

Southwest Valley School District

Corning Community School District

&

Villisca Community School District

21st Century Community Learning Center Grant

Before & Afterschool Programs

Summer Programs

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Proposal Abstract

Southwest Valley School was established as the result of a whole grade sharing agreement between Corning Community School District and Villisca Community School District in 2013. For the past four years, Southwest Valley has been creating and strengthening relationships between two communities including; students, parents, teachers, businesses and residents. There are two elementary sites, Corning Elementary which houses 218 K-5 students and Enarson Elementary at Villisca, 20 miles to the west, which houses 127 K-5 students.

Corning Elementary and Villisca Elementary have 50.5% and 48.8% of students, respectively, qualifying for free and reduced lunches. The Southwest Valley Middle School, which educates the 6-8th grade students for Corning and Villisca, has 48.7% of the 148 students qualifying for free and reduced lunches. Our high percentage of chronic absenteeism at the K-3 level, Corning 9% and Villisca 5.3%, shows a need for our students to have an increased sense of belonging and develop another connection with a caring adult. A quality before and after school program with a summer school program will foster and build these connections.

The components of the Southwest Valley District out-of-school learning opportunities include (1) Academic Supports in Literacy with Collaboration with School day teachers, (2) Educational Field Trips, (3) Social and Behavioral Lessons and (4) Family Engagement. The Southwest Valley 21st Century Community Learning Centers will create a place for our students to build and maintain meaningful relationships. Parents will be provided with learning opportunities to develop personal, family, financial and employability skills.

2. Student Needs Assessment (maximum 3 pages)

Southwest Valley School District is the blending of schools via a whole-grade sharing arrangement in communities experiencing economic and educational downfalls. With the loss of several businesses and working families, Villisca's enrollment has declined. Competing against two other districts in Montgomery County has also hurt its student population. Corning is the only school district in Adams County; however, the entire county has been losing its population at an extremely fast rate. From the 2000-2010 census, the county had a 10% decline in the census. Only four other counties in the state of Iowa had that significant of a drop.

In 2013, the two governing boards of Corning and Villisca entered into a whole-grade sharing agreement. Both towns would keep their elementary schools; Villisca would house the 6-8 middle school, and all students would attend high school in Corning. Through the loss of staff, integration of programs and open-enrollment to different districts, the Southwest Valley School District had a rough beginning. Southwest Valley understands relationships need to be built with the families of both districts and is committed to accomplishing this task. A before and after school program and summer program can set a strong foundation gaining support from parents and students.

The Corning Elementary has a PreK-5 enrollment of 218 students with 84 (39%) of students receiving **free** lunch. The Villisca Elementary (Enarson) has a PreK-5 enrollment of 127 students with 52 (41%) of these students receiving **free** lunch. The SWV Middle School has an enrollment of 148 students with 52 (35%) receiving **free** lunch. Each building has a free and reduced total of over 45%.

Villisca and Corning Elementary schools are both on the SINA list for reading. Villisca is SINA year 2 and Corning is SINA year 3. The 2015-16 Iowa Assessment Chart and FAST Data are listed below to show the deficiencies in these elementary buildings.

Academic Needs:

Corning and Villisca School Districts are Title I eligible and both SINA on the SINA list in reading. Many students in our district struggle to meet the Iowa Core Standards in reading measured by the Iowa Assessments and The FAST (Formative Assessment for Teachers) scores.

2015-2016 Iowa Assessments	Grade	Percentage Proficient	No Child Left Behind Expectations
Reading	3 rd – Corning	63.64%	100%
Reading	3 rd - Villisca	45.45%	100%
Reading	4 th - Corning	83.87%	100%
Reading	4 th - Villisca	63.16%	100%
Reading	5 th - Corning	82.14%	100%
Reading	5 th - Villisca	64.00%	100%

As the Iowa Assessment data shows only 67% of our students are proficient in reading which has been an ongoing trend in both Corning and Villisca making them SINA schools, Villisca SINA 2 and Corning SINA 3.

Below is the Fall 2016 FAST assessment data for Corning and Villisca Districts.

Corning Grade Level	CBM-R (Students Proficient)	Villisca Grade Level	CBM-R (Students Proficient)	Corning Achievement Gap	Villisca Achievement Gap
Kindergarten	85.29%	Kindergarten	60.87%	81%	40%
1 st Grade	66.67%	1 st Grade	43.75%	75%	57%
2 nd Grade	56.67%	2 nd Grade	66.67%	62%	0%
3 rd Grade	71.43%	3 rd Grade	38.10%	53%	27%
4 th Grade	56.52%	4 th Grade	36.00%	45%	44%
5 th Grade	63.64%	5 th Grade	78.95%	57%	67%

The FAST scores for each district show extremely low reading achievement for our students with Corning having 66% of the students proficient and Villisca having 54% of the students proficient. The free and reduced identified low SES subgroup has an average of 62% proficient in Corning and 39% proficient in Villisca. At the end of the 2015-2016 school year, 48 of the 148 (32%) SWV middle school students had two or more failing grades in at least two core classes (reading, math, science or language arts).

The students in each (Corning Elementary, Villisca Elementary and SWV Middle School) have very specific needs. In Villisca, the elementary has 47 students enrolled in an after-school program that is staffed by only one person (with support from the Boost 4 Families grant that is in its final year of funding). While there is little communication between staff to meet the academic needs of these 47 students. There is no daily before or after-school program at the Corning district. The short two-week summer school period does not allow enough hours of instructional time to actuate the level of student improvement needed to meet individual goals. Also with the lack of programming currently available, many students in both Corning and Villisca spend after-school hours and summer days unattended. Both sites participate in the USDA Summer Food Service Program. Not all students have a way to travel to the school for just an hour to eat lunch. The students who can travel on their own to the buildings during the summer are often hanging around on school property, city parks or the pool without adult supervision.

The middle school students are all housed at the Villisca campus. There is a transportation bus that delivers Corning students after sports practices for 7th and 8th graders. However, there are not after-school opportunities for our 6th graders. Along with individual assistance with math, reading and other skill sets, there is a need for these students to feel a sense of belonging and encouragement when entering the middle school. After school clubs for 6th graders and 7th and 8th graders who are not involved in sports is needed. The 21st CCLC grant would allow community partnerships to get involved with our 6th-8th graders. During the summer each site will be open for K-8 students.

Offering before and after-school programs to our K-5 populations in Corning and Villisca and a 6th-8th middle school program for students attending the Southwest Valley School District will address not only educational goals but will also increase opportunities for kids to grow socially and emotionally.

Absenteeism:

In the 2015-16 chronic absenteeism report released by the Iowa Department of Education, Corning and Villisca showed high numbers of students missing over 20 days of school.

<u>Grades</u>	<u>Corning</u>	<u>Villisca</u>
K-3	9%	5.3%
K-8	9.3%	8.7%
K-12	15.1%	8.7%

These high percentages at the K-3 level show a need for an intervention for the families of children in early childhood education. Research shows children who are chronically absent in preschool, kindergarten and first grade are much less likely to be reading on grade level at the end of third grade, according to the Child and Family Policy Center. This research also goes on to state students who can not read at grade level by third grade are four times more likely to drop out of high school.

Social-Behavioral Needs:

Students attending the middle school at Southwest Valley have a wide variety of social and behavioral needs. For instance, analyzing the data for all 167 students enrolled in the 6-8th grades during the 2015-2016 school year revealed the following:

- 46 students were absent nine days or more (28%)
- 10 students were absent 18 days or more (5%)
- 79 students had documented discipline issues (47%)
 - 23 included disrespect
 - 25 included fighting and bullying
 - 4 included tobacco and drugs
- 66 students were academically failing at least one course (39%)

The after-school program in the middle school would include social-emotional learning curriculum, drug prevention and homework assistance.

1. Zion Recovery Center would provide drug prevention courses to 6-8th grade students,
2. Small group interventions using Moral Kombat Intervention Programs,
3. Matching 6th graders up with 8th grade mentors to provide homework assistance.

2.2 During the months of October and November 2016, the school district hosted luncheons and evening meetings in both Villisca and Corning which included parents, teachers and community stakeholders to discuss the needs of the student and families as well as outline the proposed program. The information from these meetings was disseminated to the community through parent letters, media sources, social media and other direct communication to businesses. As exhibited by the numerous letters of support, the community recognizes the need and supports the program. Through the use of volunteers, business and organization partnerships and future financial donations, Southwest Valley School Districts 21st Century Community Learning Center will become a sustainable, vital tool to assist students and their families in achieving a better education and a brighter future.

3. Project (maximum 3 pages)

3.1-3.3 The goal of the Southwest Valley 21st Century Community Learning Center is to provide students structure, knowledge and tools needed to create healthy, happy and productive lives. Developing and nourishing relationships between students, families and school personnel is another goal of the SWV 21st CCLC. The before and after-school schedule may change according to the needs of the needs of the participants and the suggestions of the stakeholders. However, the schedule may include:

- 7:00 a.m. – 8:00 a.m. Before-school, supervised quiet time, reading, offering homework assistance; breakfast served at 7:50
- 3:30-3:45 Movement Breaks, Organized Fitness Centers
- 3:45-4:00 Snack
- 4:00-4:45 Homework help & Literacy-based activities
- 4:45-5:30 Extension and enrichment activities with community partners

The summer program will include a longer programming day with additional recreational activities. Programming will be structured but will be determined by feedback from teachers, parents and students. Teacher feedback will be gathered by a teacher advisory board. After-school staff will collaborate with school-day teachers to develop individual reading and math goals for participating students.

Program Goal 1:

Academic Achievement: By May of 2019, 85% of participating students will be proficient in reading as measured on the state test.

