

**21CCLC Nita M. Lowey Grant Application**  
**Emmett School District + Idaho AEYC**  
**Round 16 (Preschool)**

ABSTRACT: 4800 characters

The Emmett Independent School District (ESD) is located in a rural part of SW Idaho where the effect of poverty is apparent and resources are limited, especially for families with preschool-age students. According to the 2020 Census, there are approximately 1,109 children under 5 living in Gem County; there is one preschool and 2 daycares to provide support for this community of children. The ESD is proposing to serve this preschool population and will include all 5 elementary schools within the county as target schools.

Currently, the ESD does not have a regular preschool program. There is a developmental preschool that currently only serves 34 students who must meet certain criteria to be enrolled. There is one private preschool which is consistently at maximum numbers, one Head Start program with limitations on capacity, and 2 daycares with waiting lists. Emmett families struggle to find affordable, high-quality early education options. The cost associated with private preschool is not a feasible expense for the majority of families because of their low economic status. We will target families who need preschool services, do not qualify for the developmental preschool or Head Start, and who are not able to participate in a private preschool for financial reasons.

For the past ten years we have provided a high functioning kindergarten after-school program. This program has been extremely successful, however we have noticed the need to start the education process earlier in order to maximize the impact on families. We are hopeful to expand the same type of service for our families and start at an earlier age.

Service Area: All preschool-age students who are part of the ESD area may participate in this proposed Community Learning Center (21CCLC) project; including: Butte View Elementary, Carberry Elementary, Shadow Butte Elementary, Sweet Elementary, and Ola School. We anticipate serving 36 students daily, with sessions in the morning and afternoon. Additionally, 40 hours of summer programming will be provided for students who will be entering kindergarten in the fall to double our efforts for their success when they enter Kindergarten. We know that early intervention is vital. This program will aid our students and families through the difficult transition from home to school while providing academic skill support, varied social activities, and behavioral reinforcement.

Activities Proposed: We will focus on the individual needs of the whole child and will provide services that engage students in social activities, enrichment, academic intervention and extensions, and family involvement. Highly trained personnel will aid our students in making gains cognitively, socially, emotionally, and physically. Our partnership with the Idaho Association for the Education of Young Children (Idaho AEYC) will allow us access to additional

grant funds for sustainability. Through this partnership we will work to create a county-wide "Preschool Collaborative" to widely provide services for this age-group and aid in strong sustainability. This will ensure that any family desiring to access preschool services can do so for their student.

A typical day will include a healthy snack or lunch, physical, academic, and enrichment activities. Activities and training will be provided to students, families, and staff through the Emmett School District (ESD), and our extensive partnership with Idaho AEYC.

Intended Outcomes: This proposal will give students 2 additional years of school, leading to the improvement of their early literacy (academic), social/emotional, behavioral, physical, and cognitive skills. They will leave preschool ready for kindergarten. The needs of the whole child will be met while improving academic achievement, promoting family engagement and involvement, and providing training for staff to ensure understanding of youth development and high-quality programming. Participants will be provided with activities and skill acquisition that would not otherwise be available to them and that are relevant to their success when they reach Kindergarten. Staff will have the skills necessary to meet the needs of all children. Families will regularly participate in 21CCLC sponsored activities and training.

ESD has already seen the benefits of 21CCLC funding for our elementary and secondary students. In past years, our students have grown academically, improved their social skills, and have been able to develop lifelong talents. This proposal will allow us to target students and families who can truly benefit from the varied services of a Community Learning Center. We know that we can foster positive learning experiences and set our students on the best path for their success in kindergarten and beyond.

