

Application Cover Page

21st Century Community Learning Centers

Iowa Department of Education

Grimes State Office Building

400 E 14th Street

Des Moines, Iowa 50319

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 "Comprehensive" or "Targeted" on Iowa School Performance Profiles*** AND 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 that contributes to the program. NOTE: This collaboration cannot include vendors. *Up to 5 additional points awarded.*

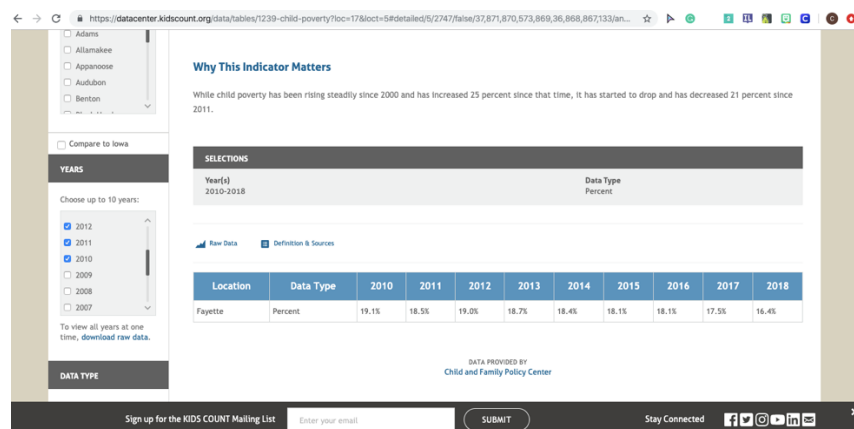
Documentation (2 pieces required): _____

Examples of documentation: 1. Original signatures of joint applicants AND MOUs recognizing joint submission. 2. Look up your school on Iowa School Performance Profiles at <https://www.iaschoolperformance.gov/ECP/Home/Index>.

- Application proposes to serve a **county with more than 17% child poverty**. *Up to 5 additional points awarded.*

Documentation: _____

Ten year average is 18.16% in Fayette County. The 2018 free and reduced lunch rate is 64.5% in Oelwein School District. Students living in poverty are able to spend extra time before and after school to receive food and caring attention. We have become a safe place for students who experience trauma and neglect. Our program opens doors for students with little opportunity to experience career exploration, social emotional development and academic support. The school district has seen improvement in school attendance and less truancy issues. The students value climate and culture. The program builds confidence and loyalty to the school system and that results in better school performance.



Examples of documentation: Look up your count at <https://datacenter.kidscount.org/data/tables/1239-child-poverty?loc=17&loct=5#detailed/5/2715-2813/false/37,871,870,573,869,36,868,867,133,38/any/2685>

- Application proposes to serve rural communities (**community with population 2,499 or below**). *Up to 5 additional points awarded.*

Documentation: _____

Example of documentation: Look up city populations at:
<https://www.census.gov/quickfacts/fact/table/US/PST045217>

NOTE: Up to 5 additional points awarded for each category. When an application is received for multiple districts/buildings, the points will be determined by the number of districts/buildings that qualify for the points. If you are applying for more than one county, or community, provide data for each site in your application. The IDOE reserves the right to reduce points if schools do not meet all required criteria.

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MEMORANDA OF UNDERSTANDING

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Application Information

Applicant Serving as Fiscal Agent: Oelwein Community School District

| | | | |
|--|------------|---|------------|
| County: Fayette | | Amount Requested: \$ 150,000 | |
| Director of Agency: (Superintendent, City Manager, Executive Director, etc.) Josh Ehn | | Grant Contact/Project Director: Barb Schmitz | |
| Agency Name: Oelwein Community School District | | Agency Name: Oelwein Community School District | |
| Address: 307 8 th Avenue SE | | Address: 307 8 th Avenue SE | |
| City: Oelwein | Zip: 50662 | City: Oelwein | Zip: 50662 |
| Phone: 319.283.3536 | FAX: | Phone: 319.283.3536 | FAX: |
| Email: jehn@oelwein.k12.ia.us | | Email: bschmitz@oelwein.k12.ia.us | |

DUNS Number:

| | | | |
|--|------------|-------------------------------------|------------|
| Data Collection and Evaluation Contact: Education Resource Management Solutions | | Fiscal Contact: Michael Rueber | |
| Address: 210 Lindquist Center University of Iowa | | Address: 307 8 th Ave SE | |
| City: Iowa City, Iowa | Zip: 52242 | City: Oelwein | Zip: 50662 |
| Phone: 310.335.5954 | FAX: | Phone: 319.283.3536 | FAX: |
| Email: kayla-jackson@uiowa.edu | | Email: mreuber@oelwein.k12.ia.us | |

PLEASE RESPOND TO THE FOLLOWING QUESTIONS (ALL GRANTEES)

If location for the program is different from the school where children attend, list both below:

- School/Site/Building Name: Oelwein Community High School
- School/Site/Building Name: _____
- School/Site/Building Name: _____

• Do you plan to provide any of the following to meet the nutrition/food access needs of students? (Check or highlight all that apply):

X Full meal (best practice)

x Backpack program (<https://www.foodbankiowa.org/backpack>)

x Snack (required by federal statute)

Do you plan to follow best practices?

x Yes, we will provide a free program to at-risk students in poverty as outlined in the application guidance and consistent with the absolute priority description in the application.

- No, we propose to charge parent fees. Note: According to Federal rules, program fees are considered income and must be disclosed and deducted from costs on the quarterly claim form. See Financial Guidance for details. Programs that charge fees must submit their enrollment forms on an annual basis to the SEA for an equity review.

PLEASE RESPOND TO THE FOLLOWING QUESTIONS (PAST GRANTEES ONLY):

ESSA 4203(14) describes how the State educational agency will evaluate the effectiveness of programs and activities carried out under this part. ESSA 4204.2 (E) a description of how the activities will meet the measures of effectiveness described in section 4205(b); ESSA 4205(1) IN GENERAL.—For a program or activity developed pursuant to this part to meet the measures of effectiveness, monitored by the State educational agency as described in section 4203(a)(14),

- » Have you ever been in non-compliance (received a letter notice from Iowa Department of Education stating non-compliance) with 21CCLC rules and regulations in the past three years?
Yes _____ No x _____
- » Did you meet your attendance goals for the past two years?
Yes x _____ No _____
- » Provide your last enrollment number(s): _____ _150_____ _____
- » Provide your last average daily attendance: _____ 40 _____ _____
- » Did you meet your academic goals for the past two years?
Yes _____ No x _____
- » How many of your local evaluation goals did you meet over the past two years?
100% _____ 90- 55% _____ Over 50% x _____ Less than 50% _____ None _____
- » How much have office referrals been reduced over the past five years of your grant?
Over 75% _____ Over 50% x _____ Less than 50% _____ None _____
- » Have you provided children with the required snack?
Yes x _____ No _____

- » Have you exceeded the snack requirement, by providing a full meal?
Yes No
- » How many parent engagement meetings did you have in the past year? 4 (lower due to pandemic.)
- » How many field trips did you provide in the past year? 12
- » Are you charging program fees to families? Yes No
- » After 5 years, how many community partners for sustainability have been recruited?
More than 50 25 Less than 25 Less than 10
- » Have you participated in required committee work in the last year? Attended:
 All Meetings Some Meetings (3-5) Rarely Participated (1-2) None
- » Have you attended required Professional Development in the last year? Attended:
 All Meetings Some Meetings (5-9) Rarely Participated (1-4) None

These questions provide data on the effectiveness of an existing program. Monitored as required by ESSA and the Iowa Grant Agreement Performance Monitoring section.

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

Nonprofit Organization-

Number of years in operation _____

For-Profit Organization

Number of years in operation _____

Enter Federal Employer ID Number:

____42-6003001_____ **OR**

Enter School District Code

(If applicable) Enter Child Care License #:

COMMUNITY TYPE

Please use the U.S. Census definitions below to identify the population size of your community.

<https://www.census.gov/quickfacts/fact/table/US/PST045217>

Urban: 50,000 or more people

Urban cluster (suburban): between 2,500 and 49,999 people

Rural: 2,499 or fewer people

Form A: Site Information

2020 Site Profile

| | | | | | | |
|--------------------|-------------------------------|--------|----------------|---------|----------------------------|---------|
| School/Agency Name | Oelwein Community School | | Project Number | | | |
| Site Name | Oelwein High School | | | | | |
| Site Address: | 307 8 th Avenue SE | | City | Oelwein | County: | Fayette |
| Site Contact Name: | Barb Schmitz | Phone: | 319.283.3536 | Email | bschmitz@oelwein.k12.ia.us | |

TARGET SCHOOLS

| School Name (can apply for up to 3 sites) | School-wide Information | | | # Targeted Students. 180 | | | |
|---|-----------------------------------|------------------|-----------------------------|--------------------------|-----------|------------|-----------|
| | Grades Served by School | Total Enrollment | Free and Reduced Lunch Rate | Grades Served by Program | BS | AS | SUM |
| Oelwein High School | 9 th -12 th | 353 | 56.94% | 9-12 | 60 | 120 | 90 |
| | | | | | | | |
| | | | | | | | |
| TOTAL | | | | | 60 | 120 | 90 |

BEFORE SCHOOL (BS) Site Operations

| | | | | | | |
|------------------|---|----------|--------------|------------------------------|---------|---|
| Start Date | September 1, 2021 | End Date | June 1, 2022 | Total Number of Service Days | | 144 |
| Non-service days | Scheduled breaks for holidays and weather related delays and dismissals, some weekends. | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday | Total hours of Before School services per typical week. |
| Start Time | 6:30 AM | 6:30 AM | 6:30 AM | 6:30 AM | 6:30 AM | |

| | | | | | | | |
|---|--|----------|-----------------|------------------------------|---------|--|--|
| End Time | 8:00 AM | 8:00 AM | 8:00 AM | 8:00 AM | 8:00 AM | | |
| Hours | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 | 7.5 | |
| AFTER SCHOOL (AS) Site Operations | | | | | | | |
| Start Date | September 1, 2021 | End Date | June 1, 2022 | Total Number of Service Days | 144 | | |
| Non-service days | | | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday | Total hours of After School services per typical week. | |
| Start Time | 3:00 | 3:00 | 2:00 | 3:00 | 3:00 | | |
| End Time | 6:00 | 6:00 | 6:00 | 6:00 | 6:00 | | |
| Hours | 3 | 3 | 4 | 3 | 3 | | 16 |
| Early Release Dates | All Wednesday's of the school year but program still runs | | | Total Service Days | 144 | Hours/Day | 15 hours/5 days |
| SUMMER (SUM) Site Operations | | | | | | | |
| Start Date | June 7, 2021 | End Date | August 13, 2021 | Total Number of Service Days | 45 | | |
| Non-service days | | | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Total hours of Summer services per typical week. |
| Start Time | 8:00 | 8:00 | 8:00 | 8:00 | 8:00 | | |
| End Time | 1:00 | 1:00 | 1:00 | 1:00 | 1:00 | | |
| Hours | 5 | 5 | 5 | 5 | 5 | | |
| ADULT FAMILY MEMBER Services | | | | | | | |
| Describe Frequency, Duration, and Dosage: | <p>Student presentations, featuring the ARTS and SPORTS in the school. Includes a speaker and meal: Career education fairs. College visits, Parent/student meals before activities with teachers hosting, College information nights, Community activities that feature students work and programming. Evenings and Saturdays that host information about Husky Productions and Husky Broadcasting. Archery Meets, Trap Shooting program and family dinners that honor students involved in these programs. Family Literacy nights(fair) that include concerts, sporting events that feature library information on audiobooks, technology sites that include the local AEA resources that parents can look at and ask questions about. NICC, Northeast Iowa Community College, offers GED</p> | | | | | | |

| | | | |
|--------------------------|--|--|-----|
| | classes for parents at sliding fee. High School students also plan a fair that included our elementary and middle school students and parents all centered around reading/literacy themes. | | |
| Total Number of Sessions | 10 | Total Number of Adult Family Members Served. | 200 |

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. Funds will be spent under the guidelines for federal grants (EDGAR).

