

# ALLAMAKEE CSD

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Abstract  
*Community Connections 21<sup>st</sup> Century Learning Center*

**Student Needs Assessment:** Community Connections 21<sup>st</sup> Century Learning Center (CC) is a partnership of Postville Community School District (PCSD) Cora B. Darling Elementary (CBD) grades K-6 and Allamakee Community School District (ACSD) Waukon Middle School (WMS), grades 6-8 and Luther College. Home-schooled students and St. Patrick's School in ACSD grade 6 will be served. **A)Cognitive Development Needs originate due to poverty, language barriers and the achievement gap and are addressed by Academic Assistance through Engagement and Enrichment Activities:** *Poverty/Working Poor:* In 2015, Allamakee County had \$37,600 median earning which is less than Iowa ([www.towncharts.com](http://www.towncharts.com)) average median earnings of \$41,652. *Language Barrier:* PCSD is primarily a **minority district as 53%** of the students are minorities, predominantly of Mexican, Guatemalan and Somalian. *Student Achievement Gap:* CBD has a Free/Reduced lunch rate of 100% of students. WMS has a Free/Reduced Lunch rate of 45.4% of students. Students of poverty do not have the experiential background knowledge that middle and upper income students have, thus both schools have a **significant achievement gap** with low socioeconomic students (SES) in reading and math. Additionally, CBD have those same gaps with their English language learners (ELL) compared to their non-English language learners. **B)Social-Emotional Development needs originate due to economic factors and lack of parent supervision are addressed through community partners and staffing:** **Economic insecurity** is a growing concern due to the closing of a two area factories that employed about 240 people and the announced closing of a power plant; along with increased flooding of farmland, housing, and camping sites. Many **parents in our communities' work one or two jobs** and must travel 30-60 miles to their employment and may leave youth unsupervised at home. CBD has become an extremely **transient community** with approximately 1/3 of the elementary population moving into the district and out of the district each year reflected in the data of the past few years. **C) Physical Development needs originate due to generational poverty affecting food choices and habits are addressed through Exercise and Nutrition to support healthy development and overall well-being:** Allamakee in 2015, **ranks 68<sup>th</sup> of the 99 counties for health factors**, based on weighted scores for health behaviors, clinical care, social and economic factors, and the physical environment with 1 being the best as reported by [www.countyhealthrankings.org/iowa](http://www.countyhealthrankings.org/iowa). According to the Free and reduced lunch rate data from the Iowa Department of Education, **12.3% of the Allamakee population is food insecure, 24.4% have low food access and 23.4% are physically inactive**. During interviews with **partners concerns surfaced of the many hours in front of screens and texting on phones**. **Project:** CC proposes to meet the needs of the whole child. **Both program hours will be 3:31-6:31 daily and 4 hours each for 30 days during summer. WMS has programming 6:55-7:55 a.m. daily. CBD has additional programming on 28 Wednesdays 1:31-5:31. WMS has additional programming on 5 Wednesdays 12:21-6:21. Programming in both school districts meet the requirement of an average 60 hours programming per month.**

**Research Base:** CC programs are based on practices that engage youth as documented by M. Elena Lopez of the Harvard Family Research Project in a report entitled "Leave Them Wanting More: Engaging Youth in Afterschool" Lopez, May, 2015. **Successful programs have: Cognitive engagement**-desirable content, customized learning, and encouragement, **Behavioral engagement**-attendance, conduct, and participation, **Social engagement**-communication and involvement, and **Emotional engagement**-being recognized and heard.

**Family Literacy/Engagement:** **Families are an essential partner** in the success of this program.in meeting all of the needs of this grant. **All family literacy/engagement activities are based on Partners in Education: A Dual Capacity-Building Framework for Family-School Partnership** (2013) Authors: Karen L. Mapp and Paul J. Kuttner. CC focuses on capabilities, connections, confidence and cognition. **Cognitive Development:** The **EnVision** math curriculum by Pearson is based on the Common Core standards, includes on-line interactive videos for individual lessons. Key reading instructional resources include **Jamestown Publisher Critical Reading Series, Signature Reading Series, Journeys** reading curriculum, and **Best Nonfiction Series**. These materials tie closely to the Core standards and provide remedial practice for the less proficient learners. **Lexia Core 5** is state approved intervention system for reading. **Imagine Learning on-line** ELL showed the effects were particularly strong for English language learners, for those who are eligible for special education

services, and for those who are economically disadvantaged, making this an ideal choice for our students. **State approved interventions** include **Press Intervention, FUSION reading, AiMs web.** *Physical Development:* All activities to promote a healthy life style have been carefully selected to provide the most effective forms of exercise, nutrition, and family engagement for students. Regular **exercise** changes the **brain** to improve memory, thinking skills. There are good reasons to be **physically** active (Harvard, 2016).

**Management Plan:** The Lead SLL, Barb Winters-Kelly, has many years of experience. CC hires **numerous staff positions for bridging the achievement gap.** Background checks are required, as all staff are **school district employees** or volunteers. **Senior citizens, college and high school students, and other volunteers** will develop relationships, as a mentor for our youth. Staff typically know our families well and are specific to the needs of the students and school. CC promotes cultural sensitivity through staffing and programming.

**Academic and enrichment activities are aligned with the Iowa Core, the school curriculum, and the Cognitive, Social-Emotional, Physical, and Family Engagement Strands.** Stakeholders see the value of the program and want to be involved with its sustainability. Luther College is a prime example. Luther students got involved through tutoring middle school and high school students. As a result, Luther College recognized the benefit for their students and became a partner for this grant. CC Partnership and Leadership Committee continuously work on program sustainability. One permanent sustainability component is the **Allamakee Foundation for After School Programming.** Money donated to this endowment will provide dollars for programming **beyond the life of this grant.** Capacity building occurs **with intentional and effective community outreach and advocacy.** We strive not to duplicate services but to **coordinate access** to those services.

**Communication Plan:** CC values communication among individuals and groups. We cultivate relationships and understanding through one-on-one and small group conversations. This is extremely important with our low SES, Latino and Somalian families. Translation is provided as needed. Personal contact with all stakeholders.

**Partnerships:** The CC Partnership has been a successful **working group for over ten years,** bringing together representatives from business, schools, youth, parents, faith-based, senior citizens, organizations, agencies, and local government. In our small rural community, we have learned that we can accomplish more by working together than separately. **“A caring community committed to enhancing the lives of our families; providing skills through making healthy, positive choices; and promoting lifelong learning for all.”** is the common vision.

**Evaluation:** **Dr. James Veale will serve as the principal and quantitative evaluator.** He will **conduct all statistical analyses.** He received his **doctorate in statistics in 1972 from Iowa State University;** served academia, the private sector, and government. **Dr. Richard Morehouse will serve as the qualitative evaluator.** Dr. Morehouse is Professor Emeritus in Psychology from Viterbo University (La Crosse, WI). He is also Visiting Professor at the School of Education and Community, Glyndŵr University Wrexham, Wales, UK. His consulting business is Praxis: Education, Training, Research, & Evaluation in LaCrosse, WI.

**Budget Narrative:** **The funding formula is used to calculate award.** Schools in this qualify applying for \$300,000 based on 232 students attending three hours afterschool for 165 days at \$7.50 per student and 72 students in summer at \$10.00 per student. Our experience with afterschool confirms this is a realistic expectation. CC program funding is used to provide afterschool academic, enrichment and family literacy activities to supplement school day. These expenditures **supplement because activities are not required** by state, local, or federal law. **Partners provide over \$100,000 of services with many at 100% in-kind.** Students experience exciting academic enrichment activities from positive adult role models, such as community members, college students, and senior citizens. Parents know their children are safe and learning many skills.

**Documentation of Competitive Priority Status:** Application is jointly submitted as a collaboration between local educational agencies receiving funds under Title I: Allamakee Community School District, Postville Community School District and a community-based organization or other public or private entity: Luther College. (5 additional points awarded)

**Number of Students being served: 304 students (232 students school year, 72 students summer)**

**Total Amount Requested per year:** **The funding formula is used to calculate award.** Schools in this qualify applying for \$300,000 based on 232 students attending three hours afterschool for 165 days at \$7.50 per student and 72 students in summer at \$10.00 per student

**The Total Amount per student: \$987 per student**

**Student Need 2.1 Needs assessment:** Community Connections 21<sup>st</sup> Century Learning Center (CC) is a partnership of Postville Community School District (PCSD) Cora B. Darling Elementary (CBD) grades K-6 and Allamakee Community School District (ACSD) Waukon Middle School (WMS), grades 6-8 and Luther College. Home-schooled students and St. Patrick’s School in ACSD grade 6 will be served. There are no eligible private, non-public schools in PCSD. These lead agencies work closely in our rural community with 42 partners to combat the needs based on the Iowa 21<sup>st</sup> Century Learning Community model of whole child development. “A caring community committed to enhancing the lives of our families; providing skills through making healthy, positive choices; and promoting lifelong learning for all.” is the common vision. Cognitive, social-emotional, physical and family literacy/engagement needs have surfaced through our work with a current grant which will end June 30, 2017.

**A)Cognitive Development Needs originate due to poverty, language barriers and the achievement gap and are addressed by Academic Assistance through Engagement and Enrichment Activities:**

*Poverty/Working Poor:* In 2015, Allamakee County had \$37,600 median earning which is less than Iowa ([www.towncharts.com](http://www.towncharts.com)) average median earnings of \$41,652. Nearly 40% of our county is living on less than \$20,000. Allamakee has \$18.12 average hourly earnings compared to the Iowa average of \$20.81. In 2014 Allamakee had a **per capita income of \$25,622** compared to the state average of **\$27,621** (US Census Bureau). Through interviews with parents and community we found that **many do not believe a college education is valuable or affordable** for their children. In 2014 Allamakee had a **bachelor degree or higher rate of 15.9%** compared to the state average of **26.4%** (US Census Bureau). *Language Barrier:* PCSD is primarily a **minority district as 53%** of the students are minorities, predominantly Mexican, Guatemalan and Somalian.

