Applicant: MOC Floyd Valley CSD – NW Region

Email address:

jbundt@mocfv.org

Name of Individual Submitting Application:

Joel Bundt

Executive Summary

In 500 words or less, summarize the school district's, non-public school system's or accredited, stand-alone non-public school's vision for your Computer Science is Elementary initiative.

In August 2018 MOC-Floyd Valley began a district-wide elementary computer science initiative for every elementary teacher and student. This year, all of our K-5 elementary teachers received ongoing professional development to introduce their students to computer science through project-based and integrated lessons. Every student at both of our elementary buildings is currently being taught computer science during the regular school day.

Before beginning our computer science initiative, computer science (CS) activities were contingent upon comfort and knowledge of the individual classroom teacher – thus extremely “hit and miss.” We estimated that less than 30% of students in the district were receiving any CS instruction. We are extremely proud of the equitable way we’ve rolled out CS across our district. We believe with funding to continue to train our teachers and time for us to go deeper into the curriculum and create an integrated scope & sequence, we can ensure the sustainability of our initiative for years to come.

We are proposing additional ongoing high-quality computer science professional development over two years to give our teachers the content, pedagogical, and technological knowledge as well as a special focus on depth of knowledge and skills to grow and sustain the initiative over time.

Professional development (PD) will be provided by the nonprofit BootUp PD for teachers at Hospers Elementary our high-poverty elementary school, as well as Orange City Elementary in order to continue to include all of our district elementary teachers. Teachers will provide CS instruction at to 220 students at Hospers Elementary, and 450 students at Orange City Elementary. Preparing all elementary teachers to teach CS will expose every student and drastically increase participation starting in kindergarten. This ensures all students, especially underrepresented students, will participate as well as creates a pipeline for more representative student enrollment in our middle and high school CS classes. All of our students should believe CS is for them and we plan to reach them before it becomes an elective and before students have the opportunity to self-select out.

MOC-Floyd Valley is a rural school district with two teachers serving each grade at Hospers elementary and four for teachers serving each grade level at Orange City Elementary. Like many rural areas, training our teachers and providing ongoing support and coaching, we know is necessary, can be especially difficult. Acquiring substitute teachers involves tricky logistics and scheduling, so it’s nearly impossible to send multiple teachers out of town to receive training. Onsite PD and support is essential to ensure equitable implementation that reaches all of our students. Our goal is to invest and empower our teachers up front to develop a program that does not rely on expensive outside subscriptions or ongoing costs to sustainably grow and evolve for years to come.

We are interested in participating in the Computer Science is Elementary Model Network and inspiring districts to implement equitable district-wide CS. We would especially like to serve as a model for other rural communities who wish to equip their students with this important 21st-century literacy.

Demographics

Points Awarded: / 10

10 points

What is the name of the district, system or stand-alone non-public school making the application?

MOC-Floyd Valley CSD

What is the name of elementary school(s) that will participate in Computer Science is Elementary?

Hospers Elementary School is the primary target for this proposal, however Orange City Elementary School would also benefit through professional development.

What grades does the participant building(s) serve?

K-5

Provide the name, email address and phone number of the primary lead for the application.

Russ Adams
radams@mocfv.org
(712) 737-4873

Provide the name, email address and phone number of the fiscal agent or business manager who will handle reimbursement if awarded.

Kim Dykstra
kdykstra@mocfv.org
(712) 737-4873

In what STEM region is the district/system/stand-alone non-public school located? (https://iowastem.gov/regions)

Northwest STEM Region

Based on Student Reporting in Iowa (SRI) Oct. 1, 2018, reporting, what percentage of students in the participating elementary school(s) are eligible for free and reduced-price lunch?

At Hospers Elementary School 39.55% of students are eligible for free and reduced-price lunch.

Currently, as a district 30.8% of K-12 students are eligible for free and reduced-price lunch.

Based on SRI Oct. 1, 2018, reporting, what percentage of students in participating elementary school(s) are underrepresented populations in the field of computer science (African-American, Hispanic, American Indian/Alaskan, Native Hawaiian/Pacific Islander)?

At Hospers Elementary School 39.55% of students are eligible for free and reduced-price lunch. Currently, as a district 30.8% of K-12 students are eligible for free and reduced-price lunch.

Goals and Measurements

Points Awarded: / 20

20 points

What are the measurable goals for the Computer Science is Elementary initiative in the district/system/stand-alone non-public school?