<https://www2.ed.gov/about/offices/list/osdfs/edgar2008.pdf>

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 from the date of submission of the final expenditure report. 4) Follow the financial rules for this program as outlines in IDOE guidance provided.

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.

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, quarterly meetings with the principal, 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.

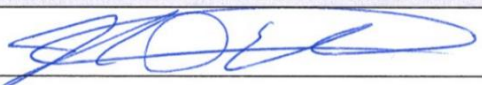
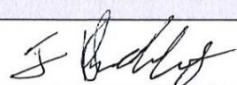
Part N: Grant Termination (Additional conditions in Appendix C)

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) or if federal funding is no longer available.

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 |
|  | Oelwein Community School District |
| <p><i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812</i></p> | |

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.









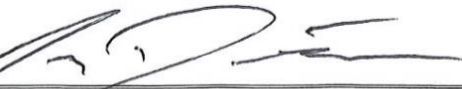
| | |
|--|--|
| Signature of Local Education Agency Superintendent | Local Education Agency Name |
|  | Oelwein Community School District |
| <p><i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812</i></p> | |
| Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site | Site Name |
|  | Oelwein Community High School District |
| | |
| <p><i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of</i></p> | |

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

Form C: Collaborative Signatures

Every 21CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector. The signatures provided here are partners you do not have an MOU with.

Applications only allowed up to one (1) additional page for signatures.

| Name/Signature | | Agency Affiliation | |
|----------------|---|--------------------|-----------------------------|
| Name/Title | Teresa Tuecke, secretary | Agency | Delweir Comm. School |
| Signature |  | Address | 315 8th Ave SE |
| | | City/Zip | Delweir, 50662 |
| | | Phone | 319-283-2731 |
| Name/Title | Kim Wilkinson, Para | Agency | |
| Signature |  | Address | |
| | | City/Zip | |
| | | Phone | |
| Name/Title | Ben Katoff Janitor | Agency | OHS |
| Signature |  | Address | 102 South Fredrick Ave #411 |
| | | City/Zip | Delweir 50662 |
| | | Phone | (563) 581-9762 |
| Name/Title | CHET R. REAGAN teacher | Agency | OCSID |
| Signature |  | Address | 307 8th Ave SE |
| | | City/Zip | DELWEIR, IA |
| | | Phone | 319-283-3015 |
| Name/Title | Sammy Tafalla, para | Agency | |
| Signature |  | Address | |
| | | City/Zip | |
| | | Phone | |
| Name/Title | Jillian Tomasiho teacher | Agency | OHS |
| Signature |  | Address | 315 8th Ave SE |
| | | City/Zip | Delweir, IA 50662 |
| | | Phone | 708-606-2406 |
| Name/Title | Justin Villont teacher | Agency | OHS |
| Signature |  | Address | 315 Bth Ave SE |
| | | City/Zip | Delweir, IA |
| | | Phone | 319 283 2731 |
| Name/Title | Kelli S. Roth teacher | Agency | " " |
| Signature |  | Address | |
| | | City/Zip | |
| | | Phone | |
| Name/Title | Jesse Dinsdale | Agency | |
| Signature |  | Address | |
| | | City/Zip | |
| | | Phone | |

Form C: Collaborative Signatures II

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. The signatures provided here are partners you do not have an MOU with.

Applications only allowed up to one (1) additional page for signatures.

| Name/Signature | Agency Affiliation |
|-----------------------------------|--|
| Name/Title | Agency |
| Signature <i>Tera Spayflage</i> | Address 22 8 th Ave SE City/Zip Oelwein, IA 50662 Phone |
| Name/Title | Agency |
| Signature <i>Jessica Kegan</i> | Address 420 Lincoln Drive City/Zip Oelwein, IA 50662 Phone |
| Name/Title | Agency |
| Signature <i>Cari Shewch</i> | Address 120 12 th Ave NE City/Zip Oelwein, IA 50662 Phone |
| Name/Title | Agency |
| Signature <i>Lisa Hammett</i> | Address 3918 Outer Rd City/Zip Oelwein, Ia Phone 283-6763 |
| Name/Title | Agency |
| Signature <i>Jixie Reed</i> | Address 1501 Kellie Ave. SW City/Zip Independence, IA Phone 319-361-1633 |
| Name/Title <i>Melinda Stenler</i> | Agency Parent |
| Signature <i>Mandi Jeff</i> | Address 4668 N Avenue City/Zip Oelwein, IA 50662 Phone 319-287-0639 |
| Name/Title | Agency |
| Signature <i>Dawn Connor</i> | Address 1031 1 st Ave SW City/Zip Oelwein, Ia 50662 Phone 319-238-2609 |
| Name/Title | Agency |
| Signature <i>Dawn Espe</i> | Address 513 9 th Ave SE City/Zip Oelwein, IA 50662 Phone 319-238-1930 |
| Name/Title | Agency |
| Signature <i>Kami Peterson</i> | Address 825 5 th St SE City/Zip Oelwein, Ia 50662 Phone 563-608-0922 |

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): | Total first-year funding request (all sites): | Total three-year (all sites): |
| <u>1</u> | <u>180</u> | <u>\$ 150,000</u> | <u>\$ 450,000</u> |

| FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION | | | | |
|--|--|--|--|--|
|--|--|--|--|--|

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

| Name of Program Site(s) | Year 1 Funding Request | Year 2 Funding Request | Year 3 Funding Request | Total Funding Request (3-year total) |
|--|------------------------|------------------------|------------------------|--------------------------------------|
| Oelwein Community School District High School | \$ 130,000 | \$ 130,000 | \$ 130,000 | \$ 390,000 |
| Oelwein Community School District High School | \$ 130,000 | \$ 130,000 | \$ 130,000 | \$ 390,000 |
| Oelwein Community School District High School | \$ 130,000 | \$ 130,000 | \$ 130,000 | \$ 390,000 |
| Name of Program Site(s) (Summer School) | | | | |
| Oelwein High School | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 60,000 |
| Oelwein High School | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 60,000 |
| Oelwein High School | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 60,000 |

Funding Estimator

The Funding Estimator is provided as an Excel document and is designed to be a tool to determine the amount of funding needed to implement a successful program.

[Download the Funding Estimator here](#)

Form D2

Forms D2 and D3 are provided as Excel spreadsheets. Please complete and submit those forms as Excel spreadsheets along with this document.

Please submit a single spreadsheet with all your D2 forms tabulated. You must complete a form for each site you will operate under your 21CCLC grant.

[Download Form D2 here](#)

Form D3

Please submit a single spreadsheet for your Form D3. This form is new this year and provides a summary of your 21st Century expenditures and partner contributions. You are only required to submit Year 1 of this form. The other tabs in the spreadsheet are provided for your information.

[Download Form D3 here](#)

2 CFR 200.331(b) requires states to conduct a risk assessment- Each Quarter your claim is reviewed for the amount (over or below quarterly average) and for restricted categories (like PD). We are adding a quarterly attendance check. Your D1 number is the number of students you proposed to serve and are receiving federal funds for. The Enrollment number is the actual number of students. The average daily attendance shows how many attend on a regular basis.

The Grant Application requires you to serve 70% of the D1 number by the end of year 1. The Grant Application requires you to serve 80% of the D1 number by the end of year 3.

If your recruiting methods are effective and you maintain a student leadership group and engage them with telling other students about the activities offered in afterschool, you should have no trouble meeting this goal.

If your program provides engaging activities and you develop positive relationships with the students, you should have no trouble with increasing regular attendance (even with a history of chronic absenteeism).

If you are having trouble with meeting your goals, you are responsible to contact the SEA for help. (email: vic.jaras@iowa.gov). There are many options that can help increase enrollment, attendance and decrease referrals in this program.

Failure to meet your attendance goals can result in a reduction in your federal funding. Your award for the following year may be reduced due to insufficient attendance this year.

Form D4: 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.

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 startup and operating costs, or as may be necessary for program operation. Fiscal resource information should be specific (e.g., bank or lender names; name of the holder of the account.)*

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

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

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

Form E: Minority Impact Statement

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

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

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

Describe the positive impact expected from this project

Indicate which group is impacted:

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

Describe the positive impact expected from this project: The 21st Century Grant has welcomed and encourage school activity participation by creating more opportunities for students to be present in our school environment. Some of the programming has included HEART's. Dungan/Dragons, Trap Shooting, Archery.

HEART's: an afterschool group that meets weekly. HEART's stands for: Humanity, Equality, Acceptance, Respect, Tolerance.

This group has focused on resources and support for all students. These quotes are from students actively involved in the group.

- a student was able to "come out" with the support of a friend through conversations that took place in HEARTs.

- "HEARTs has helped me be nicer by including people at my table and in my group."

Dungeons & Dragons- a student with autism spectrum disorders has found his "tribe" in Dungeons & Dragons where his hyper-focus and imagination are valued and appreciated.

Trap Shooting

- *"Most sports are not for me. I can be part of this team and be proud."
"I like trap because I want to be part of the national guard and maybe be a cop someday."*

Archery

- *"Archery is a sport for everybody. Girls can be just as good as guys and we all encourage each other."*

Our students are the best source for how the grant has impacted the school climate and culture. We also have an active STEM Clubs, Fine Arts, and many clubs that support the interest of all students. _____

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

Describe the negative impact expected from this project _____

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

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

Indicate which group is impacted:

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

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

Present the rationale for determining no impact. _____

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

Title: **Oelwein School 21st Century Director and School Counselor**

Definitions

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

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

b. As used in this subsection:

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

“Disability” does not include any of the following:

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

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

Form F: Private School Consultation Meeting Log

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

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


The required form included below 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.

Contact Steve Crew with the Iowa Department of Education at steve.crew@iowa.gov with questions about non-public consultation.

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

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

| | |
|---|--|
|  | <p>Private School Consultation Meeting Log</p> <p>Date. THERE IS NO PRIVATE SCHOOL IN OUR COMMUNITY.</p> <p>Time</p> <p>Location</p> |
|---|--|

Meeting called by:

Type of meeting:

Attendees: (Attach attendance sign-in sheet)

| | | |
|--|---|-------------------------------|
| <p>----- Agenda Topics -----</p> | | |
| <p>Welcome [Insert <i>Name</i>] [Insert <i>time allocation</i>]</p> | | |
| <p><u>Discussion:</u> _____</p> <p>_____</p> <p>_____</p> | | |
| <p><u>Conclusions:</u> _____</p> <p>_____</p> | | |
| <p><u>Action Items:</u></p> <p>_____</p> <p>_____</p> | <p>Person responsible:</p> <p>_____</p> | <p>Deadline:</p> <p>_____</p> |
| | | |

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

Discussion: _____

Conclusions: _____

Action Items:

Person responsible:

Deadline:

Consultation Procedures [Insert Name] [Insert *time allocation*]

Discussion: _____

Conclusions: _____

Action Items:

Person responsible:

Deadline:

| | | |
|------------------------------------|------------------------------|----------------------------------|
| Questions | All Staff | [Insert <i>time allocation</i>] |
| <u>Discussion:</u> _____ _____ | | |
| <u>Conclusions:</u> _____ _____ | | |
| <u>Action Items:</u> _____ | Person responsible: _____ | Deadline: _____ |

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

Outcome of Consultation
Participation

The private school will
participate.

The private school will not
participate.

