

21<sup>st</sup> Century Community Learning Center Grant

Joint Application for

Corning Community School District

&

Villisca Community School District

Before & Afterschool Programs

and

Summer Programs

## Table of Contents

Proposal Abstract	2-3
Student Needs Assessment	4-6
Project	7-9
Research Based	10
Management Plan	11-13
Communication Plan	14
Partnerships	15-16
Evaluation	17-18
Budget Narrative	19-20

## **Proposal Abstract**

The Corning Community School District and Villisca Community School District are located in Southwest Iowa, and are jointly applying for the 21<sup>st</sup> Century Community Learning Center Grant. Corning has a population of 1,486 and Villisca has a population of 1,182. Both of these small Iowa farm towns have a declining population trend. In turn, each district has seen a drastic reduction in student enrollment over the past several decades. Each school district houses an elementary school, with students beginning in the Pre-kindergarten classes through 5<sup>th</sup> grade. Corning has an enrollment of 244 students and Villisca has 155 students. Since 2013, the Corning District and the Villisca District have been in a whole grade sharing agreement with the middle school and high school students. The Corning Elementary School is the proposed site of the T-Wolf Kids Club in the Corning District. The Villisca Elementary School is the proposed site of the T-Wolf Kids Club in Villisca. Together the districts would serve 140 students.

## **Student Needs Assessment**

Offering an after-school program to students attending both Corning Elementary and Villisca Elementary would address many specific needs. Academically, each elementary school shows a significant achievement gap between students identified with a low SES and those not identified with a low SES. Students have needs outside of school as well. Fifteen percent of students in both elementary schools face barriers that impede their success in school. These include financial difficulties, lack of family support, mental health issues, no or limited transportation and poor interpersonal skills. These students have a wide variety of social and behavioral needs. The T-Wolf Kids Club will include social-emotional learning curriculum focused to:

1. Foster self-awareness and self-management skills,
2. Use social awareness and interpersonal skills to establish and maintain positive relationships,
3. Foster strong decision-making skills and responsible behaviors in personal, school and community contexts.

## **Project**

The goal of the T-Wolf Kids Club will be to create a fun, welcoming program that provides opportunities for students to grow and develop academically and personally.

The schedule of the T-Wolf Kids Club may change based on needs of participants and stakeholder feedback. However, the T-Wolf Kids Club schedule may include:

- 6:30-8:00 a.m. Homework Check & Positive Daily Affirmations
- 8:00-3:15 School Day
- 3:15-3:45 Snack and Structured Movement
- 3:45-4:45 Homework help or Literacy/Math Based Activities
- 4:45-5:45 Extension & Enrichment activities with community partners
- 5:45-6:30 Choice of activities

The summer program will include a longer programming day with additional activities. Programming will be structured, but will be determined by feedback from teachers, parents, and most importantly, students.

### Management Plan

The T-Wolf Kids Club will be lead by a Program Director, under advisement of:

- A Leadership Committee charged with supporting the Program Director and The T-Wolf Kids Club, assisting with sustainability efforts, and developing and engaging a Stakeholder Advisory Group. The Leadership Committee will meet at least quarterly and will consist of the superintendent, the elementary school principals, a teacher from each school, and a representative from at least two partnering organizations. Program partners, parents and students will be encouraged to participate in the Stakeholder Advisory Group. The Stakeholder Advisory Group will meet at least 3 times a year. This group will receive updates on evaluation efforts from the Program Director, they will provide feedback about program operations, and they will make recommendations for future programming.
- A Teacher Advisory Committee responsible for providing feedback on programming and ensuring collaboration with school-day activities. The Teacher Advisory Committee shall review programming and provide feedback monthly.

### Communication Plan

Corning Elementary and Villisca Elementary will utilize multiple outreach strategies and activities in order to communicate with stakeholders. Communication efforts will be aimed at effectively evaluating the program, sharing evaluation results, and sharing other program information. Communication tools will include the school's webpage and group texting service. Program stakeholders include youth, parents, program partners and the broader community.

### Partnerships

? community groups have agreed to partner with the school district in order to provide quality enrichment and extension opportunities related to student needs.

### Evaluation

Maberry Consulting & Evaluation Services LLC will conduct a comprehensive, rigorous local evaluation of program effectiveness. Maberry has more than 30 years experience in evaluation and research, and is a member of the American Evaluation Association.

### Budget

Corning Community School District and Villisca Community District are requesting \$150,000 for each 21<sup>st</sup> Cenutry Community Learning Center site. These funds will be used to pay for staffing the program, providing transportation to students and purchasing supplies.

## **2. Student Needs Assessment** (maximum 3 pages)

Corning and Villisca are two rural Iowa towns in which both communities are 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. Both elementary schools have had a needs improvement rating on the Iowa school report card in the past two years. (Villisca 2017 and Corning 2016). 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; meanwhile, strengthening each community by giving families resources they desperately need when their children are still in elementary.

The Corning Elementary has a PreK-5 enrollment of 218 students with 88 (40%) of students receiving **free** lunch. The Villisca Elementary (Enarson) has a PreK-5 enrollment of 125 students with 49 (39%) of these students receiving **free** lunch. Corning Elementary has a total free and reduced rate of 51.8% and Villisca Elementary has a total free and reduced rate of 41.6%.

### 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 FAST (Formative Assessment for Teachers) scores.

Below is the 2016 FAST assessment data for Corning and Villisca Districts.  
(2017 results not available.)

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 <sup>st</sup> Grade	66.67%	1 <sup>st</sup> Grade	43.75%	75%	57%
2 <sup>nd</sup> Grade	56.67%	2 <sup>nd</sup> Grade	66.67%	62%	0%
3 <sup>rd</sup> Grade	71.43%	3 <sup>rd</sup> Grade	38.10%	53%	27%
4 <sup>th</sup> Grade	56.52%	4 <sup>th</sup> Grade	36.00%	45%	44%
5 <sup>th</sup> Grade	63.64%	5 <sup>th</sup> Grade	78.95%	57%	67%

The average FAST scores for each district during the 2016-2017 school year 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.

