

GRINNELL SCHOOLS TASK FORCE REPORT

July 1, 2015

EXECUTIVE SUMMARY

An essential element of a healthy community is a high quality school system, meeting the needs of all students and offering opportunities for academic and extracurricular success. Another important aspect of a thriving community is the strength of the partnership and collaboration among community organizations and institutions. As two institutions dedicated to education, Grinnell College and the Grinnell-Newburg Community School District share a common goal of pursuing excellence and opportunity for the children and youth of the Grinnell community. This White Paper details the work of the Grinnell Schools Task Force during the spring semester of 2015. The Task Force was charged with identifying ways that the relationship between Grinnell College and the Grinnell-Newburg District could be strengthened and expanded. The Task Force, comprised of representatives from a variety of stakeholder groups within the community, developed recommendations for programs, events, and activities to forge a more intentional and effective partnership between the two institutions.

The Task Force report begins with an introduction to the Task Force, including the impetus behind its creation, membership, and charge. The report then describes the process of the work accomplished this semester with the various stakeholder groups involved in the work. It will then detail the recommendations from the Task Force in each priority area, including both existing efforts and proposed new efforts. Following this will be a set of recommendations that cut across all of the priority areas. The report concludes with a discussion of areas that require additional attention that were not able to be addressed by the Task Force's work this semester.

The recommendations developed by the Task Force vary across subject matter, format, and grade level. These suggestions reflect attention to the needs and gaps identified by teachers and parents in the District, as well as areas where District stakeholders feel the partnership is currently making a positive impact upon students' experiences.

- The first recommendation is to expand opportunities for summer learning activities for preschool-12th grade (PK-12) students, regardless of student ability or achievement level.
- The next recommendation is to provide and coordinate additional opportunities for academic enrichment for PK-12 students, with a particular focus on opportunities related to technology and language and culture.

- Next the Task Force recommends an increase in the number of trained and supervised volunteers and tutors who are available to assist and support teachers in their classrooms.
- The final recommendation is to provide opportunities for stronger relationships among faculty across the two institutions.

INTRODUCTION TO THE GRINNELL SCHOOLS TASK FORCE

The vitality of a community is inextricably linked to the vitality of its schools. Relatedly, the vivacity of community organizations is intertwined with the strength of the community and schools. Grinnell College and the Grinnell-Newburg District have been engaged in collaborative efforts for many years, and both institutions (and their associated members) have benefited from these connections. Yet, there is always room for growth and improvement. The Grinnell Schools Task Force is the first in recent years to explicitly focus on the strengthening of the partnership between the two institutions, in part by identifying areas in which partnership efforts could become more intentional, better organized, or more effectively coordinated. The creation of this Task Force was spurred by a number of factors.

- **Grinnell College and the Grinnell-Newburg District share a mission and commitment to educating youth and young adults.** Both institutions are dedicated to providing high quality educational opportunities to all students who walk through their doors.
- **Grinnell College has a vested interest in the success of Grinnell’s educational environment.** As both a community partner and a major employer in the town, the College benefits from the successes and positive reputation of the District.
- **Grinnell College has a responsibility to support K-12 education.** The College’s Mission Statement declares that the College aims to produce graduates “who are prepared in life and work to use their knowledge and their abilities to serve the common good,” including, for example, public education.
- **Grinnell College faculty and staff have deep ties to the community and school district.** College employees are invested in their community and many are involved with programs and activities in the schools.
- **Grinnell College’s department of education and teacher training provide expertise to and rely upon the Grinnell-Newburg District.** The District provides an invaluable resources in allowing pre-service teachers to observe and participate in classrooms, learn from experienced educators, and exchange knowledge about teaching and learning. Students, faculty, and staff (within and outside of the Education department) derive great benefit from volunteering in the schools and working with students and teachers.

Task Force Membership

The Task Force benefitted greatly from the input of school personnel working in every building in the District, as well as parents, community leaders, and student, faculty, and staff from the College. These diverse perspectives allowed for honest and fruitful conversation among stakeholders about the strengths and weaknesses of the current partnership, and how the relationship between the two institutions could be bolstered. The members of the Task Force and the organizations they represent are listed in Appendix A.