Other Information

| | |
|--------------------------|--|
| Resource persons: | |
| Special notes: | |

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

Form G: Sustainability Planning Template and Previous Sustainability Form

Sustainability Plan

Please fill in the table with the information provided by the MOUs. (See Appendix G in the Instruction Packet for a sample MOU document and note that MOUs are required to complete your application)

| Community Partner | Contribution (detail) | Staff Provided | In-kind value | Sites Served |
|-----------------------------------|--|-----------------------|---------------|--------------|
| Northeast Iowa Community College | Academic support and tutoring in reading, math, and financial literacy | Terri Rubner | 500.00 | High School |
| Oelwein Public Library | Space/Rooms in their facility | Susan Mackin | 100.00 | High School |
| City of Oelwein | Letters of support | Dyan Mulfinger | 0 | High School |
| Oelwein Chamber | Letters of support | Deb Howard | 0 | High School |
| MercyOne Hospital | Health classes/camps, tours | Jill Groth | 250.00 | High School |
| Upper Iowa University | Mentoring | Colleen Irvine | 300.00 | High School |
| Knights of Columbus | Coats, Mittens, and clothes for high school students | Stephan Bradley | 750.00 | High School |
| Christ United Presbyterian | Winterize your neighbor program | Doug Bulman | 100.00 | High School |
| Zion Lutheran Church | Resources for homeless students | Josh Schunk | 100.00 | High School |
| Northeast Iowa Dance Academy | Dance Camps and use of facility | Anna Kerns | 100.00 | High School |
| Pawstiviely Oelwein | Comfort Support Animals | Ashley Kunkle | 5000.00 | High School |
| Fayette County Conservation | Trapshooting range | Jesse Dinsdale | 2500.00 | High School |
| Fontana Conservation Park Service | Provide informational classes for clubs on nature and horticulture | Staff of Fontana Park | 0 | High School |
| Buchanan County Health | Booth on mental health | Steve Slessor | 250.00 | High School |
| Oelwein Fine Arts Guild | Provide food for band camps | Darci Fuelling | 250.00 | High School |
| Williams Center for Arts | Facility use | Doug McFarlane | 250.00 | High School |
| Oelwein Booster Club | Food for camps | Nick Schauf | 250.00 | High School |
| Oelwein Rotary Club | Students are mentored by rotary members | Josh Ehn | 1000.00 | High School |
| Iowa National Guard | Services and mentoring | Dan Wagner | 4000.00 | High School |
| Oelwein Farmers Market | Free Food Stand at Farmers Market | Mary Davis | 35.00 | High School |
| Iowa FoodCorps | Work with farm club as mentors | Catherine Wedeimeier | 1000.00 | High School |
| TOTAL: 22 | | | | |

Previous Sustainability Form

Existing 21st Century Community Learning Center programs are required to document efforts at sustainability according to federal law. This template serves as an opportunity for existing 21st Century Community Learning Centers grantees to document what partners have committed to support through financial contributions, in-kind donations, volunteer time, and other goods and services. **A lack of evidence of sustainability will be considered supplanting and will not be funded.**

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

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

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

How many years of funding did you receive? ___10 years ___x_ 5 years

Did you have a gap in funding before this application? ___ Yes ___x__No

If there was a gap in funding did you maintain your program for the children-
___ At the same level ___ At a reduced level ___The program ended

Provide a summary narrative of your previous 21st Century Community Learning Centers Grant work:

Oelwein High School has begun many new activities and clubs for students to participate in. The high school has been successful with student clubs and activities that are held before/after and summer.

The well attended HEART's Club was established in 2018-2019. This group has targeted the culture and climate of the school. The group discussion revolves around kindness and inclusion. The group has open discussion about any groups within school that could feel oppressed. Club attendees have most recently discussed ways they can help people with intellectual or other disabilities connect with their peers in the school. Group members engage in challenging discussion topics like sexism, racism, and

classism providing students an opportunity to better understand that some students may have very different life experiences.

Many of the clubs directly address vocational skills and social development. Husky Productions Engineering, an event company, performs at district and community events, traveling as far as over 30 miles away. While this group might seem to just be “spinning records” they also create and manage contracts and lead entire events, do lighting cues, and lighting design. Students engage in public speaking as they introduce activities throughout the sponsored events. Husky Broadcasting Company provides students with opportunities similar to those in a real broadcast company using video/editing equipment. Students create and broadcast events, write contracts to create commercials for local businesses, write scripts and act in commercials. We are discovering that both Husky Production Engineering and Husky Broadcasting Company are teaching skills that we had not imagined.

Farm Club teaches students agriculture skills, urban gardening, poultry production, and the business of farming and animal care. Farm Club has created partnerships with our local food bank to provide fresh eggs.

Oelwein High School 21st Grant has also begun a Trap Club and Archery Team. These two sports have brought in a new group of students who have become more invested in our school which results in better attendance and reduced truancy.

Study tables used both in the before and after school program and are regularly attended by students. Students in organized sports are using the study table before practice to maintain grades while also maintaining a busy schedule. This has resulted in a culture change within the school because students are mixing together in a respected area of study tables. Teacher/peer academic coaching is available to everyone.

The program has contributed to the weekend Industrial Technology program that has built 2 new homes in Oelwein and are presently working on a full-scale remodeling of an older home in the community. This program has given both boys and girls opportunities to see and do all aspects of house construction and repair. It is an invaluable opportunity for students to prepare to be working members of a community and a home owner. These are highlight examples of what Oelwein has accomplished with the help of the 21st Century Grant.

| Partner Name | Length of Partnership | Contribution: Land, building, and materials | Qty/Amt 40 times of using the facilities | Value \$3000 | |
|-----------------------------|-----------------------|---|--|--------------|--|
| Fayette County Conservation | 5 years | Financial: \$500 | | | |
| | | Does the program provide funding to the partner? Please provide the percentage. Please describe here: | | | |
| | | In-Kind: \$2500 | | | |
| | | Please describe the contribution being made in detail: The Fayette County Conservation support the Oelwein Trap Shooting Team, through club membership, skeet shooting range, clay pigeons, coaches, mentors, ammunition, and shooting equipment. | | | |
| | | Equipment and/or Supplies | Clay pigeons Ammo | | |
| | | Please describe contribution in detail: The Fayette County Conversation donates the skeet shooting range and building. The Club members are always mentoring our students on skeet shooting skills and bonding with our students in the sport. | | | |
| | | Facilities | Building/Range | | |
| | | Please provide description of facilities contributed: The building is a small area that provides areas that students can store supplies, tables for family events and restrooms. | | | |
| | | Staff: all volunteer | | | |
| | | Please describe what staff will be doing: Open the building, help with student attendance and general maintaince to the building. | | | |
| | | Volunteers. 25 | | | |
| | | Please describe what volunteers will be doing: Volunteers take turns opening the building and mentoring our students. | | | |
| | | Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: The Oelwein School District pays for all volunteer background checks. | | | |

| | | Total Value of Partnership \$3,500. | | | |
|---------------------------------------|-----------------------|--|-------------------|------------|--|
| Partner Name | Length of Partnership | Contribution: | Qty/Amt: supplies | Value | |
| "Paws"tively | 5 years | Financial: \$2,000.00 | \$3,000.00 | \$5,000.00 | |
| | | Does the program provide funding to the partner? Please provide the percentage. Please describe here: The partner pays for the insurance for the dogs. | | | |
| | | In-Kind: | \$3,000.00 | | |
| | | Please describe the contribution being made in detail: The "Pawstively, support comfort dogs in the school. The high school has 2-3 dogs that attend school regularly. | | | |
| | | Equipment and/or Supplies | \$2,000.00 | | |
| | | Please describe contribution in detail: The partnership includes the "Pawstively purchasing comfort dog insurance for the school district to have dogs in the buildings. | | | |
| | | Facilities | N/A | | |
| | | Please provide description of facilities contributed: | | | |
| | | Staff: | 4 | | |
| | | Please describe what staff will be doing: Teachers and students attend training in dog citizenship, training, the positive effects of comfort animals. | | | |
| | | Volunteers | 3 | | |
| | | Please describe what volunteers will be doing: Teachers are all volunteers and so are the dogs. Students from the high school serve on the board for this program. Students take dogs to their classes and provide the breaks the dogs need. The presence of dogs in the high school has been a calming and social emotional example of animal care, therapy and kindness. | | | |
| | | Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: The Oelwein School District pays for all the background checks for any volunteer in the school district | | | |
| Total Value of Partnership \$5,000.00 | | | | | |
| Partner Name | Length of Partnership | Contribution | Qty/Amt | Value | |
| Iowa National Guard | 1 year | Financial. \$1000,00 | | \$1,000.00 | |

| | | | | |
|--------------|-----------------------|--|-----------------|------------|
| | | Does the program provide funding to the partner? Please provide the percentage. Please describe here: | | |
| | | In-Kind \$3,000.00 | | \$3,000.00 |
| | | Please describe the contribution being made in detail: | | |
| | | Equipment and/or Supplies | Use of building | |
| | | Please describe contribution in detail: The Oelwein Iowa National Guard provides space for practice and all students involved in Archery. Nets are provided and space | | |
| | | Facilities | Use of building | |
| | | Please provide description of facilities contributed: Use of the building, restrooms and time for practice | | |
| | | Staff | 2 | |
| | | Please describe what staff will be doing: National Guard Staff provides volunteers to open the building, stay at practice and mentor students | | |
| | | Volunteers | 10 | |
| | | Please describe what volunteers will be doing: Archery has many parents and adults who volunteer as coaches. | | |
| | | Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Oelwein School District pay for all background checks of volunteers working with our students. | | |
| | | Total Value of Partnership \$4,000.00 | | |
| Partner Name | Length of Partnership | Contribution | Qty/Amt | Value |
| Mercy One | 5 years | Financial: 0 | | \$250.00 |
| | | Does the program provide funding to the partner? Please provide the percentage. Please describe here: This program does not provide direct funding | | |
| | | In-Kind | \$250.00 | \$250.00 |
| | | Please describe the contribution being made in detail: The contribution is the opportunity for health care workers to come into the school and help with clubs and | | |

| | | |
|--|---|-----------------------|
| | programming in the area of health careers, personal health information to students and support in emotional health resources | |
| | Equipment and/or Supplies | |
| | Please describe contribution in detail: | |
| | Facilities | Tours of the hospital |
| | Please provide description of facilities contributed: The Oelwein District taps into the career education opportunity and has toured the hospital and long care facility. | |
| | Staff | 2 |
| | Please describe what staff will be doing: Teachers who run the camp and mentor students. | |
| | Volunteers | 5 |
| | Please describe what volunteers will be doing: Nurses and Doctors who speak to students on topics of health. | |
| | Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Oelwein School District pays for all volunteer background checks. | |
| | Total Value of Partnership | \$250.00 |

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

The Oelwein School District averaged \$ 12,500.00 in donations. We relied on in-kind donations to work with our partners. We are a community of less than 6000 people. Financial donations are difficult to secure in a community with a high free/reduced rate.

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

There are 22 partners in our community.

Explain any challenges you had with securing community partners.

Oelwein Community School District is in a small community. We do make every effort to explore new options for partners but we are realistically isolated from many urban areas. The district makes every effort to tap into the partners the 21st Century/Iowa After School Alliance has made available to us. Without out that connection many opportunities would not be available to us.

Form H: Community Partner Official Notice

Districts that are eligible for a community partner to apply in a high need urban area MUST provide the Iowa Department of Education with official notice of who that partner will be and a description of the partnership and how it will benefit at-risk children in the community.

Failure to provide this official notice will result in ONLY the district application being accepted for grant review. The Community Partner application will not be read but will have the option of re-applying the following year.

District: _____

Number of High Schools (Must have 2 or more to qualify) _____

Program Director _____

Date _____ Notice MUST be received by November 15th via email to vic.jaras@iowa.gov

Community Partner Name: _____

Community Partner Director: _____

Email: _____ Cell Phone: _____

Provide a brief statement of the partnership with your community partner and how it will impact at-risk children in your district.

This is to provide the assurance that both parties have read the application and will adhere to the federal and state requirements of the grant.