### *NEEDS ASSESSMENT (7500 Characters)*

ASSESSMENT: Emmett is a small town about 45 minutes outside of Boise with a population of 7,647. Many of our working families commute to Boise or work in agriculture. Our community is 15% higher than the state average for people living in poverty. According to United Way Treasure Valley Assessment 2020 (2020 UWTVA), when compared to neighboring counties, Emmett has:

Lower median income-\$35,970

Lower percentage of people who attain a college degree-15%

Higher number of uninsured citizens-20%

Higher percentage of income spent on childcare-65%

Higher percentage of food insecurity among children-28%

Lower percentage of children who are enrolled in a preschool of any kind-35%

Our needs assessment is focused on preschool students in Emmett. Research shows that from birth to 5 years of age is the biggest brain development period for children. Our preschool students are often lacking in cognitive and social development skills, mostly due to

circumstances of perpetual poverty. According to United Way, “Children raised in poverty have heightened risk factors, including emotional and social instability, chronic stressors, unsafe neighborhood conditions, malnutrition and poor health status, and many other factors that can make it difficult to succeed academically.” The percentage of households in Emmett living at the Federal Poverty and Asset Limited Income Constrained Employed (ALICE) Levels is 47%, and over half the children living in Gem County live in households with incomes at or below 200% of the Federal Poverty Level. A preschool program will also provide support for families who must work outside of their homes; the 2020 UVTVA states that 51.4% of Gem County commute 30 minutes or more to work.

**PURPOSE:** Well over half of the kindergarten students in Emmett elementary schools show up for their first day of school with a significant gap and often lacking social development, behavior strategies, and life-skills. The Emmett School District’s (ESD) purpose is to address deficiencies early so that students may experience a pattern of learning and growth before kindergarten starts, where they will take on more challenging expectations. Preschool will address social-emotional development and behavioral issues before they become barriers to learning when they enter the classroom.

The Emmett community is deficient in private preschools to accommodate our population and address these deficiencies; families cannot afford to enroll their children in preschool. Our purpose is to provide quality early childhood services free of charge and enter into a community preschool collaborative in partnership with several other community providers. Participation in a Community Learning Center program increases the opportunity to receive age-appropriate behavioral, social-emotional, and academic awareness in small groups, language development, early literacy skills and enjoyment, learn how to stay on task, develop attention spans, and the chance for healthy peer interactions with adult supervision. With the implementation of this program, working families will benefit from no financial obligation and a safe place for their children to grow and learn while parents are at work.

**SCHOOL:ENROLLMENT:** Currently there are 2,444 students enrolled in the Emmett School District, including 178 students in kindergarten (district-wide) and 34 students in the district’s developmental preschool program (1 location). **TITLE I STATUS:** In the Emmett School District, 6 out of 9 schools are Title I schools, including 4 of 5 of the target elementary schools; 3 schools cannot currently report data. **SOCIOECONOMIC STATUS:** District-wide, over half of our students’ families qualify for free or reduced lunch, including one target elementary school with over 90% free/reduced status. Poverty is a significant risk factor for our students. Over half the children living in Gem County live in households with incomes at or below 200% of the Federal Poverty Level. From the US Census: 83% of Gem County adults have no post-high school degree; the likelihood of decreasing the poverty level is minimal. **ACADEMIC ACHIEVEMENT:** Data indicates that in the fall of 2021, just 28% of Emmett kindergarten students entered school at grade level. Students entering kindergarten are expected to know 11 letter names and 2 letter sounds to be considered proficient. For the past decade, well over half of Emmett kindergarten students were not adequately prepared for classroom instruction. Please consider the following kindergarten entrance data:

2018, 36% proficient  
2019, 35% proficient  
2020, 27% proficient  
2021, 28% proficient

In the fall of 2021, 72% of our incoming kindergarteners could not pass the fall kindergarten assessment, and that trend has repeated itself for the last decade. Our current 21CCLC kindergarten program averages significant growth for participating students; our hope is to start interventions earlier so students are academically prepared for kindergarten when they arrive, and are behaviorally and socially equipped to handle the demands of school. **STUDENT ENGAGEMENT:** According to the Idaho Report Card, overall student engagement for ESD is 44.7%. Student engagement will be high within this program as lessons will be taught in small group instruction and with hands-on activities. These lessons will be adapted and scaffolded to meet the individual needs of participants. **LIMITED ENGLISH PROFICIENCY & MIGRANT POPULATION:** 17% of students in the ESD targeted elementary schools are identified as English Language Learners or Migrants. **RACE/ETHNICITY:** 83% of our students are Caucasian, 14% are Hispanic, <1% are African American, <1% are Asian, and 2.5% are unclassified.

