

Sheridan School District 48J

435 South Bridge Street
Sheridan, Oregon 97378



Phone (503) 843-2433
Fax (503) 843-3505

A.J. Grauer, Superintendent

www.sheridan.k12.or.us

GRANT APPLICATION COVER SHEET

1. Project Title: 21st Century Grant
2. Project Director(s): Candace Pelt Phone: 503.843.3732
3. Funding Agency: Oregon Department of Education New Renewal
4. Submission Due Date: June 4, 2013 Postmark Receipt
5. Submission Address: online

6. Project Operation Dates: 10/1/13 - 6/15/18

7. Requested Amount: 480,000 each year for 3 years District Match Amount (if any): —

8. Project Description (for public communications): Supporting After school enrichment, AVID strategies, and counseling opportunities for 400 students district-wide

9. SIGNATURES:

- a) Project Director: Candace Pelt Date: 6/4/13
- b) Supervisor (of Director): _____ Date: _____
- c) Superintendent: A.J. Grauer Date: 6/4/13
- d) Business Manager: Walter O'Neil Date: _____

Board Situation/Resolution Required for _____ Board Meeting

NOTE: Submit all copies and complete ORIGINAL grant application with signatures 9a) and 9b) to the District Business Office at least one week prior to the grant submission due date. Additional time may be necessary if school board signatures are required.

SIGNED COPY DISTRIBUTION: Business Office, Supervisor of application, Applicant

Request for Proposal Checklist

The application **MUST** include **ALL** the required components and forms in the order listed below. Applications missing any required components and/or forms may not be reviewed.

- Application Cover Page – Attachment A
 - Program Summary and Priority – Attachment B
 - Applicant and Partner Commitment Form – Attachment C
 - Assurances Form – Attachment D
 - Budget Program Spending Form – Attachment E
 - Program Design and Implementation – Attachment F
 - Weekly Schedule – Attachment G
 - Competitive Priority Opportunities – Attachment H
- (Attachments A, B, C, D, E, F, G and H do not count as part of the 20 page maximum)

- GRANT NARRATIVE
 - Project Abstract
 - Project Need
 - Project Design and Implementation
 - Evaluation Plan
 - Support for Strategic Priorities
 - Dissemination Plan
 - Sustainability Plan
 - Partnership and Collaboration Plan
 - Budget Rationale

Required format: The applicants must follow the required format in order to assure a consistent application of evaluation criteria. Grant applications not following this format may not be scored. Please use this as a checklist before submitting your application:

- 20 page maximum** (not including attachments or priority pages) double spaced
- All pages must be standard letter size, 8 ½" X 11"
- 12 point Arial margins (top font
- 1 inch on all, bottom and sides)
- Document footer with the name of the school and page numbers on each page
- Tables may be included using double space. **Exception:** The table for Program Design and Implementation (pg. 18) may use single space.

Send one electronic MS Word copy to Donna Newbeck at
donna.newbeck@state.or.us

FAX signed Attachments A-D to (503) 378-5156
Attn: Donna Newbeck

Applications must be received by ODE no later than 5:00 PM
June 4, 2013



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

Applicant Agency (name of fiscal agent): Sheridan School District 48J			
County: Yamhill			
Director of Agency: A.J. Grauer –Retiring Superintendent Steve Sugg – New Superintendent		Project Director: Candace Pelt	
Agency Name: Sheridan School District 48J		School Name: Falconer-Chapman School	
Address: 435 S. Bridge St.		Address: 332 SW Cornwall St.	
City: Sheridan	Zip: 97378	City: Sheridan	Zip: 97378
Phone: 503-843-2433	Fax: 503-843-3505	Phone: 503-843-3732	Fax: 503-843-3738
Email: aj.grauer@sheridan.k12.or.us June / July Email: penny.elliott@sheridan.k12.or.us		Email: candace.pelt@sheridan.k12.or.us June / July Email: same	

Please mark all that apply.

- Elementary
- Middle School
- High School

Applicant Categories

- New Applicant
- Current Grantee
- Prior Grantee

Annual Amount Requested: \$ 480,000

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct, the agency or agencies named in the Applicant and Partner Commitment Form-Attachment C have authorized me, as their representative, to file this application. I understand that if the application does not meet the specifications on page 10 it will not be read and scored.

A.J. Grauer
Authorizer (Please print name)

Candace Pelt
Authorizer Signature



21st Century Community Learning Centers Program Summary and Priority Attachment B

Applicant Name: Sheridan School District 48J	Project Director: Candace Pelt
Organization: Sheridan School District 48J	Phone: 503-843-3732
Address: 435 S. Bridge St.	Fax: 503-843-3738
	E-Mail: candace.pelt@sheridan.k12.or.us

Name of each School and School District to be served by 21 st CCLC	Total School Enrollment <i>(Total enrollment of grades served)</i>	% Free or Reduced Lunch or other poverty indicator	% Limited English Proficient Students	Estimated # of students to be served by 21 st CCLC <i>(Unduplicated: Count each student only once)</i>	Estimated # of adults to be served by 21 st CCLC <i>(Unduplicated: Count each adult only once)</i>	In Title I Priority or Focus School (Y) Yes (N) No	Middle or High School (Y) Yes (N) No
Sheridan School District 48J Faulconer Chapman School Principal's Signature 	k-8 653	76%	2%	300	50	Yes	Yes Housed in K-8 Building
Sheridan School District 48J Sheridan High School Principal's Signature 	9-12 226	59%	0%	100	20	No	Yes
School District School Principal's Signature							

(If more space is needed to list schools and statistics, please include another copy of this chart.)