District Signature: _____ Date: _____

Community Partner Signature: _____ Date: _____

SECTION 1: ABSTRACT

Number of students in the high school: 365

Number of students in the Husky CLC program: 180

Amount requested per year: \$150,000

Amount per student per year: \$833.33

In this proposal, the 21st Century Community Learning Center program will be referred to as the Husky CLC.

Why: The Oelwein Community Schools first gained success with the K-8 Husky Adventures Program when the 21st Century grant was awarded in 2011. Building upon this need, the program expanded to include Oelwein High School. As demonstrated in the Needs Assessment, each of the three grant focus areas are in need of attention. Our high school students are in a place of unique need to increase achievement scores. As a rural community in Northeast Iowa, these students lack the opportunities for enrichment and talent development that many other urban youth are provided. Parent feedback has revealed that they need the skills required to understand the complexities of their youth and in engaging their children. This before/after/summer school proposal can bring the necessary problem solving desperately desired for these students.

What: Husky CLC offers a comprehensive non-academic day program to create opportunities for additional enrichment and for students to increase their problem solving skills. The Husky CLC further offers innovative instructional strategies to motivate and teach students, provide

Where and When: Husky CLC is located within Oelwein High School. The school shoulders the responsibility of providing transportation to students. Programming begins before the school day begins Monday through Friday. There are also programming opportunities daily after school from 2:50pm-5:00pm with additional activities supporting events at other times. During the summer, a 45 day summer school program is offered for five hours per day. These enrichment programs allow students to have access to extended curriculum an additional 25 hours per week.

How: The Husky CLC before school program will focus on homework help with tutoring available in all academic areas with a central focus on reading, math and science. Physical activity and overall fitness will also be incorporated. The Husky CLC will subsidize and support a morning fitness program during the school year and an extended fitness program throughout the summer months. Through utilization of specific physical skill building activities the Oelwein Community School district has collaborated with Husky CLC to provide access to the school gym, the school athletic track and the Williams Center, a community fitness center adjacent to the school gym. After school programs will include a healthy snack before moving into a wide-range of activities. Primary preference will be given to tutoring through highly qualified staff to include certified teachers and trained paraprofessionals. In addition to quality homework assistance, students will also have the opportunity to experience a wide variety of

Husky Clubs. These unique and previously untouched topics are designed to motivate students to fully explore potential career fields and areas of interest. Each club is linked to the Iowa Core Curriculum. They are designed to meet the diverse needs of all learners with high energy instructional strategies. These strategies include but are not limited to, 1:1 technology-based instruction and project-based learning. Husky CLC also provides enrichment camps targeted to attract and retain students in Oelwein's rural and high poverty areas. Such camps have included immersion in science, math, reading and multidisciplinary topics. Other camps focus on infusing art, music, drama or fitness. Summer school has a camp format that provides academic achievement for students at all levels. The program acknowledges the paramount importance of family involvement in their child's education by offering two family nights each month. These evening Husky CLC programs include a family dinner, a family activity and an educational component. The parent literacy program is provided by educational professionals working in partnership with professionals from social service agencies.

Who: For any program implementation to be successful, the right people have to be involved. Oelwein has the right people. Husky CLC is fully supported by the Oelwein administration, staff, students and community.

The current Program Director is an elementary guidance counselor. Her energy, positive outlook, ability to connect with families, students and partners has been applauded by the Husky Adventures Advisory Board, the School Board, teachers, community and even the state of Iowa.

Our Management Plan includes classroom teachers and staff who have demonstrated interest and capability in project-based learning and instructional technology. They have been employed to assist students with academics and enrichment activities. They will have the assistance of paraprofessionals and volunteers. This will help maintain strong relationships in the classroom. Student to teacher ratios of no more than 15:1 will be cultivated. The program also has the full assistance of a Husky CLC Advisory Committee whose members link to school, social service providers, parents, students and community. Professional development for certified teachers, non-certified staff and volunteers is an ongoing component of Husky CLC.

SECTION 2.1: STUDENT NEED

Free and Reduced Price Lunch: District = 62.4% Oelwein High School = 56.94%

Number of HS students: 353 Number to be served by this grant: 180

Title 1 Data: Oelwein Community High School Feeder Schools (Little Husky Learning Center, Wings Park Elementary) **are Title I Schoolwide eligible.**

Oelwein Community High School is a targeted school, and the Oelwein Community School district is targeted.

Academic Needs:

Due to Covid, the most current assessment scores are from the 2018-2019 Iowa Assessment data for grades 7 – 10. These students are the target for this proposal and will be in grades 9 – 12 in the 2021-2022 school year, the year this project begins.

Impact of Poverty: Looking at the left side of the chart and reading from top to bottom, you will see the comparison between Non-SES students and low SES students.

| | OCSD ELA | OCSD Math | Iowa ELA | Iowa Math |
|-------------------------------|---------------------|----------------------|---------------------|----------------------|
| Grade 7&8 Non SES Proficient | 46.7 | 46.6 | 69.8 | 70.1 |
| Grade 7&8 Low-SES Proficient | 37.5 | 38.2 | 54.7 | 55.2 |
| Grade 9&10 Non SES Proficient | 56.3 | 56.7 | 69.8 | 70.1 |
| Grade 9&10 Low-SES Proficient | 47.3 | 46.7 | 54.7 | 55.2 |

- In most areas, there is a gap between non-SES students and low SES students. At no point do low SES students outperform their non-SES peers.
- The low SES students in grade 7&8 show the greatest gaps in academic gains with ELA and math scores ranging from 8 to 10 points below their non-SES peers.
- Low-SES students in grades 9&10 are 5 - 10 points below non-SES peers.
- Gap analysis shows an overall 4.5 point achievement gap between Non-SES and SES students.

Student Need:

Many of our students who live in poverty have little exposure to the type of out-of-school programming that is available to their more affluent peers. These students' dreams are small because the opportunities to discover their interests and talents are limited. Students identified enrichment activities such as outdoor activities, trap shooting, archery, fitness activities, games, lifeguarding classes, business interests, and

financial interests. Students need opportunities to explore and develop their own talents.

Evaluate school and community resources available – documentation of how proposed activities link to student needs.

| Community Resources | Evaluation of Resources | Need Area |
|---|--|---------------------------------|
| Oelwein Public Library | Computers available after school hours, Programs from various museums and guests, summer reading program | Academic, Enrichment |
| Retired Senior Volunteer Program (RSVP) | Over 50 community volunteers work with students, nursing homes, and Oelwein Chamber of Commerce | Academic |
| NE IA. Community College | Summer STEM classes | Academic |
| Oelwein Parks and Rec. | Sports teams, recreation | Enrichment |
| Northeast Iowa Dance Academy | Private lessons for all ages | Enrichment |
| Trap Shooting/Archery | Facility for paid instruction | Enrichment |
| School Resources | Evaluation of Resources | Need Area |
| Regional Math and Science facility (RAMS) | OCHS and Northeast Iowa Community College (NICC) collaboration for STEM programs | Academic Enrichment |
| Husky Adventures | 21 st Century CLC program for K-8 serving 150 students. Program continuation approved making a K-12 program possible. | Academic Enrichment Parent Lit. |
| Oelwein Wellness Center | Before and after school physical fitness in partnership with the city and hospital | Enrichment |
| ISU Extension | Programs for developing leadership and team building | Enrichment |

Documentation how proposed program will address student needs:

The program will use the above resources to develop activities and partnership to address the needs. The program will offer a) 90 minutes of study time before and after school including study time, tutoring, credit recovery, b) enrichment clubs targeting activities as noted in this application, c) parent literacy to inform and engage parents and increase parent/student interaction. The program will monitor data and seek out student and parent input for additional interests and/or improvement in the program

Transportation, Safety, and Accessibility Needs: Public transportation is not available. Students who are old enough to obtain a driver's license and typically drive to school can provide their own transportation. Others will have access to the school bus transportation system which will use regular school district drop-off sites. Safety during the Husky CLC program will be a prime concern with academic and enrichment classes taught by regular school personnel or responsible community members. Instructors will carry their personal cell phones in case of emergencies. Accessibility needs of students or parents with disabilities will be handled on an individual basis by the site director.

Section 2.2 Evidence of Stakeholder Involvement in Identification of Needs

Teacher Involvement: After the fall review of data in the Professional Learning Community (PLC) meetings, teachers were informed about the proposed Husky CLC program through a virtual staff meeting, survey, and one-on-one conversations. Teachers submitted their observations and insights to the principal. 100% of staff was highly supportive of the Husky CLC school program and said this type of program has been beneficial with 30 out of 45 staff helping with some area of Husky CLC. 30% of teachers approached the principal with specific plans for involvement in academic Husky CLC activities that were indicated as a student need.

Community Involvement and Parent Involvement: Presentations were made to community groups and partners. 82 high school parents responded to a survey. 95% supported before/after school and summer programs. 87% wanted their children to attend. Topics most needed in the opinion of parents were homework help, expanded art and music options, and business/work opportunities.

SECTION 3: PROJECT

Section 3.1 Activities linked to needs assessment.

Academic: The Needs Assessment data clearly indicates that increasing student achievement in reading, and math for both non-SES and SES students is essential. Student assistance is offered through daily homework help, tutors, and mentoring. Important credit recovery opportunities to give students an equitable chance at graduation with his or her peers. Clubs will be established for academic areas including reading, math, and science. **Goal: Improve Academic Achievement:** By June 2026, students will reduce the proficiency gap between non-SES and SES students and between all students and the state average.

Enrichment: The Needs Assessment analysis found post-secondary options, social/behavioral needs, and a wide-variety of enrichment activities need to be provided. These needs will be met through Clubs led by teachers, partners, or community volunteers. Clubs will offer college visits, leadership and team building, topics based on social/behavior needs, and topics dealing with the interests of the students. **Goal: Provide Enrichment Services:** By June of 2026, 75% of the students who participate at least 75% of the time will have discovered new interests and acquired new skills.

Family Literacy: The Needs Assessment also revealed that families have a necessity for information about how to assist their students with high school level course material, how to positively engage and encourage teens, communicate effectively, understanding social media, and small group orientation to high school. Family activities will be held quarterly and will be organized and led by Husky CLC partners and experts in parent/student relationships. High School teachers will lead sessions on how to help students with coursework and homework requirements. **Goal: Parental Involvement:** By June of 2026, 75% of parents will support their child's educational growth and will increase their own competency in literacy and employment skills.

Section 3.2 and 3.3 Activities and curriculum linked to goals and objectives.