Our goal for the district is to prepare all of our elementary teachers to teach computer science and implement rigorous computer science instruction with fidelity to every K-5th grade student. During the next two years, 33 elementary teachers will participate in five full-day professional development sessions and receive onsite support and coaching. Every elementary student (677), will receive approximately 15 hours of computer science instruction each year. We will measure implementation of and access to computer science instruction with the goal of providing a strong foundation early and equitably for every elementary student.

How do these goals tie to the larger district/system/stand-alone non-public school goals, mission, and vision?

Two District Foci align perfectly with integrating CS within our overall curriculum. Our overarching learning focus, “to stretch and learn through relevant, important activities, productive struggle, and appropriate levels of support.” And our overarching technology focus of utilizing technology to deepen learning, increase connection with the world, and prepare our students for a future saturated with technology. Collaborative problem-solving, and the relevant, timely nature of CS definitely align with our mission of learning excellence and civic responsibility. Providing our teachers with the appropriate amount of CS professional development will support rigorous and engaging instruction.

How will the district/system/stand-alone non-public school measure the success of the plan using student data, with an emphasis on achievement and engagement?

Outcomes measured include:

students receiving CS instruction;

hours of CS instruction students are receiving;

% representation in the initiative from underrepresented groups;

teachers participating in PD;

and # of teachers implementing CS in their classroom.

A survey will be used and focus on teachers’ beliefs, teaching efficacy, and self-efficacy. Teachers’ beliefs about a subject influence how students see that subject. Teacher efficacy is one of the most impactful factors in student achievement. Items will reflect problem-solving, the ability to decompose problems, logical thinking, and debugging. Teachers participated in this research this year so we will add to that data.

Plan

Points Awarded: / 40

40 points

Describe how the plan will be launched or built upon an existing computer science education in the proposed participating elementary school(s).

Existing Computer Science Education:
Each MOC-Floyd Valley elementary teacher at Hospers and Orange City Elementary has completed one full-day and three half-day professional development sessions and participated in six days of model teaching and peer coaching support. Teachers worked with the nonprofit organization, BootUp PD to master the following lessons and topics:
K-3rd grade teachers: ScratchJr Lessons 1-14 and physical computing with Blue Bots.
4th-5th grade teachers: Scratch Lessons 1-15 and physical computing with Blue Bots and micro:bit.
Topics included: Why teach coding, What does elementary coding look like, Communities of practice, Project Based Learning, Assessment, Fostering an inclusive culture, and Differentiation and Communicating about computing.

Computer Science is Elementary Plan:
We propose working with the nonprofit BootUp to continue preparing our K-5th grade teachers to teach computer science to all students in a rigorous way. BootUp's approach, which provides onsite PD spread out over the school year while providing model teaching and coaching sessions is a great fit for our teachers. Giving our teachers the skills to customize integrated lessons is the best way to prepare our teachers sustainably and motivate them to integrate computer science into their daily classroom routines.

The same 33 teachers are already committed to continuing their professional learning next year. We are proposing five professional development visits during the 2019-20 and 2020-21 school years and two showcases for teachers and students to share what they've accomplished with the wider community. PD sessions will continue to be in-person at our district. Each visit will also include approximately one and a half days for BootUp to provide onsite model teaching and coaching for participants on the days before or after each PD session. BootUp will focus on the following lessons and topics:
K-3rd grade teachers: ScratchJr Lessons 15-40 and physical computing with Blue Bots.
4th-5th grade teachers: Scratch Lessons 16-30 and physical computing with micro:bit.
Topics will include: Reflection, Collaborating around computing, CS Practices and Concepts, CSTA Standards, Affinity spaces, and Rhizomatic Learning.

Because our teachers learned some computer science foundations this year, including the necessary technological knowledge, we plan to focus more on addressing computer science standards. We will assign grade level teams to evaluate which standards are being addressed at each grades and how these might align with the grade above and below. We will also create a CS scope & sequence during this initiative.

Four instructional coaches will participate in BootUp's Train-the-Trainer program spending additional time learning how to sustain the program over time. Instructional coaches will provide individualized coaching, spend time developing the first draft of our computer science scope & sequence, and connect CS with state and district standards. These CS instruction coaches will be preparing to eventually be responsible for on-boarding new teachers and continuing PD.

Impact

Sub-Section Points Awarded: / 10

What is the plan for computer science instruction by July 1, 2020?