*Student Achievement Gap:* **CBD has a Free/Reduced lunch rate of 100% of students. WMS has a Free/Reduced Lunch rate of 45.4% of students.** Students of poverty do not have the experiential background knowledge that middle and upper income students have, thus both schools have a significant achievement gap with low socioeconomic students

(SES) in reading and math. Additionally, CBD have those same gaps with their English language learners (ELL) compared to their non-English language learners. The Socio Economic Status (SES) is determined by family income. Low SES is a family that qualifies for federal free or reduced lunch. Non SES is a family that does not qualify for free or reduced lunch.

CBD 2016 Iowa Assessments Percent Proficient				
	Reading		Math	
Grade	ELL	Non ELL	ELL	Non ELL
3	48	68	62	83
4	41	59	64	59

*\*School Resources:* WMS provides a laptop computer for each child. CBD provides a laptop for 5<sup>th</sup> and 6<sup>th</sup> grades. CBD provides ELL instructional services in school day only. However, according to research at least 7 years of ELL instruction is usually required to make ELL learners educationally proficient in reading, speaking, listening, and writing. Hence the achievement gap in reading and math.

CBD 2016 Iowa Assessments Percent Proficient				
100% Low SES Building-wide				
Grade	3	4	5	6
Reading	60	52	30	43
Math	74	60	58	59

*\*Community Resources:* Each community has a library with limited computer access and isn’t directly aligned with state standards and school day instruction to improve academic growth.

WMS 2016 Iowa Assessments Percent Proficient				
	Reading		Math	
Grade	Low SES	SES	Low SES	Non SES
6	59.4	58.8	67.6	79.4
7	55.6	83.6	80	91.8
8	67.6	88.1	74.4	85.7

*\*Addresses Students Needs with Working Families:* CC provides programming based on student interests and needs based on survey information within the 15 federal activities. CC focuses on tutoring, homework assistance based on student need, math, reading, enrichment clubs, and hands-on experiences. These services are provided by certified teachers, Luther College students, and senior volunteers utilizing evidence-based curriculum from the school day. Purposeful learning through projects address student interests and relevance to the real world. The balance of structure with fun is the key for motivation to learn in clubs and study tables. Programming will occur five days per week during the school year to provide services to accommodate the working families with three hours

afterschool. WMS will also have one hour before school. Summer will be five days a week for 4 hours per day for 30 days.

**B) Social-Emotional Development needs originate due to economic factors and lack of parent supervision are addressed through community partners and staffing:** Economic insecurity is a growing concern due to the closing of a two area factories that employed about 240 people and the announced closing of a power plant; along with increased flooding of farmland, housing, and camping sites. Many **parents in our communities' work one or two jobs** and must travel 30-60 miles to their employment and may leave youth unsupervised at home. CBD has become an extremely **transient community** with approximately 1/3 of the elementary population moving into the district and out of the district each year reflected in the data of the past few years. In 2014 – 2015 (K-6) 121 students were added and 87 left. During the 2015 – 2016 school year by February 2016 grades K-6 had added 95 new students and lost 102 students with 90% or more being immigrant students, mostly Hispanic. The **unemployment rate in Allamakee County is 4.9%** compared to state average of 4.2% according to careertrends.com in August 2016. The 2014 Iowa Youth Survey (IYS) is designed to identify youth needs. Results show a need to provide students with engaging activities to improve social-emotional health: Allamakee 2014 IYS results 55% of 6<sup>th</sup> grade and 58% of 8<sup>th</sup> grade students report **0 hours as a volunteer**. 56% of 6<sup>th</sup> and 88% of 8<sup>th</sup> graders spend from 1 to 11 or more hours outside of school with **no adult supervision**. 16% of 6<sup>th</sup> grade and 37% 8<sup>th</sup> graders disagree that students in my school treat each other with respect.

**\*School Resources:** WMS and CBD have limited access to school guidance counselors. Both hold parent/teacher conferences. CBD has one family STEM night and an ELL school-day program. A summer tutoring program is provided by the federally funded migrant education program.

**\*Community Resources:** There are some out-of-school activities provided by organizations, such as 4-H, Boy and Girl Scouts. The only ELL program for adults is provided Northeast Iowa Community College (NICC).

**\*Addresses Students Needs with Working Families:** CC is based on **student choice, academic need**, and the **needs of working families** which fall within the 15 federal activities listed in the application. These include enrichment clubs provided by qualified staff and partners. CC meets the child's Social-Emotional needs by **developing positive human relationships and an engaged family**. Family literacy events increase parent-child engagement and promotes academic success by **accommodating the schedules of working families**. The CC program will collaborate internally with Special Education and ELL programs for guidance and services.

**C) Physical Development needs originate due to generational poverty affecting food choices and habits are addressed through Exercise and Nutrition to support healthy development and overall well-being:**

Allamakee in 2015, **ranks 68<sup>th</sup> of the 99 counties for health factors**, based on weighted scores for health behaviors, clinical care, social and economic factors, and the physical environment with 1 being the best as reported by [www.countyhealthrankings.org/iowa](http://www.countyhealthrankings.org/iowa). According to the Free and reduced lunch rate data from the Iowa Department of Education, **12.3% of the Allamakee population is food insecure, 24.4% have low food access and 23.4% are physically inactive**. During interviews with **partners concerns surfaced of the many hours in front of screens and texting on phones**.

**\*School Resources:** Both schools provide physical education and health programs. Northeast Iowa Food and Fitness provide programming and instruction.

**\*Community Resources:** For families that can afford the fees, there is a Wellness Center in Waukon and a YMCA in Postville. These fees may be unaffordable for the working poor.

**\*Addresses Students Needs with Working Families:** **Parent surveys reported support to a great extent or of some help for before/after school programming** in the two school buildings. The CC program is based on student interests and needs within the 15 federal activities in the application. Physical development needs are met by exercise and nutrition activities to support healthy growth and development and overall well-being in a safe place, while families are working. CC includes the proper use of social media, developing other interests, leadership skills, social interaction and creativity. The Schools' Food and Nutrition Services prepare snacks that meet USDA guidelines.

**Required Data:** **\*Title Programs and data describing achievement gaps:** Title I resources are used for reading in CBD K-6 grades during the school day and the Title III ELL education program. WMS does not use Title I funds for grades 6-8. Title I and Iowa Department of Education reporting data from the Iowa Assessments is reflected in charts on the previous page.

\*Transportation: ACSD provides bussing from the parochial school to the public school building.

\*Safety: **Parents and partners appreciate the safety of the students, since it is in the same building as the school day.** Parents plan, give permission for the pick-up of their child, and determine the safest route home. They or other trusted adults may pick up their own children. Parents feel it is safe for their child to walk home by themselves or with other students in our small rural community. **Parents stated, “My child is safe, getting homework done, and working parents like myself can have a full-time job.”**

\*Accessibility needs of students and parents: Parents and partners discussed the hours of the afterschool program. One parent stated, “It is a safe, supervised place for the length of time to travel from work since the program is open for 3 hours afterschool to accommodate parents.” The consensus was this program will meet the accessibility needs of both the students and the parents. Students with special needs are incorporated into the program and accommodations are met as needed such as translators or translation of materials for English Language Learners. Students and staff in wheelchairs are treated equally. All school buildings are ADA compliant so that all students and families have equitable access to participate. **Students blend together and differences are not a negative experience, but allow for very positive interactions to occur during the program.** This is detailed further in section 5.2. CC recruits and serves the target populations and their families.

**2.2 Evidence of a wide variety of stakeholders identifying needs and developing the program:** A variety of stakeholders began identifying needs and developing the program in January of 2016 at the Partnership meeting. A survey was taken and a discussion began between students, parents, community partners, including senior citizens, volunteers, and school administrators to collect their ideas for student activities and how to involve parents and community. **One parent was excited about student mentoring opportunities** stating “The kids can put it on job applications and on college applications.” Another parent liked student activities including foreign language, robots/computers, design of new inventions, home economics; learn life skills of balancing a checkbook, sewing, and cooking. A **volunteer** suggested a project to have the afterschool program make a video/movie telling a story using sign language. Students suggested art, music, games, gymnast club, exercise, fitness, STEM, cloth making, crafts, internet, recycling, fashion, German. **Community members** suggested coding/robots, gardening, healthy living, leadership activities, students running their own club, learn about the states, kids in the kitchen, healthcare careers, STEM, Legos, science activities, and drama. One senior liked cooking, sewing, knitting, and painting. **Parents and students** liked the idea of learning new card games, photography, writing and creating books, illustrating, along with plays and acting. The **Allamakee Conservation volunteer** liked activities that the students are interested in, that get them involved and active.

