

**Application Cover Page  
21<sup>st</sup> Century Community Learning Centers**

**Iowa Department of Education  
Grimes State Office Building  
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Des Moines, Iowa 50319**

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**APPLICATION INFORMATION**

**Applicant Serving as Fiscal Agent (Applicant Agency)**  
Perry Community School District

<b>County:</b> Dallas		<b>Amount Requested:</b> \$223,800 (Total Form D1)	
<b>Director of Agency:</b> (Superintendent, City Manager, Executive Director, etc) Lynn Ubben		<b>Grant Contact/Project Director:</b> Mary A. Hillman	
<b>Agency Name:</b> Perry Community School District		<b>Agency Name:</b> PACES – Perry’s Academic, Cultural and Enrichment Services	
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Is this an application for a continuation grant? (Check yes or no):  Yes  No

## 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

X 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:

42-6021533 **OR**

Enter School District Code  
\_\_\_\_\_

(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.

X Application proposes to serve children and youth in ***schools designated in need of assistance (SINA)*** under Title I (Section 1116). *5 additional points awarded*

Documentation: SINA list provided by Iowa Department of Education at [www.educationiowa.gov](http://www.educationiowa.gov)

Example of documentation: SINA list provided by the Iowa Department of Education available at [www.educateiowa.gov](http://www.educateiowa.gov).

X 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: Title I status list provided by Iowa Department of Education at [www.educateiowa.gov](http://www.educateiowa.gov) and signatures from a community-based organization.

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

# Perry Community Schools

## PACES Pre-K thru 5<sup>th</sup> Grade Learning Center Program Proposal

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## ABSTRACT

**Program Title:** PACES (Perry's Academic, Cultural, and Enrichment Services)  
Pre-K – 5<sup>th</sup> Grade Learning Center Program

**Application Cycle:** FY 2014-2017

**Applicant Agency:** Perry Community School District  
1600 8<sup>th</sup> Street, Perry, IA 50220

**Site served:** Perry Elementary School, grades Pre-K – 5<sup>th</sup> Grades

### Competitive Priority Status: SINA & Jointly Submitted

**SINA Status –** This application proposes to serve children and youth in schools designated in need of assistance (SINA) UNDER TITLE I (Section 1116). Perry Elementary is on the list for both reading and math. SINA list at [www.educateiowa.gov](http://www.educateiowa.gov)

**Jointly Submitted Status –** A collaboration between local educational agencies receiving funds under Title I (Perry School District) and community-based organizations (see partnership section) or private entity (St. Patricks' Catholic School).

We propose to serve 40 at-risk students during the school year and 40 at-risk students in the summer. The Iowa 21<sup>st</sup> CCLC grant in Perry, Iowa will focus on one site, Perry Elementary to best meet the needs of students, families, and community members. Our plan is a comprehensive and coordinated approach to make a meaningful difference in the lives of participants. We will target recipients of free/reduced lunch, students who are not proficient on Iowa Assessments in reading and/or math, students at risk of academic failure or dropping out, ESL students, and students who have been working with the families of these students to offer family literacy services.

### Our program goals include:

1. Improve academic performance in reading and mathematics; in coordination with the CSIP (Comprehensive School Improvement Plan).
2. Promote positive self-concept and skills which will lead to a productive adulthood through enrichment activities with focus on fitness & nutrition; character education and service learning.
3. Promote healthy habits and active lifestyles through education and activities
4. Promote family literacy, parenting skills, increased school and child involvement, and opportunities which may lead to improved economic status of the family
5. Provide staff training opportunities to increase quality of service and research based best practice opportunities for students into the afterschool program; e.g. STEM

We will develop a wide variety of academic activities (e.g. homework help, math mentorship), enrichment activities (e.g. cultural events, Electric Company Extended Learning), life skills/self-concept classes (e.g. fitness & nutrition education, Girls' Circle, etc.), and "non-traditional" recreation activities (e.g., gardening hiking, rick-climbing) to meet the needs of the whole student. We will enhance this effort through family literacy opportunities and by providing PACES Staff the professional development opportunities they need to be inspired and creative in their work with students.

PACES is a before/after school and summer program which presently serves students pre-kindergarten through 8<sup>th</sup> grade. The program began with 34 participants in August 2000 to over 2000 unique participants (88% of the 200-2013 student body) as of January 2014. In this 13 year period, over 200

unique programs have been offered. PACES consists of two programs: 1. Perry Elementary PACES Before/After Learning Center Program for students pre-kindergarten through 5<sup>th</sup> grades; which is open from 6am to 6pm each day including summers, with the goal of providing a safe place for students of working parents with an academic environment; and 2. PACES in the Middle Program for students 6<sup>th</sup> through 8<sup>th</sup> grades providing homework help, enrichment classes, fitness & nutrition opportunities, family literacy, improved intra family relationships through economic status by attending citizenship classes and computer classes for ESL.

While PACES has addressed academic and enrichment in the elementary school population, our students would benefit from a more comprehensive program for students who are most in need of assistance. PACES recognizes the link between the afterschool program and the school day and incorporate the CSIP through enriching partner programs as one piece of this link and as a way to encourage students to learn. We are confident that, by providing students with engaging academic activities and enriching "hands-on" learning, it will empower them to reach their academic potential and thereby increase the likelihood that they will develop a lifelong work ethic and healthy lifestyle.

Collaborative partners include Iowa State University Extension, Dallas County Conservation, St. Patrick's Catholic School, Perry Public Library, Iowa Public Television, City of Perry Recreation Center-McCreary Center, Perry School Nutrition Services, Blank Children's Hospital-Outreach Program and Dallas County Public Health. These partners will use their expertise in the following areas: enrichment, life skills, and cultural support, substance abuse prevention, youth issues, and self-concept; and lifelong fitness and recreation skills. The Iowa CCLC grant will allow us to further utilize our community resources to offer more opportunities to the students and families of Perry School District who are most in need of assistance.

We will monitor student achievement on math and reading tests from the Iowa Assessments 2014 to establish a baseline. Although the overarching goal is to improve scores on standardized math and reading tests, these tests are administered only once per year. The use of MIALT and CBM (both administered twice per year allows us to better track progress toward our goal and make program adjustments as needed.

Students and family attendance at programs will be monitored. This will allow us to ensure we are meeting the intentions of the grant as well as to make adjustments in programming so as to maintain high levels of interest and participation in about the project.

**STUDENT NEEDS ASSESSMENT: Community & School Demographics/Student Poverty:** The Perry Community School District serves the communities of Perry, Bouton, and Dawson and has a certified enrollment of 1,890 students. According to 2010 Census information, the City of Perry (where the vast majority of families reside) has a median household income of \$35,429- below the state's mark of \$39,469. Statistics reveal that 8.9% of families in Perry live below the federal poverty level. The low socioeconomic status adversely impacts the schools in all aspects, especially student achievement. In fact, Perry has the 9<sup>th</sup> highest percentage of students qualifying for free or reduced lunch in Iowa (Fall 2004 - Bureau of Planning, Research and Evaluation). The changing demographics of Perry also include a substantial increase in our Hispanic and English as Second Language (ESL) subgroups. The K-5 grades populations at Perry Elementary are 52% Caucasian and 47% Hispanic. Over two-thirds (71%) of the student body qualify for free or reduced lunch; 24% are English Language Learners; and 9% are served through special education.