**ATTENDANCE:** The daily attendance (ADA) goal for the preschool center is 36 students. There will be 2 sessions per day of 18 students for each session. We will serve approximately 20% of Emmett community's total estimated preschool population, based on current kindergarten enrollment. Engaging activities, free programming, community surveys, and past participation numbers give us confidence that these goals will be met. Over the past decade of 21CCLC Kindergarten programs, our attendance goals have been met at a rate of over 95%.

**RECRUITMENT:** We will leverage our existing community resources with Head Start and our developmental preschool program to identify participants. According to ESD developmental preschool staff, half of families who desire placement in the developmental preschool do not qualify for services. Students will also be referred by the other members of our community preschool collaborative to meet the demand for placement. Before the start of the program year, the district newsletter, social media, and communications sent to all district patrons, will include 21CCLC programming information. Families identified as being at higher risk will be invited to apply first. Staff will provide information at back to school nights, kindergarten registration, and parent-teacher conferences.

**OUTREACH:** Private and homeschooled students and families will be invited to participate in our program and family activities. Before the start of the program year, communication, which is sent to all district patrons and the community, will be made available to private and homeschool families, including preschool. Private and homeschool families will be invited to participate and enroll. Local and regional media outlets will be utilized to disseminate information.

## PROJECT DESIGN (10,000 Characters)

**MISSION:** The **mission** of the ESD 21CCLC preschool project is to provide preschool-age children and their families access to a high-quality preschool. This will be done by delivering proven and innovative learning experiences that encourage each child's physical, social, emotional, and academic growth before they even enter a kindergarten classroom. Our **vision** is for the ESD 21CCLC preschool to enable every child to enjoy a dynamic, inclusive learning environment that invites a lifetime of self-motivated learning by: expanding early childhood educational opportunities to meet the needs of Gem County families, emphasizing social and emotional learning to increase self-motivated learning, establishing standards of measuring, reporting, and tracking student growth, promoting family engagement activities to increase potential home learning, aligning early education pedagogy with K-12 schools for successful KG transition, and increasing partnerships for future funding and resource allocation for early learning.

**MANAGEMENT:** With 10+ years of past experience in 21st CCLC programs and grants, we fully understand the requirements and the need of a full-time director to operate a 21st CCLC program. The director will be responsible for the execution, monitoring, and controlling of programming such as staff hiring, training, fiscal management, sustainability, data management, federal and state reporting, federal and state compliance, participant recruitment and retention, family engagement, and partnership building. The director will have experience in business management, finance, staff supervision, training, interest in education and youth, and/or prior experience administering a 21st CCLC grant and program.

**STAFFING:** To ensure appropriately qualified persons are hired, knowledge from building and district administration will be used to hire qualified and appropriate staff, and a hiring team will review all applications to audit the applicant's history and qualifications. Non-certified teachers will be administered a praxis test to ensure the person hired is highly qualified. Volunteers will be trained by a certified teacher. Background checks and Idaho Highly Qualified criteria will be strictly adhered to for all staff and volunteers. An orientation for all staff, including training specific to 21st Century Community Learning Centers, will be provided annually. Staff will be required to attend relevant training from the Emmett School District and the State Department of Education, appropriate behavioral training through existing district materials, and additional training about social-emotional topics will be provided, as needed. The current director has managed early childhood programs in the district for 10+ years; it is expected that the director will remain in this role through the end of the project and beyond.

In addition to program staff, a Preschool Collaborative will be formed for the purposes of gaining accreditation for this program. Our primary partner, Idaho AEYC, will guide us through this process as we aim for high quality and preschool accreditation. We will use Idaho Stars' Idaho Early Learning Guidelines.

**DEVELOPMENT:** Emmett 21CCLC will provide a fall academy for the initial training of all personnel and volunteers, including CPR. Ongoing weekly collaboration meetings and ESD quarterly training will be held for alignment and professional development. The program director

and at least one other staff member will attend a two-day new grantee training, the ION Summit, and the spring directors' meeting annually and share appropriate and relevant information with all staff after each meeting or training.