Next, we conducted group interviews for two days, March 21 and March 22 of 2016 with students, parents, and community partners to gather information from them if they would support before and afterschool with a grant and what ideas do they have to meet the goals of Cognitive, Social, Emotional, Physical and parent engagement. During June we interviewed parents and community members further, and every one stated, “Yes, they wanted the afterschool program”. In a meeting with **St. Patrick’s Principal** on September 28, she stated, “What would we do without this program. We want it!” Building upon this format we conducted **group interviews** on Oct 24 and 25, developed a survey, and **surveyed youth, parents, teachers, and community.** Again, confirmation of the ideas from the survey and discussion held previously occurred and additional suggestions to further design the program. These programs suggestions are reflect in our project design in Figure # in 3.1 and 3.2 in Project Section. They discussed what possibilities there were for people of all ages to be involved, as volunteers, or to donate time or materials, or meet to plan and develop the program. **Senior citizens and RSVP members**

<b>Support to a great extent or of some help for before/afterschool programming</b>	
Youth	99%
Parents	100%
Teachers	100%
Community	100%

expressed a desire to be involved. **English Language Learner families indicated a high interest** and will provide ongoing input throughout the grant to ensure program satisfaction. **CC partners met with others** to talk about what an afterschool program would mean to the community as evidenced by the **42 partners** attached in Memoranda of Understanding. **Other stakeholders met many hours over the last year to identify**

**needs, research strategies and programs to meet those needs, and to develop a cohesive plan.** More details can be found in Section 7 and in the attached M.O.U.

**Project 3.1 Program activities linked to student needs assessment:** CC proposes to meet the needs of the whole child. Both program hours will be 3:31-6:31 daily and 4 hours each for 30 days during summer. WMS has programming 6:55-7:55 a.m. daily. CBD has additional programming on 28 Wednesdays 1:31-5:31. WMS has additional programming on 5 Wednesdays 12:21-6:21. Programming in both school districts meet the requirement of an average 60 hours programming per month. These hours will address the needs of the local families as discussed in Section 2.1. *Figure 1* reflects the extensive variety of high quality proposed academic, enrichment, and family literacy/engagement activities **linked to student need** of 3.1 and the **15 eligible federal activities** of 3.2 Many of the activities incorporate numerous areas and needs. For the sake of simplicity we have chosen A=Academic, E=Enrichment, F=Family engagement to name the activity. Cross curricular and project based activities are encouraged.

*Figure 1- Proposed academic, enrichment, and family literacy services with the 15 eligible federal activities.*

<p><b>Need: Cognitive Development including family literacy/engagement</b></p> <p><u>1.Remedial education and academic enrichment:</u> A: Using district adopted curriculum to build reading/math skills through homework assistance E: Book clubs, online math/reading, cartoon illustrator club, tell a story using sign language F: Family math night, family reading night <u>2.Literacy activities:</u> A: Writing and creating books, foreign language club E: Drama Club, join with library for a book club F: Performance of student created plays, family read aloud <u>3.Math and Science (STEM) and Computer Science:</u> A: LEGO academy, design of new inventions, strategic gaming club, STEM club, science club E: Electric circuit kits F: Family chess club night <u>6.Tutoring services:</u> A: Luther College students, certified teachers, partner with migrant education program E: Mentoring <u>7.LEP programming:</u> A: Newcomers program E: Language immersion program F: Cultural communication clubs <u>9.Technology education/career:</u> A: Robotics club E: Dash and dot coding club, computer club F: Make a video or a movie involving family <u>12.Assistance for chronically absent, suspended, or expelled students:</u> A: Homework assistance, academic opportunity club, Iowa Core literacy cards, 1,000 basic words practice E: Social network skills including safety F: LEP classes for adults, HiSET classes with NEI Community College</p>
<p><b>Need: Social-Emotional Development and family literacy/engagement</b></p> <p><u>4.Arts and Music:</u> A.: Drama, ukulele, guitar clubs, bucket band E: Sewing, crochet, painting clubs, flag/dance line F: Photography clubs <u>5.Entrepreneurial education, employment preparation:</u> A:Healthcare career club, using software programs E:Careers as hair stylist, catering business with careers and cooking skills, dirty jobs club, business etiquette with local banks <u>10.Expanded library service, volunteer and community service:</u> E: Building birdhouses for the community F: Crafts and bingo at nursing homes, reading buddies with senior citizens and grandparents or foster grandparents <u>11.Parent involvement and family literacy:</u> A: Learning to live within budgets E:Grocery shopping F: Financial literacy with parents and students <u>13.Drug and violence prevention, counseling:</u> E: TRIBE and CBD PBIS school social skills curriculum F: Team building activities <u>14.Supervised field trips, enrichment, and events:</u> E: Effigy Mounds trip, Yellow River Forest Reserve activity, Paint Creek fishing and environment activities, college visits, Village Creek Camp lake club <u>15.Character and Behavior education:</u> A: Worked based learning including lifeskills E: Student designed and led clubs F: Playing cards with grandparents and volunteers</p>
<p><b>Need: Physical Development and family literacy/engagement</b></p> <p><u>8.Recreational, physical fitness, healthy lifestyle education:</u> A: Recycling club, environmental club E: Nutrition and cooking clubs, yoga club, exercise and fitness clubs, gardening club, snowshoe club, archery club, fly fishing club, intramural sports, dodgeball club F:Pick a better snack program, bowling</p>

1)Academic activities link to needs: Refer to *Figure 1* for federal activities 1-15

**Cognitive Development Needs due to poverty, language barriers and the relationship to student achievement gaps** are addressed: a)individual and small group tutoring with ratio of 1:6, b)homework assistance groups with ratio of 1:15 supported by paraeducators, college students, and senior volunteers, c)self-select for academic enrichment for reading/math skills through hands-on activities with a ratio of 1:20 such as robotics. WMS will provide one hour before school for homework assistance. CBD language barrier and the relationship to student achievement gaps is addressed through activities to teach English Language Learners (ELL): read, speak, listen, and write through fun, hands-on activities and refer ELL families to adult literacy programs at the Northeast Iowa Community College.

2)Enrichment activities link to needs: Refer to *Figure 1* for federal activities: 1-15.

**Social-Emotional Development needs due to economic factors and lack of parent supervision** addressed through: a)students participating in **individual mentoring with adults** in the community such as photography, b)within small **groups (3-8)** such as fishing and environmental learning; c)groups of students (10-20) **self-select enrichment clubs** through **hands-on activities** such as bucket band, d)leadership club, service-learning, to build skills with adults in the community, teamwork and civic engagement.

3)Family literacy activities link to needs: Refer to *Figure 1* for federal activities: 1-15.

**Physical Development due to generational poverty affecting food choices and habits** addressed through: a) students participate in educational experiences with families, for example a child participates in the gardening club, grows and harvests vegetables and includes parent in the preparation of a meal for a family event b)groups of 10 or 20 parents and students carry out service-learning projects, such as a developing a community garden. These activities include communication skills, multi-generational relations, and a sense of well-being and accomplishment. The program contributes to the community beyond the school. This parent/community participation, while making a major contribution to the larger community, at the same time provides the opportunity for parents to learn from and be enriched by the community to which they contribute.

**3.2 Variety of high quality services with the 15 federal activities:** Refer to *Figure 1* for federal activities 1-15. Youth learn best when they are mentally and physically active. ELL students will benefit from all of the same activities as every other child, through the language rich, stimulating environment. Activities involve youth who create, combine, and reform materials and/or ideas or improve a skill. Program activities lead to tangible products or performances that reflect ideas of the youth. The activities balance concrete experiences involving materials, people, experiential learning trips, experiments, interviews, and service trips. **The application of reading/math skills is imbedded into all of our enrichment activities.** Food is also an important part of the program. **A snack or meal that meets USDA guidelines is served every day. Snacks begin the transition into the afterschool program** and provide an entrée into some one-on-one conversations. Easing into the program with food fits in with the behavioral, social, and emotional engagements that guide this program. Plus, food preparation is an element of the club enrichment programs. Students need to be emotionally prepared for learning and socialization in a relaxed setting lends itself to that readiness. The summer feeding program serves breakfast and lunch according to the USDA nutrition guidelines at CBD.

**3.3 Measurable goals and objectives for activities with extensive description of curriculum used to link student need with academic goals:** CBD and WMS select curriculum materials to meet the needs of learners and to meet Iowa Core Standards and district CSIP goals. Figure 2 below **reflects the connection between need, goal, objective, curriculum and the activities.** Learning from the student perspective may not be worth learning, if it is not connected to other things that the student is learning in school, and events occurring in the world. The evaluation data will reflect whether we are making gains to close the achievement gap, increasing engagement between parents and children, and making youth feel valued by their communities. *Figure 2* below provides extensive logical, clear, measurable goals and objectives for the activities including the curriculum.

*Figure 2*-Goals and Objectives for proposed activities

**Need: Cognitive Development including family literacy/engagement**

Goal 1	All students will achieve at high levels in reading and math.
Objectives	1)90% of students attending 30 or more times will make gains in reading and math as measured by Iowa Assessments annually. 2)20% of non-proficient participants attending 30 or more times will improve from not proficient to proficient or above in reading and math on the Iowa Assessments annually. 3)50% of students assessed through FAST and attending 30 or more times will reach benchmark.
District Curriculum	Journeys, Signature, Jamestown reading; Envision Math; Imagine Learning on-line for ELL; Press Interventions for reading, Lexia Core 5, FUSION reading, AiMs web math interventions
Activities	Tutoring, homework assistance, enrichment activities, Federal snack program, ELL enrichment, ELL immersion club, art, music, STEM, internet, recycling, creating books
Iowa Standards	Reading: Employ the full range of research-based comprehension strategies. Math: Use multiple strategies and approaches to solve problems.
CSIP	Increase proficiency levels in the core areas of reading and math.