21st Century Community Learning Centers
 Applicant and Partner Commitment Form
 Attachment C

Applicant Signature:	
Print Name A.J. Grauer	
Organization Sheridan School District 48J	
Address 435 S. Bridge St. Sheridan, OR 97378	
Phone Number 503-843-2433	Fax Number 503-843-3505
E-Mail: aj.grauer@sheridan.k12.or.us --retiring contact penny.elliott@sheridan.k12.or.us candace.pelt@sheridan.k12.or.us	
All Partners in the 21 st CCLC need to be listed here.	
Indicate if the commitment the partner is providing is (1) on a contract or is (2) an in-kind service.	
Partner Signature: <i>X Robyn L Rawlings</i>	Description of Commitment: Contract Contracts vendors for enrichment hour Provides scholarships for enrichment fees to students Provides scholarships to teachers for the introduction of new enrichment activities Phone Number 503-843-2433
Print Name Robyn Rawlings	
Organization Sheridan Education Foundation	
Address 435 S. Bridge St. Sheridan, OR 97378	
Phone Number 503-843-2433	
Fax Number	
E-Mail Trjr782@wavecable.com	
Partner Signature: <i>David Manitsas</i>	Description of Commitment: Yamhill County Family and Youth will provide 50% of counseling service costs.
Print Name: DAVID MANITSAS	
Organization: Yamhill County Family and Youth	
Address: 420 NE 5 th St McMinnville, Or 97128	
Phone Number: 503-434-7462	
Fax Number: 503-434-7335	
E-Mail:	

(If more space is needed to list partners, please include additional copies of this chart.)



21st Century Community Learning Centers
Assurances Form
Attachment D

The applicant assures and certifies compliance with all regulations, policies, guidelines and requirements as they relate to the acceptance and use of federal funds for this federally funded program. Also, the applicant assures that:

1. The program will take place in a safe and easily accessible facility.
2. The proposed program was developed and will be carried out in active collaboration with the schools the students attend.
3. The program will primarily target students who attend schools eligible for school wide programs under Section 1114 and the families of such students (<http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html>).
4. The funds under this part will be used to increase the level of state, local and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local or non-federal funds.
5. The applicant has sought out public comment on the 21st CCLC grant proposal before submission, especially from those parents whose children are being served by the program, and has considered such comments in the development of the application.
6. The applicant agrees to fully comply with and document their compliance with *Equitable Services for Private School (PS)* participation in accordance with federal rules and guidelines provided in this application.
7. The application and any other waiver request will be available for public review.
8. The project will be carried out as proposed in the application.
9. The results of periodic evaluation of the program will be made available to the public upon request, with public notice of such availability provided.
10. The project director will attend all required meetings by the ODE and the U.S. Department of Education.
11. The required information and reports will be submitted as requested by ODE.
12. Any proposed amendments to the approved program or budget must be submitted in writing to ODE.
13. The applicant has read and agrees to the 21st CCLC Reporting Requirements for Funded Grants.
14. The following applies to 21st CCLC: The applicant must have on file documented compliance in policy and capability to implement in practice the criminal records check of employees, contractors, volunteers and applicants for employment. Link: ORS 326.603 & 607 <http://www.oregonlaws.org/ors/326.603>; <http://www.oregonlaws.org/ors/326.607>.

Authorizing Signature _____

Print or type

Name _____ A.J. Grauer _____

Organization/Agency _____ Sheridan School District 48J _____

Date Signed _____ 6-4-13 _____

BUDGET PROGRAM SPENDING FORM

Attachment E

Fiscal Agent Name: _____

Date: _____

Program: Title IV-B 21st Century Community Learning Centers

Original Allocation:

Object Description	Instructional Activities 1270	Guidance 2120	Educational Media Services 2220	Instructional Staff Development 2240	Other Student Transportation 2550	Planning, Eval. & State Services 2620	Community Services 3300	Community Services 3390 (Parental/Family Involvement)	Total by Object
111 Licensed Salaries	\$144,000	\$57,000							\$201,000
112 Classified Salaries	\$53,000								\$53,000
130 Additional Salaries	\$30,000					\$2,000		\$1,000	\$33,000
2XX Benefits	\$90,000	\$34,000							\$124,000
300 Purchased Services				\$22,000				\$1,000	\$23,000
33X Student Transportation Services					\$8,000				\$8,000
34X Travel				\$15,000					\$15,000
35X Communication Supplies &							\$1,000	\$1,000	\$2,000
4XX Materials	\$5,000	\$1,000	\$7,000	\$3,000		\$2,000	\$1,000	\$2,000	\$21,000
690 Indirect Costs @ _____ %									\$0
Total by Function	\$322,000	\$92,000	\$7,000	\$40,000	\$8,000	\$4,000	\$2,000	\$5,000	\$480,000

1. Sheridan School District is a current 21st Century After-School Program Grantee Cohort #5 and is applying for a second 21st Century After-School grant to add AVID (college preparation) education, enrichment, and counseling support for 4th-12th grade students. The current After-School Program provides academic support and recreational activities K-12. The majority of the students who are participating in the cohort #5 grant After-School Program are primarily in grades K-5. The After School Program has not retained regular attendance from 6th-12th grade students. Many middle and high school students utilize the academic hour for support around grading periods. Students in grades 6-12 have reported in several surveys, the need for a program that supports student needs and areas of concern: college preparation, tutoring, and a variety of counseling opportunities. The new proposed 21st Century Community Learning Center Grant will provide academic support utilizing AVID strategies and concepts as well as offer both mental health and college/career counseling. Additionally, the grant will supply opportunities to empower students to feel capable of success in their chosen college or career path, and provide the necessary skills to achieve that success.