Goal 1: Improve Academic Achievement: By June 2026, students who have attended Husky CLC for 30 hours or more will reduce the proficiency gap between Non-SES and SES students in reading, math, and science and between all students and the state average.

| Activities/Curriculum | Objectives | Eligible Activities |
|--|--|--|
| Innovative instruction in reading, math, and science tied to the Common Core. Research based curriculum materials to be selected by teachers in collaboration with the Curriculum Teacher Leaders. Individual planning with students to meet learning goals. Instruction provided by certified teachers. | 1.1 Non-SES students will reduce the average 13.4% achievement gap between Oelwein and the state average by 50% as measured by the Iowa Statewide Assessment of Student Progress. 1.2 SES students will reduce the average 13.51% | 2. Literacy 3. STEAM 9. Technology |

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| | <p>achievement gap between Oelwein Non-SES and SES students by 50% as measured by the Iowa Statewide Assessment of Student Progress.</p> <p>1.3 The percent of students achieving proficiency as measured by the Iowa Statewide Assessment of Student Progress will increase 80%.</p> | |
| <p>Academic assistance in reading, math, and science, Homework Help and Credit Recovery, Small group tutoring, Mentoring Assistance given by certified teachers, aides and volunteers using curriculum materials selected by the district.</p> | <p>1.4 The number of students requiring Credit Recovery will decrease by 10% as measured by school records.</p> <p>1.5 The number of students with incomplete homework will decrease by 15% as measured by the campus reporting system.</p> | <p>1. Remedial 6. Tutoring 7. ESL 10. Expanded Library 12. Assistance to truant, suspended, etc.</p> |
| <p>Innovative use of technology in reading math and science. Assistance given by certified teachers during after school programs with technology curriculum materials selected by teacher and Curriculum and Technology Teacher Leaders.</p> | <p>1.6 Students who use technology based instruction will increase achievement in reading, math, and/or science as measured by classroom grades.</p> | <p>1. Remedial 3. STEAM 9. Technology 10. Expanded Library 12. Assistance to truant, suspended, etc.</p> |

Goal 2: Provide enrichment services that reinforce and complement the academic program. By June of 2026, students who participated 30 or more hours will have discovered new interests and acquired new skills.

| | | |
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| <p>Academic Enrichment Clubs. The Clubs connect to the goals and lead to increased achievement. They will be taught by certified staff or by partners who have special knowledge and skills. Curriculum is approved by certified staff and the Site Director to meet goals of the enrichment activity. They may include but are not limited to:</p> | <p>2.1 100% of students who enroll in Husky CLC Clubs will demonstrate skills learned in a minimum of one new enrichment activity as measured by the enrichment club leader.</p> | <p>2. Literacy Activities 3. STEAM 4. Arts and Music 5. Entrepreneurial 8. Recreation 9. Technology 10. Expanded Library Community Service</p> |
|---|--|--|

| | | |
|--|---|---|
| <ul style="list-style-type: none"> • Financial Literacy: Stock Market, College Funding • Business Camps: Junior Achievement, Career Clubs • CTE Activities at Cutting Edge Center • Language Arts Clubs: Reading Clubs, Poetry/Book Writing and Publishing • Multi-Media Clubs: iMovie, Garage Band, Newspaper • Life Skills Camps: Sewing, Woodworking, Home and Auto Repair, Industrial Tech. • Visual and Performing Arts Clubs, Locally Developed • Leisure Clubs, Chess Club • Conservation Club | | 14. Supervised Field Trips, Enrichment Programs and Events |
| <p>Social Skills</p> <ul style="list-style-type: none"> • Character education and socialization, PBIS, Safe Schools • Access to mental health services • Substance Abuse prevention services | <p>2.2 Students who are enrolled in Husky CLC will make positive social and behavioral changes as shown by a decrease of 50% in discipline referrals to the principal or guidance counselor’s office.</p> <p>2.3 Iowa Youth Survey unfavorable responses will decrease by 50% on measures of values, bullying, and substance abuse.</p> | 13. Drug and violence prevention, Counseling 15. Character Ed. |

Goal 3: By June 2026, 75% of parents will support their child’s educational growth.

| | | |
|--|--|--|
| <p>Parent Literacy: Activities/curriculum provided by appropriate professionals. Family nights for increasing knowledge and skills for assisting with high school courses. Activities to increase skills in communication and positive engagement between parents and children. Activities to increase parent awareness of social media.</p> | <p>3.1 90% of parents who attend will be able to support their child’s learning at home as measured by surveys.</p> <p>3.2 100% of parents who attend report increased positive communication with their children as measured by surveys.</p> <p>3.3 100% of parents understand social media concepts for use and supervision of use as measured by surveys.</p> | 11. Parental involvement and literacy. |
|--|--|--|

3.4 Alignment with school day instruction.

- The program is aligned with the curriculum through the personal involvement of teachers, the Site Coordinator and the school administration. These educational personnel will provide oversight to ensure alignment with district standards and benchmarks and program goals.
- The Site Coordinator will keep records documenting the alignment of goals, activities and the schools CSIP.
- Staff meetings will contain reports and updates about the program. Input from staff will continue to be sought.
- The Site Coordinator and the high school principal will communicate weekly regarding the progress of activities, partnerships and students.

Section 3.5 Experience in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students.

Oelwein has over 20 years of experience implementing grant-funded educational and related programs that complement the development of students.

- Oelwein High School received a School Based Youth Services grant which began in 1997 and enabled Oelwein to develop partners with social service agencies. These partnerships will continue through this proposal.
- A grant was implemented to establish Family Resource Centers in each school building to increase family engagement. This proposal will allow these centers to continue.
- Grant funding was also secured to build the Wellness Center which allows students access for a fee, Performing Arts Center for plays and concerts, the Early Childhood Center for birth to kindergarten, providing both daycare and education, and the Regional Area Mathematics and Science Center.
- In 2012, Oelwein Community Schools committed to a 1:1 technology initiative and employed a technology leader to assist staff in transforming their curriculum to include innovative, research-based strategies. These skills have been tapped to design activities for Husky CLC.
- In 2015, the 21st Century Community Learning Center grant was received for 9-12. The success of this program prompted an application for the 2021-2022 school year.

The Oelwein Community Schools have taken advantage of opportunities to enrich and improve academics in areas of achievement. Through these partnerships Oelwein has demonstrated an ability to manage financial and human resources to fulfill the proposed project.

SECTION 4: RESEARCH BASE

Close Achievement Gaps: New research from Dr. Deborah Lowe Vandell and her colleagues at the University of California-Irvine School of Education shows that consistent participation in afterschool programs for older students decreases risky behaviors, leads to lower dropout rates, helps close achievement gaps and students gain the skills needed for career and college readiness. More time in an afterschool program is linked to better work habits, improved academic performance, gains in self-efficacy, improved GPA, increased attendance and a reduction in behavior referrals. Vandell also found that engagement in fun activities that require focus build the competencies needed for academic learning including concentration, motivation and intrinsic reward. Thus increasing performance in reading and math scores. We plan on offering a variety of activities and camps to spark motivation and increase consistent camp attendance. (Vandell, 2016)

Social and Emotional Learning (SEL): Evidence suggests that academic learning is connected to social and emotional development. According to a survey by the Riley Institute, “The top 5 skills developed by afterschool programs are teamwork, communication, problem solving, self-confidence, and critical thinking.” These skills are required for work and life in the 21st century. Afterschool programs that target SEL outcomes see a wide-range of positive outcomes including: improved self-confidence and grades, increased positive attitudes toward school, higher attendance rates, and increased standardized test scores. Our program will address SEL needs by offering a variety of engaging activities that appeal to a diverse range of students... (Wallace & National Conference Of State Legislature, 2018)

Science, Technology, Engineering, and Mathematics (STEM): According to an article by the Afterschool Alliance, 80% of student learning takes place outside of school hours. Afterschool STEM can almost double the hours that students would normally have to engage in STEM activities, exploration and exposure to various topics and careers. Afterschool stem engages students in hands-on, real world projects that offer innovative ways to practice STEM skills in an informal space. This makes STEM more accessible and engaging for a diverse range of students. STEM jobs are expected to grow by 13% by 2027, but there aren't enough qualified candidates to fill them. By 2025, more than 2 million STEM jobs will go unfilled due to the lack of skilled candidates. Afterschool programs can help close that gap. We offer programs such as trap shooting, archery, Husky productions and broadcasting as well as activities incorporating art and business. (Afterschool Alliance, 2019)

Family Engagement: Harvard research shows that family engagement in after school can lead to increased family involvement in children's education and school, improved relationships between parents and children, and improved after school programs. This study identified three principles for effective family engagement. It's a shared responsibility with a meaningful commitment to supporting children's learning. It must be continuous and it must promote learning anytime, anywhere. This supports our plan to engage parents throughout their child's public educational journey from birth to high school. Our plan provides out-of-school time with school and community partners to attract and engage parents in learning effective strategies to assist their children. Research shows the following strategies produced the highest effects for encouraging family engagement; family activity nights, night/weekend classes where food is provided, chaperoning field trips, showing youth's work in academics and performances, increasing parent communication and offering adult education. (Lopez & Caspe, 2014)

SECTION 5: MANAGEMENT PLAN

5.1 Effective Staffing: Recruitment, Retention, Professional Development, Alignment with School Day, Volunteers

Ensure Effective Staffing:

The OCSD superintendent and the high school principal will serve as the administrators for the project. The district financial officer will be the fiscal agent with grant administration responsibility. This team will work with the project Director to insure compliance with both grant and fiscal administration. The superintendent, Josh Ehn, has worked with the 21st Century CLC grant program for 5 years. The High School principal, Mr. Tim Hadley, is new to Oelwein and has enthusiastically endorsed the goals of this program and offers his complete support. Our K-12 Husky Adventures (the 21st CLC program) Program Director, Barb Schmitz, holds a Master's Degree in Guidance and Counseling and has been employed as the elementary counselor in Oelwein for 25 years. She has supervised the growth of this program, recruited high quality paid staff, volunteers, community partners, and effectively managed the budget. The achievement growth has been positive and the first two years of the program have exceeded expectations in every area. The program has been renewed for another three years. The Site Director for this project, Kelli Roth, served as the Safe Schools Project Director for three years.

Recruitment of Highly Qualified Staff

In the event present paid staff leave and must be replaced, the school district will follow typical hiring procedures to attract the right people for these positions. Staff must have the vision and the commitment to work in this program in addition to necessary qualifications. To recruit staff to work with students, principals explained the program, hours, and responsibilities to staff and many have already enthusiastically agreed to work with the program. Other Paraprofessionals will be recruited by following the same procedure as with the faculty. Recruitment of volunteer staff from the community is handled by personal contact with the Site Director and/or Project Director. Contacts with Upper Iowa University, NICC, and UNI connect Husky CLC with college mentors.

Retention of highly qualified staff

- **Pay.** Our paid staff are offered a contract that is consistent with other employees with the same background and experience. Teachers for the program are offered \$20 for each Club they lead.
- **Value:** Personnel must know they are making a difference for students and their work is respected and valued. Feedback will be sought and given by the Site Director.
- **Time:** Scheduling is also a positive factor in retention of teachers and volunteer leaders. They are able to work or volunteer for 8 weeks at a time or perhaps once per week for a longer time frame. This allows the leader to lead an activity that fits within their personal schedule.
- **Leadership:** The Administrators, Program and Site Director will be essential leaders in retention of staff by stressing clear goals, open communication, consistent expectations, and positive relationships with staff and students. It is our intention to

hire the right people, people who are committed to students and who enjoy making a difference in their lives.

- **Reputation:** Our 21st Century Grant (Husky Adventures and Husky CLC) program K-12 has been successful with only two teachers in the beginning, rising to a total of 50 at present. Because of the established, successful reputation of this program we have seen improvements in attendance, partner growth, and decrease in office referrals district-wide.

Professional Development

Staff training will include the 21st Century grant expectations, data and reporting requirements and provided by paid Husky CLC staff and school administrators. Specific program training that is needed or required will be provided by Keystone AEA. Teachers now have the opportunity to participate in numerous virtual trainings and conferences.

Strong Program Leadership and alignment with school day instruction

Daily Contact. The Site Director will have daily contact with school personnel. Meetings with school and non-school personnel will be arranged to clarify the program, school policies, schedules, staff, curriculum, district non-confidential data, and parent programs. The building principal will approve activities to ensure alignment with school instruction. An implementation team with a representative from each grade level will review activities to ensure they are aligned with school day instruction.

Sustainability with our current Clubs and Summer School

We are running our summer program for 8-9 weeks from 8:00-1:00 p.m. 5 days a week. We provide breakfast, lunch, and transportation within the school district. We provide face-to-face and virtual camps and tutoring. Counseling is offered with a professional therapist both virtual and face-to-face. We will continue college visits with parent involvement, field trips, and enrichment activities. The Farm Club is a popular activity in the summer because students take care of the greenhouse located at the high school. Our summer Band camp contains team building and social emotional components. From 8-10a.m., any student is invited to come to our Fitness program and work with certified coaches. This program includes a nutritious breakfast and is one of our most popular summer program offerings.

How the program will use volunteers to support high quality programming

The Retired Senior Volunteer Program (RSVP) program recruits over 50 people, ages 55 and older, each year to work one-on-one with students who need academic assistance. The RSVP supervisor works closely with 21st Century personnel and assists in recruiting and matching volunteers to programs.