Out of School Time Needs

The students in each (Corning Elementary and Villisca Elementary) 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). There is little to no communication between staff to meet the academic needs of these 53 students who attend. No daily before or after-school program exists 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.

According to Iowa Childcare Resource and Referral, 84% of families with children under 6 have both parents working in Adams County and 83% of families with children under 6 have both parents working in Montgomery County. There are 147 total spaces for child care listed with CCR&R and 486 total children in Adams County under the age of 9. In Montgomery county 1,215 children are under the age of 9 with only 392 total spaces for child care listed with CCR&R. Due to lack of day care facilities in these communities, many children are unattended from the hours of 3:30-5:30. The average time rural children spend alone and unsupervised during the week is 7 hours (America after 3PM: Rural Communities). The T-Wolf Kids Club offers a solution to working families. Daycare providers around both communities consider themselves full with non-school aged children.

Many students in our population are identified at-risk due to many specific indicators in which the school district assesses annually. This data includes, but is not limited to daily average attendance, low standardized test scores, eligibility for free/reduced lunch prices, grades, behavioral issues, bullying incidents and family situations. These districts' at-risk team determines students who are on the at-risk roster by identifying two or more risk factors.

At-Risk Program Service Data: Fall 2017

<b>Grade</b>	<b>Total</b>	<b>Identified</b>	<b>% At-risk</b>	<b># Receiving Services</b>	<b>% Receiving Services</b>
<b>PreK-5</b>	399	257	64%	18	14%
<b>6-8</b>	154	79	51%	42	53%
<b>9-12</b>	190	91	47%	39	42%
<b>Totals</b>	743	427	57%	99	23%

Absenteeism:

In the 2016 chronic absenteeism report released by the Iowa Department of Education, Corning and Villisca showed high numbers of students missing over 20 days of school.

<b>Grades</b>	<b>Corning</b>	<b>Villisca</b>
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 cannot read at grade level by third grade are four times more likely to drop out of high school. After school programs have also been proven to have a positive impact on younger students' absences from the school day.

Transportation

As rural school districts, large numbers of the Corning and Villisca Elementary students travel many miles to and from school each day. Several bus routes push the one-hour time restriction. Even those students on foot face difficulty getting to school as each town houses the elementary school on the outside edge of city limits. Students living in the middle or opposite end of town may have a mile or more to walk. The district does provide busing to and from school each day. However, after school activities are not widely available to many students due to the transportation barrier. The elementary schools in both districts will be the site of each T-Wolf Kids Club. This will be available immediately after school without the use of transportation. Additionally, the district will make transportation home from the T-Wolf Kids Club available for rural students by running a bus to outlying communities and to bus stops in Corning and Villisca. During summer school the T-Wolf Kids Club will also have a bus route in town and outlying communities.

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, the T-Wolf Clubs of Corning and Villisca School Districts will become a sustainable, vital tool to assist students and their families in achieving a better education and a brighter future. The Kid Care Council, a child abuse prevention council started in Adams County, has embraced the before/after school program and summer program collaborative effort. These community-based organizations will be engaged in the identification of needs and development of the program. These include representatives from the following areas: business, child welfare, domestic violence, education/early childhood, faith-based, family support, law enforcement, local government, mental health, parents and substance abuse.

**3. Project** (maximum 3 pages)

**3.1-3.3** The goal of the T-Wolf Kids Club is to create a fun, welcoming program that gives students the tools needed to create healthy, happy and productive lives. 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:

- 6:30-8:00 a.m. Homework Check & Positive Daily Affirmations
- 8:00-3:15 School Day
- 3:15-3:45 Snack and Structured Movement
- 3:45-4:45 Homework help or Literacy/Math Based Activities
- 4:45-5:45 Extension & Enrichment activities with community partners
- 5:45-6:30 Choice of activities

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 most importantly, 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 2020, 80% of participating students will be proficient in reading as measured on the state test.**

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

Data Sources:

- Student achievement data from the ITBS/ITEDS, FAST, and other district-wide assessments
- Student level data regarding program attendance and enrollment
- School and program level data from parent, teacher and student surveys.



- Report Cards/ Third grade completion
- Infinite Campus updates on homework completion
- Review of selected program lesson plans and instructional artifacts

**Program Goal 2:**

**Attendance Goal: By May 2020, 90% of participating students will have improved attendance and have feel they have 1-2 caring adults within the school district.**

<b>Objectives</b>	<b>Indicators</b>	<b>Eligible Activities</b>
90% of participating students will: <ul style="list-style-type: none"> <li>• Have improved attendance</li> <li>• Be engaged in activities during the after-school and summer program</li> <li>• Experience personal achievement in an enrichment activity</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance record keeping and comparing data from past years</li> <li>• Survey of students focused on activity interest</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Rewards</li> <li>• Field Trips (vet clinics, bakery, grocery stores, flower shop, Lake Icaria or Viking Lake)</li> <li>• STEAM Activities robotics, Lego league, art camps</li> <li>• Community Outreach Projects (cleaning city parks, community service for seniors)</li> </ul>

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

**Family Literacy Goal: By May of 2020, 100% of participating families will have access to services that facilitate family support of their child’s educational growth. By May of 2020, 90% of families will report that program services helped them increase their parenting skills and awareness of their child’s education.**

<b>Objectives</b>	<b>Indicators</b>	<b>Eligible Activities</b>
90% of families will have opportunities to participate in: <ul style="list-style-type: none"> <li>• Family Nights with themes to support student learning</li> <li>• Weekly communication including personal outreach and newsletters</li> <li>• Family support groups offered by CPPC</li> </ul>	<ul style="list-style-type: none"> <li>• 90% of parents will participate in family nights</li> <li>• 90% of parents will be able to communicate what their child is learning in the afterschool program</li> <li>• 90% of students will apply at least three or more strategies for supporting student learning</li> <li>• 90% of parents will be able to identify</li> </ul>	<ul style="list-style-type: none"> <li>• Programs that promote parental involvement and family literacy; Raising School Ready Readers; Parents as Teachers</li> <li>• Programs that provide assistance to students who have been truant, suspended or expelled</li> <li>• Functional Family Therapy (Orchard Place)</li> </ul>

	community resources and how to access them	<ul style="list-style-type: none"> <li>• Zion Recovery Center Prevention Programs</li> <li>• Community-based Family Team Meetings</li> <li>• 24/7 Dads</li> <li>• Moms off Meth</li> </ul>
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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
- Iowa Youth Survey and Parent Survey