Sheridan School District identified schools include: Faulconer-Chapman School and Sheridan High School. Indicators in determining eligibility criteria included the percent of students that are eligible for Free and Reduced Meals, school in improvement status, Oregon Healthy Teen Survey and local student data. Faulconer-Chapman School is a K-8 school currently identified as a school in need of improvement (pursuant to Section 1116 of Title I, Part A). 76% of students at FCS qualify for Free and Reduced. This is a 14% increase from Cohort #5 grant's original application. FCS student subgroups continue to struggle academically in the areas of reading and math. Students in grades 4-8 continue to have deficits in the areas of math and literacy. Teachers report that Sheridan students do not currently see a connection between doing well in school and the opportunities that a high-level education can provide. The high percentage of students on Free and Reduced status could suggest a lack of opportunities and college going culture for many of our families. Many students in the 9th

grade say they would be the first in their family to attend college. The purpose of this grant's programs will be to support the skills necessary to help break the cycle of poverty in our community.

Sheridan High School was identified as a school in need of improvement during the 2002-2003 and 2003-2004 school years. SHS is currently meeting state standards, but continues to struggle in the areas of reading, math, and college readiness skills. 56% of students qualify for Free and Reduced Meals this percentage continues to increase as economic situations change. Inappropriate student behaviors and lack of student attendance are struggles for Sheridan High School. Reports indicate that students in Yamhill County participate in unhealthy behaviors such as tobacco use, alcohol and other drug use, sexual behaviors, and other related activities. Less than 6% of students in Sheridan earn college credits while still in high school, and less than 50% of Sheridan students attend any type of post-secondary education. Of the percentage of college bound students, less than 35% continue beyond the freshman year. The AVID (Advancement Via Individual Determination) system is targeted toward students from low-income families without a college-going tradition. AVID raises expectations for students and creates a positive support system to help them succeed in high school and be college ready.

Programs and activities proposed in the new CCLC will be offered at Faulconer-Chapman School and Sheridan High School Monday through Thursday from 3:00-5:30 as well as during summer school. Faulconer-Chapman programs and activities include tutoring in literacy and math, collaborative tutorials, inquiry-driven problem solving activities, AVID elective, counseling, recreational activities, Family Nights with a focus on Literacy & Math, academic fairs, and parenting classes. Sheridan High School programs and activities will focus on tutoring in literacy and math, time management and organizational skills, collaborative tutorials, instructional and motivational activities, AP/Honors support, technology and college/career enrichment activities. Family Night will focus on families working together to develop educational and career goals, academic fairs, information regarding scholarships and adult classes.

The major difference between the current Cohort #5 grant participants and students participating in the new CCLC programs is the structure of the programs and activities. Cohort #5 utilizes interventions and remediation while the new CCLC grant programs offers a structured college preparatory system providing academic and social support for under-achieving students. The second difference is the extensive professional development to prepare teachers, school leaders and staff to implement the system, as compared to the “Bridges” After School workshops. The third difference is the tutorial support. With the current system, individually supports students in remedial activities. The AVID tutorial is instead a collaborative process where students learn to formulate questions and develop meta-cognitive skills. A final difference is in the intent of the programs. Cohort #5 is academic support with minimal connection to college, while the grant programs create a strong college-going culture for both students and parents.

Key people that will be involved with the project

This grant provides for the partnership with Sheridan School District, Sheridan Education Foundation and Yamhill County Family and Youth. The Sheridan School District administrative team and CCLC coordinators will provide the organization, review of programs, student assessments and scheduling of facilities. Sheridan Education Foundation will support family education activities, fundraising and consult district staff for scheduling purposes. The Yamhill County Family and Youth will work in partnership to provide a variety of counseling activities within the school health programs.

The grant and AVID program grades 4-12 will staff the following>(* (x) indicates number of positions):(1) coordinator, (1) .5 assistants, (2) .5 assistant coordinators (one for each building), (3) .5 teachers, (1) counselor, (7) .5 instructional assistants. By building staff are broken down in the following ways: FCS AVID program will have (2) .5 Teachers for AVID elective, (4) .5 instructional assistants for tutorial program to assist stipend teachers. SHS AVID program will have (1) counseling staff, (1) .5 teacher for AVID elective, (2) .5 instructional assistants for the AVID tutorial program and Post Secondary activities. The grant and AVID Coordinator will oversee both buildings with the

assistance of a .5 FTE Assistant to manage data collection, attendance and applications required for AVID certification.

2. PROJECT NEEDS

10 Points

A. In order to determine the risk factors, the Administrative Team reviewed preliminary district attendance reports, state assessments and Oregon Healthy Teen Survey, Free and Reduced information, School Improvement data and Resource Officer Reports. The Administrative team met with their respective school site councils and PLC teams to review student data. Areas of concern identified include student attitude toward learning, students' lack of connection to school, number of mental health referrals, attendance deficits, teen pregnancy and state test scores. The Superintendent and Special Programs Director discussed areas of concerns with the Sheridan Education Foundation and Yamhill County Family and Youth. The Administrative Team proposed the following programs to meet the needs identified in the areas of concern.

The data confirmed the following areas of concern: growing number of students qualifying for Free and Reduced Meals, various truancy issues, students expressing “no connection toward school”, student apathy toward homework. In addition to academic concerns, there has been no change in the number of students participating in the use of tobacco, alcohol and marijuana and there has not been an increase in the number of students participating in positive after school activities. The current After-School Program supports around 100 students who participate in the program for 30 days or more. Students who attend the academic hour do not see a connection between their current class performance and their future success.