The MOC-Floyd Valley computer science implementation will provide high-quality instruction to every elementary student. CS will be taught during the school day, to all students, at both of our elementary

schools (677). This plan ensures every student will receive approximately 15 hours of rigorous computer science instruction each year.

The district will continue to provide regular opportunities for collaboration among all of the teachers at each grade level. Teachers from both elementaries will collaborate on instruction, assessment, curriculum, and classroom management. The professional development provided for CS in 2018-2019 furthered the collaboration and team-building at the grade levels through the extended time of learning together and developing CS lesson plans. Moving forward, it will be critical for the teachers from both elementaries to advance their training and understanding together in order to provide all students quality computer science instruction.

By the end of this initiative we would like to have a grade level CS scope & sequence. This will be a living document, as students begin having multiple years of coding experience we will need to adjust our document so as not to teach introductory lessons to the same students multiple years. Skills learned in previous grades will be built upon instead of repeated.

Does the plan build on existing computer science instruction or launch a first-time initiative?

Our plan builds on an existing computer science initiative started at the beginning of this year. During the 2018-19 school year, 33 elementary teachers participated in ongoing, in-person professional development, and began to implement CS into their classrooms. We worked with the nonprofit BootUp Professional Development to organize training and ongoing support throughout the year for teachers. BootUp provided workshops and on the days before or after each training, BootUp's facilitator modeled coding lessons with students in our teachers' classrooms. This model teaching built confidence and gave our teachers a sneak peak at what computer science looks like in their classroom setting with their very own students. Site-visits on days before and after PD allowed teachers to demonstrate practices from their training in a classroom setting and receive immediate feedback. This situated the technological, pedagogical, and content knowledge discussed in PD within actual educational contexts. The ongoing workshops and onsite support helped build confidence. Seeing our most hesitant teachers have the support and time to share what they had done and how they overcame challenges was powerful. In addition, at the beginning and middle of the school year each educator was at a different point in understanding computer science. The shared experiences in professional development and collaboration within grade level teams allowed all of the participants to grow together. By the end of the year we were proud to see that at one point or another each teacher was the champion of a certain topic or practice. We are eager to support the continued growth of our teachers as they become successful computer science facilitators to all of their students.

Will computer science be integrated into other subjects or delivered as a stand-alone discipline?

Computer science will be integrated into other subjects and taught by all of our K-5 classroom teachers. In order to integrate computer science into what they are already teaching, educators started last year by learning computer science content and practices and the Scratch and ScratchJr platforms. Now that these foundations of CS concepts, practices, and pedagogy have been achieved, teachers and especially instructional coaches, will go deeper into standards to learn how to integrate CS into other subjects. By the end of this initiative we expect our teachers to be able to integrate CS into any other subject by being able to identify, curate, and create customized integrated projects. The creation of a custom scope & sequence next year will also support classroom integration by helping us organize and encourage the integration of computer science with specific standards and subjects.

What grade level(s) of students and teachers will be included initially?

All of MOC-Floyd Valley's K-5th grade teachers will participate in professional development and implementation, impacting every K-5th grade student.

What is the plan for expansion to all students in all grades in your school?

We have a three-year implementation plan to provide our teachers with enough direct instruction and coaching, plus many hours of practice, to implement computer science to all students in K-5th grade. We plan to ramp up internal infrastructure to sustain and grow the program in year four and beyond after our engagement with our PD provider BootUp is over.

The creation of a K12 CS Scope & Sequence will be led by Joel Bundt, the math coordinator, math instructor, and high school computer science teacher. Joel teaches computer science at the high school level and is also managing the K-8 computer science implementation so has a big picture view of computer science implementation and expansion. Creating the computer science scope & sequence will be a big step toward K-12 expansion and impacting all students in all grades. Joel Bundt and the other Instructional coaches plan to align computer science curriculum with grade level curriculum. This team will also work with the technology department to incorporate the national CSTA Standards, which were adopted by Iowa, into their district technology plan.
By the end of the grant award, in 2021, we will be able to use the scope & sequence to plan, develop, and implement specific integrated CS curriculum for all students at all grade levels.

Curriculum

Sub-Section Points Awarded: / 10

What is the plan to identify, revise or write high-quality computer science curriculum aligned to the Iowa Computer Science Standards, 21st Century Skills, Universal Constructs and career exploration?