The curriculum used by Corning and Villisca T-Wolf Kids Club will be the same used during the school day. The *Making Meaning* reading curriculum used by each elementary school 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. Opportunities to read, write, discuss word meaning, discuss comprehension strategies and provides exposure to all literary genres including informational texts. Emphasis is placed on differentiated instruction, which allows students to be met at their level of learning. Small group instruction used with daily Response to Intervention (RTI) strategies gives all students opportunities to enhance their learning. Students receive up to 30 minutes of additional support between RTI and strategic, intensive intervention that effectively moves students to the next level.

**3.4** The programming for the T-Wolf Kids Club will link to the school day instruction through:

1. Relationships with school-day staff. The Program Director will be an employee of the school and will collaborate with teachers as needed to ensure program activities align with school day instruction and with state and national standards.
2. A Teacher Advisory Board will be made of three teachers from each building who will review programming and provide feedback on a quarterly basis.
3. Teachers will participate in the T-Wolf Kids Club by providing enrichment and extension activities related to their content area.
4. The School Improvement Advisory Committee will receive quarterly updates on the T-Wolf Kids Club and will provide feedback accordingly to ensure programming is consistent with the school CSIP (comprehensive school improvement plan).

**3.5** The Southwest Valley School District provides quality education and enrichment opportunities to promote positive development for its students. Declining enrollment and increased poverty in our location have made this a difficult task. Kid Care Council has a number of organizations that provide activities that complement and enhance academic performance, achievement and increase positive youth development. This grant will allow the districts to leverage experience and expertise of its partners, such as those with Kid Care Council.

#### **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 21<sup>st</sup> 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)

5.1 & 5.3 The T-Wolf Kids Club will be led by a Program Director at each site, under advisement of:

- A Leadership Committee charged with supporting the Program Director and the T-Wolf Kids Club, assisting with sustainability efforts, and developing and engaging a Stakeholder Advisory Group. The Leadership Committee will meet at least quarterly and will consist of the superintendent, the elementary school principals, and a representative from at least two partnering organizations. Program partners, parents and students will be encouraged to participate in the Stakeholder Advisory Group. The Stakeholder Advisory Group will meet at least three times a year (perhaps more in the first year). This group will receive updates on evaluation efforts from the Program Director, they will provide feedback about program operations, and they will make recommendations on future programming.
- A Teacher Advisory Committee will be responsible for providing feedback on programming and ensuring collaboration with school-day activities. The Teacher Advisory Committee shall review programming and provide feedback monthly.

Two Program Directors will be hired – one by the Corning Community School District and the other employed by the Villisca Community School District and be responsible for:

- Planning and Implementing
  - Planning with teachers for individual student needs
  - Curriculum & Program activities
  - Day-to-day operations including staffing
- Coordinating
  - Programming and curriculum in collaboration with school –day staff
  - Events and Field Trips
- Leading
  - Family engagement efforts by promoting positive and active communication between staff and families by organizing family engagement activities and events
  - Evaluation efforts to ensure the program is as effective as possible
  - Sustainability and development efforts to ensure the T-Wolf Kids Club is sustainable after the 21<sup>st</sup> Century Learning Center funds cease

Corning and Villisca School Districts will utilize all available resources to recruit highly qualified Program Directors. The job description will be posted in the local paper, the school's website and Facebook pages and on appropriate employment websites such as TEACH Iowa and IA REAP. The districts will look for applicants that hold a Bachelor's Degree and pay a competitive salary to maintain program quality through retention of qualified staff. As a school employee the Program Director will work closely with all teachers to make certain there is school-day alignment. The Program Director will also participate in staff professional development opportunities as schedule permits. The Program Directors will be responsible for scheduling the daily program staff and volunteers.

There will be five Lead Associates, two in the Villisca district and three in the Corning district, that will work with the Program Director to implement curriculum and activities. These

candidates will need to hold an Associate's Degree or have acquired 2-3 years of work experience beyond high school.

Professional Development opportunities will be made available to all T-Wolf Kids Club staff. In addition to those development opportunities offered through the school, community partners, such as the Green Hills AEA, Southwestern Community College and ISU Extension will also assist in making sure staff are appropriately trained and supported through high quality professional development.

The T-Wolf Kids Club will utilize volunteers to support high-quality programming. Each participating program partner will volunteer to support at least one aspect of the program. Many partners have volunteered to implement specific programming. For instance, TS Bank has appropriate financial literacy curriculum they plan to utilize. Other partners may not have specific curriculum, but they may bring specific programs to students. One example is the Adams County Conservationist and Montgomery County Conservationist. They already have programs set up with the school and will be utilized during the summer months as places to visit in order to participate in recreational activities as fishing, hiking, swimming and canoeing. ISU Extension, Adams County Extension and Montgomery County Extension will deliver parent and youth programs, including hands-on STEM activities, to enrich the lives of our families in our communities. Other partners will offer volunteers to engage with students and become possible mentors. Senior volunteers from various community organizations will provide activities based upon the volunteer's interest and also from the students' interests. Service groups from the high school such as Y-teens and FCCLA will also interact with students as a volunteer effort with the T-Wolf Kids Club.

All staff and volunteers over the age of 18 will have background checks to ensure each T-Wolf Kids Club site is a safe environment.

## 5.2 Transportation

The T-Wolf Kids Club offers a solution to working families and those with transportation issues. The program will be located at the elementary schools, making travel immediately after school unnecessary. Additionally, the district will make transportation home from the T-Wolf Club available for rural students by running a bus to the outlying communities from Corning and Villisca. There will also be two bus stops in each town for those living on the opposite end of town as the elementary school. During summer school the T-Wolf Kids Club will also offer a bus route in town and to possible outlying communities if needed.