Sheridan School District has an active parent group and site council, but does not have a 4th-12th grade family program providing college and scholarship information. The high school has a counseling center with a volunteer ASPIRE coordinator. The ASPIRE program provides one parent night on scholarships and supports only those students who seek assistance. Based on the identified

risk factors, the district has specific needs in advanced opportunities for student learning, connections to colleges and universities, collaborative tutorials, counseling services, and family support.

Sheridan School District's current budget does not have the resources available to sponsor a 4th-12th grade AVID Community Learning Center. As a district, we have met minimal needs through smaller joint ventures with the Sheridan Education Foundation and small grants. With the support of the 21st Century Community Learning Grant, we will implement new After-School Programs and support summer school activities. The grant would provide academic enrichment opportunities, counseling services, programs and family nights, as well as a central information center. Our target population includes students and families qualifying for Free and Reduced Meals, students in underrepresented minorities, students failing to make academic progress and students who do not have a college-going tradition in their families.

B. Sheridan School District has failed to meet state standards in the areas of reading and math for multiple years. Because these students are at risk of failing state standards, the district has repeatedly targeted student subgroups including students with disabilities, English Language Learners, and economically disadvantaged. Regardless of the interventions attempted, student scores have not improved nor have students made healthier choices related to risky behaviors and long-term consequences.

The research is clear that students who feel connected are more successful than their peers. Enrichment programs provide the vehicle to reconnect students to improved education opportunities. Our goal is to reconnect students through individualized tutoring, counseling support, and a navigable pathway to college. Families will be an integral component in this reconnection. The grant and district will provide support to families in the areas of literacy, math, and access to college and financial aid. The 21st Century grant will provide the opportunity to bring these groups together as a team to support parents and students through the structure of the AVID program. The goal is to meet the needs of our students as it relates to risk factors and change the culture regarding attending college.

Connecting students to a sense of community through partnerships will strengthen the CCLC program.

The integration of school and community support activities will provide another avenue for students and parents to connect. Students need short-term and long-term educational goals that have meaning, and they need family support to meet the goals. The integration of the AVID college readiness system will assist students in the acquisition of college skills, the making of school to college career choices, and the creation of a strong college-going culture. AVID helps students understand why school success is important, goal attainment is critical, and how to develop a vision of their future that includes success in college, career, and life.

3. PROJECT DESIGN AND IMPLEMENTATION

20 Points

A. Project Design and Implementation – Attachment F

Elementary **Middle** **High**

Grant Purposes	Program Objectives	1 st Year Program Activities & Timeframes	Assessment
<p>1. Provide out-of-school student AVID Academic Enrichment opportunities after school hours and during the summer: -WICOR (Writing, Inquiry, Collaboration, Organization & Rigor), STEM, Rigorous Coursework, AVID Tutoring (tutorology)</p> <p>2. Provide out-of-school services, programs and activities: -College/Career Prep -Counseling -Mental Health -College/Career</p>	<p>1.1 Participating students will demonstrate advanced literacy, math skills and participate in AVID elective</p> <p>1.2 Participating students and families will increase literacy, math and AVID College Readiness System knowledge</p> <p>2.1 Amongst participants, there will be an increase in the percentage of students prepared for and enrolling in Honors and advanced math courses</p> <p>2.2 Amongst participants, there will be an increase in the percentage of students successfully meeting standards in preparation for Honors and advanced math courses</p> <p>2.3 Participating students will demonstrate an increase in the participation of counseling opportunities</p>	<p>1.a Academic & Enrichment instruction – literacy and math activities - daily 1.b AVID Tutoring- literacy and math instructional activities - daily 1.c AVID essentials - quarterly 1.d Family Night literacy & math – quarterly</p> <p>2.b Assess local data and prioritize student program eligibility for Honors and advanced math courses –yearly</p> <p>2.c Assess local data on student achievement of CCSS -quarterly</p> <p>2.d Assess student counseling needs in the areas of academic and mental health related to stress and anxiety -quarterly</p> <p>2.e Activities to address student health and prevention -daily</p> <p>3.a Develop a Family Night Activities Schedule-quarterly</p>	<p>1. a. Pre- & Post- Formative assessment in literacy and math, utilizing Study Island and AIMS Web assessments</p> <p>1.b. Student report card grades</p> <p>2. a Pre- & Post- data from school Attendance: counseling, prevention activities and Student Survey</p> <p>2. b Track student progress toward meeting state standards</p> <p>3. a Pre & Post Parent Surveys</p> <p>3. b Parent attendance</p>

3. Provides educational and informational opportunities for families of students served in the AVID After-School Program	<p>3.1 Families of participating students will increase participation at quarterly “AVID Family Nights”.</p> <p>3.2 Families of participating students will access components of the AVID center’s programs (i.e. college information sessions, middle school course planning)</p>	3.b Develop a Family Information Center –quarterly	
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Project Design and Implementation – Attachment F

Elementary Middle High

Grant Purposes	Program Objectives	1 st Year Program Activities & Timeframes	Assessment
<p>1. Provide out-of-school student AVID Academic Enrichment opportunities after school hours and during the summer:</p> <ul style="list-style-type: none"> -WICOR (Writing, Inquiry, Collaboration, Organization & Rigor) -STEM -Rigorous Coursework - AVID Tutoring (tutorology) 	<p>1.1 Participating students will demonstrate advanced literacy, math skills and participate in AVID elective</p> <p>1.2 Participating students and families will increase literacy, math and AVID College Readiness System Knowledge</p> <p>2.1 Amongst participants, there will be an increase in the percentage of students enrolling in Honors and advanced math courses</p>	<p>1.a Academic & Enrichment instruction – literacy and math activities - daily</p> <p>1.b AVID Tutoring- literacy and math instructional activities –daily</p> <p>1.c AVID elective –How to be successful in college: skills - daily</p> <p>1.d Family Night literacy & math – quarterly</p>	<p>1. a. Pre- & Post- Formative assessment in literacy and math, utilizing NWEA (MAPS) assessments</p> <p>1.b. Student report card grades</p> <p>1.c. Honors and advanced math course enrollment</p>