Objectives	Indicators	Eligible Activities
<p><u>Individual Goal Setting</u> Each participating student will have individual reading goals as determined by program staff in collaboration with school-day staff.</p> <p>100% of participating students will engage in:</p> <p><u>Literacy Instruction</u></p> <ul style="list-style-type: none"> • Homework help • MTSS (Multi-tiered system of supports) small group literacy based activities • Curriculum based Instructional Interventions 	<ul style="list-style-type: none"> • 80% of students will meet their individual goal in reading • 90% of participating students will complete homework assignments 85% of the time • 85% of students will be proficient on the Spring FAST Assessment • 85% of students will be proficient in reading (IA Assessments or Smarter Balanced Assessment) 	<ul style="list-style-type: none"> • Research-based Interventions used during the school day: QuickReads, SIPPS, Read Naturally, Words Their Way, 6-minute solutions • Literacy Activities • Tutoring services and mentoring programs for identified At-Risk students to reduce achievement gaps • Book Clubs for 6-8 students

Data Sources:

- Student achievement data from the ITBS/ITEDS, Smarter Balanced and FAST
- School and program level data from parent, teacher and student surveys.
- Report Cards
- Infinite Campus updates on homework completion
- Review of selected program lesson plans

Program Goal 2:

Attendance Goal: By May 2018, 100% of participating students will have improved attendance and have more relationships with adults within the school district.

Objectives	Indicators	Eligible Activities
90% of participating students will: <ul style="list-style-type: none"> • Have improved attendance • Be engaged in activities during the after-school and summer program • Experience personal achievement in an enrichment activity 	<ul style="list-style-type: none"> • Attendance record keeping and comparing data from past years • Survey of students focused on activity interest 	<ul style="list-style-type: none"> • Attendance Rewards • Field Trips • STEAM Activities (Science, Technology, Engineering, Arts and Mathematics) • Community Outreach Projects

Data Sources:

- Student level data regarding program attendance and enrollment
- School Day Attendance Records from Infinite Campus
- School and program level data from parent, teacher and student surveys

Program Goal 3:

Family Literacy Goal: By May of 2019, 100% of participating families will have access to services that facilitate family support of their child’s educational growth. By May of 2019, 100% of families will report that program services helped them increase their parenting skills and awareness of their child’s education.

Objectives	Indicators	Eligible Activities
90% of families will have opportunities to participate in: <ul style="list-style-type: none"> • Family Nights with themes to support student learning • Weekly communication 	<ul style="list-style-type: none"> • 90% of parents will participate in family nights • 90% of parents will be able to communicate what their child is learning in the afterschool program 	<ul style="list-style-type: none"> • Programs that promote parental involvement and family literacy; • Programs that provide assistance to students who have been truant, suspended or expelled

<p>including personal outreach and newsletters</p> <ul style="list-style-type: none"> • Take-home activities available for families to participate in together • Family support groups offered by CPPC 	<ul style="list-style-type: none"> • 90% of students will apply at least three or more strategies for supporting student learning • 90% of parents will be able to identify community resources and how to access them 	<ul style="list-style-type: none"> • Drug and violence prevention programs • Community-based Family Team Meetings • 24/7 Dads • Moms off Meth • Counseling programs • Character Education Programs
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Data Sources:

- School and program level data from parent, teacher and student surveys.
- Family attendance at family events
- Number of families enrolled in extra programs

3.4 The programming for the Corning and Villisca 21st CCLC will link to the school day through direct collaboration with each elementary’s title teachers. The curriculum used by Southwest Valley Schools is researched based (Isabel Beck, Margaret G. McKeown, Rebecca L. Hamilton, and Linda Kucan, *Questioning the Author: An Approach for Enhancing Student Engagement with Text* (Newark, DE: International Reading Association, 1997.) This curriculum is structured and explicitly teaches comprehension strategies and helps students build understanding from what they read. The site director will meet with the title teachers and use the interventions that correlate with Making Meaning curriculum. The site director will also collaborate with classroom teachers as needed to ensure program activities align with school day instruction and with state and national standards. The middle school program will rely on student needs and interest surveys. Mentor programs, after-school clubs and homework help will be created through the use of the community partners linked to the elementary site.

Each site will have a Teacher Advisory Board to review programming and provide feedback on a quarterly basis. These boards will be comprised of three teachers from each elementary site. The At-Risk team at the middle school level will be responsible for ensuring the after-school program is meeting the needs of the students related to academic assistance, interest surveys for clubs or social and emotional behaviors. This team will meet monthly to discuss students actively engaged in the after-school program and review their academic progress.

3.5 The Southwest Valley School District provides quality education and enrichment opportunities to promote positive development for its students. This grant will enhance the relationships needed within the community to continue growing our district. Many small schools in Iowa continue to shrink; however, with the use of this grant we can build something at Southwest Valley that will raise academic performance, achievement and increase positive youth interactions that just may draw families back to our area.

4. Research Base (maximum 1 page)

Research shows that high-quality after-school and summer enrichment programs play a vital role in helping students improve academically, socially, emotionally and physically.

Durlak and Weissberg (2013) reviewed 68 afterschool programs, all of which had the goal of fostering personal and social development. They found that successful programs shared four evidence-based practices, which they titled SAFE:

S – Program staff used a sequenced step-by-step approach to training

A – Programs emphasized active learning

F – Skill development was focused with specific time and attention

E – Programs were explicit in defining the skills they were promoting

The findings of Durlak and Weissberg were explicit.

SAFE programs were associated with significant improvements in self-perceptions, school bonding, and positive social behaviors; significant reductions in conduct problems and drug use; and significant increases in achievement test scores, grades, and school attendance. The group of Other Programs failed to yield significant improvements on any of these outcomes (2013).

Academic achievement is higher among the 21st Century Community Learning Centers that provide students with intensive small-group instruction or individual tutoring, rather than unstructured academic work time (Lauer et al., 2006). Huang and Dietel (2011) recommend that collaboration with the school day staff and strategic systems that establish that support are common practice. Time for the school day teachers and afterschool staff to meet and plan lessons together should be included. Another common evidence-based best practice of afterschool programs is the creation of essential community partnerships. Jacobson and Blank (2013) found effective programs: 1) Engage parents and families through multiple opportunities 2) Generate public support 3) Encourage community partners to offer enriched and expanded learning opportunities 4) Address non-school factors influencing achievement 5) Give everyone a role and responsibility in the education and development of the youth of the community.

Durlak, J.A., & Weissberg, R.P. (2013). Afterschool Programs That Follow Evidence-Based Practices to Promote Social and Emotional Development Are Effective. *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*.

Huang, D., & Dietel, R. (2011). Making Afterschool Programs Better. (CRESST Policy Brief). Los Angeles, CA: University of California.

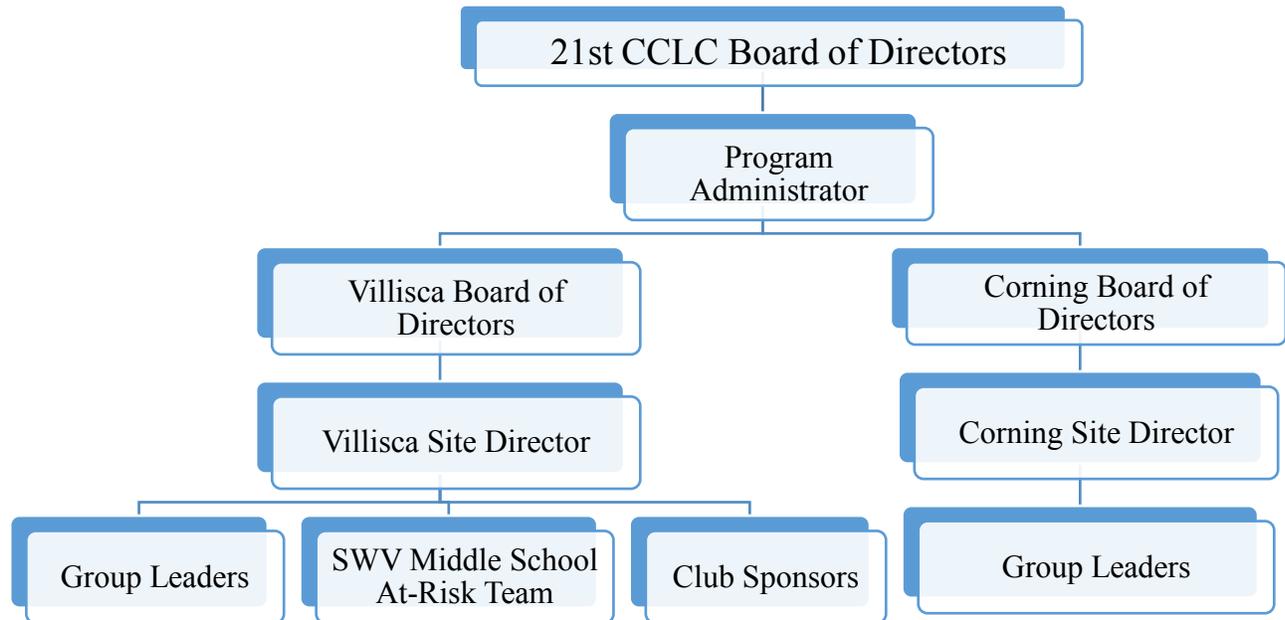
Jacobson R., & Blank M.J. (2013). The Afterschool and Community School Connection: Expanding Learning Opportunities and Partnerships. *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*.

Lauer, P.A., Akiba, M., Wilkerson, S.B., Apthorp, H.S., Snow D., & Martin-Green, M. (2006). Out-of-school time programs: A meta-analysis of effects for at-risk students. *Review of Educational Research*, 76, 275-313.

5. Management Plan (maximum 3 pages)

The SWV 21st Century Community Learning Center will be operated through a collaborative community model. A board of directors will be the support system for the Program Administrator. As shown below there is a combination school personnel, afterschool personnel along with Corning and Villisca School District’s boards assuring a check and balance system.