Task Force Charge

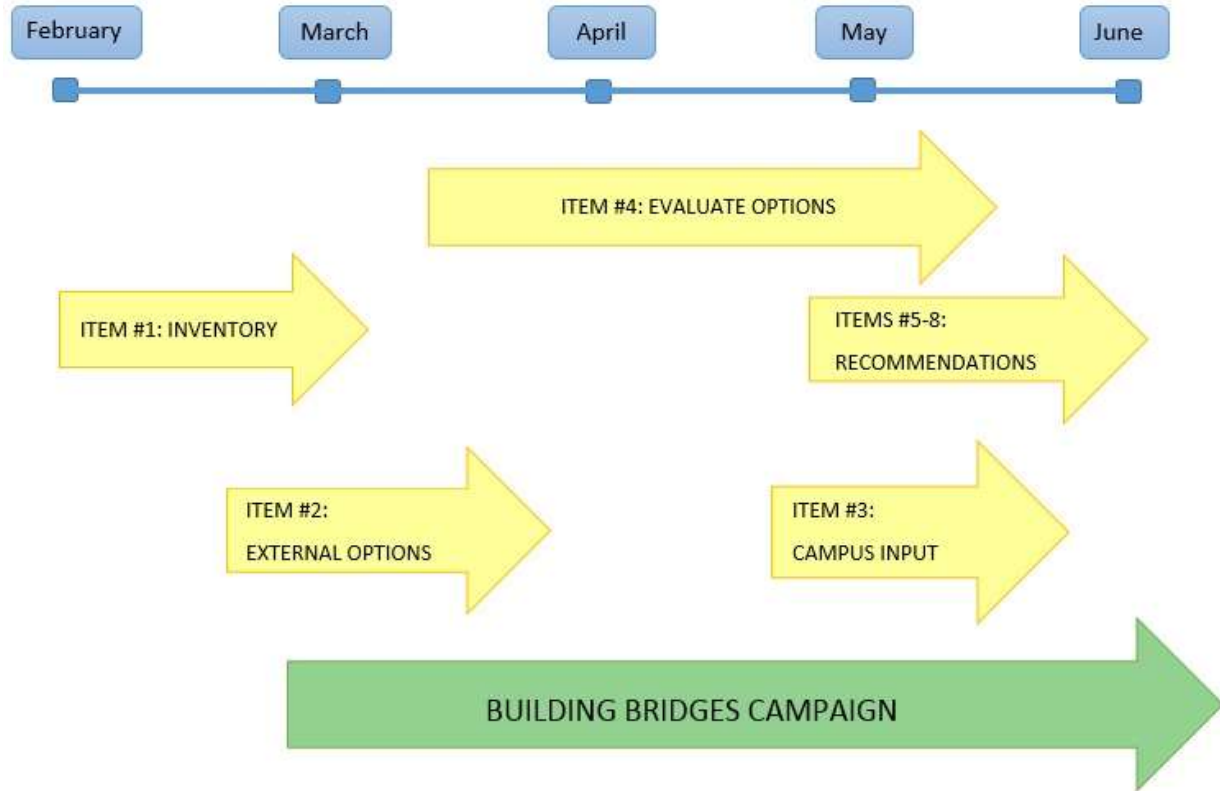
The goal of the Task Force is to strengthen the connection between the College and the District by taking a more organized and collaborative approach to our work as partners. The Task Force was charged with developing a comprehensive plan for the partnership of Grinnell College and the Grinnell-Newburg School District. Specifically, the Task Force had the responsibility to:

1. Review and catalog current College involvement with area schools, including staff volunteers, student groups, and the allocation of financial resources.
2. Compile information on examples of effective college-community collaborations in support of public schools in similar communities across the country.
3. Gather feedback and solicit ideas from the College and community regarding this partnership.
4. Determine how the College can have the greatest impact, map where the College should focus attention, and prioritize College resources to best strengthen the public schools.
5. Make specific short-term and long-term recommendations to the president to guide its support of the G-N School District.
6. Make specific recommendations on existing and new Grinnell College initiatives that support excellence in public schools and shared goals and priorities.
7. Make recommendations, in consultation with the Grinnell College Department of Education and the G-N School District, of how best to facilitate collaborations among the G-N School District and other local, state and national organizations, including GNEE and other education-focused foundations; state educational institutions such as the Iowa Science Center and the Children's Museum; the Grinnell Chamber of Commerce and local and regional companies; as well as the three state regents universities and area community colleges (especially DMACC and IVCC).
8. Assist the college in its engagement in other community-wide planning activities as they relate to the public schools.

PROCESS OF WORK

The work of the Task Force this semester included gathering information about current programming, identification of needs or gaps that persist, consideration and evaluation of promising program options, and prioritization of focus areas and program recommendations. The timeline below depicts the flow of work throughout the semester, organized by the items in the official charge.

TIMELINE



Charge Item 1: Identification of Current Partnership Efforts

To get a sense of the activities and programs that currently exist in partnership between the College and the District, several information-gathering activities were undertaken. The Task Force Coordinator contacted individuals and groups on campus to inquire about the status of current partnership efforts, including ongoing programs, one-time events, and other activities they engaged in with educational partners.

Next, brainstorming sessions were held with staff at each school building. Facilitators asked staff to discuss (1) the existing partnership activities that are currently taking place (or have recently occurred), (2) the needs those programs/efforts are addressing OR the intended purpose of the

programs, (3) the needs that persist or aren't being fully addressed by these programs, and (4) suggestions for new, expanded, or adapted programs that could address these needs. Responses to all of these questions were recorded for use in later Task Force working sessions.

Similar brainstorming sessions were conducted with parents during meetings of the elementary and middle school parent-teacher organizations (PTOs). These sessions were well-attended, with 15-20 parents participating in each. A separate session was held (with minimal attendance) for parents of high school students. These parent sessions covered the same topics and questions as the sessions with teacher: existing programs that parents were aware of, needs of students (both those being addressed well, and those that persist), and future partnership options. Once again, parents' input was recorded for inclusion in Task Force work later in the semester.

This information from campus partners was combined with input from the brainstorming sessions with teachers and parents to create an inventory of current (and recent past) College-District partnership efforts (see Appendix B). Initial work has been undertaken to determine the specific financial and human resources investments that are currently in place associated with these partnership efforts. During the summer and the fall semester, these investments will be quantified in order to give a fuller picture of the current College investment with the District.

Charge Items 1 & 4: Identification and Prioritization of Needs to Frame Partnership Efforts

An important element of the brainstorming sessions was the identification and discussion of existing student needs or gaps in opportunities or resources that influence student success. Teachers and parents noted the needs or gaps that they felt were the most important; these provided the basis for Task Force discussion about where partnership efforts could have the largest impact. The Task Force used several criteria to evaluate which areas should guide the partnership work:

- Is this need important to our teachers?
- Is this a need that a partnership effort could have an impact on?
- Would this allow for access for all students?
- Is this an area in which the College has a particular expertise or strength?