**EVIDENCE:** Research-based best practices will guide the structure of our program, including using curriculum that has been tested by the other preschools in our community. **COGNITIVE:** Giving preschool-age children an opportunity to have regular contact time with a teacher in a well-supervised and structured setting will increase their cognitive development. Academic goals will be set and closely monitored to plan for instruction. A low teacher/student ratio of 1:6 will facilitate individualization. **SOCIAL/EMOTIONAL:** Members of an Emmett early childhood collaborative will unite to identify at-risk students and behaviors, and to target intervention and skills accordingly. Daily rotations will focus on social and emotional skills through activities, role play, and peer modeling. A school counselor or psychologist will consult and intervene as needed. **PHYSICAL DEVELOPMENT:** Instruction and enrichment will be interactive, explorative, and whole-child based. Students will participate in community field trips, family events (including an outing to a local fruit orchard), and skill-based weekly physical education.

**ALIGNMENT:** To complement and reinforce the school day, our 21CCLC teachers will collaborate daily through normal teacher interactions, at weekly grade-level collaboration meetings, and through regular meetings with the principal and support staff. The 21CCLC preschool will also work with the regular school day Kindergarten teachers, district wide, to ensure preschool behavior expectations are supportive for future Kindergarten expectations.

**DESIGN:** It is expected that the Emmett 21CCLC preschool will offer academic enrichment activities for a minimum 107 days a year for 642 hours per year (107 days x 6 hours/day). This will help improve all participants' cognitive, social, emotional, and physical development, far exceeding the minimum hours of required programming. Preschool Center sessions will be Monday through Thursday from 9:00 am to 12:00 pm and from 12:30 pm to 3:30 pm. Each session will serve 18 students at a 1:6 teacher to student ratio and serve a total of 36 students per day.

**SUMMER:** Our 21CCLC programs have been providing at least 40 hours of summer services to outgoing preschool and incoming kindergarten students for many years. Our summer Jumpstart Kindergarten Program will prepare our young students for success in school. Included in summer programming will be academic instruction for students and parents, enrichment and extension activities, new school orientation for graduating preschool students, etc. Our summer program will give students and parents 40 hours of intervention and help transition students to kindergarten expectations.

**FAMILY:** To align with the family engagement objective for Idaho's 21CCLC programs, we will offer at minimum six family literacy and three parent involvement opportunities. Family literacy events will focus on the cognitive, social/emotional, and physical development of our students, as well as connecting them with community partners and resources. Our partnership with the Idaho Association for the Education of Young Children (Idaho AEYC) includes Kindergarten

Readiness workshops for parents with included child care classes. In addition, Idaho AEYC provides a wealth of resources that are available to us, including guest speakers on various topics, online content, and parent/child training. We will coordinate with our community partners for extended service learning opportunities and with our schools for STEM and literacy events. Our focus for parent involvement activities will be on kindergarten readiness with parent coaching provided by qualified trainers or teachers. Parents will be invited to volunteer in the classroom often. Active and meaningful engagement of both children and parents will be our goal. We will also partner with the Lee Pesky Center, who already partners with ESD, to support early literacy and family involvement.

**GOALS:** We will measure each participant's improvement in the following areas: **COGNITIVE:** Using achievement data and school/home contact logs, highly qualified teachers and staff will provide academic interventions. Assessment in preschool will include academics, fine & gross motor skills, SEL, and physical coordination. We will use an observation checklist that is maintained throughout the year to monitor progress, as well as ISIP data, as needed. Daily attendance and home communications logs will be utilized to monitor and target students who are falling behind. **SOCIAL/EMOTIONAL:** Data from behavior contracts, discipline-team meetings, mentoring, and behavior/skills training will give us information to make sure students' social/emotional needs are being met. We will use the Second Steps curriculum to teach social/emotional well-being. For the past 10 years of our Kindergarten program, Second Steps has proven to be an excellent avenue to teach this content. **PHYSICAL:** Data from recess logs and physical education activities will help us monitor and make sure all students are making progress physically. Collaboration with the ESD developmental preschool staff will be accessed, as needed.