The T-Wolf Kids Club will be accessible to all students. All of the Corning and Villisca Community School District buildings are already accessible to those with physical disabilities. The T-Wolf Kids Club program director will work to ensure other accessibility needs are met not only within district facilities, but when students travel to other locations for programming or field trips.

### **5.3 Sustainability**

The Leadership Committee will actively work with the Program 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 Leadership Committee and the Stakeholder Advisory Group will be expected to provide feedback and recommendations geared toward the continuous improvement and sustainability of the T-Wolf Kids club, following the end of the 21<sup>st</sup> Century Community Learning Center funding.

The Leadership Committee will work towards ensuring the sustainability of the T-Wolf Kids Club by ensuring the most effective use of public funds. Both school districts expanded the use of At-risk and Drop-out Prevention programs to include elementary students (K-5<sup>th</sup> grade) and parent outreach. Both districts have active Decat/CPPC organizations that do have prevention funds available to help with programming that helps decrease violence against children. Adams and Montgomery Counties are ranked 1<sup>st</sup> and 2<sup>nd</sup>, respectively, in the rate of abused children in the state of Iowa (Prevent Child Abuse Iowa – County Demographics). After school programs have been determined to help families lessen the possibility of child abuse (Building Resilience in Children and Families: 7 Strategies to Prevent Child Abuse and Neglect). The school districts in each community recognizes the need for students to be in a safe environment. The T-Wolf Kids Club will benefit students, their families, the school and ultimately the community. This resource will be invaluable; therefore, the district will continue to ensure that public funds are used to their fullest potential in the most effective way possible.

Additionally, the Leadership Committee will ensure program sustainability through positive relationships with current community partners, and the addition of new partners. Community partners are important to the T-Wolf Kids Club because they will provide quality programming, enrichment opportunities and positive interactions between community members and students.

Finally, the Leadership Committee will ensure future sustainability of the T-Wolf Kids Club by exploring potential new sources of funding. Funding sources may include public and private grant funds, community foundation grants, donations by businesses and individuals and fundraising events. As 21<sup>st</sup> Century Community Learning Center grant funds decrease and then end, the Leadership Committee will make sure a plan is in place to ensure a smooth transition between funding sources allowing for continuous program services.

**6. Communication Plan** (maximum 1 page)

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

**7. Partnerships** (maximum 2 pages)

**7.1** The SWV 21<sup>st</sup> 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.

<b>Partnership</b>	<b>Proposed Role</b>
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
Iowa State University Extension Adams County Extension Montgomery County Extension	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



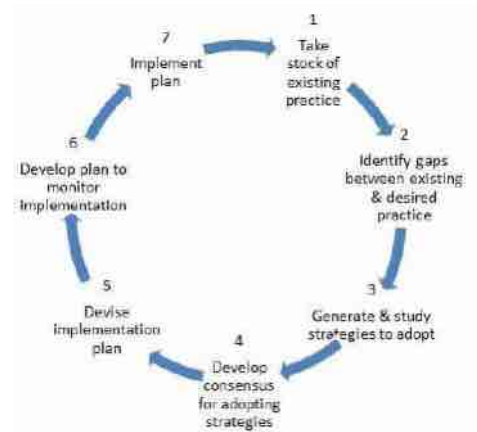
Zion Recovery Center	Provide Drug and Alcohol Awareness Classes to middle school students Provide Drug and Alcohol Prevention Models to Parents Implement community-based prevention programs and policies
Richard Mullen	Provide information to staff about ACE's (Adverse Childhood Experiences) Publicize 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
Adams County Board of Supervisors	Encourage collaboration and engagement of community members
Corning and Villisca Elementary Title Teachers	Collaborate with Program Directors weekly (more as needed) Create individual student goals with Program 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 21<sup>st</sup> 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 and state funded programs, including 21<sup>st</sup> CCLC grants in Iowa, Louisiana, Illinois, Mississippi, Texas, Washington, DC, and Wisconsin. Shelley Maberry, the Principal Evaluator, is fluent in developing logic models for research and program development and as such using those designs to guide the evaluation process. She is experienced with a host of research tools including survey development, interview and focus group protocols, and case study and statistical analysis of quantitative data. She is a certified Grant Evaluator and a member of the American Evaluation Association (since 2009). Ms. Maberry's contact information is: 4969 Benchmark Centre Drive, Suite 400, Swansea, IL 62226; Phone: 618.622.9352. The Maberry team will conduct a rigorous evaluation, in cooperation with Iowa Department of Education, and will provide all requested data and program information to the state.

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



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

## 8.2 Evaluation Procedures:

<b>Objective</b>	<b>Goal</b>	<b>Goal Measures</b>
Academic – Objective 1: Improve student learning in reading	<u>Academic Goal:</u> By May of 2019, 80% of participating students will be proficient in reading as measured on the state test.	<ul style="list-style-type: none"> <li>• FAST – Progress Monitoring</li> <li>• FAST – Universal Screener (3 times/year)</li> <li>• Iowa Assessments</li> <li>• Student/Staff Surveys</li> </ul>
Attendance – Objective 2: Improve daily attendance Decrease truancy issues	<u>Attendance Goal:</u> By May 2020, 90% of participating students will have improved attendance and have more caring relationships with adults within the school district.	<ul style="list-style-type: none"> <li>• Daily Attendance</li> <li>• Student Surveys</li> <li>• Parent Surveys</li> </ul>
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 2020, 90% 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"> <li>• Parent Attendance</li> <li>• # of parents enrolled in extra programs</li> <li>• Parent Surveys</li> </ul>

All three goals will be measured with both qualitative and quantitative data. We will use 2017-2018 data as the base year and compare it with results collected during the 2018-2019 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 Corning and Villisca School Districts utilized the funding formula provided by the Iowa Department of Education. We are anticipating 140 K-5 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:**

Personnel will be the biggest expense of each district's T-Wolf Kids Club site. These projections will allow us to provide proper supervision for our elementary students with a ratio of approximately 20 students to 1 staff person. Volunteers will be utilized in order to get the ratio of approximately 15 to 1.

