

Atlas Valley Unified School District - 21st CCLC Grant Narrative

The Atlas Valley Unified School District (AVUSD) is located in the town of Atlas Valley in San Bernardino County. AVUSD has an enrollment of 15,716 and is comprised of two comprehensive high schools, one continuation school, three middle schools, one K-8 magnet school, one K-12 charter school and nine elementary schools. This 21st Century Community Learning Center Grant (hereafter referred to as the “CCLC”) will serve 440 students daily and 150 students on thirty supplemental days at two schools, (1) K-5th grade, Yuma Loma Elementary School (YLES) and (2) 6 – 8th grade Atlas Valley Middle School (AVMS).

A. Description of Required Programmatic Elements

1. Program Components

This proposal will provide the following components: ► **After School Programs** – Three hours per day at the end of each regular school day. ► **Before School Programs** – One and a half hours before each regular school day. ► **Supplemental** - Intersession and summer programs – Thirty days total, fifteen in summer and five each during three separate inter-sessions. ► **Family Literacy Programs** – A variety of programs for parents and young children coordinated through an existing Family Center at Yuma Loma. ► **Equitable Access** – Bussing program for Atlas Valley Middle School students in after school, before school and supplemental programs and for Yuma Loma elementary students before school and supplemental programs.

Both schools served by this proposal enroll large percentages of students from impoverished, ethnically and linguistically diverse backgrounds with high educational needs that require supplemental programs to support achievement of State standards. Table 1 below displays the demographics of the students targeted by this proposal.

Table 1		
Demographic	<u>Yuma Loma Elementary</u>	<u>Atlas Valley Middle</u>
Student Demographics (2006 CBEDS)	American Indian or Alaska Native – 3; Asian – 2; Pacific Islander – 7; Filipino – 3; Hispanic or Latino – 335; African American 103; White (not Hispanic) – 301; No Response – 99; Total Enrollment – 853	American Indian or Alaska Native – 2; Asian – 13; Pacific Islander – 11; Filipino – 7; Hispanic or Latino – 449; African American 153; White (not Hispanic) – 389; No Response – 4; Total Enrollment – 1,028
Free/Reduced Lunch %	86.5% (district = 48.4%)	75.0%
Attendance Rate	93.4%	95%
Truancy Rate (2006 Data Quest)	33.53%	34.85%
Suspensions ‘05-‘06	86	535
Expulsions ‘05-‘06	0	37
English Learners	156 (18.3% [district = 6.8%])	113 (11%)

Low academic performance of students at the two target schools supports the need for academic interventions provided for through this CCLC proposal. The vast majority of students at each of the target schools are performing academically below grade level as demonstrated by the California Standards Test (CST) scores in Table 2 for English Language Arts (ELA) and Mathematics. The table shows percentages of students at each grade level who are scoring below a Proficient level on the CST. These students are the targets of academic interventions provided through this grant. As the data demonstrates, English Learners (EL) are failing to reach proficiency in higher percentages than the All Students group.

Table 2		Percentages of Students Scoring Below Proficient on CST						
Students	Subject	Yuma Loma Elementary				AVMS		
		2nd	3rd	4th	5th	6th	7th	8th
All	ELA	69%	64%	75%	75%	67%	68%	67%
EL	ELA	77%	68%	85%	86%	100%	94%	94%
All	Math	77%	68%	85%	86%	69%	69%	72%
EL	Math	69%	68%	70%	86%	94%	89%	*

*fewer than 10 EL students attempted the Algebra Content Standards Test

Academic Performance Index (API) Scores - The API scores for each school also support the need for the academic interventions provided through this CCLC proposal. **Atlas Valley Middle School** scored an API of 697 in 2006 meeting neither the target growth overall or the target growth for the student sub-groupings. **Yuma Loma Elementary School** scored an API of 716 in 2006 meeting neither the target growth overall or the target growth for the student sub-groupings.

Expected attendance – The expected attendance for each school is detailed in the table below by program component. Each component represents expected daily attendance with the exception of Family Literacy that represents expected average weekly attendance.

Component	Yuma Loma Attendance	AVMS Attendance
After School	160	150
Before School	80	50
Supplemental	150	50
Family Literacy	20 adults; 30 children	20 adults; 30 children*

Estimate of unmet need for before and/or after school programs – The two target sites are currently offering after school programs through the Before and After School Learning and Safe Neighborhoods Program. The needs for expansion of these programs are documented in three ways; 1) by waiting lists at each site, 2) an Advisory Board Needs Assessment, and 3) parent and student surveys. Yuma Loma currently serves 120 students per day in after school programs. There is a waiting list of 100 students for placement and 42 parents on the parent survey that they would be interested in sending their child to a Before School program. Additionally more than 100 parents indicated interest in sending their children to an expanded intersession or summer session that are currently limited to the lowest achieving students. AVMS currently serves 111 students per day in an after school program. There is a waiting list of forty students and a student survey indicated that as many as 50 students would come early to school to participate in a morning program. More than 50 parents at AVMS indicated in the parent survey that they would send their child to a Saturday or summer session.

Title 1 School wide program – Both Yuma Loma and AVMS qualify as Title I School wide programs.

Juvenile Crime – The Vista Loma community experiences high rates of crime. Juvenile crime in the Atlas Valley Unified School District as a whole has been on the rise over the past three years. Juvenile arrests at Atlas Valley Middle School rose 15% during the same three year period. Local law enforcement data shows that San Bernardino County is identified among four California counties with 120,000 gang members (*Inland News*, 3/5/07). The Vista Loma neighborhood where the majority of the students served by this proposal live is the center of

gang activity in Atlas Valley. Keeping students off the street and supervised at times when their parents are at work is vital to keeping them out of gangs.

Process Used for Assessing Community Needs – YLES and AVMS are both located within the community known as Vista Loma. The Vista Loma Neighborhood Network (VLNN) Advisory Board was organized in 2004 to focus community support, to gather input on important issues, to disseminate information, and to ensure that the needs of the community are understood and considered in decision-making by elected officials and agency leaders. The Advisory Board is comprised of 10 individuals, including parents of students at one or both of the target schools, and community leaders. The Advisory Board meets monthly at YLES and has been successful in generating support for community improvements by the city and county. The Advisory Board conducted a community-wide survey in fall of 2006 to assess community needs. The survey return was impressive with over 75% of households responding. The top three needs that emerged from the survey were: 1. Drugs and Gangs; 2. Community Safety; 3. After School Programs for Children.

All of the priorities are addressed wholly or partially by this CCLC proposal and this is why the VLNN Advisory Board has signed an MOU to work with the project to ensure its success. Safety of the community is of course connected to the safety of the community's children which will be greatly enhanced by an expanded after school program. The expansion of the current program will enable all children on the waiting list a place in the program and addresses the third need identified in the survey.

2. Description of Activities

Yuma Loma Elementary and Atlas Valley Middle School both currently offer limited after school programs of academic support and enrichment with funding from the Before and After School Learning and Safe Neighborhoods Program. This CCLC grant supplements and does not supplant the district's obligations to the current program and will more than double the size of the current programs allowing students waiting for placement to receive services. The district has met all regulatory and statutory requirements including submission of reports in a timely manner and the program results have consistently met or exceeded the goals and objectives described in the grant proposal.

Program Design

Project Goal – The 21st Century Community Learning Program will provide a highly engaging environment where student can enrich their learning experience in a safe, supervised environment.

Project Objectives

- 1.0 – Students who attend thirty days or more of academic support classes will increase their reading and mathematics achievement as measured by an annual increase of 5% of students achieving scores indicating “Proficient” or “Advanced” on the California Standards Test among students meeting the attendance criteria and by increasing scores on district reading and mathematics assessments.
- 2.0 – Students attending thirty days or more of the CCLC will achieve higher average school attendance rates than the school wide average attendance rate.
- 3.0 - Students attending thirty days or more will demonstrate a lower suspension rate than the school wide average suspension rate.
- 4.0 – 100% of students and parents completing satisfaction surveys will rate the program as satisfactory or better on all project measures.

Atlas Valley Unified School District - 21st CCLC Grant Narrative

5.0 – 100% of adults participating in a minimum of 100 hours of adult education instruction will demonstrate a 3 point scaled score gain as measured by the CASAS Reading assessment.