Organizational Flow Chart



The programs of each site are structured in such a manner that allows them to be sustainable programs when the grant expires. The school personnel will collaborate and plan with the site director, as well as group leaders on an as-needed basis.

21st CCLC Board of Directors

The SWV 21st CCLC Board of Directors will be the local governing party of the programs at each site, Corning and Villisca. These individuals (superintendent, elementary and middle school principals, PTO presidents and two business members) will be assigned to assist with the sustainability efforts, develop and engage a Stakeholder meeting twice a year and support the program administrator throughout the programming times. This board will meet bimonthly (6 times a year). The Stakeholder Advisory Group, consisting of program partners, parents, and teachers, will meet twice a year with the Board of Directors. This group will provide feedback about program operations and make recommendations for future programming.

The Board of Directors is responsible to:

- Set and approve all policies
- Ensure internal controls are in place
- Approve budgets and contracts
- Assure an auditing and report process is in place
- Serve as the final authority in personnel issues and legal actions

Program Administrator

The 21st CCLC At-Risk Coordinator will be responsible for the oversight of the program and be funded by the Corning School District. The Program Administrator will report to three boards; SWV 21st Century Community Learning Center Board, Corning Community School District Board of Directors and the Villisca Community School District Board of Directors.

The Program Administrator's duties include:

- Assure all policies/procedures are followed
- Collect data (attendance, academic, behavioral) and work with the outside evaluator on data reports
- Handle all record keeping and be responsible for communication
- Create a learning community of children and adults that promotes optimal child development and healthy families
- Collaborate with businesses, organizations and community colleges to recruit advancement opportunities for families
- Select and orient personnel; setting up professional development of staff that affirm program values and promote a shared vision
- Manage the 21st CCLC grant along with the board secretaries

Site Directors

The site directors will handle the day to day operations of the 21st CCLC. These duties include:

- Plans and implements activities within budget constraints to achieve program objectives.
- Collaborates with the school day title teacher to discuss individual student goals
- Creates the schedule that allows small-group intensive instructional time
- Plans with the group leaders to ensure academic interventions are taught with fidelity
- Develops and implements opportunities for participant involvement in outside educational, recreational and leadership programs and activities relating to program areas.
- Organizing field trips that complement program activities.
- Implement policies, objectives, standards and programs to project participants, parents, community organizations and the public.
- Identifies prospective community resources/volunteers that could assist the program.
- Handles conflict and discipline issues.
- Build positive relationships with families.

Group Leaders

Group leaders will work with the site director to implement curriculum and activities. One group leader will be hired for every 20 students. Corning and Villisca's staff numbers will depend upon how many children participate. 60 K-8 students are anticipated in Villisca, and 80 K-5 students are anticipated in Corning. K-5 programs will hire enough group leaders for each set of 20 to have one group leader. These leaders will implement academic intervention plans and monitor/record progress. Small group and individual instruction will be provided based on student's needs.

The 6-8 program will look different with community volunteers, organizations, clubs and mentors making up much of the middle school afterschool program staff to ensure high-quality and high-interest programming. This program will be held in Villisca, utilizing the Lions' Club and VAFA organizations to supply the volunteers needed to work with the middle school students.

5.3 Stakeholder Advisory Group and Organizational Structure

The Board of Directors will actively work with the site directors to ensure continuous program improvement by reviewing formative measurements. Formative and summative program evaluation results will be shared with the Stakeholder Advisory Group. Both the Board of Directors and the Stakeholder Advisory Group will be expected to provide feedback and recommendations geared toward the continuous improvement and sustainability of the SWV 21st Century Community Learning Center, following the end of the funding.

The SWV 21st CCLC will work towards ensuring the sustainability of the before-school, afterschool and summer programs. With the whole grade sharing agreement, each district has been able to share costs of staff and programs. The 21st CCLC is another avenue in which the school districts can work together to use public funds to their fullest potential and impact more students in the most effective way possible.

The Board of Directors will also ensure future sustainability of the SWV 21st CCLC by continuing positive relationships with current community partners and recruit new partners to provide quality programming and enrichment opportunities. The board will also seek potential sources of funding. These sources may include but are not limited to, county foundation grants, private grants, donations and fundraising events. As the 21st CCLC grant funding cycle reduces and eventually ends, the Board of Directors will ensure a plan is in place for a smooth transition between funding sources allowing for continuing program services.

5.2 Transportation

The 21st Century Community Learning Center offers a solution to working families and those with transportation issues. The program will be located at the elementary school, making travel immediately after school unnecessary. Additionally, the 6-8 middle school afterschool program will be located at the SWV middle school in Villisca. This ensures middle school students can participate in clubs, organizations and mentor groups during the same time athletic practices are occurring. The school district can provide more options for students not interested in sports and utilize the activity bus that transports students back to Corning. Villisca students already get picked up or walk to a location in town after sports practices. The later time, 5:30, works better for working parents than 3:30.

6. Communication Plan (maximum 1 page)

The SWV 21st Century Community Learning Center understands the importance of communicating with the public about the program. It will employ multiple outreach strategies and activities to communicate with all stakeholders. These will be aimed at effectively evaluating the program, sharing evaluation results and sharing other program information. Program stakeholders include youth, parents, program partners, teachers, community members and organizations and businesses.

Audience	Information	Outreach Strategy/Activity	Frequency	Expected Impact
Parents Community Partners	<ul style="list-style-type: none"> • Discussion of Activities • Schedule of Adult Programs 	Monthly Newspaper Columns dedicated to SWV 21 st CCLC	Monthly	Public and Family Awareness leading to increased participation
Parents Community Partners	<ul style="list-style-type: none"> • Program Description • Successes of Program • Family Engagement 	SWV 21 st CCLC Newsletter	Monthly	Fundraising Awareness of programming Surveys to gather feedback
Community Students Parents Teachers	<ul style="list-style-type: none"> • Daily Activities • Pictures/Clips of programs 	SWV 21 st CCLC Facebook	Daily	Instant feedback to the public
Southwest Iowa Parents Students Partners	<ul style="list-style-type: none"> • Communication about the Program 	KCSI Radio Show	Weekly	Fundraising Gaining new community partners
Retired Patrons Public	<ul style="list-style-type: none"> • Sharing information and data 	Community Coffee	Weekly	Gather feedback from community
All Patrons	<ul style="list-style-type: none"> • Accomplishments • Programming Updates • Student Achievement Data 	Community Mailings	Semi-annual	Inform the public about the center Fundraising Survey to gather input
All Patrons	<ul style="list-style-type: none"> • Detailed Project Status • Evaluation Data 	Annual Program Report	Annual	Share evaluation

7. Partnerships (maximum 2 pages)

7.1 The SWV 21st Century Community Learning Center is blessed with a wide variety of community partners from two communities, Corning and Villisca. The success of the program will be dependent upon quality community collaboration and the ability to gain new partners as the program develops.

Partnership	Proposed Role
Corning and Villisca Public Libraries	Develop a calendar of proposed activities Provide STEAM (STEM w/ Arts) programming and reading activities Share resources and supplies Evaluate the progress made by the collaboration between the school district and public libraries
Villisca Lions Club	Provide volunteers and mentors
VAFA	Provide volunteers and mentors Provide financial support for field trips/transportation Provide supplies and reward items to encourage student pride
Corning Rotary Club	Provide volunteers Provide assistance with teaching students through cultural experiences
Adams County Extension Office	Provide STEM and other hands-on learning programming Provide other programming, including but not limited to: 4-H dog/small animal clinics Lego Robotics Woodworking Gardening Food and Nutrition SESS Clubs (Safety Education in Shooting Sports) Leadership and Community service opportunities Setting-up Off-site tours
POET	Provide financial support when needed Remain a strong partner and supporter of the program
TS Bank	Provide financial literacy to students during afterschool and summer programs Provide financial literacy mini-sessions to adults Provide volunteers Future financial resource
PTO – Corning and Villisca	Provide volunteers during family engagement activities Create advertisements and publicize upcoming events
Adams County Conservation Board	Provide outdoor programming for students Develop recreational activities for students during summer programming at Lake Icaria

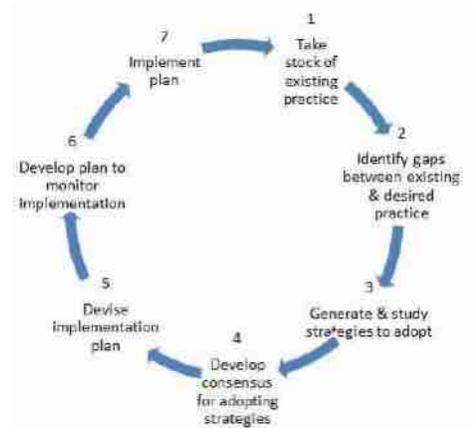
Zion Recovery Center	Provide Drug and Alcohol Awareness Classes to middle school students Provide Drug and Alcohol Prevention Models to Parents Implement community-based prevention programs and policies
Richard Mullen	Provide information to staff about ACE's (Adverse Childhood Experiences) Publicize importance of afterschool programs for students experiencing trauma
Corning Opera House	Weekly classes, including but not limited to: Acting Set design Audio/lighting Rhythmic classes, such as STOMP Summer drama camps Provide volunteers to help integrate the arts
Senator Tom Shipley	Advocate for continued funding from the State Level Pursue funding sources and provide this information to the school district Advocate for the importance of such programs for rural school districts
Montgomery County Board of Supervisors	Encourage collaboration and engagement of community members
Adams County Board of Supervisors	Encourage collaboration and engagement of community members
Adams County Commission on Sustainability	Promote the 21 st Century Community Learning Center to other businesses and create possible partnerships with new endeavors
Corning and Villisca Elementary Title Teachers	Collaborate with site directors weekly Create individual student goals with site directors Share intervention resources and ensure these are completed with fidelity

7.2 As a new program, it is vital that community partners are engaged in meaningful ways. The Program Director and the 21st CCLC Board of Directors will connect with partners in several ways. First, partners will be invited to serve on this board. In this role partners would not only provide relevant feedback, they would also guide the future of the program and work with other members to ensure the sustainability of the center. The Stakeholder Advisory Group would be created in order for stakeholders who do not want a time commitment to participate in the program. This group will allow partners to give feedback and recommendations. Recognizing these partners will also be imperative for the program director to maintain these newly formed relationships and possibly gain more partnerships. One example of this is a Block Party around each site. These events need to be held so partners can interact with the families and students they are helping in the community. Recognition of partners will also be publicized through Facebook, school newsletters, local newspapers and local radio.