We've chosen to use BootUp's project-based curriculum. BootUp provides interest-driven, project-based lesson plans for beginner to advanced teachers. The curriculum consists of open-ended coding projects that encourage a student's interests to guide and enrich their learning within projects that are personally meaningful. All lesson plans include: process and product objectives, standards, practices, concepts, vocabulary, a project sequence with facilitation tips, and assessment suggestions. BootUp lessons also provide additional optional resources including, project extensions, debugging practices, differentiation, video resources, presentation guides, reflection, and sharing. Each lesson plan includes links to suggested third-party unplugged lessons to reinforce concepts and practices within that lesson or to help integrate the lesson into other content areas. The BootUp curriculum features the Scratch block-based programming language and ScratchJr for non-readers.

Through professional development teachers learn how to facilitate open-ended coding projects in Scratch within projects that are project-based and personally meaningful. The approach centers on creating and remixing interest-driven coding projects to create a space for a variety of interests, selected by the students themselves, to drive deep learning. Students are encouraged to pick something that is interesting to them and find a way to explore that interest with code through design, music, art, animation, games, or stories. Educators learn how to support their students as facilitators, not lecturers, and learn where to locate additional resources to help their students.

Iowa Computer Science Standards:

Iowa's Computer Science Standards Review Team unanimously recommended the adoption of the Computer Science Teachers Association (CSTA) Standards in June 2018. All of the professional development and curriculum we've chosen are aligned to the national CSTA Standards and K12 CS Framework. Train-the-Trainer support will teach our district coaches how to use the CSTA Standards

to select grade-level curriculum and achieve K-12 CS alignment. And our scope & sequence work will allow us to specifically address Iowa Academic Standards.

21st-Century Skills and Universal Constructs:

One of our rationales for teaching students to code is that it encourages 21st-century skills and Universal Constructs and helps students develop into logical thinkers, problem solvers, creators, and collaborators. For example, students will learn computational thinking skills that involve breaking larger tasks into a smaller sequence of steps as well as debugging strategies to overcome errors. Learning to code also encourage perseverance and other practices that may even crossover to other subjects. Lesson plans and projects promote these practices and other 21st-century skills and Universal Constructs.

Career exploration:

The curriculum we've chosen connects each project to various real-world contexts and vocations by including integration and vocation connections and links to a website dedicated to exploring potential careers through coding. Each lesson includes a "Connections" section that links to STEM and other vocations to inspire students and teachers.

Professional Learning

Sub-Section Points Awarded: / 10

What is the plan for professional learning in years one (fiscal year 2020) and two (fiscal year 2021), including participants, providers, timeline, instructional pedagogy, curriculum connections, alignment to Iowa standards and school community/employer partner connections?

All of our K-5th grade teachers will participate in professional learning. This includes 12 teachers from Hospers Elementary and 21 teachers from Orange City Elementary. All 33 teachers are enthusiastic and committed to participating.

We have chosen to work with the nonprofit BootUp Professional Development to provide training and onsite support. BootUp has extensive experience implementing district-wide CS initiatives across the country to over 200 elementary schools, impacting over 100,000 students. BootUp will empower teachers through a combination of on-site workshops, model teaching, and coaching, spread out over time. Through PD educators will develop a foundation of CS and computational thinking concepts and practices and demonstrate CS specific pedagogical content knowledge and perceptions. Educators will learn how to empower and support their students as facilitators, not just as lecturers, and know where to locate additional resources for their students. BootUp Teacher Learning Objectives can be found at: https://bootuppd.org/wp-content/uploads/2018/03/BootUp-PD-Teacher-Learning-Objectives.pdf

And a description of each BootUp Professional Development workshop can be found at : https://bootuppd.org/wp-content/uploads/2018/03/Professional-Development-Workshops-1-8.pdf

PD will be provided by grade level to focus on grade bands and also to allow us to secure the required substitutes for teachers. Grade band groups will meet with BootUp separately for three-hour workshops. This will occur three times in year one and two times in year two so BootUp can provide grade-level PD to each grade band over three days during each visit. Spreading these PD workshops out will allow teachers to implement and practice while continuing to prepare for the next workshop. In addition, BootUp will provide on-site support, consisting of model teaching, observations, and peer coaching on the days before or after each workshop, about two full days per visit.

Timeline Year 1:

AUG: Scope & Sequence work in pre school year workshops
SEP: BootUp PD Workshops and Model Teaching (1 week)
NOV: BootUp PD Workshops and Model Teaching (1 week)
JAN: BootUp PD Workshops and Peer Coaching (1 week)
APR: Showcase for community
APR: Lunch & Learn for visiting districts
MAY: Scope & Sequence modifications near end of school year

Timeline Year 2:
AUG: Scope & Sequence work in pre school year workshops
OCT: BootUp PD Workshops and Model Teaching (1 week)
JAN: BootUp PD Workshops and Peer Coaching (1 week)
APR: Showcase for community
APR: Lunch & Learn for visiting districts
May: Scope & Sequence modifications near end of school year
Teachers will explore ways CS concepts and practices can connect with other disciplines. During each session, BootUp provides time to focus on integrating CS content into currently taught classroom curriculum and standards and spends time customizing lessons, evaluating existing curricula and exploring BootUp's online Community of Practice (CoP) with a dedicated section on classroom integration.
The PD is aligned to Iowa's Computer Science Standards and Train-the-Trainer support will teach our instructional coaches how to use the CSTA Standards to select grade-level curriculum.
Each PD will end with a collaboration that outlines what teachers will focus on between workshops. Agreeing on what lessons to implement in the classroom together encourages implementation and creates a PLC with a shared purpose.

Community Engagement **Sub-Section Points Awarded: / 10**

How will the community be engaged?
Diamond Vogel is partnering with MOC-Floyd Valley to strengthen computer science education in conjunction with this grant. We will build a partnership with them that will provide opportunities for students to interact with the different functions in their company. This will include, both visits to their company by classrooms and visits to classrooms by their employees.

We are also fortunate to have Northwestern College in our community. We have invited their Education Department personnel to participate in the training. They are excited about this opportunity and agreed to participate. It is their hope that an emphasis on CS can be included for those preparing for the education profession. Also, we will invite students from the college of education to come and be taught coding by our students during a Family Code Night.

In addition, we are forging a partnership with Den Hartog Industries, in Hospers, IA, that will resemble the partnership with our other two partners. We will incorporate student visits to DHI as well as employee visits to our classrooms, and joint participation/sponsorship of our Family Code Nights.

How will parents and a broader stakeholder group be involved in planning and implementation of the Computer Science is Elementary initiative?
Broader stakeholders like parents and industry partners have expressed an interest in supporting the MOC-Floyd Valley elementary computer science initiative. To involve these stakeholders as well as garner new community support we will work together to organize a Family Code Night organized by industry volunteers where students will work hands-on with family and community members to learn to code through "Hour of Code" activities.

Who are or will be the community/employer partner(s) and what is the shared vision for engagement?

Northwestern College
Diamond Vogel Paint
Den Hartog Industries (DHI)

All applicants must have at least one community/business partner. Please include at least one signed letter of commitment (in PDF format) on employer letterhead from a community/business partner. Up to 10 employer letters may be added. This must be done in order for the application to be considered complete.

Budget

Points Awarded: / 20

20 points

Please include the amount and a brief explanation of the use of funds per cost category not to exceed $50,000 over two years. Allowable expenditures may include the following categories:

Budget Category	Total Request	Year 1	Explanation of Funds	Year 2	Explanation of Funds
Professional Learning	$39,000.00	$ 23,000.00	Includes all professional development support, including workshops, model teaching, and coaching. During three separate week-long visits. BootUp will provide 14 days of on-site support leading workshops (8 days) and supporting teachers by model teaching and peer coaching (7 days). All of the curriculum and resources needed will be provided to teachers.	$ 16,000.00	Includes all professional development support, including workshops, model teaching, and coaching. During two separate week-long visits. BootUp will provide 9 days of on-site support leading workshops (5 days) and supporting teachers by model teaching and peer coaching (5 days). All of the curriculum and resources needed will be provided to teachers.
Curriculum Development	$ -	$ -		$ -	
Site Visits	$ -	$ -		$ -	
District Costs	$ -	$ -		$ -	
Staffing Support	$10,920.00	$ 6,720.00	Sub Days * $140/Sub = $6,720 Funds are being requested for the computer science instructional coaches to spend time going above and beyond their normal scope of work during the elementary computer science implementation. Providing funding for staff time will go a long way toward a successful and sustainable computer science implementation. Four educators, Jen (grade 2), Lisa (grade 2), Joel (high school math and CS), and Sandy Meeks (technology integrationist) will spend extra time participating in BootUp's Train-the-Trainer program. They will participate in a Train-the-Trainer support, ensure teachers are implementing computer science in their classrooms, spend developing the first draft of our computer science	$ 4,200.00	6 subs * 5 Sub Days * $140/Sub = $4,200
Other	$ -	$ -		$ -	
TOTAL:	$49,920.00	$ 29,720.00		$ 20,200.00	
TOTAL VERIFICATION:	$49,920.00				

Cost Sharing (may include in-kind or cash from partners or other education funding streams)

Anticipated cost share over the two-year funding period.

Year 1 anticipated cost share (in dollars). Please provide a brief explanation.

Year 2 anticipated cost share (in dollars). Please provide a brief explanation.

The expectation for the Computer Science is Elementary award is that the plan uses primarily existing school revenue sources to execute a plan. After year two of the award, what is the plan for sustainability using existing or any additional funding sources?

Our objective is to provide enough support for our teachers over the next two years so they have the confidence and skills to support and grow the program on their own after year two of this award. Research shows effective professional development requires anywhere from 50-80 hours of support, including instruction, practice, and coaching, to achieve mastery (French, 1997; Banilower, 2002; Yoon et al., 2007). Our multi-year implementation plan, with the necessary amount of professional development and onsite support provided this year and for the next two years will fulfill this recommendation.

Four district coaches will receive additional Train-the-Trainer support with a focus on how best to sustain the initiative over time. This from BootUp will develop instructional coaches who will eventually be responsible for championing the initiative. Instructional coaches will begin co-facilitating professional development and co-coaching with support from BootUp. Instructional coaches are expected to take over professional development and coaching once the district's engagement with BootUp PD has concluded. This year, we would also like instruction coaches to have time to work on vertical alignment and the creation of a K-12 scope and sequence which will also encourage ownership of the program by our instructional coaches and long-term sustainability of the initiative.

Collaborating with other teachers in the same subject area is a significant predictor of success (Yadav, 2016) and part of the Iowa Professional Development model so grade-level teams will also support each other throughout the year during regularly scheduled Professional Learning Community (PLC) meetings. Teachers will engage in CS activities, plan units teaching these activities, and review the CS teaching and learning that took place since the previous session. Using this process, we will help teachers become confident and prepared to implement the curriculum with fidelity over time.

To ensure a sustainable curriculum we have chosen all free open-source platforms, including the Scratch and ScratchJr platforms and BootUp's project-based curriculum. The curriculum, which includes over 70 projects and teacher lesson plans is available to anyone, at no cost, and there are plans to continue to update and release hundreds of additional projects over time. We don't expect significant costs beyond professional development to support teachers as they implement these projects in their classrooms year after year.

We believe that with the necessary upfront support of our teachers, and train-the-trainer support our initiative will be self-sustaining through existing revenue streams after year two of this plan.

Computer Science is Elementary Model Network

Points Awarded: / 10

10 points

To be eligible for the award, participation in the Computer Science is Elementary Model Network is necessary. By checking this box, the district/system/stand-alone non-public school is willing to participate in a Computer Science is

Elementary Model Network including, but not limited to, hosting visits and sharing best practices, challenges, opportunities and successes with colleagues across the state.

I agree

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"Always At Your Service"

March 28, 2019

To Whom It May Concern:

We at Den Hartog Industries are excited to collaborate with the MOC-Floyd Valley Community School District through the elementary computer science initiative. It is always exciting when our employees can interact with students to bring relevance and application to their learning. We are excited to be doing this through classroom visits, tours of our business, and partnering in the "computer science" nights at the school.

As a local employer we appreciate opportunities to assist in preparing our future workforce, as well as bettering our communities.

Respectfully,

Brian Hector
Director of Operations

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www.denhartogindustries.com

Diamond Vogel

March 28, 2019

To Whom It May Concern:

We at Diamond Vogel are excited to collaborate with the MOC-Floyd Valley Community School District through the elementary computer science initiative. It is always exciting when our employees can interact with students to bring relevance and application to their learning. We are excited to be doing this through classroom visits, tours of our business, and partnering in the "computer science" nights at the school.

As a local employer, we appreciate opportunities to assist in preparing our future workforce, and strengthen our communities

Respectfully,

Jeff Powell
Chief Executive Officer
Diamond Vogel

Architectural • Industrial • Automotive • Industrial Wood • Aerosol • Traffic

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diamondvogel.com

NORTHWESTERN
COLLEGE

Reviewer Name:

Reviewer Signature: **Total Points Awarded:** **/100**