**Two Program Directors** will be responsible for the day to day operation of the program, one at each site. This person will also be responsible for overseeing all program activities, collaborating with school day staff, building community partners and scheduling volunteers. To ensure quality programming and retention of this position, the school districts are going to be paying a competitive wage based on teachers' salary and administrative salaries around the area. Due to the importance of this position, retention is a concern when offering quality programming. These wages and benefit package will ensure that we can employ quality leaders that will be invested in our T-Wolf Kids Club sites.

- Program Director: \$23 per hour x 40 hours per week x 45 weeks = \$41,400
- Benefits = FICA (\$3,166) IPERS (\$3,697) Insurance Package (\$10,500)
- Total for 2 Directors: \$117,526

**Lead Associates** will provide academic supports. Each district will target its own elementary teachers, retired teachers and substitute teachers in the area. Applicants with childcare experience or education will also be considered for these positions. Due to estimated numbers the Villisca site will employ 2 Lead Associates and Corning site will employ 3 Lead Associates.

- Lead Associate: \$18 per hour x 20 hours per week x 45 weeks = \$16,200
- Benefits = FICA (\$1,239) IPERS (\$1,446)
- Total for 5 Directors = \$94,424

**Food Cost**

The cost of daily snacks and meals will need to come out of the supplies budget. The T-Wolf Kids Club will work with the districts' food service directors to get the best price for the snacks and lunches and to insure they meet proper standards under USDA nutritional guidelines.

Food Estimates = \$31,050

**Project Evaluation**

Corning and Villisca School Districts have identified Maberry Consulting and Evaluation Services, LLC to conduct program evaluation. Based on their cost proposal of \$7,800, 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.

### **Transportation**

The maximum 8% (\$24,000) under Student Access and Transportation will be allocated for the safe transport of students from the after-school program during the school year and to and from the summer school program during the summer months. There will be designated bus stops in each town and two or three dedicated routes to each's districts outlying communities. This may prove difficult with the large land area that each school district covers, but it will be necessary to overcome this barrier in order to reach all students.

### **Professional Development**

The T-Wolf Kids Club Program Directors will coordinate with Parents as Teachers through Southwestern Community College, ISU Extension, 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. If costs are needed, other sources will be explored, such as mini grants from CPPC.

### **Supplies**

\$14,000 will be allocated for supplies. The 21<sup>st</sup> 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. Estimates are based upon \$100 per child the first year.

### **Family Engagement Nights**

\$11,000 is going to be budgeted for family engagement nights. The T-Wolf Kids Club estimates 60 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. These activities will incorporate Family Literacy. By working with ISU Extension, high quality programs will be provided to our families. The total cost estimated at \$11,000.

### **Field Trips**

The proposed program will include field trips over the course of the summer and afterschool hours (Professional Development days). Villisca Alumni and Friends Association and the Corning Education Foundation has stated they would pay for these fees as part of our partnership with these organizations.

### **Administrative/Indirect Costs:**

The school districts consider these costs minimal compared to the people that are going to be working with the students. Therefore, will pay extra expenses through use of building and staff, such as business administrator, janitorial staff and substitutes in-kind.

### **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 a short summer program in the Corning district and a library program in Villisca that meets once a week for five weeks. The 21<sup>st</sup> Century Community Learning Center Grant would allow both elementary schools to provide equal opportunities for all students, no matter in which community they reside.

## **Appendix A: Required Forms**

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

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

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

**Mail Applications to:**

**Jodi Bruce**

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

[jodi.bruce@iowa.gov](mailto:jodi.bruce@iowa.gov)

**Address all questions to:** [vic.jaras@iowa.gov](mailto:vic.jaras@iowa.gov)

**APPLICATION INFORMATION**

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

County: Adams		Amount Requested: \$ (Total for Year 1 from Form D1) \$300,000	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) <b>Willie Stone, Superintendent</b>		Grant Contact/Project Director: <b>Liz Timmerman</b>	
Agency Name: <b>Corning School District</b>		Agency Name: <b>Villisca School District</b>	
Address: 904 8 <sup>th</sup> Street		Address: 219 Central Ave.	
City: Corning	Zip: 50841	City: Villisca	Zip: 50864
Phone: (641)322-4242	FAX:(641)322-4243	Phone: (712)826-5982	FAX: (712)826-4072
Email: <a href="mailto:wstone@corningcsd.org">wstone@corningcsd.org</a>		Email: <a href="mailto:ltimmerman@corningcsd.org">ltimmerman@corningcsd.org</a>	
<b>DUNS Number: 044147866</b>			
Data Collection and Evaluation Contact: Liz Timmerman		Fiscal Contact: Jodi Lyddon	
Address: 904 8 <sup>th</sup> Street		Address: 904 8 <sup>th</sup> Street	
City: Corning	Zip: 50841	City: Corning	Zip: 50841
Phone: (641)322-4242	FAX:(641)322-4243	Phone: (641)322-4242	FAX: (641)322-4243
Email: <a href="mailto:ltimmerman@corningcsd.org">ltimmerman@corningcsd.org</a>		Email: <a href="mailto:jlyddon@corningcsd.org">jlyddon@corningcsd.org</a>	

## **BEFORE YOU APPLY**

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

- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: <https://www.educateiowa.gov/documents/district-level/2017/01/2016-17-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated January 24, 2017, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

### **PLEASE RESPOND TO THE FOLLOWING QUESTIONS:**

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):
  - Site/Building Name: **Corning Elementary**
    - Free and Reduced Lunch Rate Percentage: 51.83%
  - Site/Building Name: **Villisca Elementary (Enarson)**
    - Free and Reduced Lunch Rate Percentage: 41.6%
  - Site/Building Name: \_\_\_\_\_
    - Free and Reduced Lunch Rate Percentage: \_\_\_\_\_
- **Partnerships:** Application proposes to partner with a minimum of 3-5 community organizations as evidenced by signed Memoranda of Understanding (MOUs).
- **When will the program run?** (Check or highlight applicable option(s) below):
  - Summer School Only
  - Afterschool Only
  - Before and Afterschool
  - Before and Afterschool and Summer School
  - Afterschool and Summer School
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY18 Request for Applications):
  - $\_140\_ \text{ number of children} \times 180\_ \text{ days} \times \_\_\_\_ \text{ either } \$7.50 \text{ (just afterschool) or } \$10.00 \text{ (Before and afterschool) per day} = \$252,000$   
(total funding request for before and afterschool programs)
- **Summer School Formula**
  - $\_140\_ \text{ children} \times \_35\_ \text{ of days} = (\text{minimum } 30 \text{ days}) \times \$10.00 = (\text{total funding amount for summer}) \$49,000$
  - Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.

Funding Request for Year One: \$300,000

Funding Request total for Three Years: \$900,000 \_\_\_\_\_

Number of Children Served in Year One: 140

Number of Children Served in Three Years: 420



## LEGAL STATUS OF APPLICANT

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

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

Enter Federal Employer ID Number: Corning - 42 6049169 Villisca - 42-6037899 <b>OR</b> Enter School District Code Corning - 1431 Villisca - 6651
(If applicable) Enter Child Care License #: _____

## REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation: See Iowa School Report Card Print out from website on next page

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

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

Documentation: The following signatures represent the collaboration between the Corning School District and the Villisca School District to jointly submit this application for the 21<sup>st</sup> Century Community Learning Center Grant.

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

Willie Stone, Superintendent of  
Corning and Villisca School Districts

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**FORM A: SITE INFORMATION**

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

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

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

## FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

### **Part A: Nondiscrimination**

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

### **Part B: Use of Funds**

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

### **Part C: Supplement, not Supplant**

As the designated applicant agency representative, I certify that funds from 21<sup>st</sup> Century Community Learning Centers Program will supplement, not supplant, existing services and funds. I further certify that funds under this program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.

### **Part D: Fiscal Control and Accounting Procedures**

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

### **Part E: Control of Funds**

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

### **Part F: Program Accountability**

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

### **Part G: Evaluation and Data Collection**

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

**Part H: Program Site**

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

**Part I: Collaboration with Schools**

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

**Part J: Notice to the Community**

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

**Part K: Public Review of the Application**

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

**Part L: Parent Consent**

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

**Part M: Private and Public School Consultation**

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

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

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Liz Timmerman, At-Risk Coordinator Corning CSD and Villisca CSD

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

Signature of Local Education Agency Superintendent	Local Education Agency Name
	Willie Stone; Southwest Valley School District (Corning School District and Villisca School District)
Signature of Site Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name
	Lora Top; Villisca Elementary
	Linda Brecht-Kwriant; Corning Elementary

**FORM C: COLLABORATIVE SIGNATURES**

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

**Applications only allowed up to three (3) additional pages for signatures.**

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

**FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY**

<b>21CCLC TOTAL FUNDING REQUEST</b> (Before and/or After School and Summer Program Funds)			
<b>Number of program sites included in this application:</b>	<b>Total number of students being served (all sites for one year):</b>	<b>Total first-year funding request (all sites):</b>	<b>Total three-year funding request (all sites):</b>
<u>2</u>	<u>140</u>	<u>\$300,000</u>	<u>\$300,000</u>

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

**TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 140**

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

**Applicant Agency:**  
**Corning School District**

**Site:** T-Wolf Kids Club – Corning Elementary

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

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

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$115,416		\$115,416		\$115,416		\$635,850
Staff Travel	0		0		0		0
Materials	\$27,030	\$6,600	\$27,030	\$6,600	\$27,030	\$6,600	\$168,150
Professional Development (minimum 5% per year)	0		0		0		0
Student Access, Transportation etc. (maximum 8% per year)	\$14,400		\$14,400		\$14,400		\$72,000
Evaluation (maximum 4% per year)	\$4,800		\$4,800		\$4,800		\$24,000
Administrative/ Indirect Costs (maximum 8% per year)	0		0		0		0
<b>Totals</b>	\$289,000	\$11,000	\$289,000	\$11,000	\$289,000	\$11,000	

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

*NOTE: This is a projected budget and you can make line item adjustments when approved by IDOE. See the budget guide for more information.*



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

**Applicant Agency:**  
**Villisca School District**

**Site:** T-Wolf Kids Club – Villisca Elementary

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

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

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$96,534		\$96,534		\$96,534		
Staff Travel	0		0		0		
Materials	\$18,020	\$4,400	\$18,020	\$4,400	\$18,020	\$4,400	
Professional Development (minimum 5% per year)	0		0		0		
Student Access, Transportation etc. (maximum 8% per year)	\$9,600		\$9,600		\$9,600		
Evaluation (maximum 4% per year)	\$3,200		\$3,200		\$3,200		
Administrative/ Indirect Costs (maximum 8% per year)	0		0		0		
<b>Totals</b>							

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

*NOTE: This is a projected budget and you can make line item adjustments when approved by IDOE. See the budget guide for more information.*

### FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

General Funds

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

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

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

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

## Form E: Minority Impact Statement

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

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

- The proposed grant project programs or policies could have a disproportionate or unique **positive** impact on minority persons.

Describe the positive impact expected from this project

Indicate which group is impacted:

- Women
- Persons with a Disability
- Blacks
- Latinos
- Asians
- Pacific Islanders
- American Indians
- Alaskan Native Americans
- Other

Describe the positive impact expected from this project:

Through implementing college and career ready presentations, we will ask women that are employed in the STEM areas to present their careers. This will positively impact our students, especially females, by disproving the stereotype that certain careers are gender based.

- The proposed grant project programs or policies could have a disproportionate or unique **negative** impact on minority persons.

Describe the negative impact expected from this project

---

---

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

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

Indicate which group is impacted:

- Women
- Persons with a Disability
- Blacks
- Latinos
- Asians
- Pacific Islanders
- American Indians

\_\_\_ Alaskan Native Americans  
\_\_\_ Other

The proposed grant project programs or policies are **not expected to have** a disproportionate or unique impact on minority persons.

Present the rationale for determining no impact.

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

Name: \_\_\_\_\_

Title: \_\_\_\_\_

### **Definitions**

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

“Disability”, as defined in Iowa Code Section 15.102, subsection 5, paragraph “b”, subparagraph (1):

b. As used in this subsection:

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

*“Disability”* does not include any of the following:

- (a) Homosexuality or bisexuality.
- (b) Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.
- (c) Compulsive gambling, kleptomania, or pyromania.
- (d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.

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

## FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

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

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

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

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

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

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

	<b>Private School Consultation Meeting Log</b>	
	<b>Date</b> <b>Time</b> <b>Location</b>	<p style="text-align: center;">Not Applicable</p>

**Meeting called by:**

**Type of meeting:**

**Attendees:** (Attach attendance sign-in sheet)

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

*Continues on next page.*

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

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

**Other Information**

<b>Resource persons:</b>	
<b>Special notes:</b>	

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

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

December 11, 2017

Liz Timmerman  
Southwest Valley Community Schools  
904 8<sup>th</sup> Street  
Corning, IA 50841

RE: 21<sup>st</sup> Century Community Learning Center

Dear Ms. Timmerman:

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

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

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

Sincerely,  
POET Biorefining – Corning



Greg Olsen  
General Manager



November 27, 2017

Dear Parents/Guardians,

**Please  
Return by 12/1**

The Corning Elementary is exploring the opportunity to provide a before and after school program to our JK-5<sup>th</sup> grade students. We would like to implement activities designed to encourage positive youth development, hands-on educational programs that would include STEM (science, technology, engineering and math) and possible recreational opportunities. This time may include: help with homework, snacks, movement and instructional support that is individualized. A summer program is also being explored at this time. Please complete the following survey in order for the school district to determine need.

## **CORNING ELEMENTARY**

### **BEFORE & AFTER SCHOOL PROGRAM SURVEY**

1. Do you think our community would benefit from some type of organized activity or place where children can go after school every day that provides opportunities to learn?

2. Would your child(ren) participate in the after school program? How many? \_\_\_\_\_

3. Would your child(ren) participate in the before school program? How many? \_\_\_\_\_

4. Which is the most important element for an afterschool program to have (pick one):

- a) Homework and tutoring time
- b) Physical activity
- c) Arts activity—music, dance, drama, etc.
- d) Healthy snack
- f) Other (be specific) \_\_\_\_\_

5. Which afterschool program outcome is most important to you (pick one):

- a) Increasing test scores
- b) Developing career and college readiness skills
- c) Healthier kids (through fitness and nutrition activities)
- d) Development of creative and artistic skills
- e) Other (be specific) \_\_\_\_\_

6. If we could offer all day summer programming for PK-5<sup>th</sup> grade (childcare 6:30-8:00 & 3:30-5:30) with summer school during the day, would you want your child to participate? \_\_\_\_\_

IF yes, how many children would attend? \_\_\_\_\_



Thank you for completing this survey and sending it back to school with your child!

November 9, 2016

Liz Timmerman  
Southwest Valley Community Schools  
904 8<sup>th</sup> Street  
Corning, IA 50841

RE: 21<sup>st</sup> Century Community Learning Center

Dear Ms. Timmerman:

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

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

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

Sincerely,  
POET Biorefining – Corning



Greg Olsen  
General Manager

TOM SHIPLEY  
STATE SENATOR  
*Eleventh District*  
Statehouse: (515) 281-3371

HOME ADDRESS  
2425 Birch Ave  
Nodaway, IA 50857  
H: (712) 785-3583  
tom.shipley@legis.iowa.gov



**The Senate**  
State of Iowa  
*Eighty-sixth General Assembly*  
STATEHOUSE  
Des Moines, IA 50319

COMMITTEES

Agriculture  
Judiciary  
Labor and Business Relations,  
*Ranking Member*  
Natural Resources and Environment

To Whom It May Concern-

I am writing in support of the 21<sup>st</sup> Century Community Learning Center. As a lifelong member of this community having served on the local school board for 18 years, I see the intense need for this program in our community. Actually, I have seen the need for years and advocated for it many years ago as a school board member.

While I have only been in the legislature for two years, I have discovered that while Iowa is still rural in many respects, our urban neighbors seem to have little interest in the issues dealing with poverty that they believe are unique to their community.

Low income families are as common out here as they are in Des Moines. The free and reduced lunch percentages are the same. The difference many times is the resources available to help.

I could go on at length about this as it is a very important issue with me. When I ran for office I was asked by a Polk county resident why I did it. After I thought a second I just summarized it by saying I ran because your neighbors don't care about mine. He did not disagree.

I sincerely hope that our community is the recipient of this grant so our kids have the same chance that the kids in Ankeny, Johnston, Waukee, Urbandale, and West Des Moines have.

Thank you for your consideration!

Sincerely,

A handwritten signature in blue ink that reads "Sen. Tom Shipley". The signature is written in a cursive, flowing style.

	<b>Private School Consultation Meeting Log</b>	
	<b>Date</b>	<b>Not Applicable</b>
	<b>Time</b> <b>Location</b>	<i>Liz Zimmerman / At-risk Coordinator</i>

**Meeting called by:**

**Type of meeting:**

**Attendees:** (Attach attendance sign-in sheet)

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

*Continues on next page.*

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

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

**Other Information**

<b>Resource persons:</b>	
<b>Special notes:</b>	

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

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

## Form E: Minority Impact Statement

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

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

- The proposed grant project programs or policies could have a disproportionate or unique **positive** impact on minority persons.

Describe the positive impact expected from this project

Indicate which group is impacted:

- Women
- Persons with a Disability
- Blacks
- Latinos
- Asians
- Pacific Islanders
- American Indians
- Alaskan Native Americans
- Other

Describe the positive impact expected from this project:

Through implementing college and career ready presentations, we will ask women that are employed in the STEM areas to present their careers. This will positively impact our students, especially females, by disproving the stereotype that certain careers are gender based.

- The proposed grant project programs or policies could have a disproportionate or unique **negative** impact on minority persons.

Describe the negative impact expected from this project

---

---

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

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

Indicate which group is impacted:

- Women
- Persons with a Disability
- Blacks
- Latinos
- Asians
- Pacific Islanders
- American Indians

- Alaskan Native Americans  
 Other

The proposed grant project programs or policies are **not expected to have** a disproportionate or unique impact on minority persons.

Present the rationale for determining no impact.

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

Name: Dino Zimmerman  
Title: At-Risk Coordinator

### Definitions

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

“Disability”, as defined in Iowa Code Section 15.102, subsection 5, paragraph “b”, subparagraph (1):

b. As used in this subsection:

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

“Disability” does not include any of the following:

- (a) Homosexuality or bisexuality.
- (b) Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.
- (c) Compulsive gambling, kleptomania, or pyromania.
- (d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.

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



# Maberry Consulting

Maberry Consulting & Evaluation Services, LLC

4226 Woodfield Place, Suite 100  
Swansea, IL 62226

Voice: 1-618.622-9352  
Fax: 1-866-414-0517

www.maberryconsulting.com

## Memorandum of Understanding (MOU)

Southwest Valley School District

Maberry Consulting & Evaluation Services, LLC

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

General Description of **Maberry Consulting's** Contribution:

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

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

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

This agreement is made by the following:

\_\_\_\_\_  
Superintendent  
Southwest Valley School District

December 11, 2017  
\_\_\_\_\_  
Date

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

December 11, 2017  
\_\_\_\_\_  
Date





November 25, 2016

To whom it may concern:

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

Sincerely,

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

De Heaton, Executive Director

Corning Opera House Cultural Center  
800 Davis Avenue, Corning, IA 50841  
641.418.8037 [corning.oh@gmail.com](mailto:corning.oh@gmail.com)  
[www.CorningOperaHouse.com](http://www.CorningOperaHouse.com)

*Templeton  
Phil and Jayne*

November 30, 2017

Southwest Valley Community Schools  
Corning Campus  
904 8<sup>th</sup> Street  
Corning, IA 50841

**RE: 21<sup>st</sup> Century Community Learning Center Grant**

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

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

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

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

**Sincerely,  
Phil and Jayne Templeton**

# Southwest Valley Community Schools

## Corning Campus

904 8<sup>th</sup> Street - P.O. Box 229

Corning, IA 50841

Ph. 641-322-4245

FAX: 641-322-5149

Jamie Craig, 9-12 Principal  
Linda Brecht-Kwirant, PreK-6 Principal-Corning

William Stone, Superintendent  
LoraTop, PK-8 Principal-Villisca

To whom it may concern:

As the Title I Reading teachers at the Corning and Enarson (Villisca) Elementary Schools we see a need for our students to be working in an afterschool program that utilizes the reading interventions we currently use during the school day. We have noticed a significant learning gap between the students that are on the free and reduced lunch program and those that are not on the free and reduced lunch program.

We are willing to be the liaisons between the classroom teachers and the afterschool site directors. We will meet with the site directors to help develop the interventions for the students for the afterschool program on a weekly basis.

We currently have in our intervention libraries the following reading interventions:

Quick Reads, Read Naturally, SIPPS, Florida Center for Reading Research, Maze Passages, AIMS Web Fluency Passages, Words Their Way and Six Minute Solutions.

The site directors would have access to the intervention libraries to use in the afterschool program. Besides the interventions, we also have available phonics and phonemic awareness board games that could be utilized in the afterschool program.

Sincerely,



Lindsay Sampson  
Title 3-5 reading and math teacher  
Corning Elementary School



Kathleen Miner  
K-5 Title Reading teacher  
Enarson (Villisca) Elementary

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Sincerely,



Lindsay Sampson  
Title 3-5 reading and math teacher  
Corning Elementary School



Kathleen Miner  
K-5 Title Reading teacher  
Enarson (Villisca) Elementary

December 7, 2017

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

RE: 21<sup>st</sup> Century Community Learning Center Grant for Before and After School Program

Dear Liz,

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

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

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

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

Regards,



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

November 21, 2017

Dear 21<sup>st</sup> CCLC Grant Selection Committee,

At the Zion Recovery Center we are passionate about delivering programs and services that can reduce alcohol and drug problems. We are excited when we find people who share our desire to do this with excellence. Collaborating with the Southwest Valley School District, we will bring tools and training that will empower youth with the knowledge, skills, and support they need to take charge, and make choices that will protect the things they value most. SWV and the Zion Recover Center would like to provide an evidence-based motivational prevention, intervention and pretreatment program specifically designed for people who might be making high-risk choices.

Our teamwork will help foster attitudes, beliefs, and understanding that helps people reduce risk for any type of alcohol or drug problem. Evidence based programs will create a unique self-assessment experience to help people be more aware of what they value, what they are risking, and how to protect the things that mean the most in their lives.

Several schools are implementing highly effective community-based prevention programs and policies. Our programs are directed at reducing risk and enhancing protective factors. Preventing or even simply delaying young people from trying substances is important in reducing the likelihood of a substance use disorder later in life. Individuals who use alcohol before the age of 15 years are 4 times more likely to develop an alcohol use disorder later in life than those who have their first drink at age 21 years or older. Additionally, refining strong family ties, social connection, and emotional resilience reduce the risk of developing a substance use disorder. Prevention works.



Damon Clark, BS, PR'  
Instructor/Prevention Specialist  
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g

ZION Recovery Services, Inc.



Richard Mullen BA, IADC

Assistant Director

Zion Recovery Services

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Phone/Fax: 515-465-9310

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1800 N. 16<sup>th</sup> St., Unit NE 3  
Clarinda, IA 51632  
Phone: 712-542-3720 (24 Hours)  
Fax: 712-542-3723

Dear 21<sup>st</sup> Century Community Learning Center Grant Selection Committee,

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

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

Respectfully

Richard Mullen

Assistant Director/HIPPA compliance officer

712-542-3720