6.0 - 100% of grant costs will be funded through district and community resources by year 5 to fully sustain grant activities beyond federal funding.

There will be four components to the CCLC program; 1) After School, 2) Before School, 3) Supplemental, 4) Family Literacy. Components 1-3 are supported by the Access Grant application.

Table 3 below shows the current program and the expansion that is being proposed by this CCLC grant.

Table 3						
	Current Program			CCLC Expansion		
	Days Open	Hours Open	Enroll.	Days Open	Hours Open	Enroll.
Yuma Loma	180	Before – 7:30 – 9:00 AM	0	210	Before - 7:30 – 9:00 AM	80
		After - 3:15 – 6:15 PM	120		After - 3:15 – 6:15 PM	160
		Supp.- 8:30 – 1:00 PM	0		Supp. - 8:30 – 1:00 PM	150
AVMS	180	Before – 7:30 – 9:00 AM	0	210	Before – 6:30 – 8:00 AM	50
		After - 2:51 – 6:00 PM	111		After – 2:51 – 6:00 PM	150
		Supp.- 8:30 – 1:00PM	0		Supp. - 8:30 – 1:00 PM	50

The **After School** program will operate daily at each site from 3:15 PM to 6:15 PM at Yuma Loma and from 2:51 - 6:00 PM at AVMS. There are fourteen minimum days per year when school releases early for teacher training or for parent teacher conferences. The students on those days are given a snack when they are released at 12:35 PM and then they attend an enrichment activity. The program operates as normal after the activity until 6:15 PM. **Daily Routine** - The program routine will be very similar at both YLES and at AVMS. Students in after school program line up at the cafeteria at the end of their school day to be signed in and to receive a snack which they eat inside and have an opportunity to socialize with students and staff. Students leave the cafeteria supervised by staff and move to their assigned classrooms where roll is taken on ScanTron® sheets to be fed into the district’s attendance accounting program Aeries. Students participate in an hour of academic support according to their identified needs. Academic classes are provided by certificated teachers and supported by paraprofessional and volunteer staff. Academic classes are maintained at a ratio of 15:1 or below at all times. Students have daily access to the school library that is staffed until the end of the program each day.

The final two hours at Yuma Loma and the final three hours at AVMS are scheduled for other academic support such as homework help and academic enrichment classes. Students have opportunities to participate in a variety of enrichment activities such as Gardening Club, Meteorology Club, Geology Club, Newspaper Club, Band, Chorus, Mentoring, and Rocket Club. Students are released from their classrooms to attend these enrichments. Students sign up for their choice of activities and a new schedule of activities is offered twice a year. Academic enrichment classes are maintained at a 20:1 ratio or below at all times. Students are allowed to switch between choices by making a request to staff. Requests to change programs are approved according to the enrollment and appropriateness on an individual basis. Students are released at AVMS to participate in after school sports when they are team members.

At Yuma Loma Elementary all students must be signed out by an adult at the end of the program day. No bussing is offered for the after school program to ensure that all students are

Atlas Valley Unified School District - 21st CCLC Grant Narrative

picked up by a responsible adult. AVMS students are released to walk home unless they take a bus in which case they are escorted to the bus by project staff that ensures all students safely board the appropriate bus.

The site Yuma Loma Principal and the AVMS Principal are on duty daily until approximately 7 PM when all students are safely delivered home. After school programs are staffed by the Project Coordinator, certificated teachers, instructional aides, high school workers, volunteers, mentors, and peer mentors. All paid and volunteer adults who work in the program must be processed by the AVUSD Personnel department before contact with students.

Academic support is provided using district approved, standards based and research-supported curriculum. Table 4 shows the variety of programs that teachers employ with students according to their needs.

Table 4	Component Abbreviation Key		
	B=Before School; A=After School; S=Supplemental		
Academic Support Programs	CCLC Expansion	Yuma Loma	AVMS
Accelerated Reader	X	BAS	BAS
Accelerated Math	X	BAS	BAS
Turning Points Mentoring Program	X	BAS	
Math Facts in a Flash	X	BAS	BAS
Homework Help	X	BAS	BAS
Accelerated Grammar and Spelling	X	BAS	BAS
STAR Reading	X	BAS	BAS
STAR Early Literacy	X	BAS	
Standards Master Reading	X	BAS	
Standards Master Language Arts	X	BAS	
English in a Flash	X	BAS	BAS
Mad Minute	X	BAS	BAS
STAR Math	X	BAS	BAS
Standards Master Math	X	BAS	
Evening Library Hours	X	A	AS
Project LEAP	X	BAS	
Preschool Support	X	BAS	
Houghton Mifflin Supplemental Materials	X	BAS	BAS
Read Naturally	X	BAS	BAS
Forensic Science	X	AS	AS
0/7 Period Intervention Classes	X		BA

Table 5 below outlines the academic enrichment programs that are being offered and will be expanded at both sites. Creation of additional classes will be encouraged as the program develops.

Atlas Valley Unified School District - 21st CCLC Grant Narrative

Table 5 Academic Enrichment Programs	CCLC Expansion	Yuma Loma	AVMS
Gardening Club	X	AS	AS
Agriculture - Community Garden	X	AS	
Meteorology Club	X	AS	
Geology Club	X	AS	
Newspaper Club	X	BAS	AS
Yearbook Club	X	AS	AS
Rocket Club	X	AS	
Technology Club	X	BAS	AS
Music Program	X	A	A
Arts of the Masters	X	AS	
Peace Leader Program	X	AS	
Student Council	X	BAS	AS
Chess Club	X	AS	AS
Video Production	X	AS	AS
Intramural Sports	X	AS	AS
Field Trips	X	AS	AS
Leadership	X	AS	AS
Health Occupations Students of America	X		AS
Trade/Job Skills	X		AS
Character Education	X	AS	AS
Atlas Valley Community Activities League	X	AS	AS
Marine Biology	X		AS
Foreign Language and Culture Club	X		AS

The **Before School Program** will operate from 7:30 – 9:00 AM at Yuma Loma and from 6:30 – 8:00 AM at AVMS. **Daily Routine** - Morning activities will commence as students finish their breakfast. Early morning activities will focus on reading with instructional aides, peer tutors and community volunteers reading with small groups. Materials used for these activities will be the same as in the After School Program. Individual students may also read within the Accelerated Reader program or participate in homework help. Students are released from the program to line up or report to their classes ten minutes before the bell rings. The before school program is staffed by the Project Coordinator, Instructional Aides and Volunteers. The program will be held in the school library, classrooms and computer lab, where materials and computers are available to support the research-based literacy programs.

Supplemental Programs operate during inter-session (Yuma Loma only), Saturday (AVMS only) and summer periods when there is no regular school. The CCLC program will expand the daily time of this program from the current three hour program to four and a half hours. The year round schedule provides two week breaks in October and March/April, and a three week break during December/January. Yuma Loma students will be offered a one week program during the two week breaks and a fifteen day program during the summer session. Atlas Valley Middle School students will be offered a two week program during the breaks and a fifteen day program during the summer. AVMS students will be offered fifteen Saturday programs and fifteen days in summer. Students will attend for four and a half hours from 8:30

AM – 1:00 PM on those days and are served a breakfast and lunch. The program schedule includes reading, math, writing and an enrichment activity using the same research based district materials used during the core program. Intercession classes are staffed by the Project Coordinator, Certified Teachers, Instructional Aides, High School Student Workers and Volunteers. The school library is staffed for student access. The emphasis is on improving basic skills that are keys to achieving grade level standards. Daily enrichment activities will be planned for all students to participate. The typical schedule for a supplemental program will be: Breakfast 8:30 – 9:00 - Academic Support – 9:00 – 11:00; Break – 11:00 – 11:30; Academic Enrichment – 11:30 – 12:30; Lunch - 12:30 – 1:00.

Motivation – Our experience and research that the program design is based upon tells us how important it is to make the extended day programs highly engaging for the children or they lose interest and they stop attending and parent support will erode. We work hard at encouraging excellence in all aspects of the program and regularly offer motivational programs for students. The program structure is intended to be motivational with the snack and a brief opportunity to socialize as they come together in the first part of the schedule each day.

Staff members are encouraged to bring their personal interests to the program and to connect these to standards based instruction. This has produced some outstanding opportunities for students as is evident in Table 5 below that shows a rich menu of enrichment activities being offered.