From this discussion, the Task Force developed a list of nine areas or elements for the partnership's work. Those nine areas were taken to campus partners to solicit their feedback, and included the following:

- Summer learning opportunities for all PK-12 students
- Stronger relationships among faculty at Grinnell College and Grinnell-Newburg

- Mental health services for PK-12 students
- Additional enrichment for PK-12 students with a focus on technology and language/culture
- Socioeconomic situations of PK-12 students
- Coordinated volunteer and tutoring program
- Improved communication and coordination of efforts
- Transportation for PK-12 students and College volunteers
- Resource-sharing across the institutions

Charge Item 3: Solicitation of Campus Feedback

After Task Force members refined the priority areas for future partnership work, these nine areas were shared with students, faculty, and staff on campus in order to gather their input. Campus tabling sessions were held in the Joe Rosenfield '25 Center during lunch and dinner times. Task Force members asked students to indicate the areas that they felt a partnership effort could have an impact and the areas where they or other students would want to be involved. These two sessions gathered a great deal of input from students and minimal input from faculty and staff. Staff input was solicited during in-the-loop sessions. Discussions during these sessions involved the same questions asked of students during the tabling sessions. Finally, the Executive Council received a brief overview of the Task Force's work and the priority areas. Attendees in this meeting participated in a productive discussion of how faculty might be involved in future partnership efforts.

Charge Items 2 & 4: Identification and Evaluation of Promising Options

Participants in the initial brainstorming sessions were asked to identify the existing partnership efforts (e.g., programs, activities, and events) that they felt were effective and had a positive impact on students. They were also asked to suggest new programs, or expansion or adaptation of current activities that could address the needs or gaps that persist. Task Force members discussed the potential of these options during multiple work sessions, and were also invited to suggest programmatic options that could address the needs and gaps in opportunities that were considered to be the highest priorities for the partnership. In addition to these options, the Coordinator researched college-community programs and efforts in other locations that could be considered by the Task Force as possibilities for new partnership models. These external college-community partnership options are included in Appendix C.

Charge Items 5 & 6: Recommendations for Future Partnership Efforts

The culmination of the semester's work resulted in recommendations for future partnership efforts. During the last two work sessions, Task Force members confirmed the four specific

recommendations for future partnership efforts, and refined the suggested programs and activities to accomplish these recommendations. The suggested programs reflect a range of options – some that are require little in the way of financial support and time and some that are more complex and will require longer-term planning, as well as a greater amount of financial and human resources investment. The recommendations and programmatic suggestions are described in the next section.

RECOMMENDATIONS FOR FUTURE PARTNERSHIP EFFORTS

The following section details the four main recommendations of the Task Force during the spring of 2015. These recommendations stem from the priority areas that the Task Force determined would benefit from more intentional and effective partnership between the College and the District, as well as a more collaborative approach to partnership efforts. Appendix D provides a visual representation of the recommendations and suggested programs described below.

RECOMMENDATION 1: Expand opportunities for summer learning activities for preschool-12th grade (PK-12) students regardless of ability or achievement level.

Summer learning loss is a concern for many teachers and parents, and the Task Force agreed that all students would benefit from additional opportunities for summer learning activities. There was consensus that these offerings should be enticing to students at all achievement levels and not just focused on remediation or advanced learning. The suggested activities span many content areas, including science, culture, art, and athletics.

The existing arts and athletics programs provide a great benefit to students in the community. Arts activities in variety of locations around the community provide access to students and families who may not be able to attend programs on campus. Athletic camps provide a venue not only for physical activity, athletic skill development, and boosting self-esteem, but also the development of crucial life skills, including working in teams and overcoming adversity. One way to strengthen the positive impacts of the athletics programs would be to expand outreach efforts and provide financial assistance for families whose children are interested in attending but unable to afford the costs.

New summer learning efforts suggested by stakeholders include partnering with local summer camps (e.g., the Galaxy, Ahrens, Grinnell Regional Medical Center) to augment or enrich the existing programming with workshops or events. These partnerships could include special activities or events sponsored by the College, or materials made available to PK-12 students and families to support learning at home (e.g., the Summer Bridge Activities Books). An expansion of the existing Mentored Advanced Projects (MAPs) was another suggestion to expand efforts related to summer learning.

Additional College students conducting MAPs might focus on education-related topics, summer learning loss, or other research projects focusing on partnership efforts.

Finally, the College could create a coordinated summer program with a series of workshops, classes, or activities. These sessions might occur monthly, weekly, or with some other frequency, and could be organized around a specific topic or a range of topics. For example, a simple version of this program could involve three summer sessions, one each on a specific topic. A more complex version might include weekly sessions revolving around a singular theme, and connecting with other organizations or institutions throughout the summer. One summer the topic might be STEM-related (science, technology, engineering, and math), and the next summer could be focused on the arts (music, theater, dance, and so on).

RECOMMENDATION 2: Provide and coordinate additional enrichment opportunities for PK-12 students; specifically in the areas of technology and language/culture.

Parents, teachers, and Task Force members concurred that it is crucial that Grinnell students have increased access to additional enrichment opportunities, with a particular emphasis on (1) technology exposure and resources, and (2) world languages, and cultural and international education. As education becomes more globally-focused and technologically advanced, it will be important for Grinnell-Newburg students to have experience in these areas throughout their PK-12 career, and in preparation for their post-secondary success.

In terms of promising existing programs, the Ignite program has had an extremely successful beginning, with high attendance at each of the three sessions offered this academic year. Task Force members agreed that expansion of the Ignite program (to occur more frequently or to offer sessions during the summer) would capitalize on the existing structure of the program and would likely allow for increased attendance. In addition, it may be possible to take Ignite into the schools, by offering shortened workshops during the school day on the topics prior to the Saturday sessions, so that all students can experience the program in some form. Another existing program receiving positive feedback is the Advanced Scholars program, which allows Grinnell High School students to enroll in courses at Grinnell College for credit. These courses offer expanded academic opportunities by allowing students to participate in subjects that are not offered by GHS (e.g., world languages other than Spanish) or more advanced or challenging courses (e.g., calculus and other advanced mathematics). High school students benefit greatly from participating in these courses, and expansion of this valuable program was a priority for many Task Force members.

In the past, the College put on a Cultural Fair for District families, and this is an activity the Task Force suggests could be revived. With an active International Student Organization and a diverse student body, the campus community possesses the potential to increase awareness of and appreciation for the cultural, ethnic, and language diversity present in our community and world.