<p>2. Provide out-of-school services, programs and activities:</p> <ul style="list-style-type: none"> -College/Career Prep -Counseling -Mental Health -College/Career <p>3. Provides educational and informational opportunities for families of students served in the AVID After-School Program</p>	<p>2.2 Amongst participants, there will be an increase in the percentage of students successfully meeting standards for Honors and advanced math courses</p> <p>2.3 Participating students will demonstrate an increase in the participation of counseling opportunities</p> <p>3.1 Families of participating students will increase participation at quarterly “AVID Family Nights”.</p> <p>3.2 Families of participating students will access</p>	<p>2.a Form an AVID Advisory Council -monthly</p> <p>2.b Assess local data and prioritize student program eligibility for Honors and advanced math courses –each Grading Period</p> <p>2.c Assess local data on student achievement of CCSS -quarterly</p> <p>2.d Assess student counseling needs in the areas of academic and mental health related to stress and anxiety -quarterly</p> <p>2.e Activities to address student health and prevention -daily</p> <p>3.a Develop a Family Night Activities Schedule-quarterly</p> <p>3.b Develop a Family Information Center –quarterly</p>	<p>2. a Pre- & Post- data from school Attendance: counseling, prevention activities and Student Survey</p> <p>2. b Track student progress toward meeting state graduation requirements, completion of honors and advanced math courses.</p> <p>3. a Pre & Post Parent Surveys</p> <p>3. b Parent attendance</p>
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	components of the AVID center's programs (i.e. post secondary, college information sessions, high school course planning)		
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Project Design and Implementation – Attachment F Elementary Middle High

Grant Purposes	Program Objectives	1 st Year Program Activities & Timeframes	Assessment
<p>1. Provide out-of-school student AVID Academic Enrichment opportunities after school hours and during the summer:</p> <ul style="list-style-type: none"> -WICOR (Writing, Inquiry, Collaboration, Organization & Rigor) -STEM -Rigorous Coursework - AVID Tutoring (tutorology) <p>2. Provide out-of-school services, programs and activities:</p> <ul style="list-style-type: none"> -College/Career Prep -Counseling -Mental Health -College/Career 	<p>1.1 Participating students will demonstrate advanced literacy, math skills and participate in AVID elective</p> <p>1.2 Participating students and families will increase literacy, math and AVID College Readiness System knowledge</p> <p>2.1 Amongst participants, there will be an increase in the percentage of students enrolling in advanced math and AP/Honors courses</p> <p>2.2 Amongst participants, there will be an increase in the percentage of students successfully meeting standards for advanced math and AP/Honors courses</p> <p>2.3 Participating students will</p>	<p>1.a Academic & Enrichment instruction – literacy and math activities - daily</p> <p>1.b AVID Tutoring- literacy and math instructional activities –daily</p> <p>1.c AVID elective –How to be successful in college: skills - daily</p> <p>1.d Family Night literacy & math – quarterly</p> <p>2.a Form an AVID Advisory Council -monthly</p> <p>2.b Assess local data and prioritize student program eligibility and advanced placement course enrollment –each Grading Period</p> <p>2.c Assess local data on student achievement of CCSS -quarterly</p> <p>2.d Assess student counseling</p>	<p>1. a. Pre- & Post- Formative assessment in literacy and math, utilizing NWEA (MAPS) assessments</p> <p>1.b. Student report card grade reports and transcripts</p> <p>1.c. Advanced Placement exam participation</p> <p>2. a Pre- & Post- data from school Attendance: counseling, prevention activities and Student Survey</p> <p>2. b Track student progress toward meeting state graduation requirements, completion of college preparatory courses and college credits earned.</p>

<p>3. Provides educational and informational opportunities for families of students served in the AVID After-School Program</p>	<p>demonstrate an increase in the participation of counseling opportunities</p> <p>3.1 Families of participating students will increase participation at quarterly “AVID Family Nights”.</p> <p>3.2 Families of participating students will access components of the AVID center’s programs (i.e. post secondary, scholarship/financial aid information c lasses)</p>	<p>needs in the areas of academic and mental health related to stress and anxiety -quarterly</p> <p>2.e Activities to address student health and prevention -daily</p> <p>3.a Develop a Family Night Activities Schedule-quarterly</p> <p>3.b Develop a Family Information Center –quarterly</p>	<p>3. a Pre & Post Parent Surveys</p> <p>3. b Parent attendance</p>
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B. Design Requirements: Applicants must address all the Design Requirements (Narrative)

1. Students with Disabilities: Students with disabilities will be identified through student Individualized Education Plan, teacher referrals and parent survey. Individual accommodations will be addressed as required in individual accommodations. Programs and activities will be selected that have the flexibility and added resources to meet the needs of all students served.