8. Evaluation (maximum 2 pages)

8.1 Evaluator Experience and Capacity: Maberry Consulting and Evaluation Services LLC will conduct a comprehensive, rigorous local evaluation of program effectiveness. Maberry has more than 30 years of experience in evaluation, and research and is a member of the American Evaluation Association. Maberry has served as the principal evaluator for more than 120 federal /state funded programs, including 21st CCLC grants in Iowa, Louisiana, Illinois, Mississippi, Texas, Washington, DC, and Wisconsin. Shelley Maberry, the Principal Evaluator, is fluent in developing logic models for research and program development and as such using those designs to guide the evaluation process. She is experienced with a host of research tools including survey development, interview and focus group protocols, and case study and statistical analysis of quantitative data. She is a certified Grant Evaluator and a member of the American Evaluation Association (since 2009). Ms. Maberry's contact information is: 4969 Benchmark Centre Drive, Suite 400, Swansea, IL 62226; Phone: 618.622.9352. The Maberry team will conduct a rigorous evaluation, in cooperation with Iowa Department of Education, and will provide all requested data and program information to the state.

8.2 Evaluation Procedures: The evaluation will consider each goal and objective, collect indicator data, analyze data for formative purposes, and make program improvements. For summative purposes, data will be collected, analyzed and reported at the end of each program year. The MCES evaluator and school teams will review and refine the evaluation plan, to include mutually agreed upon benchmarks, milestones, and target dates to implement a system for collecting, analyzing, and reporting data. Oxley's Model for Continuous Feedback, 2007 (figure, right) will ensure continuous improvement toward achieving outcomes -- refining, improving, and strengthening the program. Formative data analyses and findings will be reported to the district quarterly and will answer is the program being implemented as intended. The School Improvement Advisory Committee will receive quarterly updates on program implementation status and provide feedback to ensure programming is consistent with the school comprehensive school improvement plan and meeting goals. Summative findings will be reported to the administrative team, the Teacher Advisory Board, the SIAC, and the school board. Formative data analysis and findings will be reported to the Teacher Advisory Board and all members of the administrative team on a quarterly basis. A protocol will be provided to facilitate team dialogue and decision-making needed to make adjustments in the program or provide necessary supports. The School Improvement Advisory Committee will receive quarterly updates on the status of program implementation. This committee will provide feedback to ensure programming is consistent with the school comprehensive school improvement plan. Summative findings will be reported to the administrative team, the Teacher Advisory Board, the SIAC, and the school board and will answer questions as to have goals been met? The evaluation will answer the following questions, directly aligned with the program, student, and family literacy goals and activities:



Formative data analyses and findings will be reported to the district quarterly and will answer is the program being implemented as intended. The School Improvement Advisory Committee will receive quarterly updates on program implementation status and provide feedback to ensure programming is consistent with the school comprehensive school improvement plan and meeting goals. Summative findings will be reported to the administrative team, the Teacher Advisory Board, the SIAC, and the school board. Formative data analysis and findings will be reported to the Teacher Advisory Board and all members of the administrative team on a quarterly basis. A protocol will be provided to facilitate team dialogue and decision-making needed to make adjustments in the program or provide necessary supports. The School Improvement Advisory Committee will receive quarterly updates on the status of program implementation. This committee will provide feedback to ensure programming is consistent with the school comprehensive school improvement plan. Summative findings will be reported to the administrative team, the Teacher Advisory Board, the SIAC, and the school board and will answer questions as to have goals been met? The evaluation will answer the following questions, directly aligned with the program, student, and family literacy goals and activities:

8.2 Evaluation Procedures:

Objective	Goal	Goal Measures
Academic – Objective 1: Improve student learning in reading	<u>Academic Goal:</u> By May of 2019, 85% of participating students will be proficient in reading as measured on the state test.	<ul style="list-style-type: none"> • FAST – Progress Monitoring • FAST – Universal Screener (3 times/year) • Iowa Assessments • Student/Staff Surveys
Attendance – Objective 2: Improve daily attendance Decrease truancy issues	<u>Attendance Goal:</u> By May 2018, 100% of participating students will have improved attendance and have more relationships with adults within the school district.	<ul style="list-style-type: none"> • Daily Attendance • Student Surveys • Parent Surveys
Family Literacy Goal Objective 3: Improve family participation Create and improve relationships between the school staff and families	<u>Family Literacy Goal:</u> By May of 2019, 100% of families will report that program services helped them increase their parenting skills and awareness of their child’s education.	<ul style="list-style-type: none"> • Parent Attendance • # of parents enrolled in extra programs • Parent Surveys

All three goals will be measured with both qualitative and quantitative data. We will use 2016-2017 data as the base year and compare it with results collected during the 2017-2018 school year. Standardized tests and state screeners will be used to collect student achievement data and compare with other Iowa schools to determine the effectiveness of our program. A community forum will occur each quarter and data will be shared. Community input will be collected and the program will be adjusted accordingly. The Iowa Youth Survey (2018) and Maberry Consulting Services surveys will be used to gather qualitative data from both parents and students.

Evaluation outcomes will be made public through four distribution levels: (1) administrators, (2) staff members, (3) state stakeholders, and (4) national stakeholders. In addition to annual on-site meetings, conference calls will be held with the evaluator to discuss data trends and operations, with a focus on program improvement and refinement. In addition to reports, on-site debriefings and training will be provided to: (1) engage staff in addressing challenges; (2) promote “buy-in” into evaluation as a “living” process; and (3) promote discussion, cross-training, and support. The evaluator will be fully engaged in assisting with the implementation of changes to strengthen the program. Evaluations will be provided to all stakeholders (e.g., administrators, parents, and partners) to share information about the program and encourage feedback. Evaluation results will also be placed online on the school and district websites.

Budget Narrative (maximum 2 pages)

Funding Amount Determination:

The Southwest Valley School District utilized the funding formula provided by the Iowa Department of Education. We will have a before and after school program as well as a summer program. We are anticipating 140 K-8 students participating in the before and after school program and the summer school program. We will operate the before and after school program for 180 days and the summer program for a minimum of 35 days for a total of 215 days of programming. The funding formula indicated \$252,000 for our before/after school funding and \$49,000 for the summer funding for a total amount of \$301,000. Our grant proposal is for \$300,000, \$150,000 per site.

Personnel Expenses:

Total salaries and benefits for years 1-3 are \$173,378. The Southwest Valley School District will hire more group leaders if the number of students served is more than expected. These projections will allow us to provide proper supervision for our elementary students with a ratio of 20 students to 1 staff person.

The oversight for the program will be provided by the **Program Administrator** (At-Risk Coordinator) and the district will pay for her services.

The **Program Coordinator** will be responsible for the day to day operation of the program. This person will also be responsible for overseeing all program activities, building relationships with community partners and scheduling volunteers.

School year cost: \$14,645 Summer cost: \$2,848

Each building will have a **Site Director** responsible for collaborating with the title teachers, classroom teachers and group leaders.

School year cost each: \$16,109.50 x 2 Directors	Total=\$32,219
Summer cost each: \$9,571 x 2 Directors	Total=\$19,142

Group Leaders will provide academic supports. We will target the district's school teachers and retired teachers in the area. We will hire 5 group leaders for the elementary programs.

School year cost each: \$12,204 x 5 Group Leaders	Total=\$61,020
Summer cost each: \$8,701 x 5 Group Leaders	Total=\$43,505

Food Cost

The cost of daily snacks and meals is estimated upon feeding a large amount of kids breakfast, since we do not want this program to be limited to only our free/reduced population, breakfast and snacks are an option for everyone. Both communities participate in the USDA Summer Food Service Program which will help with the cost of the summer program. A breakfast and afternoon snack will still be provided during the summer. Our estimated breakfast and afternoon snack is \$95,550. We want to ensure our students are eating healthy, wholesome meals as part of our programming.

Project Evaluation

Southwest Valley School District has identified Shelley Maberry, Maberry Consulting and Evaluation Services, LLC to conduct program evaluation. Based on their cost proposal of \$8,000, that will be less than 4% of grant monies allocated for evaluation. They have agreed to maintain that cost throughout the grant duration of 5 years.

Professional Development

The Southwest Valley 21st Century Community Learning Center's program administrator will coordinate with Parents as Teachers through Southwestern Community College, the school district's professional development team and the Community Partnerships for Protecting Children of Creston, Iowa, to bring in focused professional development for the staff of the 21st CLCC at little or no cost to the district. \$1,000 has been allocated in the budget for this as most trainings will be at no cost.

Supplies

\$10,000 will be allocated for supplies. The 21st CCLC will need to operate using supplies for their purpose only. Most purchases will need to take place the first year of operation. For years after that, community organizations will be asked to provide some supplies, as they have stated that is one way they will partner with the school district. We estimate \$70.00 per child the first year, which is a cost of \$9,800. Different clubs at the middle school may require additional items, so the allowable fund for supplies will be \$10,000.

Family Engagement Nights

\$11,000 is going to be budgeted for family engagement nights. The 21st CCLC estimates 80 families will partake in 7 events throughout the school year. The estimated food cost per family is \$10.00 and the estimated cost per activity is \$10.00 per family. The total cost therefore is estimated at \$11,000.