5.2 Transportation-Safe Student Transportation To and From Program. Many High School students drive their own vehicles, but those needing transportation may board the school bus at the high school. Bus drop off points will include the regular in-town sites at the elementary buildings, Hazleton, a community two miles south of Oelwein, and Stanley, a community three miles east of Oelwein. Bus schedules will be distributed to students and parents and will be posted on the district web site. If needed, rides will be arranged for families to access to the Family Literacy goal. **Students with disabilities** will be provided the same kind of transportation they use for the regular school program ensuring adequate access to transportation. If needed, an aide can accompany a student with a disability. The Site Coordinator will work with the district

transportation director to ensure that student needs are met. **Translation** services are normally provided for students who need it by paraprofessionals hired by the school district; however none are needed at the high school at this time. If that changes, paraprofessionals will be hired for translation. If needed, a translator can ride the bus with the student requiring this service. The Site Coordinator will work with parents and teachers to ensure translation needs are met.

Safe and accessible facilities:

Most programs will be held at the high school which is a safe and handicapped accessible facility. Some programs might be held in the Regional Academy for Math and Science or the Regional Tech Complex. Those facilities are also safe and handicapped accessible. Rooms have computer access, telephone access, first-aid supplies, and sufficient restrooms.

5.3 Organization and program leadership

The Superintendent, Principal, Business Manager, and Project Director work as a team to ensure grant and fiscal obligations are met. **The Project Director** is responsible for data collection, social media, attending state meetings via webinar, Advisory Board leadership, data collection for state review, creating and submitting state and federal reports, recruiting partners, articulate the program's vision, mission, and goals of the afterschool program to staff, administrators, students, families, and community leaders to generate support, communicate the program progress to the community, ensure after school program compliance and quality, support strong, effective partnerships between schools and community youth development providers, support alignment between afterschool and school day; and alignment with the school district goals, work with administration to plan and implement appropriate staff development. **The Site Director** will maintain collaborative relations with staff and assist in recruiting needed personnel for the program. The Site Director will work to ensure that students receive after school learning experiences that support their academic and social emotional growth, health and well-being, college/career readiness, and school engagement/attendance. The Site Director will oversee the daily organization of clubs and other remedial activities, Work to ensure two-way communication with staff and to attend to staff needs for implementation of the program.

Advisory Board members will represent the K-12 program, including both the present Husky Adventures and the Husky CLC. This helps to ensure coordination between school sites. The present K-12 Advisory Board has established itself as a valuable team where members are engaged and committed. It consists of school administrators, teachers, project staff, 4 partners, parents, and student representatives. This board will meet six times per year with the Project Director serving as the chairperson for this group. This group will provide advice and support based on the non-confidential data and narrative reports provided to the board and will continually work to support the goals and objectives of this program.

Scope of Operations

The Husky CLC will operate for 90 minutes before school from 7:00 – 8:30 a.m. five days per week (22 hours per month) and from 3:15 p.m. – 5:15 p.m. Monday – Thursday (32 hours per week). Two family nights will be scheduled for 3 hours per

month for dinner and a family or parent education activity. (6 hours). The average monthly total will equal 60 hours per month. The program will run all year when school is in session. Summer School will be offered for four weeks in the summer, four hours per day including lunch.

Section 5.4

Continuous Program Improvement

The Oelwein Husky CLC will use the quantitative and qualitative evaluation reports from the evaluators to determine which goals are being met and which need additional emphasis. Recommendations for changes for improvements will follow this analysis and interpretations. Student interest in the program will be determined by analyzing the attendance patterns. Surveys and conversations with students and parents. The Site Director will be responsible to make program changes or locate suitable programs.

Sustainability:

A. Community Partners: We have worked with partners to maintain the sustainability of other projects and will continue to work with them for sustainability partners for the Husky CLC: Oelwein Public Library, United Way, Northeast Iowa Charitable Trust, MercyOne Hospital, Churches, Fareway, Alliant Energy, Norby's, HyVee Dollar Fresh, Community Foundation of Fayette, Co., The City of Oelwein, Chamber of Commerce, and Northeast Iowa Community College. The strong community partnerships we have built helps to ensure that community partners invest in the programs, not only from a human resource perspective but also from a financial perspective whenever possible.

B. Each program is designed with long term sustainability in mind. To bring in therapy dogs and start a trap club we partnered with a local accounting firm to start independent 501(c)3 organizations to oversee their implementation. Husky Productions, Husky Broadcasting, and Husky Archery have all created and sustained their own fundraising within local Activities accounts to build independent sustainability. To develop and maintain strong community support for the Husky Adventure Program we will make every effort to inform the public through local media resources of the activities and successes of the Husky Adventures programs. We utilize Facebook and our District website houses our Husky Inc. page which contains our yearly evaluation. All marketing efforts will be evaluated annually for their effectiveness in procuring community support. Sustainability planning must be creative, flexible, and rely on strong partners and internal support. As the grant matures and ultimately ends, other funds will have to be phased in which might include a fee-based program with a sliding fee scale, scholarships, applications for other grants and funding streams, and shifting of some resources.

Coordinated Resources. The school district provides spaces, office equipment, and custodial services. RSVP recruit's volunteers. Title 1 programs will be coordinated with Husky Adventures Program. Northeast Iowa Community College (NICC) and the Oelwein Public Library coordinate summer school activities with the Husky CLC programs. Federal nutrition program provides healthy snacks. Oelwein community gardens provide fresh produce to the schools.

SECTION 6: COMMUNICATION PLAN

Outreach Strategies or Activities:

Who:

- The Site Manager, working with the Advisory Team, will be responsible for preparing outreach material and emailing students opportunities and managing the school social media platforms.
- The school principal is responsible for approving publications.
- Information regarding activity opportunities will be provided in the daily announcements, on the scrolling marquees, and sent home with students.
- High School students will be encouraged to participate in outreach activities designed to interest the teen population.

Why: We intend to use communication tools to strengthen our credibility and to assist us in pulling together as a team to achieve our vision. Our communication objectives are to:

- inform students & families of all available opportunities
- inform the public about the general nature of the program so they can help us market this program by word of mouth
- keep the community and potential fund donors aware of our plan and our progress by documenting and sharing the impact of student learning

What: Communication with students, parents, school staff and community:

- an electronic newsletter for parents of students containing information about activities and recruitment of parents as volunteers for special events
- brochures regarding the program will be prepared and distributed through the OCSD library, Oelwein Chamber & Development office (OCAD) at parent/teacher conferences and other parent meetings and sent home with students
- PSA social media posts on the school Facebook page and the school website
- promotion of activities for parents provided by other community groups
- feature articles in the Oelwein Daily Register newspaper
- emails to staff and parents
- Communication about non-confidential program data will be distributed through the school board, school administration, and the program site director, and will include both print and electronic media.

When: Communication outreach is an ongoing activity with weekly announcements planned. A schedule for outreach communication will be developed at the Advisory meetings outlining who will be responsible for what type of communication and how often it will appear. For parents, quarterly informal meetings will be held to inform and encourage further involvement with the program.

Impact: Records will be kept of the communication strategy used during each month and students and families surveyed at family events to determine which strategies are having the most impact as well as providing information to show us where adjustments need to be made.

SECTION 7: PARTNERSHIPS

Section 7.1 Description and partner's roles in programming and/or sustainability.

Each partner, as described below, has agreed to a commitment of time and expertise in the implementation of the 21st Century Learning Center Program. They are committed to quality programming including the staffing, delivery, and full implementation of their role in Husky Adventures. The OCSD will continue to work with partners in mapping services leading to and/or continuing and sustaining this community-wide approach to meeting needs of our students and families.

| Partnerships | Programming |
|--|--|
| Oelwein Schools | The school district will assist in hiring, provide space, administrative and custodial services, office equipment and supplies. The district will integrate programming into the school culture and will work with the Site Director to align program initiatives with the school program. |
| Northeast Iowa Community College (NICC) | The Oelwein School and NICC partner to offer STEM projects. This partnership is also providing Career and Technical Education opportunities for program students. NICC is also a partner in the Industrial Technology program. |
| RAMS Center | The RAMS center is operated in collaboration by NICC and the Oelwein Schools and provides summer STEM activities. |
| Fayette County Extension Office | The Food Service provides USDA healthy snacks for the program. |
| Fidelity Bank and Trust | Provide programming to support students with financial literacy skills as well as partner with area businesses to provide engaging educational learning support |
| Oelwein Schools Food Service | Provide USDA approved snacks and meals for the summer program. |
| Oelwein Public Library | The library will offer an after school program for two Wednesdays per month that the school dismisses early. They will provide camps for various genres of youth literature. |
| Mercy Hospital | The hospital nutritionist will provide a 21st Century Cooking camp for students, which will include nutrition information. |
| Oelwein Chamber and Area Development | The Oelwein Chamber and Development will partner with Oelwein High School by connecting students with local businesses to provide hands on expertise in business and industry. |
| Upper Iowa University Tutors | College awareness and preparation, tutoring and supplementing instruction in basic skills, and held on campus so students become aware of what a college experience can be. |

| | |
|----------------------------------|--|
| Oelwein Police Department | My officers would play a role in providing safe learning opportunities and educational presentations that will enhance community oriented development as well as increase the roll of the officer identified as a support role and not just one who engages when a crime |
| Local Banks | Banks will offer 21st Century Camps in Financial Literacy, and Entrepreneurship |
| Americorp Food Corp. | 21st Century Camps will focus on education and guidance in healthy food selection choices that are interesting for youth. The camps will partner with the Farm Club. |

7.2 Engaging partners over the lifetime of the grant.

Our partners have been involved in the planning and design of Husky Adventures and have taken ownership in their part of serving our children and families living in poverty. As part of their commitment to the project, partners have signed or will sign a Memorandum of Understanding (MOU) before they begin their partnership. This MOU agreement will include activities to be provided, goals to be accomplished, materials and services, and timelines for activities and services. Partnerships will be collaborative with the common mission of increasing literacy in math, reading, science, enrichment and family literacy. The Project Director is charged with maintaining frequent communication with all partners.

Recruiting new partners

Recruitment of new partners is ongoing. Awareness is raised through speaking at community groups, brochures are left at the Oelwein Chamber and Area Development office, and informative articles published in the local newspaper. Social Media has become a popular resource for promotion of school and grant activities as well as the school district website. Because the Project Director and the Site Coordinator also work in the Oelwein Schools, the ways to contact them are well known. The Project Director and Site Director use personal contact with other organizations to recruit.

Maintaining partner relationships

In all of our work with partners, the key concepts of communication and collaboration build **trusting** relationships which have continued for over 20 years during various grant funded programs as explained in Section 3.5. In addition to trust, there is a **mutual benefit** for our partners because of similar goals to help children and their families. For example, the library and the Husky Adventures program work together to bring programs and activities to children that meet the shared goal to promote reading. As we work with partners, we look for shared or similar goals where both organizations can provide more services and benefit more children and families by working together than each could by working separately. Based on evidence of past collaboration, partnerships with other agencies and with the schools will continue because of the commitment of all organizations to meet the needs of youth and families and because of the trusting relationships that have been built.

SECTION 8 EVALUATION

8.1. Evidence that an experienced evaluator is in place

University of Iowa Center for Evaluation and Assessment, a well-known state and national statistician and evaluator, has agreed to be the evaluator for our Before/After/Summer school program. They have worked with Oelwein in the evaluation of the School Based Youth Services Program for the last 3 years. The Center for Evaluation and Assessment (CEA) provides third-party program evaluation, assessment, and other research services to a broad range of clients working in multiple programmatic areas. Dr. Liz Hollingworth is the Director and our contact person at the CEA. All requested program data will be provided to the state.