Awards for attendance are given each grading period; award parties for excellent achievement are given regularly. Highly motivating enrichment opportunities, mentoring relationships, special presentations, movies, and other methods are used to motivate students and make the extended day as enjoyable as possible.

Attendance – AVUSD uses the Aeries attendance system that enables the CCLC to utilize ScanTron® sheets for attendance and to track attendance electronically. It also enables us to link attendance to assessment performance and to closely keep track of emerging attendance problems. Students are entered in the system by class thereby easing the placement of students for the project coordinator.

Family Literacy Program

Table 6 Family Literacy Programs	CCLC Expansion	Yuma Loma	AVMS
Job Skills	X	X	X
English as a Second Language (ESL)	X	X	X
General Equivalency Diploma (GED)	X	X	X
Love and Logic Parenting Class	X	X	X
Parents As Teachers Program	X	X	X
40 Developmental Assets Program	X	X	X

The Family Center at Yuma Loma will expand services to include parents with children at AVMS. The close proximity of the two schools and the fact that families from both schools live in the Vista Loma neighborhood make the Family Center a convenient location for parents to participate.

3. AVUSD Experience in providing educational and related activities

AVUSD has successfully provided after school programs for the past eight years at Yuma Loma Elementary School and has begun to provide programs this year at AVMS. We consider

our district proactive and forward-thinking in seeking solutions to difficult educational issues. AVUSD has aggressively sought supplemental grants and innovative programs to address identified needs. The district has an established process and chain of command for grant programs, budgeting for grant programs. A good example of district support for grant programs is the integration of the attendance accounting for after school programs with the district attendance accounting software. This enables district administration to correlate attendance in the program with standards-based achievement measures and with regular school attendance. The district also ensures that supplemental programs such as the CCLC receive adequate curriculum and instruction support. The district ensures that standards-based materials are made available to the CCLC program and through cross training of regular school and project staff in curriculum and instruction wherever appropriate.

The district has established a management structure that supports and facilitates effective implementation of supplemental programs. This structure includes recruitment, supervision and training of staff, effective recruitment of staff that reflects the cultural and linguistic backgrounds of our students, effective communication with the community about program implementation, including identification of program need for refinement, enhancement, or revision of programs on an ongoing basis, transportation, communication between regular day school staff and the after school staff, and inclusion of the priorities of the After School Program in the decision-making and budgeting processes of the school district.

4. Description of the effectiveness of the selected activities

AVUSD uses a process for selection of programs and curriculum materials that ensures all materials purchased with district funds support the core program, are scientifically based according to valid research, are appropriate to the grade level and the needs and characteristics of the students targeted and support student achievement of district content and performance standards. The process is supervised by the Assistant Superintendent for Curriculum and Instruction who chairs the district Curriculum Committee. All programs and curriculum materials to be used in the CCLC program have been reviewed and approved by the Curriculum Committee.

A key to the effectiveness of the CCLC program is the connection between what is done in the classroom and what is being done in the after school program. A strength of this proposal is that we will employ a certificated coordinator who understands the curriculum and the need to correctly target interventions after school. This involved effective communication with the regular teaching staff about the program needs and about the needs of individual students on an ongoing basis. The following curricular programs are used during regular classroom instruction and will be continued in the CCLC delivered by certificated teaching staff. **English Language Arts:** Accelerated Reader, Accelerated Grammar & Spelling, English in a Flash, Read Naturally, Houghton Mifflin Series materials. **Mathematics:** Accelerated Math, Math Facts in a Flash, Mad Minutes, and Harcourt Brace Mathematics. All of these curriculum programs were approved through the district's curriculum selection process.

a. Performance Measures

AVUSD will use the California Standards Test (CST) results in reading and mathematics to assess the effectiveness of the academic support and enrichment programs. This assessment is given annually to all students beginning in grade two.

Students are assessed in English Language Arts (ELA) using the STAR Reading or STAR Early Literacy assessments, Standards Master Reading, Standards Master Language Arts, District Criterion Reference Tests, and Running Records. Growth is also recorded using

Accelerated Reader and Accelerated Grammar & Spelling records. Students not scoring at or above grade level on these interim measures are noted by their teachers as “at risk” of not meeting grade level standards. Administration, classroom teachers, and school support staff develop individual learning plans for at risk students to implement intervention strategies designed to accelerate student progress toward meeting state standards. These plans may include referral to the CCLC program, when they do; the plans are shared with the CCLC Project Coordinator so that supplemental instruction is appropriate to the needs of each student. Students are provided extra opportunities to practice skills, receive tutoring, and to complete homework with support moving them more quickly toward achievement of grade level standards. Students not identified at risk are also enrolled in the after school program and are encouraged to accelerate their levels of achievement through the self-paced programs such as Accelerated Reader, Mathematics, Grammar & Spelling.

In Mathematics students are assessed using STAR Math, Standards Master Mathematics and District Criterion reference Tests. Growth is also noted using Accelerated Mathematics records and Math Facts in a Flash records. As with ELA, students not scoring at or above grade level are noted as “at risk” of not meeting grade level standards and an Individual Learning Plan is developed to design interventions that will enhance the child’s chances of attaining grade level standards. These Plans are often supported by the child’s participation in the CCLC program.

b. Scientifically Based Research

District-provided standards and research-based curriculum materials and instructional strategies are being used by all staff members of the CCLC. The program design is based on scientific research about why extended day programs are effective at promoting learning, “we know that there are many children who are struggling to meet school standards because of their own academic challenges or language barriers. In all of these situations, an afterschool program can provide structure, offer connections with others, provide more academic help, and create occasions for participants of any age to develop new skills”. We also know that extended day programs help with reducing delinquency “Multiple reports confirm that children are most likely to experience violence or participate in risky behaviors like using drugs or alcohol during the afterschool hours of 3 p.m. to 6 p.m. (Newman, Fox, Flynn, & Christeson, 2000)” (retrieved March 7, 2007 from NCREL: http://www.beyondthebell.org/page_research.php)

Our program is designed to promote student and parent satisfaction. Research shows that parents are most satisfied when the cost is low, when the program is convenient to participate in, and when their children are happy to go (America After 3PM: A Household Survey on Afterschool in America). This CCLC is designed to ensure that there is no cost, that enrolling and attending is convenient, and that children will be offered a rich schedule of interesting classes and activities.

The needs of English Learners and their families are being accommodated in our program design through employment of bilingual staff, modification of instruction to enable maximum access to materials that includes differentiated instructional strategies, student grouping by language ability when appropriate to maximize comprehensible input, peer mentors and High School workers, and translated materials for parents.

Family Literacy is an effective model for improving the literacy levels of parents and their children and thereby increasing the economic level of the family. The program proposed for this CCLC implements a four-component model of Family Literacy in alignment with NCLB. An additional focus is on increasing intensity of services that research shows results in increased

outcomes in adult learners. (Kassab, C., Askov, E. N., Weirauch, D., Grinder, E., & Van Horn, B. (2004, spring). Adult participation related to outcomes in family literacy programs. *Family Literacy Forum*, 3(1), 23-29.)

5. Family Literacy Needs Assessment

The need for Family Literacy was established through the work of the Vista Loma Network Advisory Board that meets monthly at the Peter Smith Family Center at Yuma Loma Elementary school. The Advisory Board recommended the expansion of family literacy services according to the program detailed in the attached Family Literacy grant narrative. Additionally, the Family Center Director confers with parents on an ongoing basis about their needs. She helps parents find safe and effective early childhood education placements. In her work she meets with many of the low income families and reports that there is a high need to expand family literacy services due to low literacy among many of the adults.

Many of the parents who participate at the Family Center have a limited education and low English proficiency. Over fifty percent of these parents have no transportation to leave the neighborhood to attend adult education classes offered elsewhere. The parents are concerned about their children's success in school and welcome the opportunity to become involved in programs that enhance their ability to be effective in supporting their children's academic success. Typically English is the first barrier to the parents becoming involved at school and this barrier grows between the parents and their children as their child becomes increasingly English proficient. One mother said (with a big grin) when she began to learn English, "My son can't change to speaking English on the phone when he doesn't want me to know what he is doing anymore!"