Another new option might be a series of evening courses that PK-12 students and their families could participate in together. These classes could focus on literature, a relevant political topic, or other subjects that capture the attention of youth and adults. This program would include child care for children not participating in the class with their parent(s), as well as a community meal, and ideally would be held in one of the school buildings to increase families' comfort and familiarity with these spaces.

Finally, Grinnell Middle School has received approval to begin its candidacy for accreditation in the International Baccalaureate® Middle Years Programme (IB MYP). This program includes eight subject areas: language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design. Several of these areas align with the focus areas highlighted in this recommendation; language acquisition and individuals and society both relate to the Task Force's emphasis on world languages and cultural education, while sciences and design are relevant to the focus on technology. Curricula in these areas through the IB program would certainly expand the opportunities offered to Middle School students in the areas of technology and language and culture. With faculty and staff in multiple language departments and the computer science and math departments, the College has the resources available to support GMS efforts to provide these opportunities through the IB program.

RECOMMENDATION 3: Increase the number of trained and supervised volunteers and tutors to assist and support teachers.

One of the most consistent comments from the teacher brainstorming sessions was their appreciation for the volunteers that assist in their classrooms. Teachers remarked that they would welcome additional volunteers to participate in classroom activities, particularly if student volunteers could be supervised and there were supports in place to help them participate consistently and reliably. Training for these volunteers would also be beneficial, so that they can be actively engaged in classroom exercises and provide needed support and assistance for teachers.

The Big Brothers Big Sisters program was mentioned numerous times as a successful and effective program in Grinnell. The Task Force suggests exploring ways to encourage additional students (or faculty and staff) to become engaged with this great program. In the same vein, the Task Force

identified that there are other tutoring and volunteer efforts that exist with campus partners, and that it would be important to leverage the impact of these existing groups in whatever ways possible. Another resource within an existing effort are the many student observers that visit classrooms in the District through their Education courses on campus. With some training, these students could shift from merely observing to being more active in the classrooms. In addition, they could also provide their feedback to the teachers whom they observe; teachers noted that they would be interested in learning what the students saw and how they might use that information to improve their teaching.

One potential new effort would include an online system in which teachers could provide details about the assistance they need (e.g., one hour every Wednesday afternoon for one-on-one reading help with a student; extra chaperones for a day-long field trip to the Science Center), and volunteers could sign up for the activities or events that fit their interests and schedules. A system like this provides flexibility for volunteers, which allows them to keep their commitments, as well as the ability for District personnel to indicate their specific needs and what assistance would be most helpful. To encourage and support College faculty and staff volunteering in the schools, a release time program could be instituted. This program could vary in terms of the time and number of faculty and staff involved; one option would be that 20 faculty and staff are allowed one hour per month each to volunteer in the schools, while an expanded option would include 40 faculty and staff each volunteering one hour per week. These additional volunteer hours would augment the significant time that faculty, staff, and students already spend volunteering in the schools.

Finally, a coordinated volunteer and tutoring program specific to the schools was recommended as a great complement to the existing volunteer efforts currently being coordinated by campus partners. This program could better support the specific needs of District faculty and students by providing a larger pool of trained, supervised, and reliable volunteers to assist in classrooms. A program of this nature would likely need significant staff time (e.g., a dedicated part-time or full-time position) to ensure its success.

RECOMMENDATION 4: Provide opportunities for stronger relationships among faculty across the two institutions.

The final recommendation relates to the connections among educators from the College and the District, and supporting more effective communication and collaboration for mutual benefit. Emphasizing their common bond of a commitment to teaching and learning, faculty voiced their desire for additional opportunities to strengthen personal connections, to create collaborations within and

across subject areas and disciplines, and to engage in shared learning around educational philosophy and practice.

Existing efforts mentioned as successful in brainstorming sessions included collaborative teaching experiences that pair College and District faculty on a mutually interesting topic or course. Using these experiences as a model for additional collaborations would benefit the faculty members as well as students in their courses. In addition, in the past there have been opportunities for District faculty to participate in a year-long “sabbatical,” working with faculty on campus in their subject or discipline. These experiences were described by Task Force members as very meaningful and valuable, and the group encouraged the revival of this program so that additional faculty members can work and learn together in this way.

There were a variety of options suggested for new ways that faculty could connect and collaborate. A simple effort would be to create a master list of faculty at both institutions, their contact information, and their areas of interest within their subject or discipline. This has the potential to facilitate increased communication with ease, as well as coordination of activities based on shared interests and skills. Another easy step would be to sponsor casual social gatherings where faculty could meet and network. Personal connections and finding common ground were noted as important first steps in the process of strengthening the relationships among faculty. Participating in shared learning in the form of pedagogical workshops or other professional development activities is another potential method for strengthening these connections that was suggested by College faculty. Educators have much to learn from (and with) each other. Finally, there are opportunities during the summer months in which District faculty could collaborate with College faculty supervising MAP students to conduct research or work on specific projects.

CROSS-CUTTING THEMES

In addition the recommendations described above, the Task Force identified a number of key elements necessary for any and all future partnership efforts between Grinnell College and the Grinnell-Newburg District. These elements are relevant in each recommendation area and will be important considerations during planning and implementation of suggested programs and activities.

Equitable access and participation for students at all income levels. There exists in the Grinnell community a significant amount of income disparity, with more than a third of students qualifying for subsidized meals through the school district. As the sole public school district in the community, Grinnell-Newburg educates students across the income spectrum. One obvious barrier to participation in certain types of programs (e.g., camps, out-of-school classes, workshops) are the costs or fees

associated with these activities. Providing financial assistance or limiting (or eliminating) these costs is one method of encouraging participation of a more diverse group of students. There may be other barriers to participation as well, including the proper equipment or tools (e.g., athletic shoes or other gear, art supplies, musical instrument, computer software), and transportation to or from activities (discussed in more detail below). Ensuring that all students have access to these programs and the equipment necessary to participate in them is an important step in creating equitable access and participation for all students.