Field Trips

The proposed program will include field trips over the course of the summer and afterschool hours. The school district will pay for these field trips in kind, including gas and driver wage. VAFA has also stated they would pay for these fees as part of our partnership with this organization.

Supplement vs. Supplant

There is currently a before and after-school program available to the elementary students in Villisca School District. However, the funding source (Boost 4 Families) is in its final year. There is not a program available to the students who attend the Corning Elementary. There is currently no summer program in either facility. There is also not an afterschool program for the middle school. With the program at the elementary school enhanced, middle school students could also take advantage of the community partnerships and volunteers that the Southwest Valley 21st Century Community Learning Center has created.

Appendix A: Required Forms

Forms should be reproduced, completed in full, and submitted with the application. Any redesign, alterations, changes, or modifications will warrant disqualification from the grant review process and eligibility.

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

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

Mail Applications to:

Jodi Bruce

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

jodi.bruce@iowa.gov

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

APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)
Jodi Lyddon (Corning School District)

County: Adams		Amount Requested: \$ 300,000 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Willie Stone, Superintendent		Grant Contact/Project Director: Liz Timmerman	
Agency Name: Southwest Valley School District		Agency Name: Southwest Valley School District	
Address: 904 8 th Street		Address: 904 8 th Street	
City: Corning	Zip: 50841	City: Corning	Zip: 50841
Phone: (641)322-4242	FAX:(641)322-4243	Phone: (641)322-4242	FAX: (641)322-4243
Email: wstone@corningcsd.org		Email: ltimmerman@corningcsd.org	
DUNS Number: 044147866			
Data Collection and Evaluation Contact: Liz Timmerman		Fiscal Contact: Jodi Lyddon	
Address: 904 8 th Street		Address: 904 8 th Street	
City: Corning	Zip: 50841	City: Corning	Zip: 50841
Phone: (641) 322-4242	FAX: (641)322-4243	Phone: (641) 322-4242	FAX: (641)322-4243
Email: ltimmerman@corningcsd.org		jlyddon@corningcsd.org	

BEFORE YOU APPLY

These steps should be completed **before** you begin writing your application. Please submit this form with your application.

- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: <https://www.educateiowa.gov/documents/building-level/2015/12/2015-16-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated December 31, 2015, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):
 - Site/Building Name: **Villisca Elementary (Enarson)**
 - Free and Reduced Lunch Rate Percentage: 48.8%
 - Site/Building Name: **Corning Elementary**
 - Free and Reduced Lunch Rate Percentage: 50.5%
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
- **When will the program run?** (Check or highlight applicable option(s) below):
 - Summer School Only
 - Afterschool Only
 - Before and Afterschool
 - Before and Afterschool and Summer School
 - Afterschool and Summer School
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY17 Request for Applications):
 - 140 number of children x 180 days x \$10.00 either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$252,000 (total funding request for before and afterschool programs)

Summer School Formula

- 140 children x 35 of days = (minimum 30 days) x \$10.00 = \$49,000 (total funding amount for summer)
- Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.

Funding Request for Year One: \$300,000
Funding Request total for Three Years: \$900,000
Number of Children Served in Year One: 140
Number of Children Served in Three Years: 420

LEGAL STATUS OF APPLICANT

(Check one box below and provide appropriate agency identification information)

- City or City Agency
- County or County Agency
- State or Federal Agency
- State College or University
- Community College
- County Office of Education
- ***** School District
- Tribal Council
- Military Installation
- Private Nonprofit Organization-
Number of years in operation _____
- Private For-Profit Organization
Number of years in operation _____

Enter Federal Employer ID Number: Corning - 42 6049169 Villisca - 42-6037899 <p style="text-align: center;">OR</p> Enter School District Code Corning - 1431 Villisca - 6651
--

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

REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation: _____

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

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

Documentation: _____

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

FORM A: SITE INFORMATION

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

21CCLC Site Name: Enarson Elementary School		
Site Address: 219 Central Ave.		
City, State, Zip: Villisca, IA 50864		
Phone: (712) 826-5982		
Site Contact Person: Lora Top		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program
		60
21CCLC Site Name: Corning Elementary School		
Site Address: 1012 10th Street		
City, State, Zip: Corning, IA 50841		
Phone: (641)322-4020		
Site Contact Person: Linda Brecht-Kwirant		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program
		80
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21st Century Community Learning Centers Program

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

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program was developed and will be carried out in active collaboration with the schools the students attend. Effective integration of the 21CCLC with the regular school day requires that there be a dedicated effort to achieve ongoing communication and articulation of issues between regular school and before and after school staff. Such efforts might include, but are not limited to, combining meetings or training opportunities, identifying preferred methods of communication (e.g., a note in the school mailbox, e-mail, etc.), or case conferencing regarding individual students.

Part J: Notice to the Community

As the designated applicant agency representative, I certify that the community to be served by the 21st Century Community Learning Centers Program was given prior notice of this applicant's intent to submit an application.

Part K: Public Review of the Application

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

Part L: Parent Consent

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

Part M: Private and Public School Consultation

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

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

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Liz Timmerman, At-Risk Coordinator, Southwest Valley School District

Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement data, attendance and other requested data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by the Iowa Department of Education.

Signature of Local Education Agency Superintendent	Local Education Agency Name
	Mr. Willie Stone, Superintendent, Southwest Valley Schools (Corning School District and Villisca School District)
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Lora Top, Principal, Enarson Elementary, Villisca Iowa
	Linda Brecht-Kwirant, Principal, Corning Elementary, Corning, Iowa

See Signed Certification in Collaborative Signatures Folder

FORM C: COLLABORATIVE SIGNATURES

Every 21CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector.

Applications only allowed up to five (5) additional pages for signatures.

Name/Signature	Agency Affiliation	
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
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	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites for one year):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
2	_____140_____	_____ \$300,000 _____	_____ \$900,000 _____

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.					
Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Villisca After-School Program	\$150,000	\$150,000	\$150,000	\$450,000	60
Corning After-School Program	\$150,000	\$150,000	\$150,000	\$450,000	80
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: __140__

FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET

Applicant Agency:
Southwest Valley School District

Site: Corning Elementary

Directions: **Provide a proposed budget for each proposed program site. Totals are to be listed on Form D1.**

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions. **Number of Students Served: 80**

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$88,395	\$0	\$88,395	\$0	\$88,395	\$0	\$265,185
Staff Travel	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Materials (Food)	\$52,552	\$4,000	\$52,552	\$4,000	\$52,552	\$4,000	\$169,656
Professional Development (minimum 4% per year)	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$3,000
Student Access, Transportation etc. (maximum 8% per year)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Evaluation (about 4% per year)	\$4,000	\$0	\$4,000	\$0	\$4,000	\$0	\$12,000
Administrative/ Indirect Costs (maximum 8% per year)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Totals	\$145,947	\$4,000	\$145,947	\$4,000	\$142,909	\$7,000	

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

FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET

Applicant Agency:
Southwest Valley School District

Site: Villisca Elementary (Enarson)

Directions: **Provide a proposed budget for each proposed program site. Totals are to be listed on Form D1.**

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions. **Number of Students Served: 60**

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$84,983	\$0	\$84,983	\$0	\$84,983	\$0	\$254,949
Staff Travel	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Materials (Food)	\$52,998	\$7,000	\$52,998	\$7,000	\$52,998	\$7,000	\$179,994
Professional Development (minimum 4% per year)	\$1,000	\$0	\$1,000	\$0	\$1,000	\$0	\$3,000
Student Access, Transportation etc. (maximum 8% per year)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Evaluation (about 4% per year)	\$4,000	\$0	\$4,000	\$0	\$4,000	\$0	\$12,000
Administrative/ Indirect Costs (maximum 8% per year)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Totals	\$142,981	\$7,000	\$142,981	\$7,000	\$142,981	\$7,000	

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

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

General Funds

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

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

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

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

FORM E: MINORITY IMPACT STATEMENT

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

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

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

Indicate which group is impacted:

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

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

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

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

Indicate which group is impacted:

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

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

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

Name: _____

Title: _____

Definitions

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

"Disability", as defined in Iowa Code Section 15.102, subsection 5, paragraph "b", subparagraph (1):b. As used in this subsection:

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

"Disability" does not include any of the following:

(a) Homosexuality or bisexuality.

(b) Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.

(c) Compulsive gambling, kleptomania, or pyromania.

(d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.

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

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

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

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

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

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

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

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

	Private School Consultation Meeting Log
	Date Time Location

Not Applicable

Meeting called by: _____ **Type of meeting:** _____
Attendees: (Attach attendance sign-in sheet)

----- Agenda Topics -----		
Welcome [Insert Name] [Insert time allocation]		
<u>Discussion:</u> _____ _____ - _____ -		
<u>Conclusions:</u> _____ _____ -		
<u>Action Items:</u> _____ -	Person responsible: _____	Deadline: _____
Resources for Non-Public Schools [Insert Name] [Insert time allocation]		
<u>Discussion:</u> _____ _____ -		
<u>Conclusions:</u> _____ _____ -		
<u>Action Items:</u> _____ -	Person responsible: _____	Deadline: _____

[continues on next page]

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

Outcome of Consultation Participation (check the appropriate box)	The private school <u>will</u> participate.	The private school <u>will not</u> participate.

Other Information

Resource persons:	
Special notes:	

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

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

FORM C: COLLABORATIVE SIGNATURES

Every 21CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector.

Applications only allowed up to five (5) additional pages for signatures.

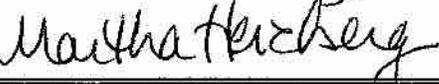
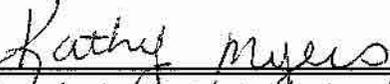
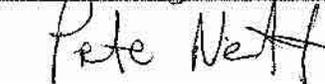
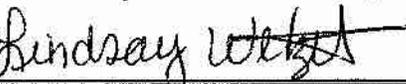
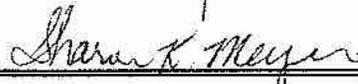
Name/Signature		Agency Affiliation	
Name/Title	<i>Erin Wetzel</i>	Agency	SWV Schools - Curriculum Director
Signature	<i>E. Wetzel</i>	Address	904 8th Street
		City/Zip	Corning, IA 50841
		Phone	641-322-4245
Name/Title	<i>Jhana Means / Math teacher</i>	Agency	SWV Middle School
Signature	<i>Jhana Means</i>	Address	406 E. 3rd Street
		City/Zip	Villisca, IA 50864
		Phone	712-826-2552
Name/Title	<i>Brenda Herzberg</i>	Agency	SWV Middle School
Signature	<i>Brenda Herzberg</i>	Address	406 E. 3rd Street
		City/Zip	Villisca, IA 50864
		Phone	712-826-2552
Name/Title	<i>Kristi Miranda / Instructional Coach</i>	Agency	Sylvia Enarson Elementary School
Signature	<i>Kristi Miranda</i>	Address	219 Central Ave.
		City/Zip	Villisca, IA 50864
		Phone	712-826-5982
Name/Title	<i>Brenda DeVore</i>	Agency	Sylvia Enarson Elementary School - Kindergarten Tchr.
Signature	<i>Brenda DeVore</i>	Address	219 Central Ave.
		City/Zip	Villisca, IA 50864
		Phone	712-826-5982
Name/Title	<i>Cheryl Gray</i>	Agency	Sylvia Enarson Elementary School - Preschool Tchr.
Signature	<i>Cheryl Gray</i>	Address	219 Central Ave.
		City/Zip	Villisca, IA 50864
		Phone	712-826-5982
Name/Title	<i>Kathleen Miller / Title Rdy</i>	Agency	Sylvia Enarson Elementary School
Signature	<i>Kathleen Miller</i>	Address	219 Central Ave.
		City/Zip	Villisca, IA 50864
		Phone	712-826-5982
Name/Title	<i>Rachael Foutch / Classroom Teacher (3rd)</i>	Agency	Corning Elementary School
Signature	<i>Rachael L. Foutch</i>	Address	1012 10th Street
		City/Zip	Corning, IA 50841
		Phone	641-322-4020
Name/Title	<i>Wendy Ahrens / SPED Teacher</i>	Agency	Corning Elementary School
Signature	<i>Wendy Ahrens</i>	Address	1012 10th Street
		City/Zip	Corning, IA 50841
		Phone	641-322-4020

Tabatha Blossp / TAG teacher
TAB

FORM C: COLLABORATIVE SIGNATURES

Every 21CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector.

Applications only allowed up to five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	<i>Stoner's Honeyman Drug</i>	Agency	Stoner's Honeyman Drug Store
Signature		Address	408 S. 3rd Street
		City/Zip	Villisca, IA 50864
		Phone	712-826-4112
Name/Title	<i>Martha Herzberg, Director</i>	Agency	Villisca Public Library
Signature		Address	204 S. 3rd
		City/Zip	Villisca, IA 50864
		Phone	712-826-2452
Name/Title	<i>Custodial</i>	Agency	Sylvia Enarson Elementary School
Signature		Address	219 Central Ave.
		City/Zip	Villisca, IA 50864
		Phone	712-826-5982
Name/Title	<i>Andrea Nett, Instructional Coach</i>	Agency	SWV Middle School/High School
Signature		Address	904 8th Street
		City/Zip	Corning, IA 50841
		Phone	641-322-4245
Name/Title	<i>H.S. English Pete Nett</i>	Agency	SWV High School
Signature		Address	904 8th Street
		City/Zip	Corning, IA 50841
		Phone	641-322-4245
Name/Title	<i>Lindsay Wetzel, HS Sped</i>	Agency	SWV High School
Signature		Address	904 8th Street
		City/Zip	Corning, IA 50841
		Phone	641-322-4245
Name/Title	<i>Sharon Meyers</i>	Agency	SWV High School - Guidance Counselor
Signature		Address	904 8th Street
		City/Zip	Corning, IA 50841
		Phone	641-322-4245
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone

FORM E: MINORITY IMPACT STATEMENT

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

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

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

Indicate which group is impacted:

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

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

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

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

Indicate which group is impacted:

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

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

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

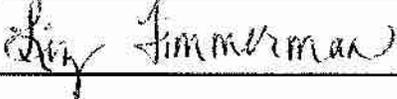
Name: Liz Timmerman Liz Timmerman
Title: At-Risk Coordinator / SWV School District

Definitions

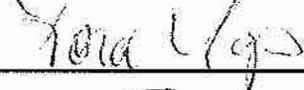
"Minority Persons", as defined in Iowa Code Section 8.11, mean individuals who are women, persons with a disability, Blacks, Latinos, Asians or Pacific Islanders, American Indians, and Alaskan Native Americans.

"Disability", as defined in Iowa Code Section 15.102, subsection 5, paragraph "b", subparagraph (1):b. As used in this subsection:

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Liz Timmerman, At-Risk Coordinator, Southwest Valley School District

Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement data, attendance and other requested data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by the Iowa Department of Education.

Signature of Local Education Agency Superintendent	Local Education Agency Name
	Mr. Willie Stone, Superintendent, Southwest Valley Schools (Corning School District and Villisca School District)
Signature of Site Principal for Each 21st Century Community Learning Centers-Funded Site	Site Name
	Lora Top, Principal, Enarson Elementary, Villisca Iowa
	Linda Brecht-Kwirant, Principal, Corning Elementary, Corning, Iowa

FORM C: COLLABORATIVE SIGNATURES

Every 21CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector.

Applications only allowed up to five (5) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Julia Paul	Agency	PCSB
Signature	<i>Julia Paul</i>	Address	527 DAVIS AVE
		City/Zip	Corning 50841
		Phone	641-322-4024
Name/Title	Cena Danielson WELLNESS SUPERVISOR	Agency	CHI HEALTH
Signature	<i>Cena Danielson</i>	Address	401 6TH ST
		City/Zip	Corning 50841
		Phone	641-322-4471
Name/Title	Jacki Bardole - editor	Agency	Adams Co. Free Press
Signature	<i>Jacki Bardole</i>	Address	1018 DAVIS AVE.
		City/Zip	Corning 50841
		Phone	322-3161
Name/Title		Agency	TS Bank
Signature	<i>Kelly Downing</i>	Address	701 DAVIS AVE
		City/Zip	Corning 50841
		Phone	641-322-3101
Name/Title	HVP Consumer Lending	Agency	Corning Public Library
Signature	<i>Alyssa Ogburn</i>	Address	603 9TH ST.
		City/Zip	Corning 50841
		Phone	641-322-3866
Name/Title	Library Director	Agency	
Signature		Address	
		City/Zip	
		Phone	
Name/Title		Agency	
Signature		Address	
		City/Zip	
		Phone	
Name/Title		Agency	
Signature		Address	
		City/Zip	
		Phone	

IOWA STATE UNIVERSITY
Extension and Outreach
Healthy People. Environments. Economies.

Adams County Extension & Outreach
603 7th Street
Corning, IA 50841
Phone: 641-322-3184
Email: xadams@iastate.edu
www.extension.iastate.edu/adams

November 30, 2016

Superintendent Willie Stone
Southwest Valley Schools
904 8th street – P.O. Box 229
Corning, Iowa 50841

Mr. Willie Stone,

At the November board meeting, the Adams County Extension Council discussed creating a before and after school and summer program for elementary students at the Corning elementary school. After a very positive discussion about the needs for these programs, a motion was made to support and partner in this effort. This is a much needed program in the Corning Area Community.

Adams County Extension is willing to cooperate in providing STEM and hands-on learning programming for primarily the after school program and the summer program. Possibilities for programming help from Extension include 4-H dog, small animal, Lego, robotics, woodworking, garden, foods, and SESS club groups forming as a part of after school and summer programming. This could also include leadership and community service opportunities for students as well as actual work and play, life skill development, and off-site tours.

Adams County Extension full well intends to partner with Southwest Valley Schools in developing the before and after school and summer programs into an excellent place for students to be in the hours when they are not in school and cannot be at home.

Sincerely,



Don Gee, Chair
Adams County Extension Council
603 7th street
Corning, Iowa 50841

CORNING ELEMENTARY PTO PRESIDENT

LINDSEY HOGAN
PRESIDENT

1012 10th Street
Corning, Iowa 50841
corningpto@corningcsd.org
641.418.1234 (C)

November 21, 2016

To Whom it May Concern,

I am writing as the Corning Elementary PTO President to express our support of implementing a quality before and after school program for students of Corning Elementary. We see a great need for the students and families of our school.

Corning Elementary PTO has offered many family-centered events in the past. We have attempted to engage families through various avenues such as family health nights, family fitness nights, family movie nights, bike safety, and a family color run. Some of these programs have been successful, but we continually have a difficult time getting the parents to bring their children back to school in the evenings for events such as these.

With that said, I foresee a natural fit for PTO to help with the volunteers, planning and implementing of specific family engagement events that could tie into the after school programming. Instead of parents getting off work, going home, picking up their children and coming back to the school for an event, they

would be able to come to the school directly from work, meet up with their child and attend a family event. Subjects such as financial literacy, specific health topics, and family wellness are topics that we feel our families could benefit from. We have a variety of tools that we have used to advertise our events and would love to bring our resources to the table when planning these events in coordination with the before and after school program.

Our two programs would collaborate very well together. Corning Elementary PTO does a lot of work to build a relationship with the families and the school. It is well researched that strong family bonds directly correlate to successful students. We are here to help the families make those strong bonds.

In closing, I want to reiterate that the Corning Elementary PTO will fully support a before and after school program for the students of Corning Elementary. We will provide volunteers, organization of family engagement events, publicity of such events, and many other tasks that will emerge with time. We are committed to supporting our students and their families.

Sincerely,



Lindsey Hogan

Corning Elementary PTO President

December 1, 2016

To: Whom It May Concern

I would like to offer support to the Southwest Valley School District in their efforts to establish a and before and after school program for the elementary students.

As a school board member from a different district I may have a better understanding of the importance of a program such as this and how it can impact the district and most importantly the students.

I would support this effort by encouraging the students if manageable sized groups to visit my dental office to get some additional hygiene tips and to attempt to promote better oral care. I would offer products to the students to help facilitate this effort.

Being a business owner in Corning now for several years I have seen how involved the community and school district are and I feel awarding this grant to Southwest Valley would be an extremely beneficial windfall, not only to the Southwest Valley School District, but also as an example to 21st Century Community Learning Center of how this money can be utilized.

Thank you for your time and consideration on this project.

Respectfully,

--

Dr. Robert D Peterson

Corning Family Dentistry

(office) [\(641\) 322 - 3146](tel:6413223146)
(fax) [\(641\) 418 - 8040](tel:6414188040)
(home) [\(712\) 763 - 4558](tel:7127634558)
(cell) [\(712\) 789 - 9358](tel:7127899358)



November 25, 2016

To whom it may concern:

The Corning Opera House Cultural Center is very interested in partnering with the school for it's after school program. Our building has the space to offer weekly classes. We have had success with our summer drama camps and the musical, Peter Pan Jr. Our board has looked at expanding these opportunities for K-12 students. Classes we'd like to offer are acting, set design, audio/lighting, a rhythmic class like STOMP, and others. This opportunity to partner together with Southwest Valley Schools will help pool our resources and volunteers to offer greater success for all involved. Thank you for this opportunity!

Sincerely,

A handwritten signature in cursive script that reads "De Heaton".

De Heaton, Executive Director

Corning Opera House Cultural Center
800 Davis Avenue, Corning, IA 50841
641.418.8037 corning.oh@gmail.com
www.CorningOperaHouse.com

November 9, 2016

Liz Timmerman
Southwest Valley Community Schools
904 8th Street
Corning, IA 50841

RE: 21st Century Community Learning Center

Dear Ms. Timmerman:

As a representative of POET Biorefining – Corning, I want to extend my support for the 21st Century Community Learning Center program you are seeking for the Southwest Valley School District. I strongly believe a quality before and after school program would be beneficial for the District's elementary students.

POET Biorefining – Corning has been a strong supporter of the community and schools. We anticipate this support will continue to be just as strong in the future. With that said, it is difficult for any business to commit to a certain amount of funding in future years, not knowing what will happen with the economy or any specific industry, but I pledge to review our resources once the grant reduces or expires and evaluate at that time as to what level of support we are capable of providing. Please know we are interested in the success of this program and although we are unable to commit to a certain dollar amount today, we will do all we can to remain a strong partner and supporter of this program.

I appreciate all the work you have and will put into this valuable program. I admire your drive and your ambition to make this program successful.

Sincerely,
POET Biorefining – Corning



Greg Olsen
General Manager

*Templeton
Phil and Jayne*

November 30, 2016

Southwest Valley Community Schools
Corning Campus
904 8th Street
Corning, IA 50841

RE: 21st Century Community Learning Center Grant

Please consider this our memorandum of understanding in regards to the above grant.

As alumni of the Corning Community School District, we are in full support of creating a quality before and after school program as well as a summer program. Our four children and now 8 grandchildren who currently reside in the School District would extremely benefit from this program. Our school district is comprised of very low income families. This program would provide an opportunity for nurturing our youth by offering enrichment activities, complementing their regular studies.

For many of our youth coming from high poverty families, they do not experience any art, world culture or music appreciation outside of their school time, and in addition, need support for their regular studies.

We as a community need to come together to offer additional opportunities to our youth as they are the backbone of our future. As community members we look forward to offering our time to volunteer for our children involved in the before and after school program as well as the summer program. We anticipate sharing our travel experiences, creating a bond with other children in different countries by developing lifelong relationships with children of the same age. Please consider our school district as a recipient of this grant.

**Sincerely,
Phil and Jayne Templeton**

November 29, 2016

Liz Timmerman
At-Risk/Dropout Prevention Coordinator
Southwest Valley School District
904 8th Street
Corning, IA 50841

RE: 21st Century Community Learning Center Grant for Before and After School Program

Dear Liz,

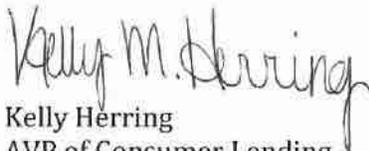
On behalf of TS Bank, we would like to extend our full support to the Southwest Valley School District to bring a Youth Before-and-After School Program to the Adams County Community.

TS Bank is dedicated to community prosperity and reinvests 10% of their net income back into the community through outreach, event sponsorships, giving and employee volunteerism. When giving back to the community, one of TS Bank's first preferences is given to youth activities through school and community organizations. We believe that this community would benefit greatly from a Before-and-After School Program. This would give children an opportunity to continue to learn and grow outside of school. It would also help parents in the community who may need an option for their child to go while they are working.

With the possibility of a before-and-after school program in place, this would open up opportunities for the children to learn what is going on around them in their communities. In addition, TS Banking Group's non-profit arm, TS Institute is a foundation committed to creating a stronger, more financially, savvy future generation through a K-12 financial literacy program. In coming months there will be opportunities for TS Institute to partner with the local schools and other community organizations to help teach youth, as well as adults, financial literacy.

The Adams County Community would greatly benefit from a youth program, and TS Bank supports this wonderful opportunity for our community's youth.

Regards,



Kelly Herring
AVP of Consumer Lending
TS Bank- Corning
701 Davis Ave. Corning, IA 50841

ZION Recovery Services, Inc.



Richard Mullen BA, IADC

Assistant Director

Zion Recovery Services

ADAIR
P.O. Box 255
132 S. Court Drive
Greenfield, IA 50849
Phone/Fax: 641-743-2439

CASS
Administration Office
P.O. Box 34
601 Walnut St., Suite 1
Atlantic, IA 50022
Phone: 712-243-5091
Fax: 712-243-1337

DALLAS
P.O. Box 431
309 S. 7th St., Suite B
Adel, IA 50003
Phone/Fax: 515-993-5243

DALLAS
2812 First Avenue
Perry, IA 50220
Phone/Fax: 515-465-5207
Phone/Fax: 515-465-9310

DALLAS
P.O. Box 835
90 E. Hickman Rd.
Waukee, IA 50263
Phone/Fax: 515-987-0510

MONTGOMERY
P.O. Box 644
403 East Coolbaugh Street
Red Oak, IA 51566
Phone: 712-623-4801
Fax: 712-623-6990

PAGE
P.O. Box 462
121 South 15th St., Suite B
Clarinda, IA 51632
Phone: 712-542-4481
Fax: 712-542-2390

PAGE
615 NW Road
Shenandoah, IA 51601
Phone/Fax: 712-246-4832

PAGE-RESIDENTIAL
P.O. Box 158
1800 N. 16th St., Unit NE 3
Clarinda, IA 51632
Phone: 712-542-3720 (24 Hours)
Fax: 712-542-3723

Dear 21st Century Community Learning Center Grant Selection Committee,

I am writing to express my support for being considered for a grant to successfully fund a before and after school program within Southwest Valley school district. This type of program is an essential part to the continued education and appropriate socialization of our young adults. Southwest Iowa historically has been at or below poverty levels in respect to national averages. The majority of families have both parents working outside the home and often live from pay check to pay check. This leaves little room for adequate daycare to be established or even maintained. Too often older siblings are placed in parental roles, such as preparing younger siblings for school and other early morning activities or are left to be the supervising individual after school or on non-school days.

Children that also experience a highly dysfunctional family circle remain impacted through adulthood if safer alternatives are not sought out and implemented during early school ages. Having a before and after school program will help parents that are working hard to successfully raise a family make a more informed decision on appropriate child activities before and after school. This program and programs like this are less expensive than traditional daycare services. Options remain affordable for parents that may not have further means to ensure that their child has a safe and nurturing environment to utilize when parenting is not available. This program would be a tremendous asset to our school district and would respectfully request the grant submission to be considered for your approval.

Respectfully

Richard Mullen

Assistant Director/HIPPA compliance officer

712-542-3720

This notice accompanies a disclosure of information concerning a patient in alcohol/drug abuse treatment, made to you with the consent of such patient. This information has been disclosed to you from records protected by Federal Confidentiality Rules (42 CFR Part 2). The Federal Rules prohibit you from making any further disclosure of this information unless further disclosure is expressly permitted by the written consent of the person to whom it pertains or as otherwise permitted by 42 CFR Part 2. A general authorization for the release of medical or other information is NOT sufficient for this purpose. The Federal Rules restrict any use of the information to criminally investigate or prosecute any alcohol or drug abuse patient.

**ADAMS COUNTY
BOARD
OF
SUPERVISORS**

Linda England, Chairperson
Leland Shipley, Vice Chairperson
Doug Birt
Merlin Dixon
Karl McCarty

500 Ninth Street
Corning, IA 50841
Phone: 641-322-3240
Fax: 641-322-4647
E-Mail:
acaudit@adamscountya.com

Web Site:
www.adamscountya.com

November 22, 2016

William Stone, Superintendent
Southwest Valley Community Schools
904 8th Street
PO Box 229
Corning, IA 50841

Dear Mr. Stone,

The Adams County Board of Supervisors is in full support of the 21st Century Community Learning Center Grant that is being proposed by the Southwest Valley School – Corning Campus. This program will enhance educational and learning opportunities for the students of the district and provide support for their families.

Adams County has a long proud history of working together to enrich the lives of our residents. This grant, if awarded, will be another example of our community working together in a cooperative manner. It is imperative to assist the youngest and most vulnerable members of our community and this grant will provide much needed support.

The 21st Century Community Learning Center Grant will add to the fabric of our community making it a better place to live, work and raise a family. By providing programming before and after school, our students will have a safe, caring environment to grow as contributing members of our community as well as learning lifelong skills to function and contribute in a changing society.

The Adams County Board of Supervisors fully supports the efforts of the Southwest Valley Community Schools – Corning Campus to embark on this program. We look forward to continuing our relationship with the school and will endeavor to participate to the fullest extent possible. We thank you for this opportunity to comment on this program which will greatly enhance the lives of children and families in our community.

Sincerely,



Adams County Board of Supervisors



November 17, 2016

To Whom It May Concern:

The purpose of this letter is to extend the Adams County Commission on Sustainability Board's support and backing of the Southwest Valley School District's effort to obtain the 21st Century Community Learning Center Grant.

One of the purposes of this organization is to aid businesses and individuals in any endeavor that promotes the well-being of Adams County residents. The 21st Century Community Learning Center program would have a direct and immediate positive affect on the youth of our county and also provide a long term investment toward the stabilization of county wide population and eventual growth. We are extremely grateful for the efforts put forth by the Southwest Valley School District in providing quality before-and-after school programming.

The Adams County Commission on Sustainability Board is in complete support of their efforts and looks forward to partnering with them in the endeavor.

Sincerely,

Doug Birt
Adams County Commission on Sustainability President

November 7, 2016

To Whom It May Concern:

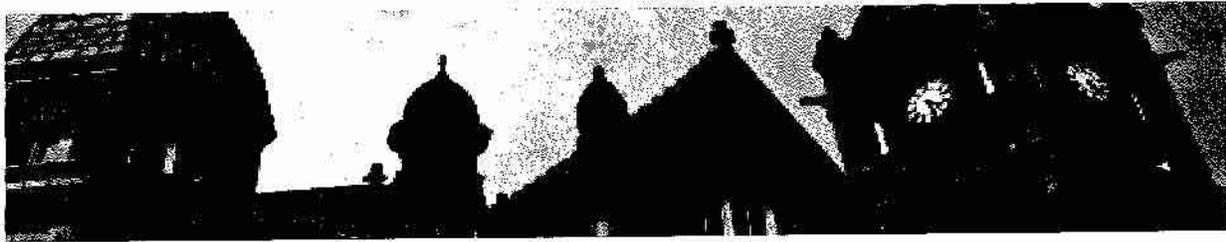
I am a 30 year resident of Villisca and retired principal. As an educator, I know first hand just how important efforts similar to those being funded by the 21st Century Community Learning Center Grant can be to a school and community. As an individual, I will certainly offer my time, experience, and moral support to assure the program is successful. I am involved with city government, church and interchurch efforts, Lions Club, Community Betterment, Community garden and orchard, and strong believer in every child obtaining a good education. I strongly believe everyone involved with the above groups will support the efforts to provide our families and their children. I know all too well that funding from outside the district eventually decreases. The challenge to assure what gets started does not fall by the way side will be met by the Southwest Valley Community.

Thank your for your consideration of this grant. The people of Villisca will meet all expectations set forth by the grant and work hard to maintain its initial success.

Yours in education,

A handwritten signature in cursive script that reads "Lee Haidsiak".

Lee Haidsiak
Retired Principal



Montgomery County Board of Supervisors

Donna Robinson

114. North 3rd Ave, Villisca, IA

Fifth District Supervisor

Nov. 17, 2016

21st Century Learning Center Grant---Dept. of Education

As an elected official for this area, a board member of Villisca Alumni and Friends Association, a member and past president of the Villisca Community Betterment Association, a member of the Villisca United Methodist church and a lifelong resident of Villisca, I am writing to offer support for the 21st Century Learning Center Grant.

Our alumni association has contributed and supported the Before and After School program for many years. The Villisca Community Betterment Association and area churches have worked hard to maintain and support this program also. The Before and After School program is vital for parents and students in our community. The volunteer efforts by myself and individuals from all of these organizations have been helpful for its survival. Receiving this grant, along with the continued collaboration and engagement of people from our community would be encouraging and reassuring for parents, teachers, residents of all ages of Villisca and the outlying area. It has been noted over the course of many years the need to go "one step further" with a program to include family activities and a summer program. Being a recipient of this grant would make this dream come true!

Organizations such as Villisca Alumni and Friends Association and Villisca Community Betterment Association vow to continue to make contributions to enhance the lives of students here in Villisca. Receiving this grant would stabilize the foundation that has been built and inspire members of our community to proudly stay engaged! This grant would be the answer to

many questions regarding the future. We want to partner with you along with our ongoing volunteer efforts.

Knowing that many will apply but few will be chosen, I encourage you to choose Villisca! You will be happy by your choice and we will be very grateful!

Sincerely,

A handwritten signature in cursive script that reads "Donna Robinson".

Donna Robinson,

Montgomery County Supervisor, Fifth District

VAFA Board Member

Robert A. Mullen
Direct Dial: (515) 283-4623
Direct Fax: (515) 558-0623
E-mail: ramullen@belinmccormick.com

November 21, 2016

21st Century Community Learning Center
Department of Education

I am writing to support the request by Southwest Valley Community Schools, located in Villisca, Iowa and Corning, Iowa, for a 21st Century Community Learning Center Grant. Southwest Valley is committed to providing high quality before- and after-school programming to our elementary school students and would also like to expand to provide summer programs next year. But to sustain and enhance these ancillary services to our students, the need for funding is great.

I have been active in supporting Southwest Valley, and its predecessor in Villisca--the Villisca Community Schools--for the last 10 years. I am grateful for my K-12 education in Villisca during the 1950s and 1960s. It gave me the solid foundation and interest in learning that enabled me to succeed academically in college and law school, and in my professional career as a corporate and tax attorney in Des Moines, Iowa for 38 years. That is why I helped organize the Villisca Alumni and Friends Association ("VAFA"), which is a 501(c)(3) organization that actively supports Southwest Valley. I have been an officer and member of the board of directors since VAFA was organized in 2006. VAFA has provided significant financial support over those years, but cannot meet all of the school's needs.

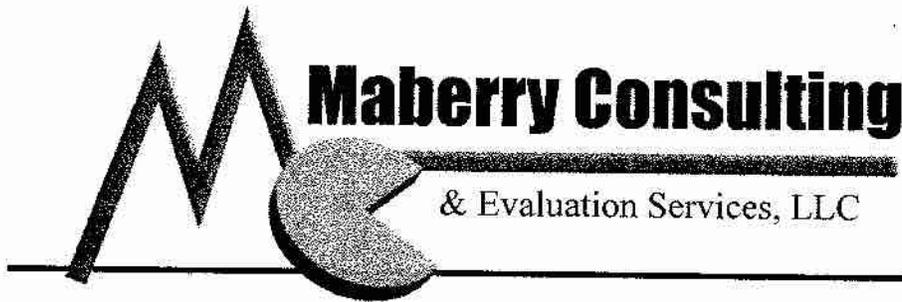
I have come to know many of the current administrators and teachers at our school and found they are dedicated professionals--dedicated to our students, our school and our communities. I am confident that you will not find a more deserving recipient of a grant than Southwest Valley Community Schools.

Sincerely,



Robert A. Mullen
For the Firm

RAM/jab
BELIN\M0589\0000\Dept Ed- (02539500).DOC



4969 Benchmark Centre, Suite 400
Swansea, IL 62226

Voice: 1-866-753-7229
Fax: 1-866-414-0517

www.maberryconsulting.com

Memorandum of Understanding (MOU)

Southwest Valley School District

Maberry Consulting & Evaluation Services, LLC

This MOU confirms our commitment to work together on the U. S. Department of Education grant-funded **21st Century Community Learning Center (CCLC)** grant program. Maberry Consulting & Evaluation Services, LLC (hereafter referred to as **Maberry Consulting**) will conduct a rigorous local independent evaluation of the **21st CCLC** funded project, which will be administered by **Southwest Valley School District**. If this grant is funded, **Maberry Consulting** will work on a contractual basis with **Southwest Valley School District**, with a formal contract completed upon project award.

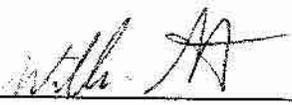
General Description of Maberry Consulting's Contribution:

Maberry Consulting will work with **Southwest Valley School District** to develop evaluation instruments as needed (e.g., surveys, questionnaires, and focus group questions); ensure that data collections systems and methodology are accurate, and provide staff training on such if needed; analyze data and provide quarterly and annual written evaluation reports; become familiar with program models in order to ensure delivery of curricula to fidelity; and collaborate with federal evaluators to contribute to federal evaluation efforts. **Maberry Consulting** will conduct the evaluation activities and annual reports as defined by the funder.

In providing these services to **Southwest Valley School District**, **Maberry Consulting** will have access to confidential student information. All information relating to students shall be carefully safeguarded by **Maberry Consulting** from disclosure to any 3rd party unless disclosure is expressly authorized by **Southwest Valley Community School District**. At the conclusion of this Agreement, **Maberry Consulting** shall either securely destroy or return all such student information to **Southwest Valley Community School District**.

This Agreement is contingent upon the award of the Department of Education grant. If **Southwest Valley School District** is not awarded the grant, then this Agreement shall be void. If **Southwest Valley School District** is awarded at a decreased level, then the parties shall renegotiate the scope of the consulting contribution and the compensation, in writing. This includes decreased funding for funding years 3-5. As proposed, the total amount of the contract per program year is 2.6% of the total program budget each year of the grant.

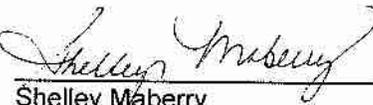
This agreement is made by the following:



Superintendent
Southwest Valley School District

December 12, 2016

Date



Shelley Maberry
President/CEO
Maberry Consulting and Evaluation Services, LLC

December 12, 2016

Date