8.2 Evaluation Results: Results Used To Refine, Improve, And Strengthen The Program and Build Community Support

Evaluation reports will include non-confidential quantitative and qualitative data summaries written in language that is clear, interesting, and easy to understand. Anecdotal reports will be included. Those reports will be shared with school personnel, the Oelwein Board of Education, the SIAC committee, community groups and the general public for their feedback and suggestions to refine, improve, and strengthen the program. The final results and trend data will be analyzed 2-3 times a year by the Advisory Committee to determine areas for improvement. The advisory board will recommend changes to be implemented by the Program and Site Directors.

Evaluation procedures aligned with project goals (alignment with objectives and activities is shown in Sections 2 and 3.)

Goals:

1. Improve Academic Achievement: By June 2026 students who have attended Husky CLC for 30 hours or more will reduce the proficiency gap between Non-SES and SES students in reading and math between all students and the state average.
2. Provide enrichment services that reinforce and complement the academic program. By June of 2026, students who participated 30 or more hours will have discovered new interests and acquired new skills.
3. By June of 2026, 75% of parents who have attended 5 parent meetings will support their child's educational growth.

Data to evaluate project goals and objectives:

- Husky CLC attendance-number and characteristics of students served
- Classroom grades
- ISASP
- # of students earning credit recovery
- # of students completing homework on time
- Student record of new interest and skills learned
- # of students intending to pursue post-secondary education
- Student Classroom behaviors: motivation, participation, volunteering, and attentive

Data Collection

Superintendent and Curriculum Director, will collect the following and share with CEA:

Student achievement data from ISASP, FAST & NWEA MAP Assessments, activity and attendance logs will be collected for each activity, grade level reports will be collected each quarter from Infinite Campus, survey information will be collected from teachers, students, and families, and Iowa Youth Survey data. The Site Director will administer and collect facilities, safety, scheduling, and consumer satisfaction data to monitor program implementation

Detailed Evaluation Plan including timeline and strategies to make the results public:

| What: | Who: | When: |
|---|---|----------------------------------|
| Training in all facets of the Husky CLC plan | Principal Site Director | Upon notification of grant award |
| Training in evaluation procedures for data collection, data analysis, and data interpretation | Site Director | Year 1 |
| Training in understanding and interpreting evaluation procedures | Advisory Board | Year 1 |
| Data Collection (grades, attendance) | Site Director | Completion of each activity |
| Parent/Youth survey distribution and data collection | Site Director | Completion of each activity |
| Quantitative and qualitative data collection and analysis | Dr. Hollingworth and CEA | Annually in April |
| Review of data analysis | Administration Advisory Board Husky CLC staff | Annually in June |
| Publication of results | Project Director | Annually in June |

SECTION 9: BUDGET

Budget Justification:

The specific amount requested was calculated by using the funding formula that was provided on the DE website. 180 students will be served in the before and after school program for 144 days = \$130,000 90 students will be served in summer school for 45 days for \$20,000. Total amount requested is \$150,000.

Personnel:

The Husky CLC will require a project coordinator and a clerical assistant. Because our Project Director will be able to direct both the K-8 and the high school programs, the most efficient and effective use of funds is to hire a clerical assistant who will work under the director of the Project Coordinator. This will free the Project Coordinator's time from routine tasks and allow her to focus on K-12 coordinated planning, recruitment, implementation, evaluation, and sustainability. The Clerical Assistant will work approximately 440 hours annually at a salary of \$15 per hour. The Project Director will work approximately 150 hours annually at \$30 per hour. The project will also require a Site Director who will serve both the Oelwein Community High school and the alternative school site. She will work 660 hours annually at a salary of \$20 per hour. Five certified staff will serve as instructors for academic activities and clubs at the two locations. Six paraprofessionals will serve both locations before and after school. Both certified teachers and paraprofessionals may staff the summer school. Certified staff will work approximately 660 hours annually at \$20 per hour. Paraprofessionals will work approximately 660 hours annually at \$10.50 per hour. Administrative costs are an in-kind donation of the district which reduces the amount needed for personnel. Approximately 70% of grant funds are used for personnel. 10% of grant funds are used for Parent Literacy.

| Personnel | Year 1 | Year 2 | Year 3 | total |
|-------------------------------------|----------|----------|----------|-----------|
| Project Director | \$5,000 | \$5,000 | \$5,000 | \$15,000 |
| Site Director | \$8,800 | \$8,800 | \$8,800 | \$26,400 |
| Certified Staff | \$20,400 | \$20,400 | \$20,400 | \$61,200 |
| Paraprofessionals | \$28,999 | \$28,999 | \$28,999 | \$86,997 |
| IPERS/FICA | \$10,801 | \$10,801 | \$10,801 | \$32,403 |
| Staff Travel | \$1,000 | \$1,000 | \$1,000 | \$3,000 |
| Materials | \$37,500 | \$37,500 | \$37,500 | \$112,500 |
| Professional Development | \$7,500 | \$7,500 | \$7,500 | \$22,500 |
| (minimum 5% per year) | | | | |
| Student Access, Transportation etc. | \$12,000 | \$12,000 | \$12,000 | \$36,000 |
| (maximum 8% per year) | | | | |
| Evaluation | \$6,000 | \$6,000 | \$6,000 | \$18,000 |

| | | | | |
|--------------------------------|-----------|-----------|-----------|-----------|
| (about 4% per year) | | | | |
| Administrative/ Indirect Costs | \$12,000 | \$12,000 | \$12,000 | \$36,000 |
| (maximum 8% per year) | | | | |
| Totals | \$150,000 | \$150,000 | \$150,000 | \$450,000 |

Evaluation accounts for 4% of the grant budget.

Professional Development accounts for the required 5% of the budget. Keystone AEA will partner with us to provide staff development in Project-Based Learning and 1:1 Technology Strategies. In addition, paraprofessionals would be provided 20 hours of preservice training in Best Practices for Quality Afterschool Programs, licensing and certifications in CPR/First Aid, mandatory Reporter Training/Positive Behavior Management, Bullying prevention, orientation to the Iowa Core/Common Core, and the requirements of the 21st century grant. Keystone AEA consultants have been trained in the topics we identified and are ready to begin as soon as the Husky CLC program is in place and to continue this long-term commitment to professional development in Oelwein. Technology integration professional development is an in-kind donation by the district and delivered by our technology coach.

Bus transportation routes are already in place for the K-12 CLC program. The rate for out of town trips is \$4.50 per mile. Staff travel in school vehicles will be charged at the rate of \$.55 per mile. Money will be allocated for staff travel to grant related meetings.

Supplies will include office supplies, USDA approved snacks, consumable office supplies, equipment needed for enrichment and career and technical education activities, admission fees.

9.2 Supplement not supplant: This grant will enable us to fill in gaps in services to students and families and to extend and expand these services to make them more available to all. Certified Oelwein staff in their Professional Learning Communities discussions have contributed to the discussion of goals and activities for the Husky Adventures program and have affirmed that the activities will supplement, not supplant current offerings. All of the partners expressed their positive support for finding ways to reach more families and increase their efforts to empower families so they can have more successful lives. All will continue to provide services as before and no funds will be used to supplant current programming. Funding will only be sure to supplement through expanded services or the creation of services not yet in place as in the enrichment activities of the 21 Century Learning Center program.



Oelwein Center & Regional Academy for Math and Science (RAMS)
1400 Technology Drive • Oelwein, IA 50662-3011
319.283.3010 • Fax 319.283.1893 • www.nicc.edu

student driven ... community focused

December 9, 2020

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

To Whom It May Concern:

On behalf of Northeast Iowa Community College (NICC), I strongly support the need for the 21st Century Community Before and After School program for the Oelwein High School. I am writing this letter on behalf of the High School and their efforts to renew the 21st Century grant to provide further successes for the high school students.

Over the past five years we have collaborated to provide after school clubs and camps that are engaging to students. The activities provided at our RTC (Regional Tech Complex) building have provided a rich experience for students to engage in hands-on learning while growing their skills in math and science. We will collaborate with the Oelwein Schools in order to provide programming to support students with expanded learning opportunities as well as partner with area businesses to provide engaging educational learning supports to prepare these young people for a bright and successful future.

By partnering with various supports, the Oelwein Community and Schools will be able to provide successful, safe, and educational programming before and after school at the Oelwein High School. I thank you for your consideration of the approval of Oelwein High School as your next 21st Century Grant recipient.

Sincerely,

A handwritten signature in blue ink that reads 'Terri Rubner'.

Terri Rubner
Director
NICC Regional Academy for Math and Science
and the Regional Tech Complex

Calmar Campus • Peosta Campus

Centers: Cresco • Dubuque • Manchester • Oelwein • Waukon



To: 21st Century Grant

From: Deb Howard, Executive Director

Oelwein Chamber and Area Development

Subject: 21 Century Grant Support

Date: 11/23/2020

The Oelwein Chamber and Area Development is very pleased to support the Oelwein Community School district and their pursuit of a 21 Century Grant. We have an outstanding school district that has a strong history of successfully applying for and implementing grants that help the students of our community. It is our pleasure to be a proud supporter and partner of our school, and of their dedicated staff, who work diligently each day to provide the best possible education and opportunities for the students. Our organization has developed a strong relationship with the school and has collaborated many times to enhance those opportunities.

The Oelwein Chamber and Area Development is an active organization in our community that provides activities and events, which students are active in volunteering and assisting with. The volunteering instills life-long values in the students to help make them upstanding citizens and caretakers of our community's future. This is extremely important for the well-being of our community to help our young citizens become respected and admirable leaders. For our large population of higher than average low to moderate income families, it becomes a more important priority, ensuring that no child is left out of learning important life skills.

The impact that we have on the children, of all ages within our community, is sometimes unmeasurable and often not visible until later in life. It is then, that we can really understand that the combined efforts of the school and the community during the early years of their lives was successful. The grants that the school receives enhances the opportunities provided to the children.

The Oelwein Chamber and Area Development fully supports the school in applying for the 21 Century Grant and will continue our efforts to assist with supporting the children in Oelwein.

Sincerely,

A handwritten signature in blue ink that reads "Deb Howard".

Deb Howard, Executive Director

Administration
1600 First Street East
Independence, IA 50644
Office: (319) 332-0900
Email: sslessor@bchealth.org
www.bchealth.org

November 30, 2020

To Whom it May Concern,

The purpose of this letter is to show our support for Oelwein Community School District's pursuit of a 21st century grant. The Oelwein District has a good history of implementing these grant projects, and Buchanan County Health Center is excited to join them in that effort this year.

The need to serve vulnerable children in the Oelwein Area is clear. In our clinic in Oelwein, we see a higher proportion of mental health and social issues in adults and children alike compared to our other markets. From a healthcare perspective, the need to continue to try to reach these students is absolutely clear to us.

To that end, we are looking forward to partnering with the Oelwein School District more actively in the years to come whether through education, provision of services or a combination. We would look forward to combining our resources with that of the Oelwein district and its grants, to help make meaningful change to an underserved population.

Buchanan County Health Center is fully supportive of the Oelwein Community School District's request for renewal of a 21st Century Grant. The support BCHC will show will be active and not passive. We look forward to the great work we can all do together.

Sincerely,



Steve Slessor, MHA
Chief Executive Officer
Buchanan County Health Center



City of Oelwein

20 Second Avenue SW
Oelwein, Iowa 50662
319.283.5440 Phone
319.283.4032 Fax
www.cityofuelwein.org

November 23, 2020

Oelwein Community Schools
307 8th Avenue SE
Oelwein, Iowa 50662

RE: City Support of 21st Century Grant

The City of Oelwein is excited to support the Oelwein Community School district and their pursuit of a 21st Century Grant. The School district has had a strong background in obtaining and successfully implementing grants that help students in the community. The City enjoys partnering with the school district with these grants and is excited for the opportunity to build that relationship even more.