**Need: Social Emotional Development and family literacy/engagement**

Goal 2	All students and families will be engaged with and supported by caring adults.
Objectives	1)90% of students attending 30 or more times will attend the regular school day with 7 absences or less. 2)90% of participants attending 30 or more times will agree that they like and look forward to the program as measured by student surveys or individual or group interviews. 3)75% of the parents of students attending 30 or more times will agree they are willing to donate time, supplies, financial support, or attend school day or extracurricular events.
District Curriculum	Classroom guidance lessons, social skills instruction, digital citizenship lessons, Positive Behavioral Intervention Support activities,
Activities	Foreign language, robots/computers, design inventions, photography, life skills
Iowa Standards	Employability Skills: Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking exploring individual talents and skills to be successful.
CSIP	Foster a safe and positive learning environment where learners can thrive; both during the regular school hours and through the support of the Community Connections extended learning.

**Need: Physical Development and family literacy/engagement**

Goal 3	All students will be engaged in developing their own wellness habits.
Objectives	1)90% of participating families will be satisfied with the program as measured by parent survey or individual or group interviews. 2)90% of students attending 30 times or more will be satisfied with their improvement on a personal health goal as measured by student survey or individual or group interviews.
District Curriculum	Physical education classes including games, strength training, cardiovascular development and endurance, personal health goal development and reinforcement activities
Activities	Fitness clubs, gardening, cooking, games, sports clubs, dance, yoga
Iowa Standards	Health Literacy: Describe the interrelations of the wellness dimensions: physical, emotional, intellectual, environmental, and spiritual.
CSIP	Foster a safe and positive learning environment where learners can thrive; both during the regular school hours and through the support of the CC extended learning opportunities.

**3.4 Linkages and relationships with school-day instruction and staff, alignment with state and national standards, or through the school’s CSIP: Student Learning Liaisons (SLL) have offices and programs in the schools.** They have numerous **daily contacts** with students, teachers, and administration. Coordination of resources, facilities, and program activities occur through personal contact and procedures. CC staff have **access** to all student records, district in-services and staff meetings. **School day staff**, including teachers and paraeducators, **work in or collaborate with the CC program**. School day staff provide or collaborate with professional development for the CC staff to **link curriculum and standards to afterschool** tutoring, homework assistance, and academic enrichment. SLLs communicate with the school day teachers to learn what academic, social-emotional, and physical skills the students are missing and use that information to create fun, hands on afterschool clubs. **Figure 2 above reflects how our activities and their objectives align with the Iowa Core standards and CSIP goals.** Only a few IC standards and CSIP goals are reflected, however, many standards and additional CSIP goals will be addressed.

**3.5 Extensive experience in providing educational and enrichment activities that complement and enhance the academic performance, achievement, and positive youth development:** CC has successfully provided: 2001-2004 21st Century Learning Center program funded by US Dept. Of Education, coordinated K-6 afterschool programming and family activities; Safe Schools Healthy Students funded by the US Department of Education; 2008-2012 Reducing Alcohol Abuse grant funded by US Department of Education and other 21st Century Learning Centers funded by Iowa Department of Education. CC is built on the structure and content of the existing school curriculum for academic performance. This provides basic and well balanced offerings supported by the community. CC activities complement and enhance the school day to close the achievement gap. Positive youth development occurs through voluntary, enjoyable, purposeful, and creative opportunities. By providing an answer to some of the “why” in education, we open the door for exploring “how” it will be implemented in the CC programs.

#### **Research Base 4. Extensive Evidence from multiple sources of a strong research base for the proposed**

**activities :** CC programs are based on practices that engage youth as documented by M. Elena Lopez of the **Harvard Family Research Project** in a report entitled “Leave Them Wanting More: Engaging Youth in Afterschool” Lopez, May, 2015. Successful programs have: Cognitive engagement-desirable content, customized learning, and encouragement, Behavioral engagement-attendance, conduct, and participation, Social engagement-communication and involvement, and Emotional engagement-being recognized and heard.

**Family Literacy/Engagement:** Families are an essential partner in the success of this program.in meeting all of the needs of this grant. All family literacy/engagement activities are based on **Partners in Education: A Dual Capacity-Building Framework for Family-School Partnership** (2013) Authors: Karen L. Mapp and Paul J. Kuttner. CC focuses on capabilities, connections, confidence and cognition. Specific family activities are below.

**A)Cognitive Needs addressed by Academic Assistance including family literacy/engagement:** All learning materials implemented by the program have been **carefully selected by the Districts’ reading and math specialists to provide the most effective instruction and curriculum for all students.** Children of poverty generally achieve at lower levels than children of middle and upper classes. A **good education is often the only means of breaking the cycle of poverty for children.** (Slavin 1998) The **EnVision** math curriculum by Pearson is based on the Common Core standards, includes on-line interactive videos for individual lessons. Key reading instructional resources include **Jamestown Publisher Critical Reading Series, Signature Reading Series, Journeys reading curriculum, and Best Nonfiction Series.** These materials tie closely to the Core standards and provide remedial practice for the less proficient learners. **Lexia Core 5** is state approved intervention system for reading. **Imagine Learning** on-line ELL showed the effects were particularly strong for English language learners, for those who are eligible for special education services, and for those who are economically disadvantaged, making this an ideal choice for our students. **State approved interventions** include **Press Intervention, FUSION reading, AiMs web.** Cognitive engagement is an effort to attract youth to projects leading to acquiring information, skills, and critical thinking. **This evidence based curricula connect school day to the afterschool program to improve academic performance.**

**B)Social-Emotional Development needs are addressed through community partners, staffing and family engagement:** All enrichment and family activities implemented by the program have been carefully selected to provide for the most effective opportunity. Student choice, cooperative learning experiences, and hands-on and real-world activities, as well as supportive relationships between staff and students, have been linked to **student engagement, persistence with learning activities, and connection to the school.** (Fredricks, Blumenfeld, and Paris 2004. Choice and acknowledgement of feelings for self-direction are found to enhance intrinsic motivation because they allow people a feeling of autonomy. (Ryan & Deci, 2000) **Positive Behavioral Intervention Systems (PBIS)** is research based for behavioral expectations. The involvement of Luther College students as tutors and staff provide mentoring, friendship, and development of leadership skills through archery, gardening, painting, photography, and music clubs to name a few. Behavioral engagement by students is essential for the obvious reason that one needs to be present for the program to have an impact. Emotional Engagement is created and developed by listening to students’ concerns, desires, and dreams (**Lopez, 2015**).

**C) Physical Development needs addressed through Exercise, Nutrition, and family engagement:** All activities to promote a healthy life style have been carefully selected to provide the most effective forms of exercise, nutrition, and family engagement for students. Regular **exercise** changes the **brain** to improve memory, thinking skills. There are good reasons to be **physically** active (Harvard, 2016). CC develops a **network with community partners** by offering **programs that meet health, social and recreational needs.** Northeast Iowa Food and Fitness leads cooking and gardening clubs. **Schools are open and accessible** to children/families during evening or morning hours so they have **safe, quiet places to study and access to athletic facilities, recreational activities, computers, libraries, tutoring, and other resources.** This provides youth support so they can develop a **sense of connectedness or belonging with their schools.** (Maeroff, 1998) “Games, clubs, and fun are all elements that contribute to social, emotional, cognitive, and behavioral engagement. These approaches are an essential part of the program. They are the reason behind why students join and stay in the programs (social engagement and behavioral engagement). They are the reasons the students get hooked on the learning (cognitive engagement). They are the reasons that students cooperate and share with other students and share the goals of the programs (social and emotional engagement). Games, clubs, and fun are essential for the success of the before and afterschool programs.” (Morehouse 2015)

**Management Plan 5.1 Effective Staffing:**

**\*Recruits and Retains Highly Qualified Staff:** CC hires **numerous staff positions for bridging the achievement gap**. Background checks are required, as all staff are **school district employees** or volunteers. **Senior citizens, college and high school students, and other volunteers** will develop relationships, as a mentor for our youth. Staff typically know our families well and are specific to the needs of the students and school. CC promotes cultural sensitivity through staffing and programming. The Student Learning Liaison/Translator is reflective of the Hispanic community in CBD, as are many other staff members. Recruitment includes contacting interested current and retired teachers. Other recruitment efforts will target substitute teachers and graduate level education majors with teaching experience, as well as paraprofessionals. Paraprofessionals will have a minimum of a high school diploma and comply with Title I requirements for hours learned in higher education or successful passing of a formal assessment. Community members with specific expertise are invited to teach their skills in the program.

*Figure 3- Highly Qualified Staff*

Position	Qualifications and Summary of Position
Lead Student Learning Liaison (70% of full time position for 12 months) and Project Director (5% of full time position for 12 months)(Total time is 75% of full time)	Degree in relevant area, and experience. Responsible for student contact, implementation of Cognitive, Social-Emotional & Family Literacy/Engagement in both sites Project Director Responsible for administration
WMS SLL and primary source for Physical Engagement (both sites) and Media (both sites) (full-time for 12 months)	Meets the educational requirements of paraeducator or degrees in relevant areas, and experience. Responsible for building coordination and Physical Engagement and media.
CBD SLL/Translator (37hrsx52wks)	Meets the educational requirements of paraeducator or degrees in relevant areas, and experience. Responsible for translation. Responsible for building coordination
Budget Coordinator (14 hrs. per week for 12 months)	Meets educational requirements, and experience. Responsible for website, budget, and state reports.
Academic Assistants (3hrsx195daysx\$12)	Paraeducators supporting a group of 12-15 students with guidance, reading/math remediation and homework.
Tutors (3hrsx110daysx\$17) Summer(2hrsx30daysx\$17)	Certified teachers responsible for Iowa Core or for individual instruction in the content areas of reading and math.
Enrichment Leaders: School year and Summer (2hrsx195daysx\$12)	Expertise to lead and develop activities for youth
Enrichment Assistants: School year and Summer (3hrsx195daysx\$12)	Assisting leaders in activities to reduce the student adult ratio by engaging youth.

**\*Provides Quality Professional Development:** Quality professional development for staff, stakeholders, families, and communities is the key to the success in CC’s programming. The Lead SLL, CC Partnership, and Leadership Team reviews student data, identifies needs, and then determines the **appropriate presenters and topics to meet those needs**. Monthly staff meetings include professional development on a variety of topics such as: mind-set or brain development, literacy, math, STEM, English Language Learners, poverty, cultural competency, physical literacy, and qualitative program evaluation. Professional development is aligned to train full and part time staff, volunteers, parents, and community in activities to address **closing achievement gaps**. These trainings may occur during the school day or evenings so that all parties may attend. **One of our key strategies is to involve as many individuals, both paid and volunteer, through cross-training of curriculum to ensure continuity**. Some presenters also provide training for students at the same time. Additional professional development opportunities will be offered in small group or one-on-one for staff and volunteers. CC staff will attend a national out-of-school time conference and the Impact Afterschool spring conference offered by the Iowa Department of Education. The Lead SLL serves as the state Committee Chair for the family engagement committee. The Lead SLL participates in monthly Iowa Afterschool Alliance best

practice webinars and shares information with staff, volunteers, community partners and parents. Specific to ELL, most of CBD staff are Hispanic and receive training to support new ELL families. We look for ways to involve staff from each culture. CC values volunteers' involvement in high quality professional development.

**\*Strong Program Leadership:** The Lead SLL, Barb Winters-Kelly, has many years of experience. She has gained support for programs through her strong personal relationships and access to resources. One of her unique attributes is the way she **works in the program afterschool** and supports her staff. The strength of relationships with **direct contact with students and staff** is the basis for program success. Barb has **presented at conferences/webinars** on afterschool programs at the state and national level including *Creating Systems Change in Rural and Frontier Areas for Children's Mental Health*. She has **managed numerous federal grants** and has **highly effective documentation and procedures to comply with auditing measures**. Her commitment is demonstrated by her large donation to open an account with the Allamakee Foundation for After School Programming. Barb is certified in the following skill areas: Family Outreach Worker; Olweus Bullying; Partnering with Parents; Families And Schools Together; Strengthening Families; and Families In Action. Barb **has trained staff, families, and community** and is responsible for the **family literacy component**.

**\*Aligns Closely with School Day Instruction: Academic and enrichment activities are aligned with the Iowa Core, the school curriculum, and Cognitive, Social-Emotional, Physical, and Family Engagement.** Each Student Learning Liaison (SLL), including Lead, in collaboration with school day staff, is responsible for a variety of activities and professional development. Many school day staff (**teachers, paraeducators**) are employed by the program. This **integrated staff model** provides seamless alignment with the school day in our small rural community. **Family literacy/engagement is increased through coordination between school day staff and CC staff**. It is **frequent and structured** through **regular communication** via **email, face-to-face, or phone** and through **daily contact with the school principal, teachers, parents, and youth to monitor student success**. Key to the success of CC is the **positive relationships, communication, trust, and on-going planning** and development that occur. **Our model of successful communication has been recognized nationally by the Project Director's webinar "How to Work with School Administrators."**

**\*Personally invite Volunteers, especially Senior Citizens to Support High Quality Programming: Retired Senior Volunteer Program (RSVP), the senior citizen volunteer organization** for individuals 55 years and older is a **partner** in this afterschool initiative. We have worked together for many years. Its' members are excited about **working with youth**, mentoring and developing positive relationships, and **passing their skills and knowledge to another generation**. Senior citizens volunteer to serve in many capacities including: sharing their previous professional abilities, service learning, literacy activities, math, science enrichment, and to accompany students and families on field trips. They will join the many community members, business people, volunteers, parents and youth, to lead academic enrichment activities. Persons of all ages are valued and feel well-connected to people in our schools and community. Additionally, the SLL's invites students to participate by volunteering under the district's Orange Cord program. The Orange Cord program is available each year for high school students. They volunteer for homework and enrichment activities.

**5.2 Detailed Plan for safe student transportation to and from the program and home:** Student safety is thoroughly and effectively provided for by the following provisions: **CBD:** 1)Parents or guardians give specific written instruction as to how their student is permitted to travel home; 2)Parents indicate whether their child may walk home, sign him/herself out or ride home with someone other than a parent; 3)If there is any deviation, a student must present written permission or a telephone call from the parent to the SLL. **WMS:** 1)Parents/guardians give specific instruction to their student as to travel home; 2)Students sign him/herself out when parents arrive or they have permission to leave; 3) Telephone call from the SLL to the parent if there is any problems. CC has **no need to transport WMS students to or from programming** because students attend in their local schools. St. Patrick 6<sup>th</sup> grade students will be transported to WMS at no charge to the grant. **Student safety** is thoroughly and effectively provided for by these parent provisions.

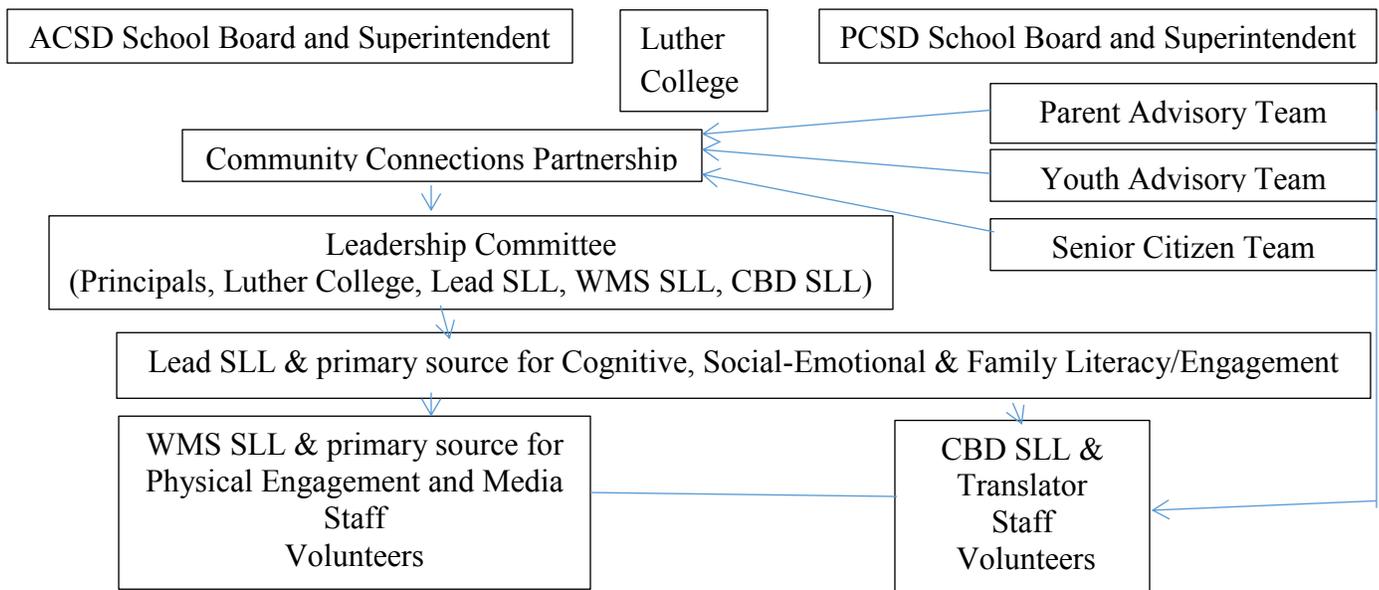
**\*Safe and accessible facilities and services:** **1)Translation services:** **Staff with bilingual capabilities are hired** to work in the CBD program to ensure easy accessibility of communication between students, families, and staff. School day staff are available for any translation needs. **All materials will be provided in English and the home language of the families.** Hearing impaired services are provided for those families that need it. **2)Serving students with disabilities:** **Students with disabilities are seamlessly integrated into the CC program** and their academic needs are met through coordinated discussions among school day staff, parents,

and SLLs. IEP students have attended the CC program, including wheelchair students. A CC staff member uses a wheelchair and is a role model. An appropriate student/staff ratio is maintained to ensure success.

3)Inclusivity of program facilities: The schools are **ADA compliant and handicap accessible**. All **program facilities are inclusive** of adults and youth and **include translation services**. The PCSD will provide Spanish and Somalian translation or others as needed. Each student in the afterschool program reports to the site within the school building where s/he attends classes. This eliminates the need for a child to leave their building. It is policy not to discriminate based on race, color, national origin, gender, disability, religion, creed, age, marital status, sexual orientation, gender identity, and socioeconomic status in its educational programs and employment practices. Additionally, Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance.

**5.3 Sustainability plan in extensive detail of the Organizational and Program Leadership structure:** The lead members for this application are the two school districts and Luther College. CC is unique because we have a large number of actively involved stakeholders who are part of our leadership structure and sustainability plan. We have named this structure CC Partnership.

Figure 4- Community Connections Partnership Organizational and Leadership Structure & Sustainability Plan



**1.ACSD and PCSD School Boards and Superintendents, Luther College-** It is the role of our school boards and superintendents to **guide and support** an effective school program with strong fiscal management. The superintendents provide general program leadership and oversight of expenditures. All grant finances follow the school districts’ procedures. Luther College provides recruitment and oversight of Luther students.

**2.CC Partnership-** These are the **stakeholders committed to a common vision, shared goals**, and objectives. The CC Partnership **brings together community organizations with school districts** so programs can better take advantage of resources and extend curriculum to include more opportunities. They **meet four times per year**, including open house group interview meetings for in-depth guidance, refinement and sustainability.

**3.Leadership Committee-** This committee is composed of **two building principals, Luther College representative, Lead SLL, WMS SLL, CBD SLL and Partnership stakeholders**. They will **meet monthly during the school year face-to-face or via teleconference**.

**4.Lead SLL/Project Director-** Responsible for hiring and implementation of all program components, as well as engaging CC Partnership in meaningful ways for sustainability. She is **available each day** to address needs.

**5.Building Site Staff and Volunteers-** Program **staff at each center will include a SLL** responsible for organizing programming and staff composed of **Luther Students, tutors, homework assistants, academic enrichment** activities. Paraeducators are hired as **homework assistants** and may also lead enrichment activities. Staff hired has a wide range of relevant experience working with **all age levels of students and their families**. **Staff, especially the SLL/Translator has experience with Latino and Somalian families**.

**6. Youth Advisory Team-** Each building has a youth team which gives **youth voice, choice, and insight** into programming. They also are **representatives to the CC Partnership**. Students’ opinions are often the best. By **listening to them**, they have **ownership** in the program and a sense of belonging to CC.

**7. Parent Advisory Team-** Each building has a parent team which gives **insight and expertise**. They also are **representatives to the CC Partnership**. We **personally invite them** to give their opinions, **build their capacity** to support their student’s education, and contribute towards sustainability of the program.

**8. Senior Citizen Advisory Team-** RSVP senior citizens and other senior citizens **will give insight and contribute towards sustainability of the program**. They also are **representatives to the CC Partnership**.

**\*Develop and Engage stakeholder and advisory group:** CC has **strong relationships** in its community. That is evidenced by the many and varied partners donating time and resources to the program. Personal relationships are built through learning what people are willing and able to do. We then work them into the program through advisory and stakeholder capacity. We involve them, follow their insights, or incorporate them into the program. Using the **asset based community model**, we build upon community strengths, coordinate available resources, and match these with the needs of students and families. It is a **high involvement of community and family**. Jeanette Pillsbury, Luther College, stated “I’ve worked in other states with school districts. I think Community Connections has nailed it. They get many people involved in working with kids.”

**5.4 Extensive Sustainability plan with continuous program improvement:** Stakeholders see the value of the program and want to be involved with its sustainability. Luther College is a prime example. Luther students got involved through tutoring students. Then Luther College recognized the benefit for their students and became a partner for this grant. Continuous program improvement occurs constantly as staff and partners regularly review data and evaluate progress towards goals. This data driven evaluation model involves participation by all stakeholders. Youth and parents, along with partners **assess the effectiveness of activities, effective use of public funds, and goals on an on-going basis**. Data from their ideas and concerns, are addressed in professional development delivered to all partners. **High involvement** of all partners in **program design, implementation, and evaluation** insure community needs are being addressed. **Effective reading and math enrichment**, along with the youths’ **freedom of choice and voice**, are priorities in **refining projects and activities**. The goals and objectives are reflected in our program, trainings, curriculums, and activities.

**\*Resources for the sustainability of program following the reduction or end of funding:** CC Partnership and Leadership Committee continuously work on program sustainability. One permanent sustainability component that **continues after the end of funding** is the **Allamakee Foundation for After School Programming**. Money donated to this endowment will provide dollars for programming **beyond the life of this grant**. Capacity building occurs **with intentional and effective community outreach and advocacy**. We strive not to duplicate services but to **coordinate access** to those services. We have created a **resource guide of every business, church, organization, and group** in Allamakee County which is regularly assessed and utilized. It is the role of all partners **to educate and communicate** about our program to **build program sustainability**. Purchases of re-usable equipment and supplies provide for programming beyond the end of funding. According to RSVP, the average volunteer value is \$22.25 per hour independent sector for Iowa. Individuals employed by CC are paid minimal wages to extend the budget. Remarkably, they agree to work in the program for the lower wages because they enjoy their work and value the program. The sustainability occurs as many partners provide in-kind services at 100% as reflected in the **Memoranda of Understanding (MOU) CC Sustainability Plan with 42 partners donating over \$100,000 to program resources**.

**\*Clear Description of how resources will be combined or coordinated with the proposed program for the most effective use of public funds:** CC is highly collaborative, enabling us to coordinate resources from district and community sources to meet the complex needs of our families. Listed below is a sample.

<b>Resources of public funds</b>	<b>Effective program use</b>
USDA Nutrition Program	After school snacks and summer feeding
Allamakee County Conservation Program	Student programming
Allamakee County ISU Extension	Student programming
Retired Senior Volunteer Program	Student programming
Keystone AEA	Professional development and student programming
Title III, Migrant Program	Tutoring

**Communication Plan 6. Outreach strategies or activities to be employed to share evaluation/program information:**

CC values communication among individuals and groups. We cultivate relationships and understanding through one-on-one and small group conversations. This is extremely important with our low SES, Latino and Somalian families. **Written and spoken translation is provided as needed, as everyone is not able to read in their own language for evaluation/program information.** Personal contact with all stakeholders, including legislators, inform them of our successes, challenges, and needs. We encourage legislators and partners to visit our programs, so they will keep afterschool programs on the forefront of needed resource allocation. We compile hardbound data books which is a successful strategy to communicate with legislators and other partners about the success of the program. This also is a way to impact future policy decision making. **One state senator stated, “He loved this book for it was easy to find on his bookshelf.”** Another example is the pictures of students that were placed in waiting rooms of clinics and coffee break rooms at businesses that aroused interest and dialogue. One retired volunteer shared, “It was so fun seeing pictures of our afterschool kids in the doctors’ office today!” As a result, **businesses and agencies are becoming active advocates for the program.** Figure 5 describes a strategic communication plan in place that defines the outreach strategy employed to share evaluation and other program information, frequency of use, and estimation of the methods’ impacts on the program, and the targeted audience for the outreach activities. **The success of our communication plan has been proven by the involvement of people advocating for more resources for the program.**

Figure 5- Community Connections Communications Plan

Community Connections Communication Plan			
Outreach Strategy	Target Audience	Frequency	Impact on program
Presentations on evaluation/program information	School boards, Partnership members, community groups, state and national conferences	Monthly and as invited	Communicate progress towards goals, sustainability, recognition of 21 <sup>st</sup> CCLC funds, and program ownership to persuade audiences to be more involved.
Website (includes evaluation reports)	Parents, youth, local, state, and national 21CCLC	On-going	Communicate vision and successes; increased funding opportunities.
Newspaper articles	Communities, parents, youth	Monthly	Raise awareness that program is needed and community is involved.
Newsletters/calendars in English, Spanish, and Somalian	School youth and parents, including ELL families	Monthly	Invite participation in program and develop ownership with the mutual goal of increasing student achievement.
Informational flyers, brochures, and pictures displayed in: businesses, health clinics, libraries, churches, etc.	Parents, youth, broader communities, retired adults including ELL	On-going	Involve broader, diverse community into program to address needs of families. Spark interest as people are intrigued and want more information, dialogue with each other, and make donations
Parent, student, staff, and community surveys and interviews	Parents, youth, staff, and community including ELL	On-going	Increase consistent two-way communication and build relationships to inform program design.
Evaluation data books developed by qualitative evaluator	Legislators, partners, school board members, and parents	Annually	Communicate vision and successes, increased funding opportunities, and program sustainability.
One-on-one conversations	Parents, youth, and community including ELL	On-going	Develop program ownership and refinement by dialogue and translation

**Partnerships 7.1 Clear and Extensive Descriptions of Meaningful existing organizational and/or programmatic partnerships and their impactful role in programming and sustainability:**

The CC Partnership has been a successful **working group for over ten years**, bringing together representatives from business, schools, youth, parents, faith-based, senior citizens, organizations, agencies, and local government. In our small rural community, we have learned that we can accomplish more by working together than separately. **“A caring community committed to enhancing the lives of our families; providing skills through making healthy, positive choices; and promoting lifelong learning for all.” is the common vision.** The Iowa Afterschool Alliance (IAA) and the Iowa Department of Education expressed this best in their report from November 2011 after visiting one of CC’s other programs, **“With the Partnership serving as their advisory board, they often have anywhere from 40-100 people show up at their meetings and have maintained a strong relationship with their community partners. In this community, partnerships are necessary-there are so few community resources that competition is impossible; all partners must rather work cooperatively to ensure all needs are met. There are still too few resources in Allamakee County, and the Partnership has made program sustainability a priority.”**

The Partnership has been involved in all of the successful grant and school bond referendums in our communities. An example is the ACSD construction of a new high school that was merged with building a Northeast Iowa Community College satellite center and the Waukon Wellness Center. The combinations of funds through grants, city, county, and bond referendum; sharing of personnel; and moving agencies into a new shared space can only occur when there are **developed trusting relationships** among the various stakeholders to impact sustainability. As we prepared for this grant we met multiple times with many individuals and groups including youth, parents, community members and senior citizens. Partners **brainstormed** how to talk about this opportunity with their peers, how the **program structure should be defined**, and what program **activities were important**. Many partners then **met with their own peer group**. Successful implementation of CC is expected because it reflects the desires of 42 partners in the Memoranda of Understanding CC Sustainability Plan. The chart below is only a **sampling of in-kind commitments** for programming and sustainability.

**Together, we create something greater together than what could be individually accomplished.**

*Figure 6- Sample of Memorandum of Understanding CC Sustainability with variety of partners and donations*

Tutoring	Ann Hart, retired principal, RSVP	Jamie Phipps, parent	Albert Hanson, RSVP volunteer
Materials/Supplies	Nicole Willis, F&M Bank	Jessieca Sires, parent, F& M Bank employee	Cici Mueller, retired teacher, RSVP
Time/Talent	Jerry Mays, retired, RSVP	Barb Shull, F& M Bank employee	Reid Mahoney, F&M Bank employee
College and Career	Jeanette Pillsbury, Luther College	Eric Christensen, community volunteer	Ardie Kuhse, Waukon Economic Development
Health/Wellness	NEI Food & Fitness	Waukon Park & Recreation	Robey Library
STEM	Keystone AEA	Allamakee County ISU Extension	Northeast Iowa Community College
Cash Donations	Peggy Berns, F&M Bank	Jeannine Zimmerman, F&M Bank	Patricia Kammeyer, F&M Bank

**\*Memorandum of Understanding (MOU) to document each partnership:** MOUs or letters of support are required for all partners listed in the partnerships and detail the funding, support, and contributions of each partner of **over \$100,000**. The sustainability of CC is demonstrated by the commitments and long-standing relationships of the partners.

**7.2 Regular schedule of meeting and serves on community group boards or committees:** The Lead SLL meets with the ACSD Administrative Team twice a month throughout the school year, attends monthly school board meetings, and participates in the School Improvement Advisory Committee (SIAC) three times per year.

She is a board member of the Allamakee County Foundation, which meets monthly. All SLL's are constantly making contacts and inviting others to become involved in the CC program.

The Lead SLL **personally invites** all partners, new and old, to attend **four partnership meetings per year**. **She explains the purpose of the meeting and how it involves them. The partners discuss what they can offer** and are **given meaningful jobs**. This is an **ever-expanding partnership** that has grown dramatically due to its success. **The ACSD superintendent often states, "Success breeds success!"** For instance, **Robey Memorial Library, RSVP, and Luther College** have joined the Partnership and are now **heavily involved** in sustaining and developing priorities for new partners. Perhaps **Judy Caplan**, says it best, **"The greatest strength of CC depends on the ability of its program to be both stable and fluid."**

**\*Outlines an extensive plan for meaningfully engaging partners over the lifetime of the grant,** The CC partnership works to **expand opportunities and resources**. As our story suggests, successful partnerships are what enable us to accomplish so much, though we are small, isolated rural communities. We meet, we discuss, and then we ask **"What can I do? What can my co-workers do? What can my friends do? What can my community do?"** And then we **make those commitments in writing** by asking for volunteers for programming, donating materials and supplies, donating of time or talent, joining the advisory teams, donating space, or donating money. **All are valued and accepted**. This is an **established structure that has worked**. Barriers such as **time schedules are overcome** by varied meeting times and places. **CC nurtures the Latino families to become strong partners** and members of the Youth, Family and Senior Citizen Advisory Teams. Another connection is with our Somalian families. A common place occurrence that has developed into a strong partnership is that many of the PCSD Somalian translators were previously employed by the program. The skills they learned working in CC led them to employment in the school district. Translators are valuable collaborators in the CC program. Even though we have many partners, it is important to describe a few of our key stakeholders: Luther College: Our strong advocate at Luther College, Dr. Jeanette Pillsbury, makes the connection to Luther education students who are interested in tutoring and working in the CC program. RSVP: Kathy Barloon, director, is always inviting seniors to volunteer in our program. Her program provides hundreds of engaged senior citizens in programs across northeast Iowa. Northeast Iowa Food & Fitness: This is a program that has grown and changed over time. Funded through the Kellogg foundation, the schools, and others a staff member is hired to provide health and wellness programs during the school day and afterschool. Allamakee County ISU Extension: This long time partner provides STEM programming. Robey Memorial Library: Programming is provided at the library in many diverse areas. Allamakee County Conservation: The Naturalist provides environmental/STEM programming, career opportunities and training. Keystone AEA1: This long time partner provides extensive STEM programming and professional development. Northeast Iowa Community College: This partner provides college and career training along with STEM.

**\*Plan for recruiting new partners and maintaining those relationships with partners:** **CC cultivates relationships and invites new partners** as agencies and individuals. **We work very purposefully with the Latino and non-Latino business owners** to form more meaningful collaborations. A current volunteer is a friend of the local Rural Electric Cooperative manager. Through conversations they have discussed the possibility for an electrical/STEM education program to be part of afterschool programming. Another partner to be nurtured is with Iowa Public Broadcasting, as they work with other afterschool programs across the state. Their work would fit neatly with our technology and videography programs. Students have a need for expanding their future educational opportunities so we would like to pursue other colleges, for example Viterbo University. SLL's constantly invite business partners in STEM careers to volunteer or provide an experiential learning trips, and/or funding. Connections with churches provide additional grant funding. Partners provide opportunities for community service or service learning. The trust developed in the personal relationships retain and maintain partners. This is reflected in personal meetings, high involvement, communication, individual or group interviews, investment of time, talent, and finances. They suggest and we follow through with their ideas. **\*Provides comprehensive documentation (an MOU) for all partnerships** MOUs are the commitments required for all partners listed in the partnerships, which detail the funding, support, and contributions of each partner for a total of **over \$100,000**. The sustainability of CC is demonstrated by these **commitments and long-standing relationships with the partners**.

**8.1 Experienced evaluators in place that has capacity and experience to conduct a comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with Iowa Department of Education, and the intent to provide all requested data and program information to the state:**

**Dr. James Veale will serve as the principal and quantitative evaluator.** He will conduct all statistical analyses. He received his doctorate in statistics in 1972 from Iowa State University; served academia, the private sector, and government; published several journal articles in statistics, measurement, and research in education and health; authored numerous government reports on research and evaluation in education and health; is a statistical/research consultant and educator in Des Moines; conducts surveys, research, and evaluations for state and local programs; and provides statistical consultation to private researchers and health. **Dr. Veale has been evaluator for previous Community Connection grants and for the Iowa Department of Education.**

**Dr. Richard Morehouse will serve as the qualitative evaluator.** Dr. Morehouse is Professor Emeritus in Psychology from Viterbo University (La Crosse, WI). He is also Visiting Professor at the School of Education and Community, Glyndŵr University Wrexham, Wales, UK. His consulting business is Praxis: Education, Training, Research, & Evaluation in LaCrosse, WI. He has worked in Philosophy for Children since 1980 and has taught Psychology and Education for more than 30 Years. He is Past President of the North American Association for Community of Inquiry and the author of *Beginning Interpretative Inquiry: A step-by-step guide to research and evaluation* (2012). **Dr. Morehouse has been the qualitative evaluator for previous Community Connection grants.**

Dr. Veale and Dr. Morehouse are **active participants in program development, improvement, and sustainability** for CC 21<sup>st</sup> Century Learning Centers. They **attend the CC Partnership meetings**. They attend physically or via telephone as requested for meetings throughout the year. **These evaluators have the capacity and experience conduct a very comprehensive and rigorous evaluation for the schools and the Iowa Department of Education. All requested data and program information will be provided to the state.**

A position unique to our program, but critical for the success of program evaluation is that of Data Collector. **The Data Collector works with the evaluators as a liaison within the school and community, under the direction of Dr. James Veale and Dr. Mort Morehouse. They work with the school principals to collect data from Iowa Assessments, student attendance, Iowa Youth surveys, etc.** They will help to conduct interviews and focus groups. Participant confidentiality will be in a system that will include a coding of all participants to ensure input and output anonymity of information and written consent will be required of all program participants.

**8.2 Evaluation Results will be used to refine, improve, and strengthen the program and build community support:**

CC is a model for the state of Iowa in the areas of using evaluation to refine, improve, and strengthen the program to build community support. The webinar on the 2012 21<sup>st</sup> Century Learning Centers wiki was given by the Lead SLL and evaluators as an example of best practices in the state. The best practices site visit report of the other CC programs in November 2011 observed, “Evaluation is a very strong aspect of the Allamakee 21CCLC program. They have both qualitative and quantitative third party evaluators that provide feedback on the four different goals outlined in the grant. Going above and beyond the basic evaluation, they evaluate all aspects of the program, including community partnerships to ensure that the services offered are meeting the goals of the program.” CC plans to continue this practice in our proposed sites.

Evaluation results are reported annually to the CC Partnership, focusing on student academic progress and the goals of the grant. The results are reported to the School Boards, published in the newspapers, and posted on the CC Website. Data over time is collected, evaluated, and compiled into a bound document that is shared with legislators, stakeholders, and others as a part of our social marketing and sustainability efforts.

We also report the data to our communities in English, Spanish, and Somalian. The evaluators and staff compile the data into useful documents, perhaps as pamphlets or pictures, perhaps as a flyer or a table tent, and then share that information with a targeted public. This may be in restaurants or in business employee break rooms. We want to communicate our evaluation information with our communities.

**\*Evaluation to strengthen the program and build community support.** Input from students, parents, community, and partners are used to assess the level of customer support and satisfaction. Focus groups,

interviews, or surveys will be the primary mechanism for gathering this type of data. This improves and strengthens collaboration among all program partners. This leads to discussions and addressing future needs and plans.

**\*External evaluators will enable continuous improvements in programming and build support from all partners and participants:** For example, we will review achievement gap data and revise strategies within the program. Thus, the program revisions may include more tutoring or homework assistance or different types (i.e. more STEM) experiential opportunities.