2. Title I Schools, Targeted Students and Their Families: Currently Faulconer-Chapman School has applied to ODE to change from a targeted Title I program to a school-wide Title I program in the Sheridan School District. As a target school Faulconer-Chapman only served students in grades K-3. Starting the 2013-2014 school year Faulconer-Chapman will Title I school-wide status to support math. Faulconer-Chapman currently has 76% of the student body as qualifying for Free and Reduced Meals. Faulconer-Chapman staff are trained to identify and refer students for Title I services. Regularly scheduled parent nights provide families with current information and assistance in supporting their student. The AVID program will share information with parents and offer additional support through the AVID structure.

3. Safety and Transportation: Sheridan School District has and will continue to utilize Safety activities and procedures. We will continue the same security processes that are utilized during the regular school day into the 21st Century Community Learning Center. All CCLC centers will secure all exterior doors except the main entrance. Students will be required to check in and out with staff. As a small community it is easy to assume we know everyone. However, our policy is that all visitors are required to check into the office and must have an educational reason to enter.

The location of the CCLC centers will be within each of the main school buildings within the school district. Students will be excused from their regular classrooms and check into the CCLC center. Students will travel home from the CCLC center based on parent information provided on the CCLC application. Parents will be required to come into the CCLC center and pick-up their child.

With the support of the CCLC grant transportation school to home for the after school program will be provided.

4. Communication with Schools: a. The CCLC will be located in FCS and SHS school buildings. Students and their families that meet the targeted population criteria will have the opportunity to apply for the CCLC programs and activities. Information regarding qualifications and where to access information will be available through various communication processes utilized by the district, brochures, website, listserves, etc. Students meeting the criteria will be academically assessed and given equal opportunity to participate in applicable activities. b. In the transition from a targeted school to school-wide, Falconer-Chapman School has and will provide extensive staff training for all staff in order to meet the needs of students. Professional Development in differentiated instruction specifically in the areas of adapting curriculum to meet the needs of students, best practices in math instruction, utilizing formative assessment data. Staff will utilize dibbling and AIMS Web to assess students in their reading and math levels and needs for additional instruction or referral to the afterschool program. c. Sheridan School District utilizes SchoolMaster as our student data system. All certified staff has access to student information of their assigned students. All AYP data is accessible through the school based Testing Coordinators and building administrators. The coordinator of each CCLC program within each school, will be responsible to access and update student academic information. d. Academic progress of students enrolled in the CCLC program will be maintained and reported in the same manner as school day academic progress is monitored. Student's progress is reported and recorded on the district student data system. Parents may access this data through a secure website, utilizing student specific user names and passwords on a daily basis. In addition student progress reports are sent every six weeks. Parents are notified when students fail to make progress as soon as the issue is identified. This process will continue with all students enrolled in the CCLC program. School day staff will receive weekly updates on student progress. School day staff may request updates on students daily upon request. Sheridan School District will explore student

data systems that will accommodate the school day staff and after school day staff.

5. Tutoring Services and Mentoring Programs: Qualified tutors and volunteers will be recruited through local colleges, parent organizations, senior organizations and media solicitations. All volunteers must apply and complete background check applications. Tutors and volunteers selected will participate in professional development on procedures and expectations. Tutors and volunteers will be assigned to a staff member, who will provide timely information and support as needed. Each of our programs and activities will be better served with the use of tutors and volunteers. This will allow for smaller student ratios and much needed one on one tutoring and mentoring programs. The district has a partnership agreement with Yamhill County Family and Youth for facilitated mentoring programs. Qualified and trained "skills trainers" work with selected students on a variety of counseling needs. The Sheridan School District has had minimal success in mobilizing Senior-citizen volunteers within the individual schools. Sheridan Community has one active Senior-Citizen organizations to seek volunteers. The Senior-Citizen organizations is "Meals On Wheels" which serves senior shut ins'. The Sheridan Senior Care Center supports seniors who are no longer mobile. Sheridan residents over the age of 65 according to the 2010 Census decreased from 12% in 2000 to 8.9%.

6. Programs that promote Parental Involvement, Family Literacy, and Related Educational Development: Parent and community members will be surveyed regarding the needs related to parental education, literacy and parent involvement activities. The survey data will be reviewed by the CCLC advisory council for recommendations to district administrative team and CCLC coordinators and staff. The data will determine what each CCLC center will promote and provide bi-monthly and monthly activities related to family literacy and language programs. Each month Parent Night will be scheduled related to a specific educational activity, (i.e. Math night, Science night, etc.) Parental and Family programs and activities will be evaluated by the use of participation data and pre and post participant surveys. The activities currently identified include post-secondary information nights and

Academic nights, Scholarship and College nights or classes.

7. USDA Approved Snacks for 21st CCLC Children: Sheridan School District currently provides free breakfast for all students, lunch, snack program and the dinner program with the Cohort #5 students participating. The district is proposing two additional CCLC sites supporting AVID, Sheridan High School and Faulconer Chapman School. The snacks and dinner programs are coordinated with the afterschool coordinators and made available to students who have signed into the afterschool activities. This is the only time that both Cohort #5 CCLC grant and the AVID grant students will be together. We purchased APLUS for our student data system just for the afterschool program so that differentiation can occur between both grants.

8. Dropout Prevention: Students identified as “at risk” will be encouraged to enroll in the afterschool AVID program. The targeted population for the AVID program is “At Risk” students. Students will research and participate in college/career related activity over a specified period of time. Students may earn high school credit in the core academic area or as an elective. Regular family information or participation nights will be scheduled and provide information for parents and students on all the programs and activities available. The AVID instructional methodologies, known as WICOR includes the following; Writing as a Tool for Learning, Emphasis on Inquiry, Collaborative Approach, Organization and Reading to Learn. AVID helps students understand why they need to be in school, what they need to achieve their goals, and how to learn in order to develop a vision of their future that includes success in college, career and life.