**Community Resources:** Community resources for before and after school care are limited. The McCreary Recreation Center is limited to members and students 14 years of age and older. There is only organized programming available on Wednesdays (in-service days) with a limited time frame, Perry Child Development Center(child care center) mainly focuses on children 2 years to school age, allowing a limited number of before/after school students. Other family support services are offered, but information and referrals are fragmented at this time. A program like PACES could serve as a resource to students and families.

**Student Achievement/Academic Needs & Achievement Gaps:** Perry Community School District has the unfortunate designation of being a DINA—District In Need of Assistance for math. Perry Elementary is on the SINA (School In Need of Assistance) for both reading and math. The elementary was identified for school improvement under the Title I, Part A and thereby designated a School in Need of Assistance (SINA) for six consecutive years for not meeting Adequate Year Progress (AYP) for the low socioeconomic and Hispanic subgroups in the areas of reading and math. \*See Addendum for reading, math & science test results

Iowa Tests of Basic Skills (ITBS) test results data demonstrates the need for a systemic approach to address reading and math achievement gaps in order to meet the district's long term CSIP goal of having all students become proficient by 2013-14.

Although our student achievement gap between subgroups and the state trajectory remains; a before/after school program that focuses on quality academic improvement can bridge the gap between school and home for academic success.

**Family Literacy & Other Needs:** PACES emphasis has always been on serving working families. The Elementary Learning Center typically has families waiting by the door at 6 AM when the

center opens and not picking them up at night until 6 PM when the center closes. Some of the parents work the day shift at the local meat packing plant and must be to work by 6:30 AM; some work in agricultural jobs which requires early arrival, and some have commute to other communities 20-50 miles away to work. After working long days, most parents don't have the time or energy to assist their children with school work at home. Forty-seven percent of our elementary students are Hispanic. Many of their parents cannot read or speak English. Consequently, they are unable to help their children with any school work including reading. 75% of our parents work outside the home; and nearly half of our students reside with only one parent and need year round care. A recent survey of our participating families indicated the majority claim they have no other safe, affordable place for their children while at work; and 29% surveyed indicated they would leave their children home alone, with a sibling or expect them to get ready by themselves and walk to school.

Another consequence of our low socioeconomic families is the limited or lack of access to technology. Our students work with technology in the school, but do not have it available at home. Many of the parents have no computer skills.

Many of the parents, especially non-Caucasian have not attended school post-secondary. A significant number of them did not graduate from high school in their native countries. Their lack of education and English language skills are major obstacles to improving the economic status of the family. If they also lack citizenship status, which many of them do, that further limits their employment options.

**Parent Identified Student Needs:** Information garnered through parent focus groups. Perry Elementary offers a homework club, but limits the number to 24 students Monday, Tuesday and Thursdays until 4:30 pm; which serves as a "homework detention" center after school. The McCreary Community Center with the City of Perry provides recreational and fitness opportunities but payment is required and is not affordable for many of our families; and younger students must be accompanied by an adult. The community center's focus is on traditional team sports. While these are great opportunities for some students, it leaves those who prefer less competitive, individual activities without alternatives and no academic support. There is also a need for a variety of family activities.

PACES (Perry's Academic Cultural and Enrichment Services) Before/After school program for Pre-K through 5<sup>th</sup> grade presently has limited space available to students and limited days open, due to budget restrictions. This project would allow expansion of student numbers, and variety of programs for students and families. Academic performance is influenced by many factors, including school attendance, homework completion, attitude/self-esteem, nutrition and fitness, quality trained staff, and family involvement; which an afterschool program can provide.

Family Literacy activities are limited and parents surveyed have indicated the need for computer basic education classes, ESL (English as a Second Language) classes, child guidance classes for behavior concerns, math/reading nights to better provide academic support to their child, and citizenship classes.

**Stakeholders' Needs Identification – Youth & Families:** In developing the program to meet the changing needs of Perry families it was important to include many future partners in the process. Students most importantly were included through focus groups, surveys, one-on-one with staff, observation and also talking with past student attendees that are now in upper grades. Parents have been an exciting part by utilizing small discussion groups, surveys, one-on-one conversations, and large group parent meetings. Partners have included phone conversations, personal meetings, e-mail information and letters.

**Proposed Program Summarized:** Based on the above identified needs, the focus of this grant is to develop a pre-kindergarten through 5<sup>th</sup> grades Learning Center Program for Perry Elementary that emphasizes serving at-risk students and families; open weekdays 6 AM to 6 PM year round with the overall goal to provide a safe and stimulating place for students of working parents within an academic learning environment. PACES (Perry's Academic Cultural and Enrichment Services) Pre-K – 5<sup>th</sup> Grade Learning Center Program will serve as the center for academic improvement, fitness and nutrition education, enrichment activities, character education, and family events, classes and literacy skills. Students in the Learning Center will receive homework help, nutritional snacks, recreational time and participate in a wide variety of enrichment activities which are designed to enhance academic abilities, teach life skills, encourage good character and citizenship and develop positive relationships between students and teachers. Students will go on educational field trips, participate in cultural opportunities, spend time at a farm and develop a school garden, gain exposure to places and people of Iowa and have experiences which their families may not otherwise be able to afford.

PACES will also serve as a center for families. Parents are often confused or ignorant as to their role in their children's education, especially if they did not receive a formal education. Providing parents literacy skills through events, activities, classes are critical. Parents will have access to "life-long" learning opportunities to improve their academic skills and quality of life. ESL (English as a Second Language) opportunities are needed as 30% of the elementary parents do not speak or read English. Technology skills need to be offered, as well as resume and job interview classes. Parenting classes that teach the basics of homework assistance will benefit parent and child. Child Guidance classes will be offered to help foster a relationship between the school and parents; to especially encourage Hispanic parents to feel a part of the school and the community. They will be encouraged to ask questions, to participate in family nights, and to share opinions. A safe and supported family is one which has the resources it needs to be economically and emotionally stable.