**EVALUATION:** Program success depends on thorough evaluations. Initial and ongoing formal and informal evaluations will be an integral part of our program. Student, parent, teacher, and community surveys, attendance logs, and academic summative/formative data will be used as well as yearly program success surveys to ensure high-quality programming. Through our partnership with Idaho AEYC we will be developing high-quality programming even before the first day of the program. Idaho Early Learning Guidelines will be utilized to ensure we are focusing our efforts in the best areas for our families and community. Self-assessments and goal setting with our partners at Idaho AEYC will assure quality improvement. We will support a third-year independent evaluation as guided by the SDE. We will contact Boise State University as a source for our external evaluation and also explore options that our expert partnerships recommend. Historically, ESD's 21CCLC programs have submitted budget justification documents monthly to the SDE. We will also submit an ESD annual fiscal audit report that includes 21CCLC grant funding, as required.

**COLLABORATION & PARTNERSHIPS (5200 Characters)**

INTENT: Community surveys were conducted in May and November 2021 to guide interest and need for many different services, including preschool programs. In October 2021, the director and ESD district admin held our first meetings with the Idaho Association for the Education of Young Children (Idaho AEYC) and Head Start. With approval from the ESD superintendent, school principals, and stakeholders at community preschools we continue to make efforts to inform the community of our intent to submit a 21CCLC grant application. The Emmett Community is apprised of any and all developments and efforts via our public relations director and will be able to comment at future school board meetings and social media posts. As of January, 2022 there is a new school board; each member of the board was sent an email regarding the intent to submit a 21CCLC grant for preschool services and a discussion will be on the agenda at the board meeting after they are sworn-in. The school board agenda and notes are available online and posted on all the school entrances and in various places in the community. Additionally, through generous financial support from Idaho AEYC we will be gathering a community board to address the long-term needs of the program for implementation and sustainability. This application will be available for public review on the district website after submission.

COLLABORATION: Our primary partnership is with the Idaho Association for the Education of Young Children (Idaho AEYC). They will provide significant support for our community preschool program, including our work to gain accreditation through Idaho Stars, staff training and supplies. Idaho AEYC will also provide at least 6 of the 8 family engagement events in the form of Ready for Kindergarten workshops, training for staff and parents, connections with other state and federal entities, and affiliation with other preschool collaboratives around the state of Idaho. It is our desire to form a preschool collaborative in Gem County so that families may access the type of preschool services their children need. Through this Preschool Collaborative, parents in the community will know how many preschool-age seats are available, what each service location may offer to their child, and how they can access that service. We will partner with Emmett Head Start, Smart Start Academy preschool, and the ESD developmental preschool, as well as other area preschools who are interested in joining the collaborative. The Gem County Recreation District (GCRD) has been a long-standing partner with our Kindergarten 21CCLC programs for the last decade. GCRD will provide recreational activity support and training, as needed, and allocate a minimum of \$1,000 each year for enrichment services and other support. The US Department of Agriculture Breakfast and School Snack Program through federally funded child nutrition services will be utilized to the extent possible, such as providing healthy snacks as required at no cost to students. Parents can apply for free/reduced lunch status and participate, if applicable. District curriculum will be shared with program staff to the extent possible in order to facilitate interventions and support. Resources from 21st CCLC funding and Title I funding are frequently combined in order to meet the needs of families and students in our community by providing community and site-based literacy functions and other activities; 21CCLC staff will be invited to attend all relevant district-sponsored professional development. Anderson Apple Ranch provides an annual family service learning event and opportunity for families to donate their labor in gathering food for the local food bank and their own family. We will work closely with the private daycares in the area on the sharing of



information for the coordination of activities. Details of active collaboration with school leadership, staff, and other agencies are listed in Letters of Commitment.