B. Description of Collaboration and Partnerships

Description of collaborative partnerships and partners relative to implementing and sustaining the CCLC program.

1. Federal, state, and local programs that will support the program.

A variety of funds support the implementation of this CCLC proposal. The goals of the current after school program have been adapted into the school wide plan and the categorical budgets of both schools. As previously mentioned, both schools are implementing limited programs with existing Before and After School Learning and Safe Neighborhoods grants. Other categorical budgets contribute to this proposal including federal Title I, Title II, and Title III funding, state funds that provide support include School Improvement funding and EIA/LEP. The Family Literacy program is also supported with a variety of local partnerships that provide both cash and in kind contributions. This CCLC grant will supplement, not supplant existing programs and commitments. The Title I coordinator at Yuma Loma Elementary has managed title I programs for fifteen years and he works closely with the Principal to ensure that all compensatory education funding is spent on effective, research-based programs that support student achievement of high standards. He oversees the current after school program and will help the Project Coordinator implement the CCLC program.

2. Development of partnerships and plans for ongoing collaboration.

The Vista Loma Advisory Board will advise implementation of the CCLC project and will include the evaluation consultant and both principals as members of the Board. A monthly report to the Board will be made by the Project Coordinator and Project Evaluation consultant. This report will highlight the progress being made in achieving the project goals and objectives and implementing all project activities according to related timelines. Additional partnerships

are continuously sought by the Peter Smith Family Center and Advisory Board. Additional agreements are secured that enrich the program activities and build long-term sustainability.

3. Collaborative plan for carrying on the activities beyond the five year grant cycle.

Describe the investments of each partner and time frames for these investments.

Local funding and in kind contributions from partners are detailed in the budget section and provide substantial and growing support for program implementation. The key partners in the project implementation and their key contributions are identified in Table 7 below.

Partner Name	Description of Contributions	Annual Value of Contribution
After School Education and Safety	After school program grant	\$390,000
Academic Tutoring Partnership Program	After school tutoring for students, clerical support for the program	\$34,048 \$8,400
St. Joseph Health System Foundation	Vista Loma Neighborhood Network, Neighborhood Revitalization	\$48,000
Atlas Valley Fire Dept.	Firefighters to read with students weekly	\$1,900
Atlas Valley Police Dept.	Jr. D.A.R.E. Program – 2 officers twice per week to read with students	\$7,600
Volunteer Academic Mentoring	30 Community Mentors Weekly	\$28,500
Peter Smith Family Center	Family services	\$20,000
National School Lunch Program	Daily Snack, Breakfast and Lunch for supplemental program	\$65,000

We recognize that sustainability is not something that is built overnight but rather over a prolonged period of sustained effort so we will continue efforts already underway commencing on day one of the CCLC implementation. The Advisory Board will agendaize sustainability in its monthly meetings to keep it in the forefront of our efforts to build programs that will outlast the grant funding.

In order to fully sustain all project activities beyond the project period the project activities must be successful and be viewed by the school staff and the school community as indispensable. It is indispensable programs and staff that become priorities within existing budgets. Competing interests for this priority always exist within a school and within a school district therefore it is incumbent on the staff of the CCLC, the school and community leadership to find the means to support the program to the greatest extent possible thereby minimizing the impact on school discretionary budgets when the grant cycle ends. It is equally important for the CCLC to be highly successful and for this success to be well-documented through evaluation and that the evaluation results are made known to all stakeholders. The Coordinator will make presentations about the project results to community groups and service clubs, to school staff and parent groups, and annually at a School Board meeting. Success and recognition is the key to opening the budgetary checkbook of community and school decision-makers so a concerted, ongoing effort to inform the entire community about results will be made.

4. CCLC/Regular Program Staff Communication Plan

The CCLC provides significant improvement in communication between the regular day program and the enhanced after school program. The coordinator of the CCLC will be a certificated teacher with classroom experience and expertise in reading and mathematics

instruction. The coordinator will provide a more effective connection between the two programs, provide expertise to design effective interventions based on identified needs, and provide more knowledgeable feedback to teachers about the specific strengths and needs of the students referred.

There is a high priority on ensuring that the CCLC program meshes and supports the regular school program. Much effort is made to keep both the regular school staff and the CCLC staff informed on all issues that affect the students. Communication between the after school program staff and regular teaching staff occurs systematically as part of the current after school program implementation. Teachers use a Student Need Referral Form to refer students to the program for academic support on which they indicate the specific academic areas that the student needs to be supported in. After parental permission is received for the student to begin attending the program, the Project Coordinator uses the referral forms to establish tutorial grouping and/or to offer individual assistance. The form includes a section where the after school staff writes a brief description of the interventions being given according to the needs identified and this is returned to the classroom teacher. Ongoing communication between the regular day and after school staff is facilitated by the Project Coordinator attending the school staff meetings, the cross training of staff by inclusion of regular and after school staff in regularly scheduled staff training events, and the inclusion of CCLC program information in the regular teacher bulletins.

a. Plan to ensure alignment of the CCLC program with content standards.

Key processes described earlier in this proposal ensure that the CCLC program will be aligned with state content standards. These processes include utilization of standards-based curriculum and assessments, involvement of CCLC staff in the Individual Learning Plans for students at risk of not achieving grade level standards, collegial relationships between the CCLC staff and the regular classroom teachers. Alignment to standards is further supported by employment of a full time certificated Project Coordinator who oversees implementation of the instructional program and provides guidance, assistance and access to training for staff.

AVUSD requires that all programs and curriculum materials purchased with district funding are aligned with content standards. The process for approval of curriculum purchases applies to materials to be used in the implementation of this CCLC program. All of the programs and materials to be implemented have already been reviewed by the district Curriculum Committee and have been approved for district use including after school programs therefore there will be no delay in the implementation of this CCLC grant when funded.

5. Description of consultation with private schools.

All private schools identified within the attendance boundaries of the two targeted schools have been notified by the site principals of the district's intent to apply for this CCLC. These schools have been invited to participate in the development of the proposal and in the project activities of the CCLC. No schools have responded to this invitation to date however we remain open to their participation at any time during the grant cycle. Evidence of these efforts is being maintained at the school site with other grant documentation.

C. Program Administration

1. Program sites

2. Will all activities be offered on site?

All project activities and services will be delivered at Yuma Loma Elementary School and Atlas Valley Middle School. Family Literacy will be delivered for both sites at the Peter Smith Family Center located on the Yuma Loma campus. No satellite or remote sites are

necessary to provide excellent access to all students. Transportation funds are being requested through the Equitable Access application to ensure all students may attend.

3. How will information be disseminated to the community?

The community will be informed about the expanded project in a number of ways including flyers carried home by students in English and in the family's home language. Posters will be posted in the community giving key information about the program. These *posters will be posted* (must be a song there) in multiple languages within the community where families visit or gather such as church, agency offices, shopping centers, etc. Public service announcements will be requested on television and radio in the home languages of the students being served. Presentations will be made to community groups, school committees, and at school events such as Back-to-School Night and Open House by the Project Coordinator. The Principals will provide information to parents and community through school newsletters and on the school web sites.

4. How will staff development needs be determined and how will staff training be planned based on these assessments?

The Principals and the Project Coordinator will meet regularly (weekly at first and then bi-weekly after the program is fully operational) to plan program implementation, to resolve issues and overcome barriers, to discuss budget issues, to review schedules, to plan for sustainability and to assess staff needs including training. The Principals shall be responsible for supervision of staff and for provision of training to ensure that instruction aligns closely with the intent and scope of the research-based programs selected for use. We recognize that teachers and staff members must maintain fidelity of implementation of programs according to the research-based models; therefore, all staff will receive professional development according to their needs and roles in implementing the research-based curricula.

5. Proposed staffing, minimum qualifications and student-to-staff ratios.

All staff employed for the CCLC will be fully qualified to deliver the instructional program. All teachers will be certified and approved as instructors according to District Policy and the guidelines of the California Commission on Teacher Credentialing. Paraprofessionals will meet district requirements for employment under NCLB. High school workers must qualify for a work permit and pass all health and fingerprint requirements of the school district. Volunteers must complete personnel screening before beginning service with students. Student-to-staff ratios will be 15:1 or less for academic support and 20:1 or less for academic enrichment components.