Better communication and coordination of efforts: increased alignment and information-sharing about resources, interests, and opportunities. Throughout the brainstorming sessions and Task Force work sessions, it became clear that there are an abundance of opportunities available in the community (both on campus and off). However, communication and information-sharing about these opportunities could be improved to allow for better access to and participation in these beneficial activities. In particular, members of the group highlighted the importance of engaging students who are not already participating in extracurricular or recreational programs. Encouraging and supporting participation by these students will require several elements: (1) additional focus on promotion and information-sharing about the opportunities, (2) recruitment and engagement of students who are not already connected to the opportunities or the organizations sponsoring the activities, and then (3) the supports described above to ensure that students are able to take advantage of these opportunities regardless of their families' financial situations. Task Force members have taken the first steps toward identifying resources, activities, and programs that might be of interest across the two institutions, and further efforts should expand on this coordination and communication of opportunities. One possible way to increase communication and awareness of opportunities could be a merged calendar with events pertaining to education, enrichment options, professional development, and so on.

Transportation: supporting access to activities for volunteers and PK-12 students. Lack of transportation arose as a barrier to student success in multiple ways. First, PK-12 students participating in after-school and summer activities need transportation to and from those programs. If parents are unable to provide that transportation due to work or scheduling constraints, students may not be able to engage in these programs. In addition, a lack of transportation (particularly during inclement weather) limits the ability of College students to consistently volunteer in the schools. If College students do not have access to a vehicle, it may be more difficult for them to commit to volunteer efforts.

Resource-sharing: increased access to facilities, equipment, and software. The College provides access to a wealth of resources to its students, faculty, staff, and the greater Grinnell community. The use of the facilities (including the athletic and fine arts facilities, the campus center, and Harris Center) was noted as a great benefit to the community and the District during brainstorming sessions. Teachers in the District also noted that the access to specialized equipment (such as the tools used in the science labs) was invaluable for student learning. There was consensus that sharing of these types of resources whenever feasible should continue and be expanded when possible. For instance, there may be situations in which the College purchases a number of licenses for a particular type of software, but does not use all of the licenses purchased. Coordination across the institutions to share licenses in a responsible manner might be an option for resource-sharing that benefits PK-12 students in the District.

ADDITIONAL CONSIDERATIONS

Building Bridges Campaign

The initial Task Force working session concluded with a brief discussion of the importance of strengthening the relationships among Grinnell College and Grinnell-Newburg faculty. The general consensus was that a strong connection among the educators in our community is necessary to make significant progress on recommended Task Force actions. There was also consensus that the members of this Task Force are committed to identifying and implementing efforts to support these important relationships. The discussion of the importance of this issue continued throughout the remainder of the Task Force sessions. There were several activities and events that were identified as providing the potential for more connection among College and District faculty, and a subcommittee of the Task Force will continue to brainstorm ideas during the summer and fall semester.

Mental Health Support

One topic that arose during the initial brainstorming sessions with teaching staff and continued to be a point of discussion throughout the Task Force work was the issue of mental health and the current supports available for PK-12 students in Grinnell. There was consensus that the issue of student mental health is of great concern, and will likely require a broad community effort to fully address. However, the Task Force felt that the Grinnell College-Grinnell-Newburg partnership is not in a position to make recommendations about this important and complex topic. The Task Force hopes that the conversation about mental health services and supports in Grinnell will continue to develop and that the community will make strides toward improving the availability and accessibility of supports for students in need.

CONCLUSIONS AND NEXT STEPS

The Task Force identified several priorities for future work aimed at strengthening the partnership between Grinnell College and the Grinnell-Newburg District, with a goal of expanding and improving opportunities for student learning and success. Although there are myriad activities taking place already in partnership between the two institutions, it was recognized that these efforts could be more effective, more efficient, and more intentional. Greater attention to a coordinated and collaborative relationship has the potential to better support teaching and learning in the community. The recommendations and specific suggestions detailed in this report will next be considered by administrators and a subgroup of stakeholders, and decisions will be made about the next steps of planning and implementation of promising options. In addition, there are several other activities that will take place during the next several months.

Current Investment Levels. Although initial work has been done to explore the current levels of Grinnell College investment in educational outreach activities, there is more to be done to fully understand the full scope of resources that are being allocated to these efforts. During the summer and fall of 2015, the Task Force Coordinator will continue to collect information on both the financial and human resources that are currently being invested in College-District partnership activities.

Wider Collaborative Efforts. In addition to the partnership between the College and the District, there are other organizations available in Grinnell and central Iowa that may play a prominent role in the promotion of student success. These organizations represent a wide range of resources and opportunities for partnership growth—some are educational (e.g., the University of Iowa, the University of Northern Iowa, Iowa State University, Iowa Valley Community College), some focus on language and culture (e.g., CultureAll), and some relate to STEM content (e.g., the Science Center of Iowa). The Coordinator will continue to research groups and institutions within the state, to identify potential partnership opportunities.

The Coordinator will also explore the possible role of community organizations (e.g., Grinnell Newburg Educational Excellence, the Greater Poweshiek Community Foundation) and community-wide efforts (e.g., the Campaign for Grade Level Reading) in the work of strengthening the partnership and continuing to ensure student success. These groups and efforts focusing on community-wide linkages are valuable to understanding how the connection between the College and the District fits into the larger picture of the vitality of the Grinnell community.

Building Bridges Campaign. Finally, the work of the Building Bridges Campaign will continue into the fall and winter, with an emphasis on identifying ways that faculty across both educational

institutions can better communicate and collaborate with one another. These efforts will likely include social events, collaborative teaching experiences, and opportunities for shared learning.