**Project: Summary of Program Goals and Components**

Goals	Objectives	Outcomes	Time Line	Persons Responsible
<p>1) Nurture improvement in academic performance through after school homework help/tutoring and a wide variety of enrichment activities (Book Club, Chess Club, Nutrition/fitness classes, Technology Club, Choir Club, Science, Robotix, Electric Company Extended Learning, School Garden Project)</p> <p>-----  <i>Addresses Perry Community School district improvement goals 2009-2013 CSIP:</i></p> <p>Increase the percentage of students performing at intermediate/high performance levels in reading and math</p>	<p>A. Student progress will be measured using reading and math scores from Iowa Tests of Basic Skills (ITBS), Curriculum Based Measurement (CBM) tests, and Mid-Iowa Achievement Level Tests (MIALT)</p> <p>B. Increase homework completion as indicated by teacher surveys</p> <p>C. Increase student attendance during the school day</p>	<p>A. Participants in PACES learning center will show increases in reading and math test scores.</p> <p>B. Students will improve in homework completion</p> <p>C. Students involved in PACES programs will have improved school attendance</p>	<p><u>Year 1:</u> 5% will show increases in reading and/or math scores  <u>Year 2:</u> 10%  <u>Year 3:</u> 15%</p> <p><u>Year 1:</u> 30% receive "yes" on homework survey item  <u>Year 2:</u> 40%  <u>Year 3:</u> 50%</p> <p><u>Year 1:</u> 30% of participants improve attendance  <u>Year 2:</u> 40 %  <u>Year 3:</u> 50%</p>	<p>PACES Project Director, Perry School District Curriculum Director, Elementary Principal, and Evaluator, Iowa Department of Agriculture, USDA</p> <p>PACES Staff, Elementary teachers, and Evaluator</p> <p>PACES Project Director, Perry School District Administrative Staff, and Evaluator</p> <p>PACES Project Director, Guidance Counselor, ISU Extension</p> <p>Same as above</p> <p>PACES Project Director and Elementary School Staff</p> <p>PACES Project Director, PACES staff, and elder</p>
<p>2) Offer increased opportunities for participation in activities which promote positive self-concept, safety, and healthy habits that lead to a productive adulthood.</p> <p>-----  <i>Addresses Perry Community School district standards ( 2009-2013 CSIP):</i></p> <p>Display a positive self-</p>	<p>A. Offer and expand program choices which influence self-concept &amp; healthy lifestyle choices</p> <p>B. Hours of Operation provide a safe supervised environment</p>	<p>* Girls Circle Program-- grades 4/5          Public Adventures          Walking Mentors -- fitness and confidence - grades          Challenge Courses / Team Building          Ricochet          Biz Kid\$          *Hours of Operation          105/month-school year          240/month-summer</p>	<p><u>Year 1:</u> grade 5  <u>Year 2:</u> grades 4-5  <u>Year 3:</u> grades 4-5</p> <p><u>Year 1:</u> grades 4-5  <u>Year 2:</u> grades 2-5  <u>Year 3:</u> grades Pre-K-5</p> <p><u>Year 1:</u> 2 class / yr.  <u>Year 2:</u> 4  <u>Year 3:</u> 6</p>	<p>PACES Project Director, Guidance Counselor, ISU Extension</p> <p>Same as above</p> <p>PACES Project Director and Elementary School Staff</p> <p>PACES Project Director, PACES staff, and elder</p>

<p>concept and appropriate social interactions</p> <p>Perform as a learner and be involved in educational programs</p> <p>Learn skills necessary to become a contributing member of society</p>	<p>A. Student progress will be measured using a self-concept survey.</p>	<p>2) Participants' Survey scores will increase, fewer students will meet criteria for concern</p>	<p><u>Year 1:</u> 10 participants <u>Year 2:</u> 15 <u>Year 3:</u> 25</p> <p><u>Years 1-3:</u> all 4<sup>th</sup> and 5<sup>th</sup> graders</p> <p><u>Year 1:</u> 5% students show increased scores and see a 5% decrease in students of concern <u>Year 2:</u> 15% / 10% <u>Year 3:</u> 25% / 15%</p>	<p>volunteers</p> <p>PACES Project Director, Elementary School Staff, and ISU Extension</p> <p>PACES Project Director, Elementary Guidance Counselor, and Evaluator</p>
<p>3) Offer a variety of recreation and fitness activities which promote healthy physical fitness and active lifestyles</p> <p>----- <i>Addresses Perry Community School district standards 2009-2013 CSIP):</i></p> <p>Realize benefit of health activities on the physical, emotional, social, and mental health of the individual throughout lifetime</p>	<p>A. Increase the number of participants involved in after school and summer programs</p>	<p>A. Programs: Hiking clubs, Orienteering Club, rock climbing, Ski club, Walking mentors, Gardening club, Dance Club, Strength Training, Bowling, Rope Jumping Club</p> <p>B. Physical Literacy Team Fitness Live Healthy Iowa Challenge Go the Distance Day and Pick A Better Snack Nutrition Lessons &amp; Bingo Cards</p>	<p>A. <u>Year 1:</u> 5 programs (one every eight weeks)</p> <p><u>Year 2:</u> 7 programs</p> <p><u>Years 3:</u> 10 programs</p>	<p>Elementary Teachers, PACES Project Director, PACES staff, and McCreary Recreation Center staff &amp; Dallas County Conservation Dallas County Public Health Department</p>
<p>4) Offer family opportunities which promote literacy, parenting skills, increased school and child involvement, and</p>	<p>A. Increase the number of parents who participate in activities with their children</p>	<p>A. Programs: Family Events (with themes developed by parents and students), Basic Computer Classes, Family Storyteller</p>	<p>A. <u>Year 1:</u> 2 programs offered per year / 15% parents attend at least one</p> <p><u>Year 2:</u> 3 / 25%</p>	<p>PACES Project Director, PACES Staff, ISU Extension, Dallas County Conservation, McCreary Recreation Center and</p>

<p>improved economic status of the family</p> <p>----- Addresses Perry Community School district beliefs (from page 5 of 2000-2004 CSIP):</p> <p>Families are the primary influence on a child's formal and informal education</p> <p>Education is shared responsibility of student, family, school, and community</p>		<p>Project, Strengthening and Celebrating Families Classes, Internet Safety, Citizenship Classes, Family Outdoor Adventure Programs, Math Mentorship Program, Virtual Pre-K and Kindergarten, Public Library reading &amp; literacy programs to include language learning materials.</p>	<p>Year 3: 4 / 40%</p>	<p>Evaluator Perry LINK Perry Public Library</p>
<p>5) Provide staff training opportunities for integrating STEM, a new curriculum, into the afterschool program.</p> <p>Addresses Perry Community School district standards 2009-2013 CSIP):</p> <p>Ongoing staff development program for all employee groups within the organization</p>	<p>A. Increased funding for participation in workshops, conferences, and best practice resource.</p> <p>B. Provide staff training in STEM through district in-services</p>	<p>1) Staff will attend workshops and/or conferences to learn new strategies as documented through written evaluation and attendance logs.</p> <p>2) Make available STEM resource materials for all PACES staff</p> <p>3) Participation of staff in STEM Training documented through written evaluation and attendance logs</p>	<p>Year 1: 5 days Year 2: 3 days Year 3: 3 days</p> <p>All Years: materials released in August</p> <p>Year 1: 50% Year 2: 75% Year 3: 100%</p>	<p>PACES staff</p> <p>PACES Project Director, District Curriculum Director, and Elementary Staff, ISU Extension, Preferred Visions</p> <p>PACES staff</p>

**Organizational Experience:** PACES (Perry's Academic Cultural & Enrichment Program) has provided before/after school care for the past 13 years at Perry Elementary School and has been an award-winning program with many partnerships that serve youth and families of the Perry Community. PACES has a successful track record with academic improvement, social & skills building, collaborative partnerships, and financial sustainability. PACES was selected in July 2008 by the Iowa Afterschool Alliance as an Iowa "blueprint" for afterschool programs. It has been recognized for nutrition & fitness efforts at the National Level with Senator Harkins Office and honored in Washington DC at the National Press Club. Blank Children's Outreach Program awarded PACES as "Super-Star" School of the Year. PACES and Perry Schools financial department have funded two past 21<sup>st</sup> Century Grants at the federal and state levels.

**RESEARCH BASE:** The PACES Project is structured on the youth development research base of the Search Institute's Developmental Assets and Out of School Time Summer Learning studies through John's Hopkins University. This scientifically based research provides the best opportunity for academic improvement and development of the whole child through tutoring, enrichment opportunities, character education, fitness & nutrition education & recreation.

To address the interrelated components of positive youth development to address these identified needs, we will focus on five core goals: 1) improving academic performance through homework help, tutoring, enrichment classes and camps; 2) improving self-concept and skills necessary for productive adulthood by offering new opportunities for participation in intellectually, emotionally, and physically stimulating activities; 3) promoting life-long healthy habits through a variety of recreation and fitness activities, and nutrition education; 4) providing family opportunities which improve literacy, parenting skills, school and child involvement, and economic status; and 5) providing staff training opportunities for new initiatives (such as STEM).

These five goals will link to the school day through the CSIP (Comprehensive School Improvement Plan). Perry's Comprehensive School Improvement Plan (CSIP) has been an integral part of goal development and 21<sup>st</sup> Century Community Learning Center Program. Perry's 2009-2014 CSIP goals are summarized as follows: 1) achieve high levels in reading comprehension 2) achieve high levels in mathematics 3) achieve high levels in science 4) use technology in development of reading, math & science and 5) students will feel safe and connected to school. PACES (Perry's Academic Cultural and Enrichment Services before/after school program) is listed as an integral part of supporting these long-range goals and objectives. Following the lead of the "Results for Iowa Youth", our approach is a holistic one. We will use academic, enrichment, and family literacy programs to assist in the intellectual, physical, social, and emotional development of each child so that he/she can reach his/her full potential as a student and as a future member of adult society.

PACES past performance data has indicated students who attended the before/after school elementary learning center on a regular basis (30 days or more) improved on their reading and math test scores with an average test score nearly 18 points high than students who did not attend the learning center. Average improvement in reading test scores for Hispanic students who attended was 15.3 points; and low-income students who attended exhibited an average 11.2 point increase on their math scores. The extra homework help that the Elementary Learning Center has provided is paying off, but not enough. These test scores are still not at the proficiency levels. Of the students targeted for after school tutoring and summer school assistance, 14% of the students were enrolled in the PACES Program. It is with this data PACES needs to continue its efforts as addressed in this proposed "Project Plan".

**MANAGEMENT PLAN:** The management plan consists of five main components: high quality staff; inclusive student access, high quality programming; development of stakeholder support through an advisory group; and a coordinated sustainability plan. These components are essential to plan for continuous program improvement and most effective use of public funds. Below is a description of each component.

1. **Staffing:** The most important strategy for having a high quality staff is to have a well-organized program with clearly defined policies, goals, and support from administration. A staff ratio of 15:1 or 1:10 will be maintained. The before/after school program has its own personnel policy manual, orientation training packet, documentation forms, activity planning resources, in-service trainings, weekly meetings, and evaluations.
  - a. **Recruitment** – Certified teaching staff who work at the school provide a smooth transition from the school day. Staff is encouraged to work in the program by working with the building principal. Teaching associates are also be recruited from within the building, or, if hired from 'outside,' required to obtain the AEA para-professional certification and complete all required yearly trainings. College and high school staff can be recruited through the respective departments—colleges of education and guidance offices.
  - b. **Retention** – A well-organized program with policies that are enforced, support and respect from the school day staff, opportunities for creativity, and classroom ratios that allow for safety, quality and efficiency provide for retention of staff.
  - c. **Leadership** – Direct contact of day to day operations is imperative to provide on-going improvement of the program and professional development of staff. Project Management will include recruiting staff, oversight of daily operations, professional development, curriculum development and coordination with school day, community partner coordination, communication to the public and financial responsibilities. Collaborative work with the building Principal, Curriculum Specialist, and other management staff will be important as well.
  - d. **Program Staff** – Teacher associates, certified staff, trained college and high school staff are important to provide the direct services to students daily.
  - e. **Professional Development** – All staff complete an intensive Orientation to the afterschool program. Biannual in-service training is required for all staff for the school year and summer programs. Program specific in-services are conducted for behavior trainings(PBIS), snack program (CACFP), fitness & nutrition education, and academic programs (Reading First, Everyday Math, STEM)
  - f. **Volunteers** – Senior citizens, parents and student interns will all be recruited. Volunteers will undergo screening with background checks, orientation, professional development and specific training for assistance with reading and math tutoring help. The Foster Grandparent Program will be utilized, Retired

Teachers Association of Perry, High School Intern Program, DMACC Intern Programs and PEP (Perry Elementary Parents) Programs.

## **2. Student Access:**

### **a. Transportation**

- i. Daily Access** – Parent Focus Groups determined the need for the program to open 6 AM to 6 PM daily to accommodate parents of shift work, commuters and single parent households. To encourage attendance at the program, parents can drop off students on their way to work at their convenience and pick them up in the evening. This provides for a smooth transition from home to school and also a needed safety factor in assuring that students are with an approved adult as Perry has a high rate of “court ordered” custody cases. It is not in the students’ best interest to go home to an empty house or to be unsupervised.
- ii. Field Trips**-Educational field trips will be provided to all students at no cost; to include students with disabilities. Perry Schools has a lift bus to accommodate for any student with physical disabilities.

**b. Translation Services** – Perry Schools has a translator available at all times and this is a service provided in the program. All written information is available in both English and Spanish. If someone is illiterate in their own language, a staff will be provided to translate and complete any needed forms for participation in the program.

**c. Students with Disabilities** – Perry Schools is compliant with ADA requirements and guidelines for students with disabilities; which also applies in the program. Coordination of information from the school day Individual Program Plan (IEP) and conference with the family will be a key in providing successful experience.

## **3. Advisory Group**

- a.** A PACES Advisory Group is presently in place and meets on a quarterly basis. The group represents diverse perspectives to include: Parents, Students, Perry Community School District, ISU Extension, Dallas County Public Health, Dallas County Conservation, City of Perry-McCreary Recreation Center, Perry Public Library, Perry Chamber of Commerce, Iowa Public Television, Project Link, St. Patrick’s Catholic School, and Perry Police Department. Quarterly meetings include progress reports on goals and objectives using data collected on a monthly basis. Meetings also include input from the advisory team to include: needs, future program plans, coordinated efforts, special events. The group also serves as a major advocate for the afterschool program.

#### **4. High Quality Programming**

- a. Curriculum Materials** – It is critical that the before/after school program utilizes research based materials to provide academic success. Coordinating with the Curriculum Director in regards to reading and math materials used during the school day is extremely important in providing support. Enrichment programs in the afterschool program should be research based curriculum as well; e.g. Electric Company Extended Learning, STEM. Professional Development in regards to fully utilizing materials will be critical in providing students with the best opportunities.
- b. Technology** – Perry Schools has a wide variety of technology resources available for student use. Perry Elementary has three computer labs available after school daily with 24 work stations each. The school also has two portable labs with 25 laptops each. Each classroom has an ELMO, a projector and a laptop. iPad carts are also available for classroom use. Technology is encouraged and trainings are offered.

#### **5. Sustainability**

- a.** As a past federal grantee, PACES has developed a sustainability effort through a diversified funding stream approach which includes five components:
  - i.** State/County/City Government-empowerment funds, conservation services, ISU Extension, Public Health, City of Perry, Perry Public Library, McCreary Recreation Center-Grant funds & In-Kind Services
  - ii.** Community Partners – Business/Industry; Faith Community, Service Clubs & Organizations, Non-Profits, Foundations – In-Kind Services & Grant Funds
  - iii.** Long-term school funding supports – indirect costs for facility usage, office equipment, business office support, support services (janitorial, food service, transportation) and umbrella of Perry Schools for board policies, liability insurance.
  - iv.** Fundraising Efforts – Lights on Afterschool – “Walk for PACES”
  - v.** Mini-Grants –continuing research year round, local, state, corporate
- b.** Extensive sustainability research and networking has gone into identifying a list of possible resources in each of these five categories to include contacts, time frames, criteria for eligibility, and benefits to students and families. Data communicated to the public, board, partners and parents will provide continued support of the program. It is important to keep your program on the communities “radar” to better develop advocates in times of need. It is extremely important to recognize this is an on-going process; every program component should have a sustainability piece.

**COMMUNICATION PLAN:**

**Outreach Strategies:** Developing advocates through a team approach is critical in building a foundation of trust and credibility for the program. Information will contain academic analyses, school attendance, discipline data ,program data, student, teacher & parent survey results. Each team member has a unique communication plan as listed below:

<b>Target Audiences:</b>	<b>Method of Outreach:</b>	<b>Expected Outcomes:</b>
Students & Families	Personal contact-daily Phone calls-Incident Reports Monthly calendars Newsletters E-mail Parent Meetings Special Family Events School District Web-site *All Information Bilingual and Bilingual staff available at all times.	Academic Success Improved Behavior Increased parent involvement And attendance at events
PACES Afterschool staff, Teaching and Support staff, Administrative Team	Weekly Staff Meetings Bi-annual In-service Trainings Phone calls, e-mails, personal contact, school announcements & web site Progress Reports presented at teacher in-service meetings or team meetings.	Student Success – academic, behavior, fitness & nutrition – developing the whole child Support to meet the school CSIP Plan
School Board, PACES Advisory Board, Community Partners, Civic Groups, Foundations, businesses, and the Perry Community	Quarterly Advisory & Community Partner Meetings Annual School Board Presentation Local Media-Newspaper, radio, daily "Chat" sheet, PEGASUS (public access TV)	Develop champions for the program, in-kind support, advocates, Sustainability
State Department of Education Iowa Afterschool Alliance U.S. Department of Education	Annual Progress Reports-Local 21 <sup>st</sup> CLC State Report PPICS –Federal Report Webinars, conference calls, State Meetings, committee meetings, trainings	Compliance to 21 <sup>st</sup> Century Community Learning Center Grant Project Develop quality program Data base for reports to other target audiences



## **COLLABORATION AND PARTNERSHIPS**

**Existing Partnership Organization:** The Perry School's PACES Program has developed many collaborative partnerships over the past 12 years and has served as a lead for these partners. We have worked with over 30 collaborative partners in a variety of programs. For this new project, we have identified the following partners: Iowa State University (ISU) Extension, ISU Project LINK, Dallas County Conservation, City of Perry McCreary Community Center, Perry Public Library, Iowa Public Television, Perry Schools Nutrition Services, Foster Grandparent Program, Dallas County Public Health, St. Patricks' Catholic School, and Perry Community School District. Their active involvement and expertise in differing fields will assist in three key areas: 1) enrichment, life skills, and cultural support, 2) adolescent issues, and self-concept, and 3) fitness, nutrition education and recreation. For our purposes here, these partnerships will be considered "in-kind" for a value of \$25 per hour for approximately 32 hours of service per organization.

**Partners Over-all Engaging Role:** A strong communication chain has been forged with these agencies through formal and informal meetings. Formally, these agencies serve on the PACES Advisory Board which meets on a quarterly basis. This allows the interconnection of agencies to share ideas toward overall PACES goals and yet not duplicate existing services. Individual meetings take place with each agency to coincide with our program planning calendar (Fall, Spring, Summer). Meetings are scheduled to discuss specific programs or classes that these agencies instruct or sponsor. We work as a team to resolve issues such as program meeting locations, times, marketing, etc. Shared responsibilities not only help with efficiency, but also provide ownership from all partners. It creates a much more unified front and shared vision. Informal meetings include phone calls, emails, letters of support, attendance at open houses, and attendance at community meetings. This allows us to show support for one another, keeps dialogue on-going, and encourages a partnership of trust and understanding. It will be critical to maintain this strong and consistent communication as this new project is implemented and refined. These collaborative partnerships are met through shared goals.

**Partner Recruitment and Maintaining Relationships:** PACES has developed a four step process toward success in recruiting partners leading to sustainability.

- Step 1) Research the organization – gaps of service, shared goals, facilities
- Step 2) Dream & Plan – What can we do together that can't be done alone
- Step 3) Action Plan – Set up specific activities based on shared goals
- Step 4) Evaluate – Utilize data to discuss program goals and future plans.

On-going maintenance of partnerships will be developed through two avenues:

- 1) Advisory Board – meeting quarterly discussing programs, data, budget and programming ideas.
- 2) One-on-One Meetings – with each partner to address specific needs or concerns unique to that partnership. It is also important to keep an open dialogue with all partners, sharing information and helping each other out.

### Collaborators and Partnerships

Collaborator / Partnerships	Role/Programming	Sustainability
Iowa Public Television	Increase reading and math literacy skills, family involvement and extended learning opportunities	Students and parents will be able to access information on the Iowa Public Television web-site; continued partnership with PACES providing in-kind services
Perry Public Library	Promote reading and family literacy skills	Educate students and parents about a free community resource, continued partnership with PACES providing in-kind services
City of Perry McCreary Recreation Center	Provide fitness and recreation opportunities for healthy lifestyle choices	28E agreement to provide access has been developed between the school and city
St. Patricks' Catholic School	Coordinate programs for summer program services and preschool wrap around service	Continued partnership with PACES providing in-kind services
Dallas County Public Health	Coordinate public health education for students and families	Educate parents about a community resource, Continued partnership with PACES providing in-kind services
ISU Extension & Outreach – Dallas County	Provide researched based enrichment classes focusing on science, leadership and nutrition	Continued partnership with PACES providing both in-kind and low cost services
ISU Project LINK	Provide family literacy and guidance opportunities, cultural connections	Continued partnership with PACES providing both in-kind and low cost services
Dallas County Conservation	Environmental Education, local history, and outdoor fitness education	Educate students and parents about a free community resource, Continued partnership with PACES providing in-kind services
Perry Nutrition Services	Nutritious meals and snacks provided for all students and nutrition education	Savings to budget with reimbursable meals
Perry Community School District	Facilities, janitorial, nutrition, transportation and administrative support	Savings to budget – in-direct costs

## EVALUATION, AND PROGRAM ACCOUNTABILITY

**External evaluator** The PACES Program will conduct an in-depth and comprehensive evaluation of the program by our external evaluator; Preferred Visions a private consulting firm. This firm will provide all requested program information and data to the Iowa Department of Education. Data will be compiled as described below.

**Program-level data** about the program will be updated monthly from PACES instructors attendance rosters. Program data will include: which program component the activity addresses (academic assistance, educational enrichment, family literacy); which sub-category identifies the primary focus of the activity (reading, math, science, nutrition/health education, arts, etc.); the cumulative number of hours the activity has met to date; the last reporting date; the meeting days and times; the site at which the activity met; and the names of activity instructors and volunteers. Data results will be analyzed quarterly to determine whether any gaps exist across the program.

**Student-Level data** is effective when it is combined with program level data and will be collected in two broad categories: activity involvement data and performance data. PACES staff will collect data on all students' attendance habits for every activity in which they participate. Instructors will record the names of all students in attendance for each day. In addition, demographic data such as grade level, gender, ethnicity, free or reduced meals status (a socioeconomic measure), and educational status (regular classroom, special education, or English as a Second Language) will be obtained from the school district database and cross referenced. Monthly progress reports of overall student attendance as well as attendance by activity, program component, and sub-category will be analyzed.

**Student performance data** will include academic performance indicators (multi-source reading, math, and science test scores), attendance information (unexcused absences from school and tardiness to class) and behavioral indicators (office referrals, in-school/out-of-school suspensions, teacher surveys, parent surveys, and results of self-concept surveys). Improving academic performance -- especially in skills so basic to daily functioning as reading and math -- will not only help a student succeed in school, but will also prepare him/her for a productive adulthood. Regular attendance of school and the after school program is essential for the improvement of at-risk students' academic skills, social skills, self-esteem, and future productivity.

**Academic Performance:** Two measures will be used to measure academic performance -- Iowa Assessments and CBM. The Perry Community School District administers the Iowa Assessments once per year in grades 2 through 5. Relying solely on test scores would limit our ability to closely monitor reading, math, and science performance; which, in turn, would limit our ability to make program adjustments that could improve student skills. Our ultimate goal is to increase reading, math, and science skills as measured by the test scores. The Curriculum Based Measurements (CBM) are administered twice per year to grades Kindergarten through 5. From the district's database, we will extract CBM Oral Reading Fluency and Mixed Math scores in addition to ITBS Reading NPR, Math NPR, and Science NPR scores. These scores, along with student data will be merged using student ID numbers into a data base. Using this data base, we can then calculate the change in reading, math, and science scores over time. We will know if any statistically significant differences exists in test score changes

between ethnic groups, genders, educational status, and socioeconomic status. If PACES activities are effective, we would expect the PACES attendees to exhibit significantly greater improvement than the non-PACES students.

**School Attendance:** As with test scores, school attendance and tardiness data will also be extracted from the district's database and merged into our master dataset. This data is available on a daily basis; however, we will update this data once per month when we create our monthly progress reports. Analyses will focus on the change in the average unexcused absences and tardies over time. We will compare the rates for the PACES attendees with the rates for the matched-pair non-PACES students and also compare the rates between ethnic groups, genders, etc.

**Student Behavior:** Office referral and suspension data will be extracted from the district's database and merged into our master dataset once per month. Average number of referrals and suspensions will be calculated for program attendees and we would expect this average to decline over time for PACES attendees. T-tests will be used to determine whether significant differences exist between PACES attendees and matched pair non-PACES students as well as whether differences exist between various ethnic groups, genders, etc.

**Teacher and parent surveys** will be used to ask about classroom behavior and home behavior will be developed with the assistance of school guidance counselors and Iowa State University in the late fall of year one and given in spring and fall each year thereafter. Surveys will be available in both English and Spanish and will consist of 10 yes or no questions pertaining to the student's improvement in areas such as respect for teacher/parent, respect for other students/siblings, homework completion, etc. Surveys will be another tool to help the PACES staff assess each child's strengths and areas in need of improvement.

Self-esteem is very important to academic performance, social skills development, and good mental health. We will collect data in this area as well and use the Student Self Concept Scale (SSCS) developed by Gresham, Elliot, and Evans-Fernandez to assess self-concept and use it to profile student progress.

**Using Evaluation Data:** The evaluation plan was developed utilizing the 40 developmental Assets in coordination with the external evaluator; Preferred Visions. Outcomes identified in the project drive activities and community partnerships. Data garnered will be utilized to strengthen the program and build community support. Data will specifically address the following outcomes:

1. Improve academic performance in reading and math skills of students in PACES as compared to students who are not attending with like demographics.
2. Improve self-concept and skills necessary for productive adulthood.
3. Promote life-long healthy habits through a variety of recreation, fitness and nutrition activities.
4. Provide family opportunities to improve literacy, parenting skills and school/child involvement and economic status.
5. Provide on-going staff professional development for improvements in programming and new initiatives.

## **BUDGET NARRATIVE:**

**Extent to which costs are necessary & reasonable:** In order to have a successful, high quality program, it is vital to have a competent project director, and the appropriate number of direct hire certified or trained staff for a low student to staff ratio to effectively make a positive difference in students' academic performance, attendance, positive social behaviors, and family involvement. The budget estimates we have identified are reasonable and include the funding standard of \$7.50 and \$10/day times the number of students anticipated to participate in the program times the number of days the program will operate before/after school, non-school days, and summer. The budget has also taken into account other in-kind budget resources: District at-risk funding for administrative costs; nutritious snacks through the CACFP program; technology, facility usage, & office support through in-direct costs; parent sliding fees, local grants, and in-kind services from many collaborating partners. Projected budget costs are necessary and reasonable, as we anticipate serving 40 at-risk students (40 students during school year & 40 in the summer). This figure is based on attendance history at the elementary school program over the past 13 years, parent surveys, and anticipated new students identified as being at-risk and not being served.

**Extent to which this grant funding will supplement, rather than supplant existing funding:** Any 21<sup>st</sup> CCLC funds awarded to Perry Schools will not be used to supplant funding for existing programs and services. PACES would use these 21<sup>st</sup> CCLC funds to create new opportunities before and afterschool, summer, and on non-school days for students not presently being served. It would also provide family opportunities to promote literacy. Any 21<sup>st</sup> CCLC funds awarded to Perry Schools would be used to serve 40 more students and their families. PACES current program has a sustainability plan with a diversified funding base to ensure continuation of its present services; therefore not supplanting funds.

**Personnel (70%):** In order to meet our academic and enrichment goals a sizable percentage of the personnel budget, 75% is directed toward student achievement to provide an intensive student-centered program and 25% is directed toward family literacy. To accomplish this, the afterschool staff will consist of certified teachers and trained paraeducators. Our staff cost calculations are based on current district wages, salaries, and benefits. Number of staff hours for programs is also based on actual afterschool program budget history over the past 13 years of the PACES Program.

**Staff Travel (1%):** Staff travel is necessary to attend professional development meetings which allows for continuous improvement in the project. This key component includes, registration, travel, meals and lodging. Training would include meetings provided by the Dept. of Education, Iowa Afterschool Alliance, STEM Training at Drake University, and CATCH Training at Blank Children's Hospital, and PBIS.

**Materials(8%):** Cost of approximately 8% of the grant budget. Grant funds would help leverage additional local grant funds for materials. Material costs include: academic, enrichment and recreational supplies for the student programs that are aligned with program activities; curriculum needed for Family Literacy activities as well as refreshments, meals and child care at these events. Additional costs for the STEM project to insure success to include field trips with connecting business mentors. Marketing costs are also included to include translated flyers, newsletters, posters and handouts.

**Professional Development (6%):** High quality programming is critical to success with the grant project and sustainability. Professional Development would include a 2 day in-service prior to the school year with 1 hour weekly meetings throughout the year. Staff would also receive a 2 day in-service to the summer program as this is an expanded group of staff due to the 12 hour day of service. Staff training would include but not be limited to: General school policies and procedures, Best Practices for Quality Afterschool Programs, CPR/First Aid, mandatory reporter training, PBIS –Behavior Management, CACFP Nutrition Training, CATCH – children’s health & fitness, and bullying/diversity training. These funds will also be used to fund 25% of a part-time Site Coordinator at the PACES Program that would oversee data and daily operations.

**Student Transportation (3%):** Perry Elementary is a small community with the school being centrally located and the PACES Program open 6am to 6pm daily. This program time frame was designed to accommodate working parents dropping off and picking up students on their way to and from work which includes early morning shift work and commuters, therefore alleviating the need for daily transportation to and from. Transportation costs include field trips for both the school year and summer programs.

**Evaluation (6%):** A high quality and thorough evaluation process is essential to sustainability and therefore the need for this important budget item. The evaluator’s cost is based on present fee-based services to include the PPICS federal report, newly developed state report and local reporting for presentations to various partners. Our present program has been successful in both attendance numbers and financial management due to this concept.

**Administrative/Indirect Cost (6%):** A new grant project creates a greater workload in developing a successful program ; therefore 25% of this budget will be used for the part-time site coordinator position. This cost reflects the time needed to develop and manage much needed new programs, services and opportunities for Perry students and families.

**Budget Summary:** This over-all plan will allow for new “Literacy Strategies That Work”: Individualized instruction, Learning through play and performance, Reading aloud, and expanded exposure over the summer.



# P.A.C.E.S.



1219 Warford • Perry, Iowa 50220  
Office: 515-465-4656 • Fax: 515-465-2426  
[www.perry.k12.ia.us](http://www.perry.k12.ia.us)



**Memoranda of Understanding: M1**  
**Perry Recreation Department – McCreary Center**

**Programs:** Perry Recreation Department will be responsible for providing fitness and recreation classes for Perry Middle School students; schedule to be determined. Programs may include but not be limited to: Outdoor Recreation Clubs (hiking, orienteering, rock climbing, ski, running/walking, gardening); Indoor activities (dance, strength training, bowling, rope jumping, swimming, and traditional sports); Family Activities (canoe trips, backpacking, fishing, bird watching and wildflower hikes).

**Management:** Perry Recreation Director and PACES Project Director will jointly work on programming choices, scheduling, budget issues, and marketing.

**Program Responsibilities:** Joint responsibility with PACES and Perry Recreation Department.

**Reporting Channels:** Perry Recreation Director reports to City Administrator and PACES Director concerning programs/classes; jointly reports to School Board or City Council concerning over-all program. PACES Director reports to Superintendent concerning programs/classes and Perry Recreation Director; jointly reports to School Board or City Council concerning over-all program.

**Facilities & Equipment Use:** Perry Recreation Department and Perry Schools will utilize the 28E agreement, which allows for shared facility use without fees charged. Both parties agree that this will be based on scheduling priorities of each agency.

**Budget:** Perry Recreation Department will provide up to 32 hours of in-kind services valued at \$25/hour. PACES will contribute staff organizational and supervising time, transportation needed for field trips and copies for marketing purposes.



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## **Memoranda of Understanding: M2** **Iowa State University – Dallas County Extension**

**Program:** ISU Extension will be responsible for providing programs/classes for the Perry Middle School students; schedule to be determined. Programs may include but not be limited to: Challenge Courses, Strengthening Families, GAP (Guidance Activity Program), Parent Computer Buddies, Robotix, Adventures in Citizenship, Babysitting Basics, Science Mystery Camp and Family Activity Events.

**Management:** ISU Extension Youth Development Specialist and PACES Project Director will jointly work on programming choices, scheduling, budget issues and marketing.

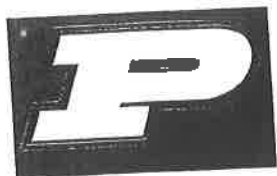
**Program Responsibilities:** Joint responsibility with PACES and ISU Extension Dallas County Extension.

**Reporting Channels:** ISU Extension Youth Specialist reports to the Dallas County Extension Director and PACES Director concerning programs/classes; jointly reports to School Board or Extension Council concerning over-all program. PACES Director reports to Superintendent concerning programs/classes and ISU Extension Youth Specialist; jointly reports to School Board or ISU Extension Council concerning over-all program.

**Facilities & Equipment Use:** Perry Schools will provide facility space for ISU Extension and coordinate schedule. ISU Extension will provide needed equipment or curriculum materials needed; or coordinate with Perry Schools on equipment needs.

**Budget:** ISU Extension will provide up to 32 hours of in-kind services valued at \$25/hour. PACES will contribute staff organizational and supervising time, transportation needed for field trips and copies for marketing purposes.





Perry Community Schools

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21<sup>st</sup> Century Grant Reviewer:

PACES (Perry's Academic, Cultural and Enrichment Services), has partnered with the Perry Community School District to improve student achievement and enhance the home/school connection.

Perry is a diverse community with great economic need. In the school finance world, Perry is known as a "Property Poor" district however we like to refer to Perry as "People Rich". Our families have some unique needs and the PACES program not only provides added instruction in the areas of reading and math but focuses on family literacy and support.

As district superintendent, I have attended the "Parent Night" and as soon as parents find out who I am, the line grows long. Parents are so thankful that this opportunity exists for their children and they really feel PACES contributes to student success in the classroom and in life.

When school districts were cutting staff and programs due to the "Across the Board Cut", Perry was no exception. It was interesting to observe the importance of this program not only to the school but the community. Parents stated that they would rather see "in town bussing cut" than not have the PACES program. As a superintendent, that speaks volumes!

The connection that our Director and her staff have with the Latino community is unmatched. The PACES staff has established a trusting relationship with our families and community helping build literacy skills and increase student achievement.

This grant will allow PACES to strengthen efforts involving students and families in academic success. PACES will continue finding innovative and collaborative methods to support literacy throughout the community.

Sincerely,

M. Lynn Ubben  
Superintendent



Director of Finance - Kent E. Bultman

Superintendent - M. Lynn Ubben

Mission: To develop knowledgeable, skilled, and productive citizens of character.



St. Patrick Catholic School  
1302 5<sup>th</sup> Street  
Perry, IA 50220  
(515)465-4186

[www.stpatricks-perry-ia.org](http://www.stpatricks-perry-ia.org)

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To Whom It May Concern:

I have been asked to write a letter of support for the Perry P.A.C.E.S. program and it is with great pleasure that I do so. Even though I am a new administrator at St. Patrick School in Perry, I have heard wonderful comments about the program.

I can tell you that we have a terrific collaborating relationship with the Perry Community School system. Through this cooperation, P.A.C.E.S. is offered to our families and what a blessing that is! P.A.C.E.S. is available to all students, including St. Patrick's. St. Patrick's does not offer a summer child care program and we have many families who depend on the P.A.C.E.S. program for their children. P.A.C.E.S. is an affordable option for families but more than that it is a program that offers fieldtrips, academics, physical activity and child care in a safe environment.

I feel that P.A.C.E.S. fills a true need in the Perry community including St. Patrick School. It would be devastating to not have the program available to families. I know that some of our families have already registered their children for the summer program and are depending on its operation.

I would be happy to visit with you should you have any questions or if I may be of further assistance.

Sincerely,

A handwritten signature in cursive that reads "Tonya M. Eaton".

Tonya Eaton  
Principal

6450 Corporate Drive  
P.O. Box 6450 • Johnston, IA 50131-6450  
Phone: 515-242-3100  
Toll free: 800-532-1290

Iowa Public  
Television



Mary Smith  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14<sup>th</sup> Street  
Des Moines, IA 50319-0146

Dear Ms. Smith,

It is my pleasure to provide you with this letter of partnership commitment from Iowa Public Television in regard to the Perry Community School District's Iowa 21<sup>st</sup> Century Community Learning Centers grant application entitled, "Extended Learning Opportunities—in Reading, Math & Science," for the PACES Pre-K through 5<sup>th</sup> Grade Learning Center Program.

Iowa Public Television will partner with the PACES Pre-K through 5<sup>th</sup> Grade Learning Center Program to make available telecommunications and technology-based educational resources and staff development opportunities that will support improved student achievement in a sustainable manner.

Specifically, here are some examples of the collaborative activities that could occur as a result of this project:

- **Math Mentorship program**—Iowa Public Television will provide professional development to the before/after school staff on implementation of the Math Mentorship activity. This activity pairs Kindergarteners with 3<sup>rd</sup> and 4<sup>th</sup> grade students. The older students mentor the younger students on activities contained on the web-based PBS KIDS Lab focusing on early math skills. This program contains a parental involvement component.
- **Electric Company Extended Learning Program**—Iowa Public Television will provide educational resources and training to the PACES staff on effective use of the The Electric Company Extended Learning Program. This program is a series of educational activities designed to support struggling readers

1 Des Moines 2 Iowa City 3 Fort Dodge 4 Mason City 5 Sioux City 6 Waterloo 7 Council Bluffs 8 Red Oak 9 Davenport

GO [Iptv.org](http://Iptv.org)

Be more



Iptv

Mary Smith

Page 2

- SciGirls Club—Iowa Public Television will train before/after school staff on implementation of the SciGirls Club using the bilingual SciGirls educational resources. The club is designed to inspire children's interest in pursuing STEM studies.
- Virtual Pre-K! and Virtual K!—Iowa Public Television will provide an orientation to the Virtual Pre-K! and Virtual K! resources. These are teacher-created resources for parents and teachers that connect the classroom, home, and community in English and Spanish. Virtual Pre-K! provides twenty-five creative standards-based lessons, hands-on activities for parents and children to try at home, short video lessons online, and school readiness tips for parents. Virtual K! offers ten kindergarten themes with related home activities and community connections.
- Biz Kid\$—Before/after school staff will learn about Biz Kid\$. This is an educational television show and accompanying web resources that teach financial education and entrepreneurship to a preteen audience.

Please let me know if you need any additional information in regard to Iowa Public Television's role as a community partner for this Iowa 21<sup>st</sup> Century Community Learning Centers grant application.

Sincerely,



Terry Rinehart  
Director of Educational Services

**IOWA STATE UNIVERSITY**  
Extension and Outreach

Dallas County Extension and Outreach  
28059 Fairground Road  
Adel, IA 50003-4406  
Phone: 515-993-4281  
E-mail: [jmacombe@iastate.edu](mailto:jmacombe@iastate.edu)  
URL: [www.extension.iastate.edu/dallas](http://www.extension.iastate.edu/dallas)

Dear Iowa 21<sup>st</sup> Century Community Learning Centers Grantors,

I'm writing a letter of support to Perry's Academic Cultural and Enrichment Services (P.A.C.E.S) grant.

As an Iowa State University Extension & Outreach – Regional 4-H Youth Program Specialist I have partnered with P.A.C.E.S. on a number of enrichment programs for over a decade. 4-H youth development programs focus on kids health, science, engineering and citizenship through learning by doing.

Our science programs tackle important issues such as climate change, workforce development, and technological innovation. A couple of programs we have provided P.A.C.E.S. in the past have been *Science Mystery Festival* and *Robotix*.

4-H has always emphasizes the importance of developing passionate, well-informed citizens who are involved in their communities and help to foster positive social change. With 4-H citizenship programs, youth learn how to lead, make decisions, and contribute to their communities. Several citizenship programs provided in the past are *Public Adventures* and *Ricochet*. Both programs utilize the community service learning model.

Healthy living is just plain smart. That's why it's been a core belief of 4-H since the beginning. By supporting the physical, mental, and emotional health of our youth, we help them lead healthy and productive lives into adulthood. Programs address such critical issues as childhood obesity, substance abuse, and physical safety.

I know firsthand the benefits of these and other enrichment programs. The range of programming P.A.C.E.S. provides meets the needs in supporting youth and families in improving their quality of life. Securing this grant funding will greatly help in rounding out programming to achieve student success.

Sincerely,



Jeffrey D. Macomber  
Regional 4-H Youth Program Specialist  
Dallas, Madison, Polk and Warren Counties

**IOWA STATE UNIVERSITY**  
Extension and Outreach

Rosa M. Gonzalez  
Perry LINK Program Coordinator  
1312 3<sup>rd</sup> Street  
Perry, IA 50220  
Phone: 515.490.2298  
E-mail: rdegonza@iastate.edu

Mary Smith  
Iowa Department of Education  
Grimes State Office Building  
400 E. 14<sup>th</sup> Street  
Des Moines, IA 50319-0146

Dear Ms. Smith,

I am happy to provide you with this letter of partnership commitment between Iowa State University and Outreach "Perry LINK" Program with the Perry PACES program. This in regard to the Perry Community School District's Iowa 21<sup>st</sup> Century Community Learning Centers grant application entitled, "Extended Learning Opportunities—in Reading, Math & Science," for the PACES Pre-K through 5<sup>th</sup> Grade Learning Center Program.

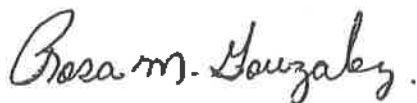
ISU Extension and Outreach will partner with the PACES Pre-K through 5<sup>th</sup> Grade Learning Center Program to make available literacy, parenting and educational opportunities for families with children in grades Pre-K through 5<sup>th</sup> grade. These opportunities will support improved student achievement in a sustainable manner.

Following are some specific examples of the collaborative activities that could occur as a result of this project:

- Family Storyteller Program
- Strengthening Families Program
- Basic Computer Classes for Adults

It will be my pleasure to provide any additional information about this collaboration and ISU Extension and Outreach's role in this project.

Sincerely,



Rosa M. Gonzalez  
ISU Extension and Outreach  
Perry LINK Program Coordinator

Extension programs are available to all without regard to race, color, national origin, religion, sex, age, or disability.