6. Plan for involvement and communication with the regular school day teaching staff.

It is our goal that all regular classroom teachers will participate in the CCLC as either an academic support teacher or as an academic enrichment teacher. Teacher involvement provides the best level of direct communication between the regular day staff and the CCLC. Communication will also be facilitated as the Project Coordinator who attends weekly staff meetings. The Project Coordinator will provide a weekly bulletin to staff giving details about the project such as schedules, special events, needs, and successes. Teachers will provide at risk student referrals based on Individual Learning Plans that prescribe appropriate interventions giving assistance to the Project Coordinator in placement. Communication is also enhanced by regular communication between the Principals and the Coordinator and by the Principals' direct involvement in the CCLC on a daily basis. This topic is also discussed in Section B.4.

7. Equitable access and participation including students, teachers, parents, and program participants with special needs.

A key to ensuring equitable access is the involvement of the Vista Loma Network Advisory Board. This Board is comprised of members who represent the diversity of the neighborhood and who bring that diversity of perspective to the table. These Board members are leaders in the community and actively communicate with members of the community. Their involvement ensures that accurate information about the CCLC will reach out into the community on a regular basis.

In accordance with State and Federal laws, the Atlas Valley Unified School District does not discriminate on the basis of age, race, religion, color, sex, national origin, marital status, physical or mental handicap. AVUSD actively advertises in a variety of periodicals in English and in languages representative of the student population. Employment of staff for this CCLC will follow all district procedures and policies to ensure that equal access to employment is provided.

Student enrollment will be open-ended and timely. Appropriate notification will be provided to all students and their families in multiple languages to ensure that all students have an equal opportunity to participate. Students with special needs will be accommodated according to their IEP requirements.

D. Capacity for Effective Evaluation

AVUSD uses valid and reliable assessment instruments to accurately assess student achievement. District staff uses assessment results to plan and deliver instructional programs that meet the needs of individual students according to their needs. The district utilizes a centralized system for collection and analysis of assessment results that ensures timely and accurate record keeping, analysis of results, and reporting. An external evaluation consultant will be employed to coordinate data collection and to provide analysis. The consultant will provide regular feedback to the project staff that facilitates timely decision-making. The consultant will work with the Project Coordinator to write the local evaluation report and to assist with state and federal reporting requirements. The consultant will serve as a member of the Vista Loma Advisory Board throughout the grant period.

1. Data Collection Plan

Data to be used in the evaluation of this CCLC is already being collected by AVUSD staff so there will be no expense to the project. Table 8 below outlines the instruments to be used and the timelines for data collection and analysis.

Table 8 Assessment Instruments	Person(s) Responsible	Objective Assessed	Benchmarks
California Standards Test	Classroom Teachers	1.0	Annually in spring
STAR Reading Test	Classroom Teachers	1.0	fall and spring
STAR Early Literacy Test	Classroom Teachers	1.0	Trimesters
STAR Math Test	Classroom Teachers	1.0	fall and spring
Standards Master Reading	Classroom Teachers	1.0	Fall and Spring
Standards Master Math	Classroom Teachers	1.0	Fall and Spring
Attendance Records	Project Coordinator	2.0	Daily
Discipline Records	Principals	3.0	Annually
CASAS Reading	Adult Educator	5.0	Pre-Post Annually

GED Test results	Adult Educator	5.0	Ongoing
Training Evaluations	Project Coordinator	1.0 – 5.0	Ongoing
Student and Parent Satisfaction Survey	Project Coordinator	4.0	Quarterly
Evidence of Sustainability Funding	Principals, Project Coordinator	6.0	Reviewed Annually

2. Program Evaluation Design

The program design relies on assessments and methods that are rigorous, valid and fair. Both qualitative for formative evaluation and quantitative data for summative evaluation will be analyzed and reported in the local evaluation report annually.

Summative Evaluation – Quantitative data will be used to assess the success of the program in meeting stated objectives. Data to be used for evaluating the success of the CCLC are the California Standards Test, attendance data, discipline data, satisfaction surveys, and CASAS reading assessments. These assessments are valid and reliable assessments of student and adult achievement of the project objectives.

Formative Evaluation - Qualitative data will inform project implementation. Implementation will be evaluated by reviewing implementation of each component and the associated timelines as they are specified within the approved management plan (Appendix 2). Program management will be assessed by the Project Coordinator, by the Project Evaluator, the Principals, and Advisory Board according to implementation of activities according to the specified timelines. The Advisory Board will participate in the process evaluation by meeting monthly to review implementation progress. The Advisory Board’s role is to give review qualitative data and anecdotal input to provide feedback that influences program modifications. The Advisory Board will also offer assistance to the project in terms of resources and expertise.

Informal assessments of activities will support the formative evaluation process including attendance records and written evaluations of training by staff, student surveys pre and post, student attendance data, quarterly student and parent satisfaction surveys, and through anecdotal feedback given by administration, staff, students, and parents.

3. Use of Data to refine, improve, and strengthen the program.

The evaluation design is dependent on a team approach to evaluation. This team approach involves ongoing feedback and input from multiple stakeholders representing the diversity of the Vista Loma neighborhood comprising the schools’ community. The external evaluation consultant works collaboratively with the Project Coordinator and all stakeholders to provide expert analysis of data and to develop plans for program improvements. Changes, revisions or adaptations based on qualitative and quantitative data will be reviewed at Advisory Board meetings on a monthly basis to ensure that program improvements are having the expected and desired impact on program effectiveness.

E. Core Grant Budget (Form F1)

F. Core Grant Budget Narrative/Justification

Atlas Valley Unified School District
Equitable Access Grant Narrative

A. Document the need to facilitate access to the 21st CCLC program

- **Students with special needs**

Our students will not experience lack of access due to language or special needs. Our staff is fully trained and our facilities are fully adapted to special needs; in addition, district instructional practices, materials and facilities are fully adapted to meet the special needs of our students. Staff employed for the CCLC will be selected for their ability to meet the needs of the diverse student population.

All instructional staff engages in annual professional development to support them in meeting the needs of English Language Learners, special needs students, culturally diverse student populations, and children from homes where poverty is an issue. This training includes identification of special needs, modification of instruction including differentiation and scaffolding, accommodating cultural characteristics of various student groups, integrating language acquisition strategies, and understanding the impact that poverty has on a child's learning style.

- **Transportation issues**

Transportation is the key equitable access issue for implementation of this CCLC proposal. Both target schools serve students from the Vista Loma neighborhood of Atlas Valley. This neighborhood is characterized by high poverty, drugs, gangs and crime. It is not a safe neighborhood in the dark which is when most students would need to walk to or from the project services.

Poverty contributes to lack of access because cars cost lots of money to operate and maintain, and as we all experience, gas is expensive. Poverty is represented by the high numbers of children participating in the free and reduced price lunch program. 86.5% of students at Yuma Loma and 75% of students at Atlas Valley Middle School participate. Most families have one or no car. If a family has a car it is used by one parent go to work leaving the other parent without transportation during the day. Many families are single parent families who have no transportation or unreliable transportation at best.

Atlas Valley is largely a "bedroom" community and the majority of people leave early to the LA area during the day for work. Children attending the Before School program would have to walk to school regardless of how far they live from the schools so busses are needed to provide equitable access to all students. The attendance boundary for Atlas Valley Middle School is bisected by Highway 18, a divided, four lane road to the north and Bear Valley Road, also a four lane road to the south. The dangers created by crossing these busy roadways is another important reason the Equitable Access grant is critical to ensuring all students have safe, reliable access to the CCLC programs.

Forty-five percent of students at Atlas Valley Middle School are bussed to school each day living more than one mile from the school campus. At Yuma Loma Elementary School, 41% of students are bussed to school each day. Parents are concerned about the safety of their children and have expressed the desire for bussing to and from the CCLC program. The only exception to this is at Yuma Loma where parents prefer to pick their children up in the evening after the program rather than have their young children dropped off at bus stops in the

Atlas Valley Unified School District
Equitable Access Grant Narrative

dark. This process has been used for years at Yuma Loma for after school programs and it works well. AVMS parents are comfortable that their older children are safe to walk home from their bus stops in the early evening so an after program bus is needed for the middle school.