APPENDIX A

Task Force Membership

Abby Copeman Petig	Coordinator of Grinnell Schools Task Force
David Abarr	Teacher representative, Davis Elementary School
Todd Abrahamson	Superintendent, Grinnell-Newburg School District
Ellie Arseneault	Teacher representative, Davis Elementary School
Lilianna Bagnoli	Grinnell College student and member of Students for Educational Equality
Meg Jones Bair	Elementary Parent Teacher Organization (PTO) President
Gina Beck	Teacher representative, Grinnell-Newburg School District
Barbara Brown	President of the Grinnell-Newburg Board of Education
Doug Cameron	President, Grinnell Newburg Educational Excellence
Monica Chavez-Silva	Director of Community Enhancement & Engagement, Grinnell College
Dan Covino	Teacher representative, Grinnell High School
Tina Elfenbein	PTO Representative
Josh Ellis	Teacher representative, Grinnell Middle School
Rebecca Goltz	Teacher representative, Grinnell Middle School
Sara Hegg-Dunne	Principal, Grinnell Middle School
Roger Henderson	Teacher representative, Grinnell High School
Jean Ketter	Professor of Education, Grinnell College
Rachael Kinnick	Director, Grinnell Chamber of Commerce
Maile Leathem-Rietz	Grinnell College student and GHS Graduate
Tammy Prusha	Executive Assistant to the President, Grinnell College
Helen Redmond	Founder, Ignite Program
Ashley Schaefer	Director of Careers in Education Program, Grinnell College
Becky Shaffer	Teacher representative, Fairview Elementary School
Tammy Strawser	Teacher representative, Grinnell Middle School
Angela Voos	Vice President for Strategic Planning, Grinnell College

APPENDIX B

Inventory of Current Partnership Efforts

Activity/Event/Program	Department/Office/Group
Access to Grinnell College library with Drake card	Library
ACES summer lecture series	Conference Operations
Admission staff visits to GHS	Admission & Financial Aid
Adult Ed/GED at IVCC-Grinnell	Language Depts
Advanced Scholars Program	Admission & Financial Aid
Adventurers' Club	
After-school computer coding class	
ANT293 - Community Based Research course	Anthropology
Assistance with college apps for GHS students	Admission & Financial Aid
Assistance with ELL students	Spanish
Basketball team readers	Physical Education/Athletics
Chemistry outreach activities in the schools	Chemistry
Classroom volunteers	Careers, Life, & Service
Collaborative Civil War course (Purcell & Covino)	History
Community Day	Fine Arts - Faulconer Gallery
Drake Library Tutors	Student Group
Education Forum on Rural Schools	Education
Ensembles	Fine Arts - Music
ESL volunteers/tutors	Language Depts
Faculty teaching	Education
Faulconer After School	Fine Arts - Faulconer Gallery
Free public events and outreach	Conference Operations
Free public events and performances	Fine Arts
Free public games/matches/meets	Physical Education/Athletics
Fundraiser for GHS Library	Pioneer Bookshop
Gallery tours	Fine Arts - Faulconer Gallery
GHS band plays at GC commencement	Conference Operations
GHS debate team banquet - subsidized by GC	
GHS Spring production - scenery design and technical direction	Fine Arts - Theatre & Dance
GHS students gaining work experience	Dining Services and others
GHS students perform in orchestra	Fine Arts - Music

GHS students receive extra credit for attending Rosenfield events/programs	Rosenfield Program
Globetrotters Ambassadors event	Physical Education/Athletics
GMS Art Club	Fine Arts - Faulconer Gallery
GMS Drama Club	
GMS Newspaper	
Grinnell College 5th Year Intern	Fine Arts - Theatre & Dance
Grinnell College students as Big Brothers Big Sisters	
Grinnell Corps: Grinnell (MICA)	Careers, Life, & Service
Grinnell Prize winners speak at GHS	Rosenfield Program
Hosting of GHS prom dinner	Conference Operations/Dining Services
Ignite	Education
In-school art programs/classes	Fine Arts - Faulconer Gallery
Las Estrellas de la Galaxia (Galaxy & Davis after school programs)	Spanish
MathCounts	Mathematics/Computer Science
Micro-grants	Comm. Enhancement & Engagement
Mini-grants	Comm. Enhancement & Engagement
Neverland Players & Neverland Jr	
NRS250 students prepare and present lesson for 5th grade classes	Biology/Neuroscience
Off-site art programs/classes	Fine Arts - Faulconer Gallery
Panels, workshops, sessions at/for GMS & GHS	Admission & Financial Aid
Photography Club	
Preschool Laboratory	Psychology
Private voice & instrument lessons	Fine Arts - Music
Provide space for entrepreneurship and other 4H extension programs	Conference Operations
Public Events publicity at GHS	Conference Operations
Science Bowl	Science Department Faculty
SOC295-01 - Sociology of Education service learning course	Sociology
Social Justice Action Group - Community meal	CRSSJ
Spanish Club	Spanish
Sports camps and clinics	Physical Education/Athletics
Student observation in classes	Education
Student teaching	Education
Summer arts outreach & programming	Fine Arts - Faulconer Gallery

Summer Astronomy Program	Physics
Summer coding camp	Computer Science
Supporting attendance of GHS counselor at NACAC 2015	Admission & Financial Aid
TAG/ELP mentors	
Teacher Advisory Committee	Education
Use of Darby/Bear for events	Physical Education/Athletics
Use of Harris for movie events	Student Affairs/Conference Operations
Use of observatory	Physics
Use of pool for swim team(s)	Physical Education/Athletics
Volunteer Initiative Program (VIP)	Comm. Enhancement & Engagement
Work study students assist GHS students with writing	Writing Lab

APPENDIX C

Promising Campus-Community Partnership Models

National Program Models

Jumpstart for Young Children

What? Jumpstart trains college students and community volunteers to serve preschool-age children in low-income neighborhoods. By participating in Jumpstart's year-long program, children develop the language and literacy skills they need to be ready for school, setting them on a path for lifelong success.

