***Attachment C***

***Project Proposal Name \_\_\_P.A.W.S. After School Program\_ Name of Agency or Individual \_\_\_\_\_The Winterset Stage \_\_\_\_\_\_\_\_\_\_\_\_***

***County \_\_\_\_Madison\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Amount Requested\_\_\_\_\_\_$2,000\_\_\_\_\_\_\_\_\_***

# Indianola DCAT Cluster Spring Projects

# RESULTS MATRIX FY15 2nd Quarter

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| **Goals** **&****Objectives** | Program/ServiceComponents | Action StepsandTime Frames | Program/Service Outcome & Performance Measures*(What is the expected measurable result? How will it be measured throughout the project period?)* |
| Provide safe place for after school care (Keep out of restrictive environment**) Done & Accomplished**Teach youth about diversity and acceptance **Partially Accomplished**Teach good citizenship and effective communication skills through hands-on arts activities(tailored & preventative service) **Partially Accomplished**Collaborate with community partners (collaboration)**Done & Accomplished** | Program is already successful and established.Program is research based – “Champions of Change – The Impact of The Arts Through Learning” edited by Edward B. Fiske (author of the best-selling *Fiske Guide to Colleges*) | Hire Teaching Artists (by July 2014)**Done & Accomplished**Finalize Teaching Plans/Program Overview by August 2014**Done & Accomplished**Begin program by September 2014**Done & Accomplished** | Youth are more empathetic towards others. **Partially Accomplished #5**Youth are able to better express themselves in a socially acceptable manner than before.**Partially Accomplished #1**Youth are able to appreciate differences in people. **Partially Accomplished #4**Youth are able to identify positive skills in themselves.**Partially Accomplished #3**Youth better understand the community resources available to them. **Partially Accomplished #2**All measured by survey and observations.**Partially Accomplished** |

1. The Winterset Stage’s P.A.W.S. students recently participated in an Open House in December. They were able to present some of the skills they have been learning September through December 2014 to their parents and peers. Some students chose to present and others did not, but all sat and supported one another. They had an opportunity to present to each other in class before the Open House and everyone chose to participate then. We told them it was okay if they decided against presenting at the Open House because the class is meant to teach them skills in which to express themselves, but not force them to perform for others. The fact that they calmly said they didn’t want to present was proof that they learned good communication skills in which to express themselves in a socially acceptable manner.
2. Our friend from Employee and Family Resources is coming to the class in February to do some teambuilding exercises and share with the students the resources that are available to them in our community. What’s great about this is we are able to reach both “at risk” and non “at risk” students and get information in their hands to take home. All too often, the “at risk” students are the ones who receive all the information about what to do and where to go for things if they need something, but the non “at risk” students don’t. We have the opportunity to reach both in a safe environment where they are more receptive to accept the information. The Prevention Specialist from Employee and Family Resources is excited about working more with The Winterset Stage and the Winterset School District on all sorts of projects and this partnership has allowed more crossover and partnering opportunities.
3. Students in The Winterset Stage’s P.A.W.S. After School program learn how to create something from nothing and use their imaginations to solve problems creatively. Both of which are positive skills that they can be proud of. They are given the opportunity to share with one another their creations and explain their ideas in large and small group settings and in both casual and formal environments. They are taught the art of gentle critique. They are given the opportunity to learn new skills they wouldn’t otherwise have learned if they weren’t in P.A.W.S. After School program.
4. A lot of the content The Winterset Stage teaches in P.A.W.S. talks about differences and accepting one another. This quarter the students learned about different cultures through puppetry. They learned about the history of storytelling in ancient and modern society and learned about myths, legends, and folktales. They learned about the different types of puppets and the cultures from which they come. They learned that puppetry is a cultural art form and each culture developed their own unique type of puppet. Our PAWS students get the chance to learn about how other cultures perform tasks or express themselves and how those things relate to them. They are able to find similarities and differences, but most importantly they are able to appreciate those differences.
5. Our students understand how to be empathetic of others’ feelings through puppetry this last quarter. By learning about characters and personalities, the students are learning about how other people think. They are forced to ask themselves “What does this person think?”, “Why do they think this way?”, and “How does this make them feel?” Exercises like these make students more empathetic individuals and helps them better convey their own emotions.

The Winterset Stage’s programs are a great resource to the community. The educational foundation P.A.W.S. is built on is a unique and effective way at providing safe after school care to both DHS and non DHS students while teaching them useful life skills and helping them become better citizens who are able to express themselves in a socially acceptable manner. Thank you for helping The Winterset Stage give underserved children these opportunities.