B. Describe how the needs, strengths, and resources of the community related to equitable access were assessed.

The key access issue considered by the grant development team of the principals, Family Literacy Director, Title I Coordinator, and members of the Loma Vista Neighborhood Network Advisory Committee was location of services and how to get students to and from the programs. It was decided that the two schools where this CCLC is located are the best choices in terms of location and program operation.

Other potential means of transporting students to the CCLC program were considered; however, Atlas Valley has limited public transportation and it does not provide service to the schools. The local rapid transit district provided a cost estimate to the planning team for transportation however it far exceeded the cost estimate provided by Atlas Valley Unified School District.

The team also conducted a review of facilities where the program could be housed. It was decided that the schools are the only feasible venues and are the most central and appropriate locations to provide CCLC services. Furthermore, the entire staff at each school has a desire for high engagement with the project services. This high level of staff support for the CCLC provides excellent access to facilities, materials, and to the talents of certificated staff members so there is no superior alternative site where CCLC services might be located.

The Peter Smith Family Center located on the campus of Yuma Loma Elementary School, was another asset identified by the grant development team. Since the Family Center is already providing some services for students, it only made sense to utilize that resource and target it for expansion under this program. The access provided under this grant will allow the Atlas Valley Middle School families to take advantage of these expanded services.

C. Identify the resources that are currently available and discuss why there may be a need for additional resources.

- **Describe how the program will address unmet needs.**

This proposal provides funding for daily transportation of students according to the schedule in Table 1 below. The district does not have funding available to pay for this transportation. The table displays the bus runs for each of the three program components for which bus transportation is necessary to provide equitable access.

Table 1	Program Components			Total Hours Needed
School	Before School	After School	Supplemental Days	Yuma Loma = 1.5 hrs. per run AVMS = 1 hr. per run
Yuma Loma	Daily 180 Runs	Parents pick students up	Daily 60 Runs*	240 x 1.5 x \$50 = \$18000
AVMS	Daily 180 Runs	Daily 180 Runs	Daily 60 Runs*	420 X 1 x \$50 = \$21,000

*30 program days with one run to school and one from school = two runs per day.

Atlas Valley Unified School District
Equitable Access Grant Narrative

- **Provide documentation/justification for the specific uses planned for optional grant funds and clearly explain how use of such funds is expected to improve or mitigate access issues among students proposed to be served.**

This Equitable Access grant provides access to the children who are currently bussed to and from school during the regular school day because they live outside the one mile radius identified by district policy as too far to safely walk to school. As mentioned above, this represents 41% of students (349) at Yuma Loma and 45% of students (462) at AVMS.

These funds will provide access for any student at either school who wants to attend by paying for bus transportation using only the district busses and drivers. Yuma Loma requires 1.5 hours per trip of bus time while AVMS requires 1 hour of bus time per trip. AVUSD charges \$50 per hour to schools for use of the busses which accounts for 100% of the funds requested as shown in the budget submitted.

The only limitation that occurs sometimes is when a student at Yuma Loma wants to attend but whose parent cannot pick them up. In these cases which occur now and then, the Principal works with the Title I Coordinator to identify a parent whose child attends the program and who is willing and able to transport the child home after the program. This car pooling opportunity is made known to parents through bulletins and flyers that go out to parents each year. Parents must identify the adults on the enrollment sheet who are allowed to sign their child out of the program.

- **Describe your plans for maintaining accurate records, for conducting an annual fiscal audit, and for providing annual budget reports of the use of direct grant funds for equitable access.**

Equitable Access funds will only be used for the purpose of providing transportation to and from the CCLC program. All funds received by the district are accounted for as required by state laws and district policies. An annual audit is conducted of all district funds by a third part auditing firm to ensure that expenditures are appropriate and within applicable laws and district policy. The annual audit is submitted to the Board of Education for review and approval.

Expenditures from the Equitable Access budget will be approved according to the district's policy. The first approval is from made by the Principal at each site who is assigned primary responsibility for managing the budget. The second level of approval is made by the Director of Fiscal Services who has ultimate responsibility for all district funds. Approved expenditures from budgets are processed and paid by the district Accounting Department that follows auditable accounting procedures for accounts payable.

Principals receive monthly budget reports called Fiscal Activity Reports (FAR's) for all budgets assigned to their school. These reports show details for all expenditures made to a particular fund and are reviewed carefully by the Principals for accuracy. If discrepancies are noted these are reported to the Director of Fiscal Services for explanation and correction if appropriate.

Atlas Valley Unified School District
Family Literacy Grant Narrative

1. Describe a plan for providing family literacy services to the adult family members of the students proposed to be served in the 21st CCLC program.

This proposal will provide comprehensive family literacy services in two schools, Yuma Loma Elementary and Atlas Valley Middle School, both of which are eligible to participate as Title I School wide programs. Children enrolled at these two schools come from a high poverty neighborhood called Vista Loma where there are many homes and apartment rentals that qualify for Section 8 housing subsidies.

This CCLC proposal will expand and enrich family literacy services at Yuma Loma Elementary School which hosts the Peter Smith Family Center. The Family Center is funded primarily through community grants and Title I contributions. The Family Center is one of the only family literacy programs available to families within the Atlas Valley Unified School District. The Family Center's Director has developed solid partnerships within the community however funding limits the scope of services being provided.

The Family Center provides high quality services such as English As a Second Language and General Equivalency Diploma classes. In addition, the Family Center provides Love and Logic Parent training, a Clothing Closet, and training for classroom teachers about how to make safe and effective home visits.

It is the goal of the Family Center to expand the existing excellent programs to include a four component family Literacy program in alignment with the federal Even Start Family Literacy model. The center recognizes the power of the four component model to improve literacy of both adults and their children. The components include 1) adult education, 2) early childhood education, 3) parenting education and 4) parent and child interactive literacy.

It is the purpose of this proposal to accomplish key objectives within each of the four components: 1) to expand adult literacy programs by increasing from one class two days per week to two classes three days per week thereby doubling enrollment at the center and extending learning time. Also recruiting parents from Atlas Valley Middle School to participate in Family Literacy Services; 2) Offer enriched literacy-based childcare while parents are in adult education, upgrading existing babysitting, 3) Increase the number of Love and Logic parenting classes from one per year to two sessions per year and, 4) Implement Parent and Child Interactive Literacy (PCILA) by implementing a home visiting component utilizing the research-based Parents As Teachers (PAT) model and monthly Center-based PCILA events. .

A. Document the need for family literacy services among the adult family members of the students proposed to be served in the 21st CCLC program.

The Vista Loma neighborhood is a high poverty area characterized by high numbers of recent immigrants, primarily from Mexico. School records of parental education levels have been maintained through the Family Center and demonstrate that among the recent immigrant population, over 80% of the adults have progressed no further than the sixth grade in school and many did not progress even that far. A vital factor related to a child's success in school is the educational level of their parents (BEING UNREADY FOR SCHOOL: FACTORS AFFECTING RISK AND RESILIENCE; G. Farkas, J. Hibel, Penn State University, retrieved on 3/8/07 from <http://www.pop.psu.edu/~gfarkas/FamilySymposium.pdf>), which in light of the low educational level of the parents highlights the importance of providing expanded adult literacy programs. Over eighteen percent, (150), of children at Yuma Loma are identified as English Learners coming from families who have recently immigrated and this represents triple the percentage of English Learners present at Yuma Loma just three years ago. At Atlas Valley

Atlas Valley Unified School District
Family Literacy Grant Narrative

Middle school there are 110 English Learners representing nearly 11% of the student population and more than double the percentage present at the school three years ago.

Poverty limits the educational success of our students and the low literacy levels of the adults threatens to keep our families in poverty. 86.5% of children at Yuma Loma and 73% of students at AVMS participate in the federal free and reduced price lunch program according to federal poverty guidelines. While the participation in Cal-Works is traditionally low among the working class immigrant families of the Vista Loma neighborhood, parents are commonly underemployed meaning that they are working full time yet still earning wages that are well under the federal poverty benchmarks. The homeless rate is approximately 15% for families of students that reside in the Yuma Loma and Atlas Valley Middle School boundaries. This statistic represents families living in motels and addresses that have multiple families, the homeless families that are easy to identify. It does not represent the true picture of families who are truly homeless, but who move from family, to friends, back to family, living with whomever has a room to spare. There are no firm numbers for these families that should be counted as homeless and who, if counted, would certainly push the percentages much higher.