The City has worked well with the school district by providing space for summer activities at parks. Providing discounted and even free access to the school in the summer at the Oelwein Aquatic Center has helped children in the community learn an important life skill. Introducing children to the pool early and allowing them time to build a life skill in swimming is an important development for a young child. Oelwein has higher than average low to moderate income families, so it is important that the City and School partner to ensure no child is left out of an important life skill.

We cannot begin to understand the impact the school is having on young children in the community, especially when they receive grants that provide even more needed education and attention to our most vulnerable children. The City understands that our most important resource in the community is the people. The City is excited for another opportunity to grow community members within to ensure the next generation of leaders in Oelwein are well rounded and ready to take on the next wave of goals for the community.

The City wants to reinforce that they are in full support of the school in applying for a 21st Century Grant and looks forward to partnering as much as possible to support the children of the community.

Sincerely,

Brett DeVore, Mayor

Dylan Muffinger, City Administrator

IOWA STATE UNIVERSITY

Extension and Outreach

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

December 2, 2020

To Whom It May Concern:

On behalf of Iowa State University Extension and Outreach-Fayette County, it is my pleasure to provide a Memorandum of Understanding supporting the Oelwein Community Schools 21st Century grant.

Iowa State University Extension and Outreach-Fayette County will work with Oelwein Community Schools by:

- Providing appropriate research-based curriculum and informational materials along with opportunities at educational opportunities such as the health fair.
- Offer the opportunity, for youth participating 6 hours or more, to participate in county wide sponsored events and the Fayette County Fair.
- Provide access to 4-H and Extension based check-out kits and additional curriculum
- Support family events with activities and/or parenting resources
- Access to professional development opportunities for program staff and volunteers

Iowa State University Extension and Outreach-Fayette County is happy to provide support for a program we know will greatly benefit the students and families within the Oelwein Community School district by connecting them with programs, support, activities, education, and events they may not otherwise participate in.

Sincerely,



Michele Kelly
Fayette County Youth Coordinator

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



Oelwein Medical Center
201 8th Avenue SE
Oelwein, IA 50662

T 319-283-6000

MercyOne.org

To Whom It May Concern:

MercyOne Oelwein Medical Center is proud to partner with the Oelwein School District in areas of health education support. Our hospital and clinic colleagues look for ways to invest in our local community. By fostering health education and career opportunities in healthcare, we hope this partnership will foster positive outcomes for individuals and communities in years to come.

Thank you for your support,

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

Jill Groth, FACHE

Site Administrator-MercyOne Oelwein Medical Center



IOWA ARMY NATIONAL GUARD
Recruiting and Retention Battalion
3106 AIRPORT BLVD
WATERLOO, IA. 50703

NGIA-RRB-B

09 December 2020

MEMORANDUM OF UNDERSTANDING

1. This memorandum is provided in support of the growth and opportunities Oelwein High School provides for their student body success. The Iowa Army National Guard and Oelwein High School has partnered for several years to provide numerous opportunities for all the students of Oelwein High School. Over the last several years, I have seen Oelwein High School develop after school programs, classroom instruction, trades programs, fine arts programs, STEM fairs, career direction exploration programs and many others, to provide opportunities for their students. Oelwein High School is one of those schools we partner with that demonstrates great passion and desire to challenge their student body. The interest of the Oelwein student body consist of a wide range of profession interest. This ranges from students that want to hit the work force, to trades professions through higher level professional careers. The programs they have developed provides a high level of interest and passion for a student's growth. Oelwein High School has deep beliefs in importance of investment of Oelwein's youth. In addition, to providing a wide range of opportunities, they challenge, mentor and invest in development for adulthood. I have not only seen this through the eyes of the National Guard, but as a father of children that went to Oelwein High School. The opportunities and investment in my children was critical to their success as adults. I highly recommend Oelwein High School for anyone wanting to partner and invest in the growth and education of Iowa's youth. They are building sound future leaders for Iowa.

4. POC for this action is 1SG Dan Wegner at 319-464-6890

Dan Wegner

Daniel L. Wegner
1SG, RRB
NCOIC

Research Bibliography

Afterschool Alliance. (2019, June). *This Is Afterschool STEM*. Afterschool Alliance. Retrieved December 1, 2020, from <http://www.afterschoolalliance.org/>

(Afterschool Alliance, 2019)

Expanding Learning Opportunities Through Afterschool Programs.(2019, August 28). Retrieved November 23, 2020, from <https://www.ncsl.org/research/education/expanding-learning-opportunities-through-afterschool-programs.aspx>

(National Conference Of State Legislatures, 2019)

Lopez, E., & Caspe, M. (2014, June). *Family Engagement in Anywhere, Anytime Learning*. Harvard Family Research Project. Retrieved November 23, 2020, from https://archive.globalfrp.org/var/hfrp/storage/fckeditor/File/Family%20Engagement%20in%20Anywhere%20Anytime%20Learning_HarvardFamilyResProj.pdf

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Vandell, D. L. (2016, February 4). *After-school Activities Empower Kids*. The Hill. Retrieved November 23, 2020, from <https://thehill.com/opinion/op-ed/197989-after-school-activities-empower-kids>

(Vandell, 2016)

Wallace, A., & National Conference Of State Legislature. (2018, June). *Building Social and Emotional Skills In Afterschool Programs*. NCSL. Retrieved November 23, 2020, from https://www.ncsl.org/Portals/1/Documents/educ/Social_Emoional_32470.pdf

(Wallace & National Conference Of State Legislature, 2018)

| | | | | | | | |
|--------------------------|---------|----------------|--|--------------|-----------|------------------|-------|
| AGENCY/SITE NAME: | Oelwein | Grant#: | | Year: | Year FY22 | IDC Rate: | 8.00% |
|--------------------------|---------|----------------|--|--------------|-----------|------------------|-------|

| | | | | | | | | | | | | | |
|---|---------------------|--|----------------------|---|-------------|--|-------------|--|-------------|--|-------------|--|-------------|
| Total Award: | \$ 20,000.00 | \$ 130,000.00 | \$ - | \$ - | \$ - | \$ - | | | | | | | |
| Budgeted Non-Federal Income: | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | | | | | | |
| A | B | C | | F | | G | | H | | H | | I | |
| Authorized Activity Category | | Oelwein High School - SUMMER 2021-22 Initial Budget | | Oelwein High School - SCHOOL YEAR 2021-22 Initial Budget | | [Building 3] 2021-22 Initial Budget | | [Building 4] 2021-22 Initial Budget | | [Building 5] 2021-22 Initial Budget | | [Building 6] 2021-22 Initial Budget | |
| | | Program | Literacy | Program | Literacy | Program | Literacy | Program | Literacy | Program | Literacy | Program | Literacy |
| | Program: Personnel | \$ 10,000.00 | \$ - | \$ 64,000.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Program: Contracted Services | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Program: Materials & Supplies | 2,500.00 | - | 30,000.00 | - | - | - | - | - | - | - | - | - | - |
| Program: After School Snacks & Meals | 2,500.00 | - | 2,500.00 | - | - | - | - | - | - | - | - | - | - |
| Program: Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Program: Transfer to Prof Development | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Professional Development: Personnel | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Professional Development: Contracted Services | 1,000.00 | - | 6,500.00 | - | - | - | - | - | - | - | - | - | - |
| Professional Development: Materials & Supplies | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Professional Development: Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Professional Development: Transfer from Program/Admin | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Student Access: Transportation | \$ 1,600.00 | \$ - | \$ 10,400.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Student Access: Facility safety and accessibility | - | - | 1,000.00 | - | - | - | - | - | - | - | - | - | - |
| Student Access: Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Evaluation: Contracted Services | \$ 800.00 | - | \$ 5,200.00 | - | \$ - | - | \$ - | - | \$ - | - | \$ - | - | \$ - |
| Evaluation: Materials & Supplies | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Evaluation: Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Admin Costs Other Admin Costs | \$ - | - | \$ - | - | \$ - | - | \$ - | - | \$ - | - | \$ - | - | \$ - |
| Other Admin Costs Transfer to Prof Development | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Admin Costs Indirect Costs, Restricted | 1,600.00 | - | 10,400.00 | - | - | - | - | - | - | - | - | - | - |
| 6 Total Expenditures | \$ 20,000.00 | | \$ 130,000.00 | | \$ - | | \$ - | | \$ - | | \$ - | | \$ - |
| 7 Non-Federal Program Income: | \$ - | | \$ - | | \$ - | | \$ - | | \$ - | | \$ - | | \$ - |
| 8 Net 21CLCC Budget | \$ 20,000.00 | | \$ 130,000.00 | | \$ - | | \$ - | | \$ - | | \$ - | | \$ - |

Yes

No

| AGENCY AND SITE NAME: | | FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET | | | | | | | | | | | |
|--|--|--|-----------------|-----------------------|-----------------|-------------------------|-----------------|----------------------|-----------------|-------------------|-----------------|----------------------------|-------------------------|
| SITE ADDRESS: | | IOWA DEPARTMENT OF EDUCATION | | | | | | | | | | | |
| Total YR1 21CCLC Award: | | BUDGET/QUARTERLY SUMMARY OF EXPENDITURES FOR 21st CCLC (Title IV-Part B, CFDA 84.287C) | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| # Students Served (unduplicated headcount): | | | | | | | | | | | | Qtr 1 due by November 30th | Qtr 3 due by April 30th |
| | | | | | | | | | | | | Qtr 2 due by January 31st | Qtr 4 due by July 15th |
| A | B | C | | F | | G | | H | | I | | J | |
| | | Total YR1 | | Quarter 1 | | Quarter 2 | | Quarter 3 | | Quarter 4 | | THIS COLUMN | |
| | | 2021-22 Budget | | July 1 - September 30 | | October 1 - December 31 | | January 1 - March 31 | | April 1 - June 30 | | RESERVED FOR IDOE FINANCE | |
| | Authorized Activity Category | Student Program | Family Literacy | Student Program | Family Literacy | Student Program | Family Literacy | Student Program | Family Literacy | Student Program | Family Literacy | | |
| 1 | Program: | | | | | | | | | | | | |
| | Personnel | | | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| | Contracted Services | | | - | - | - | - | - | - | - | - | | |
| | Materials & Supplies | | | - | - | - | - | - | - | - | - | | |
| | After School Snacks & Meals | | | - | - | - | - | - | - | - | - | | |
| | Other | | | - | - | - | - | - | - | - | - | | |
| | Reserved for IDOE finance | | - | - | - | - | - | - | - | - | - | | |
| 2 | Professional Development (must be equal or greater than 5% of budget): | | | | | | | | | | | | |
| | Personnel | | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| | Contracted Services | | - | - | - | - | - | - | - | - | - | | |
| | Materials & Supplies | | - | - | - | - | - | - | - | - | - | | |
| | Other | | - | - | - | - | - | - | - | - | - | | |
| | Reserved for IDOE finance | | - | - | - | - | - | - | - | - | - | | |
| 3 | Student Access (up to 8% of budget): | | | | | | | | | | | | |
| | Transportation | | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | | |
| | Facility safety and accessibility | | - | - | - | - | - | - | - | - | - | | |
| | Other | | - | - | - | - | - | - | - | - | - | | |
| 4 | Evaluation (up to 4%): | | | | | | | | | | | | |
| | Contracted Services | | | \$ - | | \$ - | | \$ - | | \$ - | | | |
| | Materials & Supplies | | | - | | - | | - | | - | | | |
| | Other | | | - | | - | | - | | - | | | |
| 5 | Other Admin Costs (Up to 8%): | | | | | | | | | | | | |
| | Other Admin Costs | | | \$ - | | \$ - | | \$ - | | \$ - | | | |
| | Reserved for IDOE finance | | | - | | - | | - | | - | | | |
| | Indirect Costs, Restricted* | | | - | | - | | - | | - | | | |
| 6 | Total Expenditures | \$ - | | \$ - | | \$ - | | \$ - | | \$ - | | | |
| *Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving | | | | | | | | | | | | | |