



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.

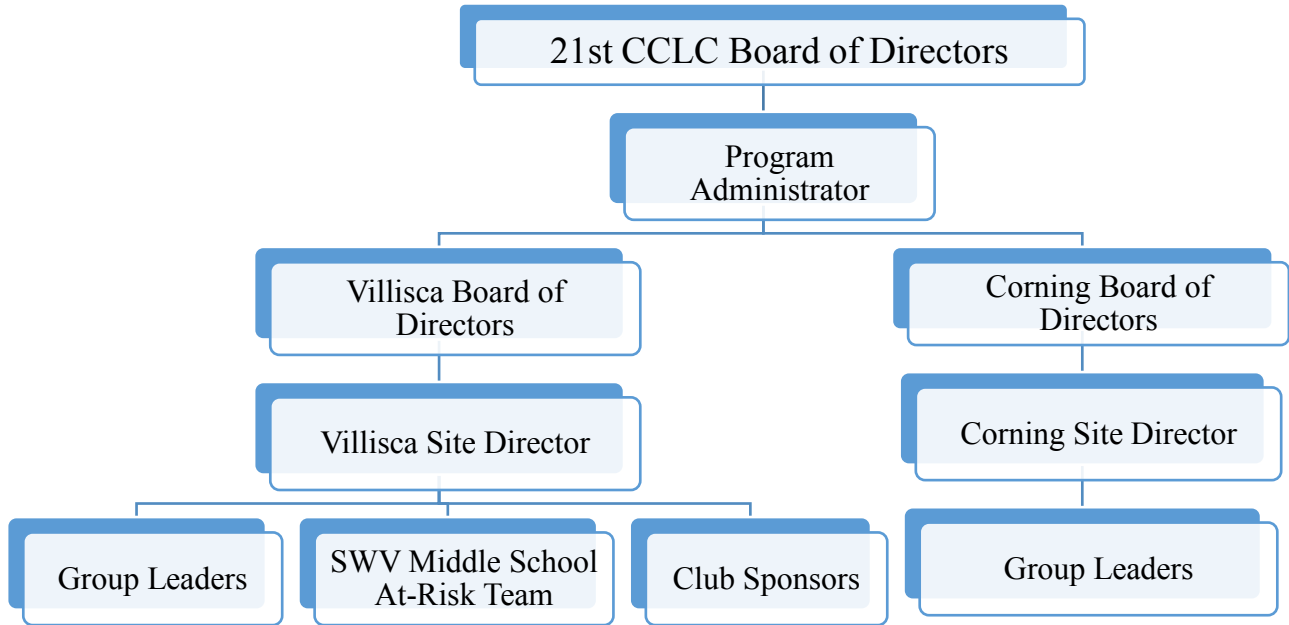
Jacobson R., & Blank M.J. (2013). The Afterschool and Community School Connection: Expanding Learning Opportunities and Partnerships. *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*.

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:



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.