The Peter Smith Family Center is the only providers of a family literacy program within the schools' boundaries. There are very few grants or agencies that provide these services within the High Desert area. Over 50% of the families served do not have adequate transportation to access these services outside of the Vista Loma community. The Family Center exists on space that is provided by the school district on the Yuma Loma campus and through collaborative arrangements, grants and contributions from various partners. The center currently serves 30-40 families per year with English Language classes, adult education and parenting programs. Using the estimated 80% of families with low literacy levels there are nearly 200 families among the English Learner population between the two schools in need of adult literacy classes. Certainly low literacy among adults does not apply only to one language or ethnic group and poverty is pervasive among the families at both schools. The Vista Loma neighborhood is home to families in need of family literacy from a diverse cultural and ethnic composition.

B. Describe how the needs, strengths, and resources of the community were assessed.

The Peter Smith Family Center was established ten years ago and represents a solid commitment by the district to providing family literacy services. The Family Center Director helped found the program and provides high quality leadership. The Director is supported by 2 part time staff members and 5 volunteers who assist in providing the existing programs.

The Family Center has identified the lack of family literacy resources available in the community and the difficulty that parents have in accessing adult education resources outside the community. For this reason, The Family Center is focused on providing Family Literacy services. The Family Center brings needed adult education and parenting programs into the Vista Loma neighborhood where children are welcome and where parents do not need transportation to participate.

The Family Center has an established group of partners that provide substantial annual commitments to support the program. The Vista Loma Neighborhood Network (VLNN) Advisory Board organized by the Family Center Director serves as an advisory committee for the Family Center programs and helps the Director stay connected with the neighborhood and the Family Center partners. The Advisory Board meets bi-monthly to review needs, to help plan programs, and to help the Director access resources. The Advisory Board will also oversee implementation of the CCLC Family Literacy grant that enriches and expands services provided by this proposal.

Atlas Valley Unified School District
Family Literacy Grant Narrative

C. Identify the resources that are currently available and discuss why there may be a need for additional resources.

In order to implement a four component family literacy program the Family Center needs additional funding. Current programs are effective but limited in scope and will be made more effective through additional funding through addition of staff and acquisition of research-based materials.

Adult education classes are offered three days per week for two hours per day. The ESL and the GED classes are offered concurrently by a single teacher which makes effective instruction difficult. GED is partially offered using computers which are outdated and need upgrading. This proposal provides funds to update the computers and connect them to Nova Net an high quality online service for supplementing adult education. The teacher meets with each group separately and works with a teacher's aide and a volunteer who team with the group that the teacher is not instructing while the teacher provides direct instruction to the other group. We seek to expand the classes by offering three days per week of both ESL and GED offering a separate teacher for each classroom.

Early Childhood Education has been a weakness of the program and parents desire a better experience for their children. The Family Center has been able to offer childcare for young children; however, it is a babysitting program and is not instructional in nature. School-aged children are attending the current after school program. We seek to enrich the childcare program through addition of another staff member, training for staff, and purchase of instructional materials such as books and age-appropriate manipulative materials for creative play. The Family Center is also working with a preschool directly across the street to secure placement of preschool-aged children in their program while the parents are in class.

Parenting education is offered through the Family Center. Most of the families served during the year have attended the Love and Logic Parenting program. Parent training this year has been limited due to a lack of funding. The Director seeks to extend the parenting program through this CCLC grant proposal to implement the framework of 40 Developmental Assets, which are positive experiences and personal qualities that young people need to grow up healthy, caring, and responsible. The 40 Developmental Assets program is published by the Search Institute. This proposal would provide staff time to deliver the program and pay for parent materials.

The Family Center currently has one employee that is already qualified as a trainer for the Parents As Teachers program. Parent and Child Interactive Literacy will be strengthened through establishment of the Parents As Teachers program that will serve 20 of the highest need families (10 from each school) with regular home visits according to the PAT program guidelines. The grant funds will provide an additional part time Family Liaison position that will implement the PAT program. The Family Liaison will also offer on site weekly parent and child activities available to all families.

The new services proposed by this narrative were identified by the Advisory Board and the Director as the most appropriate program enhancements to raise the levels of literacy for families in Vista Loma. While these funds will represent a substantial increase in funding for Family Literacy, the Director and the Advisory Board recognize that there will still be unmet needs due to the large numbers of families in need of services. The Advisory Board is committed to continuing its work to seek and obtain additional funding to further expand and enrich the services provided by the Family Center.

Yuma Loma ES Categories	Totals	Equitable Access Program	Family Literacy	After School Detail	Before School Detail	Supplemental Detail
		\$ 12,000.00	\$ 20,000.00			
After School Base Program	\$ 141,089.00	\$ -		\$ 141,089.00		
Before School Base Program	\$ 66,089.00	\$ -			\$ 66,089.00	
Supplemental Program	\$ 37,500.00	\$ -				\$ 37,500.00
Total Program	\$ 244,678.00	\$ -				
Coord	\$ 41,159.00	\$ -		\$ 41,159.00		
After Teachers	\$ 31,860.00	\$ -		\$ 31,860.00	\$ -	\$ -
Before Teachers	\$ -	\$ -		\$ -	\$ -	\$ -
Supplemental Teachers	\$ 7,080.00	\$ -		\$ -	\$ -	\$ 7,080.00
After Aides	\$ 35,640.00	\$ -		\$ 35,640.00	\$ -	\$ -
High School Workers	\$ 8,100.00	\$ -		\$ 8,100.00	\$ -	\$ -
Before School Aides	\$ 23,760.00	\$ -		\$ -	\$ 23,760.00	\$ -
Supplemental Aides	\$ 8,910.00	\$ -		\$ -	\$ -	\$ 8,910.00
High School Workers	\$ 2,024.00	\$ -		\$ -	\$ 2,024.00	\$ -
Benefits Coordinator	\$ 11,030.00	\$ -		\$ 11,030.00	\$ -	\$ -
Benefits Part Time/Hrly Staff	\$ 12,911.14	\$ -		\$ 9,529.00	\$ 2,836.00	\$ 1,759.00
Total Personnel	\$ 182,474.14	\$ -		\$ -	\$ -	\$ -
Supplies	\$ 25,000.00			\$ -	\$ 17,000.00	\$ 8,876.00
Equipment	\$ 24,969.96			\$ -	\$ 17,164.55	\$ 9,000.00
Indirect @5%	\$ 12,233.90			\$ 7,054.45	\$ 3,304.45	\$ 1,875.00
	\$ 244,678.00			\$ 144,372.45	\$ 66,089.00	\$ 37,500.00

Atlas Valley Middle School Categories	Totals	Equitable Access Program	Family Literacy	After School Detail	Before School Detail	Supplemental Detail
		\$ 21,000.00	\$ 20,000.00			
After School Base Program	\$ 161,464.00	\$ -		\$ 164,464.00		
Before School Base Program	\$ 45,000.00	\$ -			\$ 45,000.00	
Supplemental Program	\$ 18,750.00	\$ -				\$ 18,750.00
Total Program	\$ 225,214.00	\$ -				
Coord	\$ 41,159.00	\$ -		\$ 41,159.00		
After Teachers	\$ 31,860.00	\$ -		\$ 31,860.00	\$ -	\$ -
Before Teachers	\$ 21,240.00	\$ -		\$ -	\$ 21,240.00	\$ -
Supplemental Teachers	\$ 7,080.00	\$ -		\$ -	\$ -	\$ 7,080.00
After Aides	\$ 35,640.00	\$ -		\$ 35,640.00	\$ -	\$ -
High School Workers	\$ 4,050.00	\$ -		\$ 4,050.00	\$ -	\$ -
Before School Aides	\$ 11,880.00	\$ -		\$ -	\$ 11,880.00	\$ -
Supplemental Aides	\$ 5,940.00	\$ -		\$ -	\$ -	\$ 5,940.00
High School Workers	\$ 1,012.00	\$ -		\$ -	\$ 1,012.00	\$ -
Benefits Coordinator	\$ 11,030.00	\$ -		\$ 11,030.00	\$ -	\$ -
Benefits Part Time/Hrly Staff	\$ 11,049.50	\$ -		\$ 7,870.50	\$ 3,754.52	\$ 1,432.00
Total Personnel	\$ 181,940.50	\$ -		\$ 131,609.50	\$ -	\$ -
Personnel + Indirect	\$ 193,201.20			\$ -	\$ -	\$ -
Grant total - Personnel/Indirect	\$ 25,124.00			\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -
Supplies	\$ 12,562.00			\$ 12,766.30	\$ 2,863.00	\$ 1,560.50
Equipment	\$ 12,562.00			\$ 11,865.00	\$ 2,000.00	\$ 1,800.00
Indirect @5%	\$ 11,260.70			\$ 8,223.20	\$ 2,250.00	\$ 937.50
				\$ 164,464.00	\$ 44,999.52	\$ 18,750.00