Who? Preschool students receive the literacy intervention provided by college students and other community volunteers.

When? Jumpstart sessions take place two days per week during the academic year, for two hours each time. Each session revolves around a core storybook and one book serves as the focus for two sessions. Session plans are organized in six unit themes -- Family, Friends, Wind and Water, The World of Color, Shadows and Reflections, Things That Grow

For more information: <http://www.jstart.org/our-work/jumpstart-solution1>

Freedom Schools – Children's Defense Fund

Davidson College, Davidson NC

What? Summer enrichment program for children in the Davidson community. Focus on fostering a love of reading, increased self-esteem, and increased positive attitudes toward learning. Includes two meals and one snack per day. Takes place in a multifaceted community center in Davidson, NC.

- To provide high quality academic enrichment
- To encourage and support parent and family involvement
- To foster civic engagement and social action
- To support intergenerational leadership development
- To improve nutrition, health and mental health.

Who? K-8 students enroll in classes. Servant leader interns from Davidson are trained to run the program.

When? Monday through Friday for a month during the summer. In 2015, the program runs June 22-July 31, from 8am-3pm.

For more information: <http://www.childrensdefense.org/programs/freedomschools/> AND

<http://www.davidson.edu/student-life/civic-engagement/educational-partnerships/freedom-schools>

Local Program Models

Cornell College, Mt Vernon IA – Cornell Success Lab, Backpack Books, & Lunch Buddies

What? Who? When? Three programs for Cornell students to engage with students in the Mt Vernon school district.

Success Lab is a mentoring and homework help program for middle school (5-8) girls that takes place 4x/month. Cornell students lead activities designed to foster a positive self-image and enhance personal and academic growth.

Backpack Books provides homework and reading help for students in low income districts outside of Mt Vernon. This programs includes volunteer support as well donation of new books to students who may not have the resources to purchase them.

Lunch Buddies connects Cornell students with 3rd and 4th grade students in Mt Vernon. Cornell buddies join their MV student for lunch and recess three times a month, as well as participating in other on- and off-campus activities as buddies (e.g., Halloween party, CC basketball games, reverse lunch buddies day when MV students come on-campus for lunch).

For more information:

<https://www.cornellcollege.edu/civic-engagement/act-on-your-issue/index.shtml>

Oberlin College, Oberlin OH – Summer Learning Enrichment

What? Flexible one-on-one tutoring over a range of subjects to provide additional educational opportunities for elementary and middle school students.

Who? Students in 2nd-8th grades receive tutoring and mentoring. An Oberlin student (President’s Public Service Fellow) trains and supervises high school students, who are paid to tutor elementary and middle school students.

When? Nine weeks during the summer (mid-June to mid-August)

For more information:

<http://www.oberlincommunityservices.org/wp-content/uploads/2014/05/Summer-Programs.pdf>

Washington University in St Louis – St Louis, MO – K-12 Connections

What? WUSTL has an Institute for School Partnership that encompasses a variety of activities, programs, and services to connect WUSTL faculty, staff, and students to STL schools. The K-12 Connections program is a volunteer coordination program that receives and organizes volunteer requests from K-12 teachers and then matches up WUSTL-affiliated volunteers with those requests. The Institute also has a number of programs focused on STEM and teacher professional development.

Who? K-12 teachers in STL districts can request assistance with one-time special events, half-day or full-day visits to campus, or arts programs through the WUSTL theatre and art museum. WUSTL student volunteers are trained and “on-call” for these opportunities, and can sign up for whatever works with their schedules, with no minimum commitment.

When? Throughout the academic year.

For more information: www.schoolpartnership.wustl.edu

Five Colleges Consortium (Amherst, Hampshire, Mount Holyoke, Smith, and UMass-Amherst) – Five College Partnerships Program

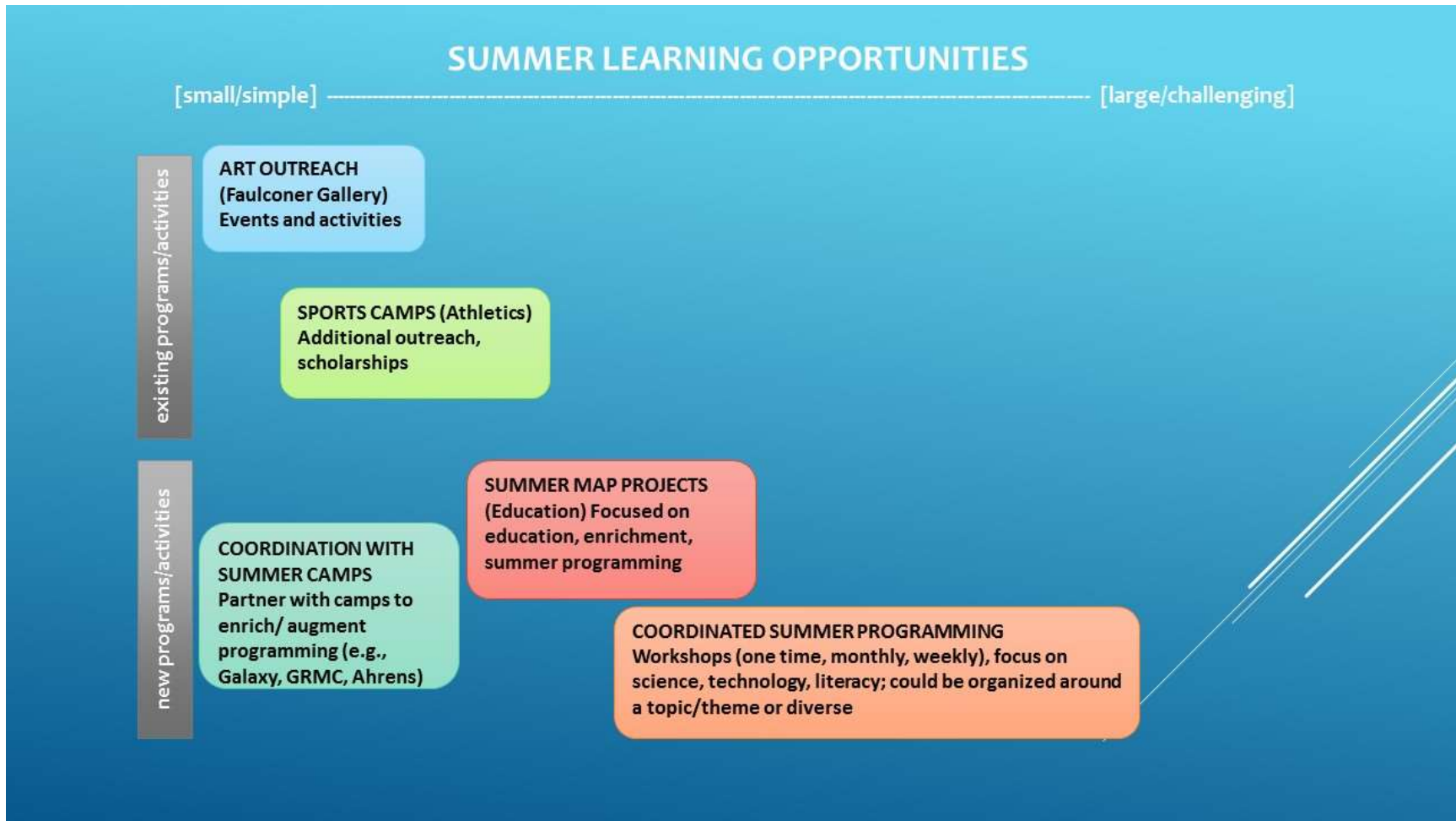
What? The partnership provides professional development programs and resources for K-12 teachers, as well as the development of college-community-school collaborations in areas of mutual interest.