9. Weekly Schedule: Attachment G

10. Scientifically Based Research: The 2013 CCLC will utilize the same structure for selecting the research based AVID program. We took one major additional step by attending an AVID Conference and talked to several school districts regarding the performance of AVID in their district. AVID research staff conducted a validation student of the AVID Certification system to determine whether student outcomes increase as the fidelity of the school’s AVID implementation increases. Students

attending Certified schools had higher levels of participation in AP/IB course and exams, were more likely to take the SAT or ACT, were more likely to complete college entrance requirements, and more likely to plan to attend college. AVID has proven to be one of the most effective ways to increase the likelihood that a young person who comes from a low-income family will graduate from high school and go on to enroll in postsecondary education with not need for remediation. AVID provided preparation for any type of postsecondary education that requires strong academic foundations- a four-year college, a two-year college, or a shorter certificate or training program. AVID increases student achievement through high school graduation. A project tracking AVID students in Texas found that 98% of the students who completed three or more years of AVID graduated from high school with a recommended or distinguished diploma; only 81% of the students not in AVID graduated from high school with more than the minimum level diploma. Students with 3 or more years of AVID were more likely to enroll in high education the fall after graduating high school (65% vs. 53% for students without AVID) and return for a second year of college (54% for AVID students 46% for other students) (Stoever, 2010).

11. Evidence of Previous Success: Sheridan School District participated in a 21st Century Grant from 2001 through 2004 providing students with tutoring, academic activities and recreational activities. Sheridan High School qualified and received the Comprehensive School Reform Grant 2004 through 2007 providing afterschool tutoring, credit recovery, family information nights and staff professional development. Sheridan High School went from not meeting AYP standards to meeting and sustaining AYP standards since 2004. Currently, Falconer Chapman School is identified as a Focus School.

As a school district, we have had extensive training and participation in research-based support programs and academic best practices in the area of math and reading. The CCLC grant would support the next steps of merging best practices with a consistent after school comprehensive

program. To work together with community groups to meet the needs of our students academically, socially and physically.

Weekly Schedule – Attachment G

The following chart is a required element for all applicant narratives.

Applicant Name: Sheridan School District _____

Project Site: Faulconer-Chapman/Sheridan High School

Chart of Program Operation for Hours and Weeks of 21st CCLC Students and Families to be Served				
School Year – Hours per day				
	Hours per day Before-school	Hours per day After-school	Hours per Weekend Day(s)	Hours per Evening
Students -- # Hours per day		2.5		
Family members				1
School Year – Days per week				
	Before-school	After-school	Weekend	Evening
Number of days per week		4		1
Number of weeks		30		4
Summer – Hours per day				
	Hours per Week day	Hours per Weekend Day(s)	Hours per Evening	
Students -- # Hours per day	6			
Family members				
Summer – Days per week				
	Week days	Weekend	Evening	
Number of days per week	4			
Number of weeks	3			

For more detail, refer to [Hours and Days of Operation](#) on page 6.

4. EVALUATION PLAN The 21st CCLC staff, program partners, project coordinators and project director will make up the evaluation committee to review assessment data and make quarterly reports available. This evaluation committee will review program data by using “Beyond the Bell” toolkit, published by Learning Point Associates. They will review data from formative assessments, OSAT assessments, attendance, behavior referrals, student participation, and activity information data, staffing data, partner data and survey results. Program adjustments will require committee approval and the support of data and program partners. Reports will be made available to parents upon request and to the department through required channels and timelines. Data sources will be: attendance records, student and parent surveys and behavioral reports.

5. SUPPORT FOR STRATEGIC PRIORITIES Sheridan School District School Improvement Plan identifies student improvement activities in; reading, math and attendance. As a district, we have failed to meet standards in math and reading. Attendance data revealed a direct correlation between attendance and poor performance in the classroom and assessments. Our school improvement action plans includes math and reading, attendance incentives, formative assessment tools and limited after school tutoring.

Students participating in the 21st Century Community Programs will have multiple opportunities to access activities to meet their needs. Students will actively participate in academic growth experiences, and gain knowledge in college/career readiness.

6. DISSEMINATION PLAN

The method to disseminate and share information with parents, staff, students, community members, and stakeholders will be through timely newsletters and the school district website. The school district website will have a section related to the CCLC programs and activities. The district has a digital reader board purchased through Comprehensive School Reform grant to connect to the community. We will arrange to communicate CCLC activities to the local paper regularly.

7. SUSTAINABILITY PLAN

Year 1: 21st Century Community Learning Center 80%, Yamhill County Family and Youth 10%,

Sheridan School District 5%, Sheridan Education Foundation 5%, City of Sheridan: In kind.

The goal for year 1 is to develop partnerships and a sense of community for support of the AVID programs and activities. Year 2: 21st Century Community Learning Center 70%, Yamhill County Family and Youth 15%, Sheridan School District 6%, Sheridan Education Foundation 9%.

The goal for year 2 is to develop and grow community and regional support for the AVID programs and activities. Year 3: 21st Century Community Learning Center 50%, Yamhill County Family and Youth 10%, Sheridan School District 10%, Sheridan Education Foundation 15%, Local & Regional support 15%. The goal for year 3 is to grow local and regional support, especially through Yamhill County Family and Youth. It will be important to utilize the Sheridan Education Foundation for fundraisers.

8. PARTNERSHIPS AND COLLABORATION: Each of the supporting groups was provided a rough draft of the grant application to review and provide additional feedback prior to submitting the grant application. The advisory council for the CCLC project has identified a Sustainability Committee to seek project support from Yamhill County organizations, groups and individuals.

