partnerships designed to solve today's problems and prepare for the future.

We looking forward to our continued work with Hamburg CSD and are excited about the momentum the district has gained. We hope that they are able to receive additional funding to continue on the path of first-rate, innovative educational opportunities and longevity.

Sincerely,



Mandy Maher | County Program Coordinator
Iowa State University Extension and Outreach
PO Box 420 | 610 Clay Street | Sidney, IA 51652
mmaher@iastate.edu
(712) 374-2351 | (712) 246-8631
www.extension.iastate.edu/fremont

December 9, 2015

Free Methodist Church

1909 Park Street

Hamburg, Iowa 51640

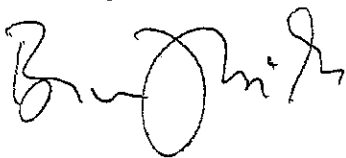
Dear 21st Century Grant Selection Committee:

Free Methodist Church supports the staff of the Hamburg Community School District staff and faculty as they apply for the 21st Century Grant. It is our hope that they would be selected for this award because we have an excellent school district and before/after school programs are much needed in our community.

The church will partner with the school on Tuesdays and provide people to help with the after school program. We will provide chess sets and coaches for the chess teams. We will also provide any programs the school wishes to implement based on character building and practicing positive behaviors. The church and school have a long history of partnering and we welcome an opportunity to serve.

If you have any questions about our commitment to the Hamburg 21st Century Learning Center please contact me at (402) 874-0958.

Blessings,

A handwritten signature in black ink, appearing to read "Brian McGee". The signature is fluid and cursive, with a large loop for the letter 'B' and a distinct 'M' and 'G'.

Pastor Brian McGee

Marian Godwin

305 North Fairview, Exira, Iowa 50076 Phone: 712.304.4573 • Email: mariangodwin@gmail.com

PROFESSIONAL EXPERIENCE Founder/Owner of Assessment Solutions for Education, Inc. (2001 – present)

What I do:

As a contracted consultant I collect, analyze, interpret and present school data to assist AEA personnel, administrators, district leadership teams, school improvement advisory committees, building leadership teams, boards of education and classroom teachers in data-driven decision making to facilitate school improvement efforts and the development of district and personal classroom goals. I provide professional development, lead data workshops, and have assisted with AYP reporting, Annual Progress Reports, Comprehensive School Improvement Plans (now C-Plan), and site visit/accreditation preparation and presentations. I take part in grant evaluations, and facilitate public forums, educational groups and task forces.

I have created desktop applications and tools to automate the analysis of various data pieces, including but not limited to:

- Iowa Assessments
- DIBELS and DIBELS NEXT
- BRI
- Get Ready To Read
- IGDIs
- CBM
- PAT
- FAST data
- Office Referrals
- Iowa Dept of Ed Science Standards Review public feedback
- Program and Grant Evaluation data
- Behavioral data
- Community, teacher and student survey data
- Skill-based Report Cards

Some interesting projects include:

- Working with Lane Plugge and the Harkin Pottawattamie Preschool Group, analyzing pre and post GRTR data, tracking those students to their performance on the Iowa Assessments, and interpreting the results for executive summaries and annual reports in the grant evaluation process
- Lead facilitator and evaluator for the Iowa Department of Education's Science Standards Review Team, working with Rita Martens, Brad Niebling, Brad Buck, Ryan Wise, David Tilly, Staci Hupp and others within the IDOE
- Developing a tool to analyze and monitor Danielson Teacher Evaluations with the Waukee school district
- Working with Dr. Dana Carmichael, TS Educational Consultants, and the Center for Authentic Intellectual Work, developing tools to analyze and monitor AIW data
- Co-leading two AIW Next Steps Summer Academies
- Creating Skills-based Report Cards
- Creating Progress Monitoring tools
- Creating an Office Referral analysis tool based upon Positive Behavior Interventions and Supports (PBIS)
- Developing a tool to assist in determining Student Eligibility
- Developing a program to produce Assessment Profiles for students, which bring together a student's performance on all district assessments into one comprehensive report
- Working with a consortium of schools and AEA personnel within Green Hills AEA, developing data analysis tools and leading trainings to use those tools, and providing workshops to lead the schools through a data-driven decision making process
- Creating an interactive tool for classroom teachers to determine their students' performance on specific Skill Domains, analyzing and charting their classroom and student performance, and determining the relationship to the Iowa Core standards



United Trinity Church

December 10, 2014

For the 21st Century Grant

To Whom It May Concern:

United Trinity Church has run an afterschool program for the last 26 years. It draws youth and volunteers from all the area churches, and includes many unaffiliated participants. For many years, it was a tuition based program, but given the growing poverty in rural Iowa, we have made it a free for all. Even more than an inability to pay, we have noticed that many kids have a hard time getting to the program for a variety of reasons. Chief among them are parents/guardians' work schedules and a general lack of transportation. In the last year we have been added to bus route as the children are dropped off after school.

Our program involves crafts, recreation, music, a learning time, and a family style meal (which, I fear, is too rare for most of these kids). Right now we get about 25% of the elementary kids, and a little less than that from the High School and Middle School. While we are blessed with a great church building, we are limited in what we can provide by our space and lack transportation capabilities.

In partnering with the school we would be able to use the gym for physical activity (especially during the winter months), and be able to bus the kids to and from our facility. This would allow us to remove two of the greatest obstacles for kids to participate. In return, we can provide an after school program that helps develop the character of our youth.

I understand that today it's hard for religious and state run institutions to have partnerships. But, we risk missing valuable pieces of a person's growth if we ignore each other. Schools everywhere focus on the mental and physical development of youth. I appreciate Marnie Simons for being willing to partner with the Hamburg area Churches to also offer an opportunity for our children to grow spiritually. They should be commended.

Grace and Peace,

A handwritten signature in black ink that reads "Daniel Voigt". The signature is written in a cursive, flowing style.

Rev. Daniel A. Voigt
Pastor of United Trinity Church
rev.voigt@gmail.com
507.227.8027 (cell)

November 30, 2015

Iowa Department of Education
21st Century Grant
Des Moines, Iowa

Grant Selection Committee:

The Watson Quilters are committed partners to the Hamburg Community Learning Center program. We have seen firsthand the high standard of education within the Hamburg schools and feel we can assist them in helping every child learn! The Watson quilters provide a unique opportunity for a multi-generational activity. Most of our members are retired and looking for ways to give back to our community.

We are committed to providing a quilting club. We will provide expertise and assistance for quilting projects. We will utilize a great deal of math skills in our design work which will be heavily based in geometry and measurement.

We appreciate the opportunity for this grant and assure you if it is awarded the learning center will be a model for the rest of the state. If you have any questions about our involvement in preparing the grant or our participation, please contact me directly at (660) 253-0161. Thank you.

Sincerely,



Mrs. Sandy Thompson, President of the Watson Quilters