Who? K-12 teachers in districts in western Massachusetts, faculty in the FCC, as well as faculty from schools outside the consortium, museums, businesses, and other community-based organizations.

When? Publications and resources are available year-round. PLCs run during the academic year.

General Campus-Community Efforts

- Electronic form available on Community Service website for students to log volunteer/service hours (Luther College, IA)
- Ongoing service-learning courses that provide a benefit to the community (e.g., students in Spanish language courses help Latino families prepare immigration forms – Central College, IA)
- Literacy and mentoring programs matching preschool and elementary students one-to-one with college students (e.g., Power Lunch through Everybody Wins Iowa – Simpson College, IA)
- Staff positions dedicated to coordinating and organizing the connections between schools and colleges (Wartburg College, IA; Five Colleges Consortium, MA)
- Community building groups bringing together community members of all ages/backgrounds to discuss what it takes to build a sense of local and global community (Wartburg College, IA)



OPPORTUNITIES FOR ACADEMIC ENRICHMENT

[small/simple]

[large/challenging]

existing programs/activities

IGNITE (Education/CLS)
Expanded or extended programming (e.g., Focus Days in schools; summer offerings, monthly sessions)

ADVANCED SCHOLARS PROGRAM
Maintain/expand course offerings for GHS students (e.g., math, computer science, world languages)

CULTURAL FAIR/EVENTS
Providing opportunities within school day for language, cultural education with GC students

new programs/activities

EVENING CLASSES FOR FAMILIES
Opportunity for parents & children to study a topic/issue together (including child care, meals, transportation) (quarterly, monthly, biweekly)

INTERNATIONAL BACCALAUREATE PROGRAM

VOLUNTEER AND TUTORING PROGRAM

[small/simple]

[large/challenging]

existing programs/activities

**BIG BROTHERS
BIG SISTERS
PROGRAM**

**LEVERAGING EXISTING
STUDENT GROUPS/
PROGRAMS**
(e.g., Drake Tutors)

TRAINING FOR STUDENT OBSERVERS
Identify teacher(s) to conduct
trainings with GC students for
assistance in classroom activities

new programs/activities

**HELP WANTED/AVAILABLE
WEBSITE**
Allow teachers to connect
with volunteers (e.g., one-
time events, ongoing help)

**FACULTY/STAFF RELEASE TIME
FOR VOLUNTEERING**
(e.g., 1 hour per month for 20
employees to 1 hour per
week for 40 employees)

WORK STUDY STUDENTS IN SCHOOLS (CLS)
Using Blue Engine or other evidence-based model
of teaching assistance

COORDINATION OF VOLUNTEER AND TUTORING PROGRAM
Supporting needs of teachers by providing reliable, consistent,
supervised, trained classroom assistants.

STRONGER RELATIONSHIPS AMONG FACULTY

[small/simple]

[large/challenging]

existing programs/activities

ADDITIONAL COLLABORATIVE TEACHING EXPERIENCES
Pairing of GC and GN faculty to team-teach courses

ADDITIONAL GN FACULTY SABBATICALS

new programs/activities

CONTACT/ RESOURCE LIST
(by subject area, interests)

PEDAGOGICAL WORKSHOPS
Summer opportunities for educators to learn together and from one another

COLLABORATION WITH SUMMER MAP RESEARCH
Inviting GN faculty (and students?) to join GC faculty and students participating in MAPs

SOCIAL GATHERINGS
To forge new connections

APPENDIX E

Grinnell Schools Task Force Membership Statement of Support

We, the members of the Grinnell Schools Task Force, represent a variety of stakeholder groups in Grinnell that are deeply committed to the education of all students in our community. This report, which embodies collaborative work and shared mission regarding education, makes recommendations and suggests programmatic options to benefit student learning and enhance the partnership between Grinnell College and the Grinnell-Newburg School District. We recognize that this report represents the task force work and not necessarily each of our individual viewpoints. We state our support of the Task Force's work during this semester and our confidence that this report accurately represents our efforts.