9. Budget Program Spending Form – Attachment E

BUDGET RATIONALE

Sheridan School District is requesting \$480,000 to build and grow a 21st CCLC AVID program in collaboration with the Sheridan Community. The project identifies two sites, FCS 4-8 and SHS 9-12 with programs and activities to meet the needs of our students and families. FCS is a targeted assistance school in need of improvement in Focus School status. Students continue to have difficulties meeting state standards and the Free and Reduced rate is 76%. The majority of services provided in the community are through the school district. We have identified the AVID program to meet the needs of our students including academic support, tutorials, and enrichment activities including college/career activities.

The programs outlined in this grant have the potential to meet the needs of the 400 students

and their parents. Calculations based on the percent of students qualifying through Free and Reduced Meals are as follows: FCS 76% of 654 students =497, SHS 59% of 226 students =134. Total students eligible within the Sheridan School District is 631. Historically, student and parent participation in after school activities (e.g., parent conferences, parent night) is 50%. The administrative team is planning for the CCLC programs plan to serve 200. The need for districts to provide before and after school programs grows as state standards increase, families continue to be mobile and students continue to need additional support for their academic needs. The academic need of Sheridan students necessitates the scope of the 21st CCLC project. We have proposed a 4th-12th grade program to address college and career preparation with various counseling services. All of these programs will be provided within a safe and supportive environment with AVID trained staff, volunteers, and community support.

Students will improve their academic performance, growing a connection with their school and with positive adults. Research shows that schools offering before and after school programs will experience a reduction in student referrals or citations for: truancy, drug, alcohol, tobacco and sexual risky behaviors. A culture change that places an importance on education and community service will be a benefit for our students, parents and staff.

To support the identified students and families we will provide 1 coordinators, 1 counselor, 3 licensed staff and 10 classified staff, for a total of 14 FTE. Our planned student to staff ratio is 28 to 1 in enrichment activities and 15 to 1 in all other activities. We will make adjustments to schedules to maintain an optimal student to staff ratio during academic and enrichment activities.

Funding for one 1.0 FTE coordinator, three .5 FTE certified staff and one 1.0 FTE for a total of \$144,000.00. One college/career counselor at \$57,000.00, and ten .5 FTE classified staff is requested for a cost of \$53,000 plus benefits of \$124,000. The coordinators will schedule after school for three hours, five days a week. Certified staff will be assigned to academic and enrichment activities within certification area. Travel and student transportation will support attendance at state

training, program visits, professional development and student transportation on field trips and activities for a cost of \$8,000. Communication will support mailings, newsletter production and website support for a cost of \$1,000. Supplies and materials to support the academic, enrichment and recreation activities and coordinated school health programs and activities for a cost of \$21,000.00

Programs and activities in the after school program do not take the place of school day programs, but extend the programs outside of the regular school day. All other funds are utilized in school day programs. The programs and activities supported through CCLC funds are new programs not currently supported by any other fund. The indirect costs for Sheridan School District are 3.7% and will be utilized for the management of the grant. This will include salary, travel, professional development and supplies.



21st Century Community Learning Centers
Competitive Priority Opportunities
Attachment H

Applicant Agency (<i>name of fiscal agent</i>)	County & District	Site/School Name(s)
Sheridan School District 48J	Yamhill Sheridan School District	Faulconer Chapman School Sheridan High School
<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> 1) 50% or higher Free & Reduced Schools</p> <p><input checked="" type="checkbox"/> 2) Application submitted jointly</p> <p><input checked="" type="checkbox"/> 3) Serving students in schools needing improvement (Section 116 Title I-A)</p>	<p>List:</p> <p><input checked="" type="checkbox"/> _Faulconer Chapman School ____</p> <p><input checked="" type="checkbox"/> Sheridan High School _____</p> <p><input type="checkbox"/> _____</p> <p><input checked="" type="checkbox"/> _Yamhill County Family & Youth____</p> <p><input checked="" type="checkbox"/> _Sheridan Education Foundation____</p> <p><input checked="" type="checkbox"/> __Faulconer Chapman School_____</p> <p><input type="checkbox"/> _____</p>	
<p><input checked="" type="checkbox"/> 4) Middle School(s) and/or High School(s) (5 pts.)</p>	<p>List:</p> <p><input checked="" type="checkbox"/> _Faulconer Chapman School ____</p> <p><input checked="" type="checkbox"/> _Sheridan High School_____</p>	
<p><input checked="" type="checkbox"/> 5) Career & Technical Education (CTE) (10 pts.)</p>	<p>List:</p> <p><input checked="" type="checkbox"/> _Sheridan High School_____</p> <p><input type="checkbox"/> _____</p>	
<p><input checked="" type="checkbox"/> 6) Science, Technology, Engineering & Math (STEM) and STEAM (+ARTS) (10 pts.)</p>	<p>List:</p> <p><input checked="" type="checkbox"/> Faulconer Chapman School ____</p> <p><input checked="" type="checkbox"/> Sheridan High School _____</p>	
<p><input checked="" type="checkbox"/> 7) English Language Services (EL, ELA, ELL, ELD) (10 pts.)</p>	<p>List:</p> <p><input checked="" type="checkbox"/> Faulconer Chapman School ____</p> <p><input checked="" type="checkbox"/> Sheridan High School _____</p>	
<p align="center">Applicants have a maximum of five pages to complete all competitive priority point items checked above. These pages do not count toward the 20 page maximum. The points shown are the maximum that can be awarded for each priority. These points will be added to the total awarded to the base application only if that application scores 70 or higher by grant reviewers.</p>		