Access Budget

\$50 per day	Yuma Loma (1.5 hrs/day)	AVMS (1 hr/day)
After School Base	0	180
Before School Base	180	180
Supplemental (2 trips)	60	60
	240	420
	18000	21000

Family Literacy Budget	40,000
.25 FTE Staff Member	10,000
Staff Benefits	2,000
Outside Teachers	3,500
Childcare	2,500
Snacks	1,500
Computers	12,000
Software	3,500
Misc Supplies	3,000
Indirect Costs	2,000
Grant Total	40,000
Indirect Costs	0.05
	2000

Atlas Valley Unified School District – 21st CCLC Core Grant Budget Narrative

Series - 1000	Amount Budgeted = \$95,063
<p>1100 - Project Coordinator – One full time certificated position for 183 days @ 410 per day = \$74354 + 27 days at 5 hrs x \$59/hour = \$7,965 = \$82,319 total.</p> <p>Position will provide leadership to all aspects of the project including recruitment, training and supervision of mentors; recruitment training and supervision of mentees; communication with staff members, administration, evaluator, mentors, mentees and parents; evaluation activities including data collection; forming and facilitating the advisory board; attendance at required federal meetings and conferences, development of a media campaign, ensuring that all project objectives are achieved. Additional 27 days are distributed as follows: fall, winter and spring year round school breaks 15 days (5 days each) to meet with mentors to review progress in relationships, conduct interviews, do project paperwork, meet with parents; 10 days after contract year to do exit interviews with mentors and parents, organize and process data, meet with partners to establish priorities for mentors for the second year and to attend training; 2 days prior to the project year to conduct training for mentors and parents.</p>	
<p>1100 – Web Quest Development Certificated Teachers- Yuma Loma - 1 Teacher per week x 36 weeks x 3 hours x \$59/hour = \$6372; AVMS - 1 Teacher per week x 36 weeks x 3 hours x \$59/hour = \$6372</p> <p>Position will write and post to the project web site one web quest per week throughout the school year. The web quests will be developed from common interests indicated on the mentor and mentee interest surveys and based on career pathways as identified in coordination with the project coordinator.</p>	
Series - 2000	Amount Budgeted = \$14,700
<p>2100 – Part Time Clerk-Typist– 3.5 hours per day, 210 day position to be located at Yuma Loma in the office of the LASSO Project Coordinator. 3.5 x \$20/hr x 210 days = \$14,700.</p> <p>Position to provide support to the coordinator for project communication, data collection and storage, preparation, duplication and distribution of written communications, answering phones, greeting parents and mentors, facilitation of training including reservation of rooms, set up of equipment, ordering supplies, sending reminders to trainers and participants, etc.</p>	
Series - 3000	Amount Budgeted = \$25,372
<p>Full Time Certificated Benefits – STRS 8.25, Workman’s Comp 2.20, SUI .32, Medicare 1.45 plus Health \$12000 = \$22,059</p> <p>Part Time Certificated Benefits – Calculated at 11% of total part time certificated salaries = \$1,402</p> <p>Part Time Classified Benefits – Calculated at 13% of part time classified salaries = \$1,911</p>	
Series - 4000	Amount Budgeted = \$16,530

Atlas Valley Unified School District – 21st CCLC Core Grant Budget Narrative

<p>4300 – Instructional Materials – Funds to purchase a wide variety of instructional materials to support the mentor/mentee activities including craft supplies, board games, construction sets- \$10,530(\$5,265 per site)</p> <p>4500 - Office and Printing Supplies – Paper, misc. office supplies, one desktop for the project clerk typist and one PC laptop in year one for use by the project coordinator and networking to the project copier, paper supplies for printing - \$6,000</p>	
Series - 5000	Amount Budgeted = \$34,455
<p>5100 – Evaluation Consultant – Independent professional evaluation contractor to conduct evaluation activities, develop assessment instruments and data collection procedures, participate monthly as a member of the Advisory Committee, assist with writing of the local evaluation report and submission of the annual performance report - \$15,000</p> <p>5200 – 150 background checks with Atlas Valley Police Department x \$30.00 per mentor - \$4,500</p> <p>5100 – Web Site Developer – High school student web developer to create and maintain project web site including weekly web quests - \$4,500</p> <p>5200 – Travel - Cost for two staff members to attend federal meetings; mileage for coordinator between sites at average of 10 miles per day x .42/mile x 210 days(\$882/year) - \$5,455</p> <p>5600 - Copier Lease for project needs including service contract, toner, and fax and networking cards @ \$416.70 per month- \$5000</p>	
Series - 6000	Amount Budgeted = \$0.00
No expenses are anticipated in this category	
Series - 7000	Amount Budgeted = \$13,880
Indirect Cost 6.94% (District’s State-approved indirect rate)	
Core Budget Total	\$200,000

Atlas Valley Unified School District
Equitable Access Budget Narrative

- **Identify any other sources of funding that will be used to support these services, including any funding contributed by collaborative partners on either an in-kind or a cash basis.**

Atlas Valley Unified School District's transportation budget encroaches on general fund resources therefore any extra transportation costs must be borne by the school site making the request. A discussion about potential resources to provide for transportation to the CCLC program yielded no feasible options. The local rapid transit district was approached and asked for a quote to determine if the request under Equitable Access could be reduced. Public transportation did not offer any savings to the program so a decision was made to request the CCLC funds using district busses.

- **Discuss what other sources of funding the applicant sought but did not receive to provide equitable access to student programs.**

No other funding source could be identified to cover the transportation needed to provide equitable access for students to the CCLC program.

- Explain how grant, in-kind, cash contributions, and any other funding will be used to support access to the 21st CCLC programs.

21st Century Equitable Access funds will cover 100% of the transportation costs for the CCLC program. No other funds or in kind contributions will support this budget at this time.

Atlas Valley Unified School District
Family Literacy Budget Narrative

- **Identify any other sources of funding that will be used to support these services, including any funding contributed by collaborative partners on either an in-kind or a cash basis**

The Peter Smith Family Literacy Center is located on Yuma Loma elementary School campus. The Family Center is the location where all Family Literacy services for this proposal will be provided. The 21st CCLC Family Literacy funding will expand the services currently offered that are paid for with a variety of funds. Yuma Loma provides Title I funding, adult education funds provide an adult education instructor, and a variety of community donations provide funds for materials and part time staff to accommodate needs such as childcare. These funds will continue to be provided to the Family Center and will be supplemented by the CCLC funding.

- **Discuss what other sources of funding the applicant has sought but did not receive to provide family literacy programs**

Yuma Loma Elementary School has not applied for any specific funding for Family Literacy. This application is being made due to recommendations by the Vista Loma Neighborhood Network Advisory Board to expand family literacy services to include more needy families.

- **Explain how the grant, in-kind or cash contributions and any other funding will be used to support providing family literacy services to adult family members of students participating in the 21st CCLC programs.**

Adult education classes for English as a Second Language (ESL) and for GED are being offered two days per week at the present time. This combination of classes meets the needs of adults for adult literacy however the combination of the two classes is difficult for the instructor. The CCLC funds will expand the program by providing a second instructor while increasing the number of days of the program to three per week for one hour each. The CCLC funding also provides additional childcare staff and money for materials to enrich the childcare experience for children. The CCLC will also provide funding to employ a Parent Liaison who will implement Parent and Child Interactive Literacy activities implementing the home-based Parents As Teachers (PAT) program and monthly Interactive Literacy activities for parents and their young children at the Family Center.

Cash and in kind funding will continue to provide for the full time Director and part time staff. These funds also provide for the facility, materials and supplies, telephones, and equipment.