**COMMUNICATION:** The plan to disseminate information about the community learning center to the community in a manner that is understandable and accessible is to continue with information sharing as has been demonstrated by surveys already circulated. Information can easily be disseminated to any groups of students, staff, parents, or any combination thereof through email or text by using a district-wide notification tool already in place. Additionally, community-wide announcements can effectively be made using forums such as press releases to the local newspaper, school or community social media pages, and the school district website. If we are awarded funding, recruitment and dissemination will begin in April 2022 and continue through the grant cycle. Strategies for ensuring that all stakeholders are aware of the plan include: Information booths at school registrations and open houses, word of mouth recruitment, articles in monthly newsletters, and personal invitations from ESD early childhood staff. A presentation will be made to the school board followed by regular program updates. All information will be available in English and Spanish.

*See attachments for SCHOOL, PARTNERSHIP, AND SNACK SECTIONS.*

#### *EQUITABLE ACCESS & SITE LOCATION (5200 Characters)*

**LOCATION:** Butte View Elementary school is an Idaho Public School and complies with all state and federal health and safety codes; it currently houses grades K-2 and 2 district developmental preschool classes. Butte View Elementary is a safe, centrally located, and easily accessible facility. The 21CCLC program will have a designated classroom and full access to restrooms, a cafeteria, playground, library, faculty area and office area. **SAFETY:** All participants will be required to follow district and building student safety and behavior policies. Mirroring school and district policy, the 21CCLC preschool program will have a zero-tolerance policy on drugs/alcohol, weapons, and bullying. **EMERGENCY PLAN:** Emergency and evacuation procedures will follow the regular school day plan. All students and staff will have safety instruction and drill practice during the regular school day. In the event of an emergency, the school will send text alerts and work with local law enforcement entities to communicate with families. We will also use the district-purchased communication software to disseminate information to the community if an emergency arises. **DISCIPLINE:** School administration and 21CCLC staff will work together to follow a common student behavior plan with uniform expectations, interventions, and consequences. As outlined by the Idaho Out-of-school Network (ION), a behavior matrix will be developed to ensure consistency among all preschool participants, parents, and staff; a similar behavior matrix was created for 21CCLC Kindergarten programs with uniform success. At parent/teacher conferences, teachers and parents will meet together to discuss behavior/safety issues and develop behavior plans to meet each student's needs. This will help ensure the safety of all students. We will utilize ESD's adopted methods of Positive Behavioral Interventions and Supports (PBIS), an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student

outcomes every day. It is a way to support everyone – especially students with disabilities – to create the kinds of schools where all students are successful.

**TRANSPORTATION:** In a survey conducted in December 2021, over 90% of parent respondents indicated that transportation to out-of-school-time programs was not necessary for participation; this response is consistent with the other 21CCLC programs currently operating in Emmett. Since survey results did not indicate a need, ESD will supply an in-kind match and provide accommodations if transport becomes a barrier at some point.

Parents or assignees will be responsible for student transport, however, if a transportation need arises we will consider other options on a case by case basis. In the event that parents or assignees are late with drop off or pick up, Staff will stay at the building until the last child is picked up. Community field trips will utilize district transportation. We will continue to evaluate transportation needs in our community and adjust this plan accordingly, as it is our desire to provide this service if it becomes necessary for participation and support in the future.

**ACCESS:** The plan for equitable participation for individuals with special needs, Individualized Education Plans (IEP), Section 504 Plans, and Limited English Proficiency (LEP) is for all necessary accommodations to continue to be made for students, teachers, family members, and other program beneficiaries with special needs. All facilities will be ADA (Americans With Disabilities Act) compliant for persons with disabilities. Activities will be balanced to represent the cultural, social, racial, age, and gender needs of individuals or groups. The program director and teachers will work with school personnel to deliver IEP and 504 accommodations, listed in a student's individualized plan. There will also be a partnership with the district developmental preschool that is located in the same building; every effort will be made to ensure students' needs are met. LEP students will be given access and accommodations to break down barriers. The school's migrant coordinator may refer students with Limited English Proficiency to the program, as needed. These procedures align with those for other students. No person will be denied access to our program based on real or perceived barriers.

**SUPPORTIVE LEARNING ENVIRONMENT:** Each semester, training will be provided by the Program Director, Principal, Special Education Director, or Migrant Director for staff expectations of the learning environment and culturally responsive practices. Our strong partnership with Idaho AEYC will enable staff to collaborate and ensure the delivery of an integrated curriculum and an instructional model that focuses on the whole child. Idaho AEYC and the preschool collaborative committee will help us to provide a rich learning environment, strong and responsive relationships, learning within the context of culture, child-initiated and curiosity-driven learning with a sustained focus on the child, extended blocks of time for learning to occur, and an emphasis on Idaho Early Learning Guidelines.

*FISCAL MANAGEMENT & RESOURCES (5200 Characters)*

**FISCAL:** The applicant's experience is revealed by examining outcomes for the four (4) prior and one (1) current 21st Century Community Learning Center grants that Emmett School District has already successfully administered (as well as other government funds managed.) The fiscal agent, Emmett School District, has administered federal Title funding, IDEA funds (providing federal funding for the education of children with disabilities), two (2) Gear Up Grant funds, and four (4) previous plus one (1) current 21st Century Community Learning Center grant funds. All previous audits have found Emmett School District to be operating in an appropriate manner with no findings or corrective actions. The School District Business Manager assures there are sufficient funds to cover two (2) months' worth of programming for reimbursement purposes for another 21st Century Community Learning Center grant. The fiscal agent, Emmett School District, will be responsible for the following: promote the purpose of the 21st Century Community Learning Center account, safeguard the assets of the account, and assure the propriety of all expenditures of funds and dispositions of account assets. A member of the school district's financial department will serve as the grant business manager through an in-kind match. Checks and balances will be administered by a school board member who reviews expenditures monthly. Fiscal management of the program will always be a priority.

**SUPPLEMENT:** The plan to supplement and not supplant regular school day requirements is to build upon the structure that is already in place in the ESD. There currently is only an ESD developmental preschool which is funded by Idaho Special Education funding. Students who qualify for the developmental preschool will not be eligible for additional services through the 21CCLC preschool. 21CCLC staff will collaborate and communicate with the developmental preschool and kindergarten staff on a regular basis to ensure vertical alignment. These steps will ensure the program is supporting and aligning with school day requirements to supplement instruction that will be learned in the following year of Kindergarten. Daily programming will extend to include enrichment activities, physical activities, social/emotional components, and language skills, which are not already offered to the preschool community currently served. Classes or events for the families of this population will be a new opportunity for the Emmett preschool population. These components will be in addition to the programs already happening at the school and will supplement learning that is taking place during the regular school day.

**RESOURCES:** The plan to coordinate programs is to connect families to community resources and provide opportunities for positive growth. The formation of an Emmett Preschool Collaborative will aid in that coordination. Our partnership with the local recreation district (Gem County Recreation District, (GCRD)) will allow for high-interest activities among preschool students. Partnerships with state agencies like Idaho AEYC will allow for highly desirable and beneficial family instruction. Due to this strong partnership, teachers and paraprofessionals will be highly trained; this will strengthen our program and aid in making better use of the resources available. Our partnership with the US Department of Agriculture Breakfast and School Snack Program will provide food for students during their session of preschool. ESD will provide training for all staff and space for the program. The ESD Community Schools Coordinator will synchronize all the community agencies and will be part of the Emmett Preschool Collaborative

team. The coordination of these resources from each level will increase the probability of success for students and families.

SUSTAINABILITY: Emmett 21CCLC has a solid sustainability plan with the partnership of Idaho AEYC. For many years, Idaho AEYC has provided funding for Idaho preschool collaboratives. They have many resources available that will be provided at no cost to us, and their private fundraising efforts are substantial enough to help us continue a preschool program for many years into the future. Efforts will be ongoing to seek funding and support to sustain our program in addition to our continuing partnership with Idaho AEYC. ESD will continue to provide access to classrooms, library, cafeteria, restrooms, and playground and give support with custodial, utilities, maintenance, and fiscal management. Increased partnerships and additional grant funds will assist with sustainability. \*Part of Sustainability is the retention of staff; paying staff a reasonable wage is paramount for this retention. This out-of-school-time program is not a typical 21CCLC program that runs for 2 or 3 hours after school each day, but an all-day program with 3 full time staff. The Wallace Cost Calculator estimates that it should reasonably cost \$4,142 per slot since the hours offered will be double a typical program, full time staff is required, and staff to student ratios for this age group must remain low for success. See the budget for reference.

***BUDGET: \$145,000/year for 5 years = \$725,000***

**CURRENT OR RETURNING GRANTEE (4800 Characters)**

Participation: Emmett School District (ESD) 21CCLC Kindergarten program was written to serve 80 students: 20 students for each session, 2 centers with 2 sessions in each center. Adjustments were made to accommodate our district's COVID response in years 4 and 5; we served students in their own cohorts to prevent the spread of the virus. The attendance adjustments during our COVID response will inform our decisions as we create this preschool program. For example, a 1:10 ratio at this age is challenging. Our program served 20 children per session with 2 staff members. While we saw growth in all categories, a better ratio for maximum growth in the classroom was no more than 1:8. With this preschool application we are proposing a 1:6 ratio. We have consistently served at least the minimum number of students required (taking into account our COVID adjustments to align with local and state requirements and continue to provide services.) The number of regular program participants in year 4 (2020-2021 school year) was 56, and 94 students were served during the summer and school year combined; these numbers attest to the engaging quality of our program. For additional data see above. As we are in year 5, the data is at zero as the current year data is not available.

Sustainability: The funding of all day Kindergarten is in process at the Idaho State Legislature. We created a new sustainability plan to support students before they enter school instead of catching them up once they arrive. Idaho AEYC contacted us to offer their support for

sustainability by creating early childhood programs in Emmett. We formed a partnership in an effort to pour sustainability efforts into a younger group and leverage the information gained over the last 10 years of kindergarten programming. The result of this new partnership is the submission of this grant application and the formation of an Emmett Preschool Collaborative. Idaho AEYC will be a fundraising arm to our 21CCLC programs for sustainability. In addition, the Emmett Preschool Collaborative will enhance our sustainability efforts through partnerships with Head Start and area preschools. On a regular basis, our Community Schools Coordinator makes new community connections that also want to partner with this collaborative. We are very excited and confident that this program will be sustainable for many years to come through the efforts of Emmett School District, Idaho AEYC, and local partnerships.

**Family:** The ESD Kindergarten READY programs have provided a wide variety of active and meaningful engagement opportunities to participants' families. When COVID restrictions were placed on all programs, we thought outside the box and created "Family Challenges" that we could send home with students and complete as families. The result was to shift our way of viewing family support opportunities; we changed from providing the entire activity or event to showing families how to build relationships and create learning opportunities at home. Our family engagement focused on the academic, social/emotional, and social connection of students and families. For all years of the grant we provided academic connection through Family Literacy and STEM nights with the school, held parent-teacher conferences, invited families to pick apples for the local food bank, provided parent education in Love and Logic behavioral techniques, challenged families to hike and cook together, and encouraged them to read together regularly and volunteer in the classroom.

**Performance: COGNITIVE:** Collective data shows that participants in our 21CCLC kindergarten programs have made academic gains of between 25% and 66% in the last 5 years of programming with the doubling of their teacher contact time. Academic opportunities are offered each day in STEM, literacy, and enrichment. We have been able to offer targeted intervention with guidance from classroom teachers. This proved to be very successful in assisting those at-risk for academic failure. We saw growth in all of our students' scores and received positive feedback from teachers about our small individualized groups in Kindergarten.

**SOCIAL/EMOTIONAL:** Our program has a unique component of embedding mental health activities. We use the school counselor to provide group sessions with students during 21CCLC time, and provide extra English Language Learner support. We have weekly social skills classes taught by our paraprofessionals in the Kindergarten READY program, guided by the Second Steps curriculum. **PHYSICAL DEVELOPMENT:** Our paraprofessional staff at both sites provide physical education activities weekly to evaluate progress and identify areas where more opportunity is needed.