**\*CC evaluation procedures, listed in Figure 7 below, are clearly and strongly aligned with the project’s goals, objectives, and program activities:**

**\*Detailed plan, including timelines and strategies listed in Figure 7 below, to make the evaluation results public in a form and language that is easily understood:**

*Figure 7- Project goals, objectives, timeline, strategies*

**Student Need: Cognitive Development including family literacy/engagement**

CC Activities	Tutoring, homework assistance, Enrichment activities, Federal snack program, ELL enrichment, ELL immersion club, art, music, STEM, internet, recycling, creating books
Goals	All students will achieve at high levels in reading and math.
Objectives: Quantitative	1)90% of students attending 30 or more times will make gains in reading and math as measured by Iowa Assessments annually. 2)20% of non-proficient participants attending 30 or more times will improve from not proficient to proficient or above in reading and math the Iowa Assessments annually. 3)50% of students assessed through FAST and attending 30 or more times will reach benchmark.
Qualitative	Annual student interviews, focus groups, and/or surveys
Timeline	July 1 - June 30 for annual information

**Student Need: Social Emotional Development including family literacy/engagement**

CC Activities	Foreign language, robots/computers, design inventions, photography, life skills
Goals	All students and families will be engaged with and supported by caring adults.
Objectives: Quantitative	1)90% of students attending 30 or more times will attend the regular school day with 7 absences or less. 2)90% of participants attending 30 or more times will agree that they like and look forward to the program as measured by student surveys. 3)75% of the parents of students attending 30 or more times will agree they are willing to donate time, supplies, financial support, or attend school day or extracurricular events.
Qualitative	Annual student and partner interviews, focus groups, and/or surveys;
Timeline	July 1- June 30 for annual information

**Student Need: Physical Development including family literacy/engagement**

CC Activities	Fitness clubs, gardening, cooking, games, sports clubs, dance, yoga
Goal:	All students will be engaged in developing their own wellness habits.
Objectives: Quantitative	1) 90% of participating families will be satisfied with the program as measured by parent survey or individual or group interviews. 2) 90% of students attending 30 times or more will be satisfied with their improvement on a personal health goal as measured by student survey or individual or group interviews.
Qualitative	Annual parent interviews, focus groups, and/or surveys
Timeline	July 1 - June 30 for annual information

**Budget Narrative 9.1 The basis for cost estimates is described in extensive and concise detail: The funding formula is used to calculate award.** The schools are applying for \$300,000 based on 232 students attending three hours afterschool for 165 days at \$7.50 per student and 72 students in summer at \$10.00 per student. Our experience with afterschool confirms this is a realistic attendance expectation as CBD has 410 students and WMS has 380 students. WMS will also provide one hour before school. Each school meets over the required 60 hours per month: WMS-1 hr before school, 3 hrs afterschool = 4 hrs daily, 20 hrs per week, 80 hrs. CBD-3 hrs daily, 15 hrs afterschool per week = 60 hrs, plus schools include early dismissals for teacher in-service, resulting in additional programming on those days. Students are encouraged to attend 60 hours per month to obtain maximum growth for learning in the CC proposed program. **Refer to Budget Form D2 per school site for specific dollar amounts in each category. As you will see, Family Literacy of grant funds are used for Family Engagement and reflected in personnel, materials, professional development, and evaluation.** Major expenditures are itemized below and align with proposed activities. Personnel is the largest percentage of total budget requests. CC will participate in the USDA snack at both sites and the summer feeding program at PCSD. Project Director/Lead SLL combined for 75% of full-time position. In-kind is provided in the budget categories: Personnel, Materials, and Professional Development for over \$100,000; see MOU.

**\*Personnel: Costs are justified, necessary, reasonable and align with proposed activities.**

CC School Site Program Staff for WMS and CBD			Refer to <i>Figure 1</i> for listing of activities
Position	Rate	Annual	Activity Alignment
Lead Student Learning Liaison and Cognitive, Social-Emotional and Family Literacy/Engagement (both sites) (70% of full time position for 12 months)		\$43,971	Coordination/refinement of activities at both sites and Math/Science/Computer Science, Arts/Music, Entrepreneurial Education, Technology/Careers, Expanded Library Hours/Community Service, Parental Involvement/Family Engagement
WMS SLL site and Physical & Media (both sites) (full-time 12 months) (40hrx52weeks)	\$18	\$37,440	WSM Coordination of afterschool activities Recreational Activities, Physical Fitness;
CBD SLL and Translator (37hrx52wks)	\$18	\$34,632	CBD coordination of activities; Limited English Proficient/ ESL/Translation,
Tutoring: Certified Teachers (3 hrs x 110 days) Summer (2 hrs x 30 days)	\$17	\$13,260	Literacy Activities, Tutoring (May use more than one tutor per day based on need.)
Academic Assistants (3hrs x 195 days)	\$12	\$14,040	Reading/math remediation and homework
Enrichment Leaders: School year and summer (2hrs x 195 days)	\$17	\$13,260	Reading/math and Enrichment clubs. (May use more than one per day based on need.)
Enrichment Assistants: (3hrs x 195 days)	\$12	\$14,040	Tutoring by college students, Supervised field trips, Enrichment clubs.

In addition, all positions include FICA and IPERS. Lead SLL/SLL's include the insurance package in each school district. Part-time site staff wages are based on 165 days and 30 days of summer.

**\*Personnel In-kind:** A total of **\$52,818 personnel in-kind**; see MOU for specifics. Northeast Iowa Community College, Allamakee County Conservation, Allamakee County ISU Extension, Robey Library, Northeast Iowa Food & Fitness RSVP provide all services at 100% in-kind, along with other partners. In addition, migrant funds are used for tutoring in CBD.

**\*Staff travel:** \$1500 per site for a total budget of \$3,000 for year **for the SLL's to attend meetings and travel between districts for leadership and partnership meetings.** The SLL's are very collaborative, travel to recruit new partners, meet with each other and community partners. **Staff travel costs are justified, necessary, reasonable and align with proposed activities. If we travel out of state we obtain approval.**

**\*Materials:** CC is purposeful in selecting materials, approximately 2.5% of the budget for year 1, less following years. When CC staff attends a conference, they may learn hands-on activities that fit the needs of the youth and purchases re-usable items thus making sustainability much easier. Material costs are justified, necessary, reasonable, and align with proposed activities.

**\*Materials In-kind:** A total of \$50,365 materials in-kind including programming space, MOU for specifics.

**\*Professional development costs are justified as necessary, reasonable and costs align with activities.** No less than 5% recommended, we have 5% of the total budgeted for training, staff development, and technical assistance \$7,500 per site x 2 = \$15,000.

**\*Professional development In-kind:** A total of \$2,515 professional development in-kind; see MOU for specifics. Luther College, Keystone AEA, and other partners are willing to teach us their skills.

PD Activity	Activity Description	Annual
Beyond School Hours	Lead SLL and 2 SLL and Program Staff	\$9,000
State meetings in Des Moines	Lead SLL, and program staff	\$2,000
On-site trainings include:	Family Literacy Mindset; Problem solving; Engaging Youth in After school; Making Thinking Visible; STEM and the arts	\$2,000
School day staff lead training and follow-up for CC staff	Faculty instruct CC staff in the Iowa Core & curriculum objectives to embed reading/math into all enrichment clubs	\$2,000

**\*Student Access, Transportation:** There is no transportation access needs as programs are held in the school the child attends. St. Patrick students will be transported to ACSD at no charge to the grant. We are budgeting \$3,300 per school site for transportation costs to academic enrichment locales. This is 2.2% of the total budget, less than 8% allowed. Some funds will be put into personnel years 2 and 3 for additional youth.

**Administration:** Administrative cost is \$23,469, allocated for CC Project Staff with FICA/IPERS and ACSD business office expenses, to off-set some payroll and auditing expenses, below 8% of grant allocation.

**\*Reserved funds for evaluation:** We have 4% budgeted \$12,000. This team of evaluators will collect data that will assess and refine this program based on the impact of the before and after school activities. CC works closely with the Iowa DE on evaluation. CC Evaluation Positions are: Quantitative Evaluator-\$2,500 with \$450 travel expenses. Qualitative Evaluator-\$2,500 with \$450 travel expenses. Data Collector-\$4,368 (7hrsx52wksx\$12) plus \$800 benefits. Data Collection Supplies-\$1,000

**\*Family Literacy:** CC allocates \$16,200 combined totals for both sites: in personnel \$12,000; materials \$1,200; professional development \$1,800; and evaluation \$1,200 for families, as designated on the D2 forms.

**9.2 Requested funds will supplement, rather than supplant, existing funding:** CC program funding is used to provide afterschool academic, enrichment and family literacy activities to supplement school day. These expenditures supplement because activities are not required by state, local, or federal law.

**\*Admin cost below 8% is \$23,469** has been allocated for CC Project Staff with FICA/IPERS and ACSD business office expenses, to off-set some payroll/auditing expenses.

**\*Admin in-kind:** All other administrative costs or indirect costs are in-kind from ACSD and PCSD business office for additional payroll and auditing expenses.

The CC program will totally supplement school day instruction through fun, hands-on enrichment activities that foster and encourage math and reading skills. CBD uses Title I funding during the school day as a supplement to remediate reading and math instruction grades K-6. CBD uses Migrant funds to provide a targeted summer program in reading and math for the ELL students. CBD will provide a summer program to supplement by planning enrichment activities before and after tutoring.

ACSD does not have funds available through the district to provide before and afterschool programming. This proposal represents funding for WMS and CBD, which are ending their fifth year of 21st Century funding cycle June 30, 2016. A life in poverty should not define a person, nor eliminate opportunity for success.

Community Connections Project Staff		
Position	Rate	Annual
Project Director administration (5% of full-time) w/ FICA/IPERS		\$3,662
Budget Coordinator (18hrsx52weeks) With FICA/IPERS	\$15.75	\$17,187
ACSD Business Office	annual	\$2, 620